



School Improvement Plan

Thorne Elementary School

Westwood Community 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.

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?

As a proud member of Westwood Community Schools, Thorne Elementary is nestled on the southern most portion of the district. Boasting a diverse student population with an average of four classes on each grade level, Thorne delivers a program that promotes academic success, high expectations for all, rigor, cooperation, wellness and safety, as well as a college-going culture. In addition to physical education, art, strategic reading, math lab and STEM (science, technology, engineering, and mathematics), our students have the opportunity to participate in programs that enrich the general curriculum including Starfish Lights On Afterschool Family Fun Night, Math and Literacy Night, Game Night, Spelling Bee, Bingo For Books, Thorne Walks-4-Books, Pennies for Patients, University Day, U of M Reading Tutorials, Compass Learning, iPad Initiatives, Visiting and Off-Campus Field Trips, Safety Patrol, Student Council, Public Speaking Squad, Mobile Dentistry, as well as School-wide Positive Behavior Interventions & Supports.

Thorne parents are dedicated and committed to the success of their children. As partners in the academic process, they play a crucial role in the overall vitality of our school. Through an array of workshops held in conjunction with community-based agencies, parents are provided with opportunities to further their own livelihood all the while enriching the lives of their children.

We have a strong sense of community at Thorne Elementary. We are pleased with the partnerships we have formed with various organizations in order to provide our students and their families with much needed intensive services in order to meet their basic needs. Starfish Family Services, the University of Michigan, Gleaners Community Food Bank of Southeastern Michigan, as well as Wayne County Foster Grandparents have been main-stays, and play a key role in our overall success as we strive to offer our students the best opportunity to receive a quality education.

The elementary years are a critical component in education. At Thorne Elementary, our goal is to provide a solid foundation on which our children will construct understanding for a lifetime.

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.

Vision Statement

It is the vision of Thorne Elementary to create a nurturing community based upon relationships through the promotion of the following values:

- Academic Success
- High Expectations for All
- Rigor
- Cooperation
- Wellness and Safety
- A College-Going Culture

Mission Statement

Thorne Elementary will develop the unique academic and social abilities necessary to prepare our students to succeed in a competitive society through a challenging, innovative, and technologically-enhanced curriculum taught in a safe atmosphere by a nurturing staff in partnership with parents and the community.

Our Beliefs

We believe that:

- All of our students are capable learners.
- High expectations lead to high achievement for all.
- It is our responsibility to provide the best possible learning environment where students are actively engaged.
- A variety of developmentally appropriate teaching strategies, methods and materials are necessary to promote success for all.
- It is important to create a college-going culture.
- Our students can learn to manage themselves and their behavior.
- It is important for our students to give back to the community.
- Parents and community members are our educational partners and play a crucial role in the overall vitality of our school.

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.

During the course of the past two years, we have made significant improvements to our program in order to positively impact student achievement. Notable achievements and improvements include the following:

- We have made it a priority to establish a culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning all the while raising student achievement.

- Rubicon Atlas Curriculum Maps and pacing calendars, aligned to the Common Core State Standards, are utilized and thoroughly updated annually by grade level and/or vertical teams in order to ensure a cohesive plan for instruction and student learning. The district continues to identify methods of communicating content and grade level standards to all constituents, in order to broaden and deepen overall understanding.

- Teachers and ancillary staff have done an excellent job utilizing in-house resources in order to plan for day-to-day, and long range instruction. Care has been taken in order to create and implement developmentally appropriate lessons based upon unique learning styles and abilities. Additionally, differentiation of instruction is embedded into the core subject areas and is done so via interpretation of acquired data (formative and summative), which is housed in a comprehensive data binder for each student (K-2).

- On-going, high quality professional development is viewed as a collaborative staff activity. Strategically aligned to state, district and school level goals, our professional development initiatives afford ample opportunities for staff members to reflect upon their content and pedagogy all the while increasing student achievement and consistency in instructional practices. Further, classroom action research, study teams and peer coaching has played a more central role, and collaborative practices have been streamlined in order to focus upon the improvement of instruction.

- Effort has been made to expand the evaluation and monitoring of student learning through the use of summative (i.e. M-STEP, NWEA) and formative (i.e. MLPP, running records, student portfolios, teacher anecdotal notes) assessments from classroom teachers to all staff members within the building.

- Full implementation of Everyday Mathematics has occurred throughout grades K-6. This comprehensive program emphasizes the application of mathematics to real-world situations, provides numerous opportunities for basic skills practice and review, encourages students to explain and discuss their mathematical thinking, provides opportunities for family members to participate in students' mathematical learning, and teaches students how to use technology appropriately.

- Through the inclusion of School-wide Positive Behavioral Interventions & Supports (PBIS), as well as the guidance and support of staff members knowledgeable in behavioral planning, we have had the opportunity to further establish a pro-active, team-based approach to creating and sustaining a safe and effective school with an emphasis on prevention of problematic behavior, development of pro-social skills, as well as using behavior data in order to address existing behavioral concerns.

- We have worked diligently in order to maintain purposeful, active and positive relationships with families, as well as community members.

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Diversity among our school population is highly valued, and we are constantly seeking ways to bridge the home/school gap (i.e. PTO) in order to engage parents/families as partners in helping students, as well as our school, succeed.

- Increased efforts in order to utilize technology within our classrooms including Smart Boards, document cameras, iPads, iPods, and highly engaging web-based programs such as IXL and Compass Learning.

- Incorporated conferring strategies into all content areas in order to inform instruction, monitor student growth and provide students with meaningful and tangible feedback pertaining to their understanding of their learning, as well as the Common Core State Standards. Through this purposeful and predictable structure, classroom teachers provide students with "glows" and "grows" which aid in the establishment of personalized learning goals. Additionally, staff members teach students one strategy or technique that can be woven into their work and can continue to be used in the future.

- School-wide participation in Red Ribbon Week, a nationally recognized substance abuse prevention campaign, as well as the recognition and celebration of Bully Prevention Week.

- A quest to expand shared decision making among all stakeholders, particularly among the student body, through school-wide as well as individual dialogues, interactive student surveys, as well as school-based offerings such as Student Council, safety patrol, etc.

As we move into the next two years, we will continue to promote and strengthen an environment conducive to effective teaching and learning via a spirit of building wide collaboration, inquiry, risk-taking and reflective practice. Classroom action research, study groups, vertical Professional Learning Communities, and peer coaching will continue to play a more central role, and collaborative practices will continue to be streamlined in order to focus upon the improvement of instruction. Additionally, staff members will improve and become more skilled in their collaborative techniques including: decision-making skills, managing conflicts, stages of team dynamics, and providing constructive feedback. Further, professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas. A continuous improvement cycle will also be stressed and further implemented so as to analyze acquired data, and adjust instructional practices linked to student achievement.

Additional Information

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

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.

The School Improvement Plan (SIP) was developed via a series of School Improvement Team (SIT) Meetings, which occurred monthly and were held before and/or after school. All stakeholders (i.e. School Improvement Team Chair, Principal, classroom teachers, ancillary staff, and parents) were invited to attend in order to offer input and make decisions pertaining to the SIP. Additional work sessions/focus groups were held with varying configurations of teaching staff, the School Improvement Team Chair, and/or building Principal in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the upcoming school year, and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections of the SIP were completed, they were made available to all stakeholders for additional review and input. As we move into the 2015-2016 school year, we will continue to develop, monitor and review the SIP by meeting regularly as a SIT, as well as with the entire staff via, for example, staff meetings, grade-level PD sessions, vertical teams and/or building-wide PD sessions.

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

As stated previously, the SIP was developed via a series of School Improvement Team (SIT) Meetings, which occurred monthly and were held before and/or after school. All stakeholders (i.e. School Improvement Team Chair, Principal, classroom teachers, ancillary staff, and parents) were invited to attend in order to offer input and make decisions pertaining to the SIP. The School Improvement Team Chair worked closely with the building Principal in order to monitor, review, further develop the SIP, as well as outline tasks for completion during the monthly meetings. Currently, the SIT consists of: the building Principal, the School Improvement Team Chair (a Grade One teacher), grade PK-3 representatives, and our Title 31-A Behavioral Specialist and Instructional Advocate. Despite our efforts, we have not had success with parents attending our 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.

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Improvement Plan Stakeholder Involvement

Introduction

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

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parents and community members during the required Title 1 Parent Meeting, which is typically held during Open House, as well as during PTO Meetings held in the early fall.

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?

Challenges that have been identified include: while our enrollment has increased, we have noticed that a number of students transfer in to/out of our building annually. Of those received, many require strong support in order to remain successful within their schooling as they have limited skills, particularly within literacy (reading, writing) and mathematics; parental involvement is not as high as we would like resulting in a weaker home/school connection; we have noticed that a fair amount of our students have limited and/or inadequate resources at home making completion of homework, for example, more difficult.

Student Demographic Data

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

Our major challenges regarding student attendance continues to be with those who do not have adequate transportation. As a result, we have seen increased tardiness and absenteeism. This is particularly true during inclement weather, half days of school, or just before/after holidays and/or breaks. Additionally, despite our efforts we continue to have difficulties with families signing their students out early (between 30-45 minutes) daily for appointments, to avoid congestion during dismissal, etc.

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?

When trending behavioral data, the following challenges have been identified: Conduct that is injurious to self and/or others is the predominant behavior exhibited by students being referred to the office via an Office Discipline Referral (ODR); Disruptive behavior within the classroom is also problematic, particularly among African-American males. At present, our grade 2 and 3 students have received the most ODRs, with grade 3 leading the way as of the writing of this document (June, 2015).

Student Demographic Data

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

Regarding Enrollment Data:

As we move forward and into the next school year, we will address these challenges by conducting and/or engaging in the following: All staff members will be provided with high-quality PD to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices; All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction; Parental workshops SY 2015-2016

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spanning a wide-array of topics will continue to be offered, and strengthened, through the support of Starfish Family Services, as well as our 31a counselor. All staff members will partake in our annual Open House, Literacy and Math Nights, etc. in order to further promote a positive home/school connection.

Regarding Attendance Data:

Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance as well as through: letters/calls home; home-visits by classroom teachers, the building principal, 31a counselor, truancy officer, etc. Additionally, district and/or building-level staff will continue to work with those who are homeless in order to arrange for transportation.

Regarding Behavioral Data:

Teaching and support staff will re-teach and reinforce problem-solving strategies, and alternatives to aggression; Adults will increase positive recognition of students who use alternatives to aggression; Adults will work to preempt disruptive behaviors of students who typically exhibit those behaviors (i.e. one-one-one attention, take-a-breaks, active supervision, transitions support); Students exhibiting aggressive behaviors will receive one-on-one instruction in alternatives from the classroom teacher, 31a counselor, and/or principal.

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?

Research has shown that having a qualified, experienced administrator leading the building can mean the difference between overall success versus failure. We are fortunate to have a building principal who offers a mixture of skills, knowledge and abilities based upon a varying range of teaching and leadership experience. A twenty-two year veteran, the building principal continuously seeks opportunities to reflect upon and further hone his acquired content knowledge and pedagogy in order to promote higher degrees of student success. It is important to note that building administrators have shifted slightly during the past several years. Our current administrator, however, is heading into his third consecutive year at Thorne Primary. This stability has aided in the success of the school, as well as implementation of current district/building-level initiatives.

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?

Research has shown that having a qualified, experienced teacher in the classroom can mean the difference between a student's academic success versus failure. We are fortunate to have a teaching staff offering a mixture of skills, knowledge and abilities based upon a varying range of teaching experience. A few of our FTEs have 4+ years of service, with the vast majority having 9+ years. Our teaching staff continuously seeks opportunities to reflect upon and further hone acquired content knowledge and pedagogy in order to promote higher degrees of student success. It is important to note that our staff has also remained rather consistent from year, and this stability has aided in the success of the school, as well as implementation of current district/building-level initiatives.

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?

While there has been much research on the positive effects of having qualified, experienced educators working with students, particularly those deemed at-risk, there has also been a large body of research conducted on the negative impacts of educator absenteeism. It is widely known that as an educator's time within the building decreases, so does student achievement. Analysis of our school leader's absences reveals that 3.5 were due to illness for the entire school year, with 2 additional being utilized for personal business. No other absences were taken by the principal.

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?

While there has been much research on the positive effects of having qualified, experienced teachers working with students, particularly those deemed at-risk, there has also been a large body of research conducted on the negative impacts of teacher absenteeism. As a students' time with their classroom teacher decreases, so does their achievement levels. Analysis of our current teacher attendance data indicates that there has been a significant decrease in teacher absences this school year. Of the 140 days reported (overall total), 53 were for staff development/learning purposes and/or professional meetings. The remaining 87 were due to illness (either personal, spouse or child) and/or personal business. This averages 4.3 days per teacher/year (based upon the reported 20 FTEs within this SIP). Compared to last year (7.5 average days of illness/personal days per teacher), this is a marked improvement and can be viewed as one factor positively impacting the closure of our achievement gaps.

Teacher/School Leader(s) Demographic Data

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

As noted previously, we have seen marked improvements as they relate to teacher absenteeism. At present, teacher absenteeism has decreased (in comparison to the 2013-14 SY), by 3.2 days per FTE resulting in an average illness/personal day rating of 4.3 days this school year. Our building principal has a slightly higher rate of 5.5 days this school year. While lower than last year's averages, District incentives (financial) may decrease absenteeism even more. Additionally, linking educator attendance to annual evaluations may also reduce absenteeism.

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?

The following strands/standards/indicators are strengths per the School Systems Review:

Standard 1: Curriculum

- Indicator A: Alignment

Standard 2: Instruction

- Indicator E: Learning Environment

- Indicator F: Reflection

Standard 3: Assessment

- Indicator G: Assessment System

- Indicator H: Shared Understanding

- Indicator J: Student Involvement in the Assessment Process

Standard 4: Instructional Leadership

- Indicator K: A Vision for Learning

- Indicator L: Guidance and Support for Teaching and Learning

- Indicator M: Results-Focused

Standard 5: A Culture for Learning

- Indicator N: Safe and Supportive Environment

Standard 6: Organizational Management

- Indicator R: Resource Allocation

Standard 7: Professional Learning Culture

- Indicator S: Collaborative Teams

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?

The following strands/standards/indicators are challenges per the School Systems Review:

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Standard 1: Curriculum

- Indicator B: Coherence

Standard 2: Instruction

- Indicator C: Instructional Design
- Indicator F: Effective Instructional Practices

Standard 3: Assessment

- Indicator I: Data Analysis and Decision-Making

Standard 5: A Culture for Learning

- Indicator O: Shared Leadership for Learning

Standard 6: Organizational Management

- Indicator P: Communication Systems
- Indicator Q: Intentional Practices

Standard 7: Professional Learning Culture

- Indicator T: Collective Responsibility

Standard 8: Professional Learning System

- Indicator U: Purposeful Planning
- Indicator V: Impact of Professional Learning

Standard 9: Communication

- Indicator W: Approaches and Tools
- Indicator X: Cultural Responsiveness

Standard 10: Engagement

- Indicator Y: Learning Opportunities
- Indicator Z: Partnerships

12. How might these challenges impact student achievement?

The School Systems Review provides a comprehensive examination of the characteristics of key systems, processes and protocols of practices that are currently in place within the building to support student academic success and lead to raised achievement. Naturally, the challenges identified above continue to negatively impact and prevent overall higher degrees of student achievement across classrooms and throughout the building.

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.

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The below-listed actions have been added to our School Improvement Plan in an effort to address the challenges identified via the School Systems Review:

- Teachers will continue to work collectively in order to further examine their own curriculum, as well as be provided with opportunities (i.e. staff meetings, building-wide PD, release time) to dialogue with others regarding content above/below their grade levels via vertical teams.
- All staff members, through a building-wide initiative, will provide meaningful examples of real life application of the goals and/or objectives within each unit of study so as to ensure higher degrees of student ownership of their own learning.
- All students will be able to state what they are learning and why, as well as articulate their personal learning goals.
- We will continue to nurture the work that has been conducted to date via professional learning communities so as to further develop a collaborative culture that not only incorporates a philosophy of continuous improvement and cohesiveness, but self and systematic reflection as well.
- Grade-level and vertical teams will continue to gather/interpret data so as to monitor, modify and drive the day-to-day instruction of all students within all subjects. Such instruction will be rooted in best practice, designed to meet the individual and varied needs of each student, ensure high levels engagement and thinking, as well as provide ample opportunities for students to apply curricular concepts in a real world context.
- We will expand the evaluation and monitoring of student learning through the use of summative (i.e. MEAP) and formative (i.e. NWEA, MLPP, benchmark assessments, student portfolios) assessments from classroom teachers to all staff members within the building. Also, additional training and time is needed in order to desegregate and interpret data so as to inform, target , and plan for areas requiring individualized instruction.
- School schedules will be examined and opportunities identified where staff members are able to engage in robust discussions of best practices, review available resources, and partake in high-quality professional development (either self, district and/or school-directed) linked directly to the School Improvement Plan. Further, the building principal, in conjunction with district officials, will continue to identify opportunities to assist staff members in transferring their learning into practice. Such opportunities will include: reflective and meaningful comments during walk-throughs, evaluative observations, review of lesson plans; inter/intra-visitations in order to observe and reflect upon exemplary practices in action; the promotion of in-house study groups/book clubs where staff can broaden their knowledge of curriculum, instruction, and assessment.
- The building principal will continue to strengthen his methods of communication (orally/in writing) with all constituents to not only ensure that all school policies and procedures are clearly understood, but to consistently communicate the school's (and District's) vision of high expectations for staff and students.
- The building principal will continue to build upon and strengthen the understanding of shared leadership to further promote an environment conducive to effective teaching and learning via a spirit of building-wide collaboration, inquiry, risk-taking and reflective practice.
- Grade-level teams will be expanded to vertical teams, and frequent opportunities to meet will be identified through the review and programming of school/district schedules.
- Inquiry practices such as classroom action research, study teams and peer coaching will play a more central role, and collaborative

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practices will be streamlined and focus upon the improvement of instruction, analysis of student work, and strategies rooted in best-practices to improve the achievement of individual students.

- All members of the teaching staff will not only demonstrate, through teaching practices and collaborative interactions, that they have extensive knowledge of their content area and/or grade level, but update their knowledge by accessing a variety of professional development opportunities, as well as demonstrate that they are consistently applying their newly acquired knowledge within their classrooms.

- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.

- A continuous improvement cycle will be stressed and further implemented so as to analyze and adjust instructional practices linked to student achievement.

- The generation, identification, collection and storage of various forms of data will become highly routine, and enhance the ability of all staff to make decisions that have a direct impact on student achievement.

- Staff members will continue to receive support from the building principal and/or district in the form of professional development/training in order to deepen their awareness of the processes for managing and interpreting multiple types of data in order to drive day-to-day instruction.

- All staff members will routinely analyze data from multiple types and sources, and convert it into useful information that is used to summarize, examine, predict and prevent. Continued professional development/training will be provided to all staff members in order to improve their skills in the analysis and interpretation of such data. Further, time and energy will be spent in order to engage the school community in more robust and deliberate dialogues regarding the interpretation and explanation of acquired data.

- Programs and building-wide processes will continue to be monitored and adjusted accordingly based upon data within the system and such dialogues.

- Continue to employ a variety of techniques in which to communicate with families and/or community members, as well as promote open and two-way communication. A method of assessing such building-level communication techniques will also be developed, and changes will be made as a direct result. Additionally, professional development will occur among the staff members in order to facilitate open communication with and develop a deeper understanding of diverse families.

- Parents and/or community members will also continue to be encouraged to volunteer within the building, gain a deeper understanding of their child as well as others, and focus their work on the goals stated within the School Improvement Plan.

- Additional efforts will be made by staff members in order to promote a structure where parents can serve as liaisons, as well as provide feedback, in order to enhance and improve student achievement and/or overall school success.

- Parents will continue to be invited to School Improvement Team meetings.

- We will continue to establish partnerships with community agencies in order to supplement comprehensive health and human services for the students and/or their families. Ongoing evaluation of such partnerships will occur in order to assess the impact on student achievement,

and adjustments made accordingly.

- Membership on the School Improvement Team will continue to be a common expectation for all staff members within the building, so as to ensure that all major decisions for planning, monitoring and evaluating school improvement are made collaboratively while promoting a sense of self/building-wide efficacy.

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?

All of our students have access to a full array of intervention (i.e. tutoring, skill-based instruction) and/or after-school programs (i.e. those provided via Starfish Family Services) regardless of whether or not they are identified with a disability.

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

All students are able to partake in daily tutorials (via their classroom teachers, volunteers, Foster Grandparent Program), select grade K-1 students receive intense literacy support via the Reading Specialist, and select grade 2 students partake in specialized reading instruction (via CEIS). Additionally, a number of students partake in extended learning opportunities (after school) sponsored via Starfish Family Services.

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

Building staff routinely review acquired formative and summative data in order to drive day-to-day instruction. Those students falling within the Intensive and/or Strategic proficiency bands are typically selected to partake in tutorials within the building. The Starfish after school program is open to all students. However, due to grant restrictions, the program can only house 50-75 students, who are registered on a first-come, first-served basis. Parents are informed of extended learning opportunities via monthly (classroom, building) newsletters, as well as flyers provided on an ongoing basis. Additionally, the use of our automated calling system has proven highly effective in keeping our parents informed regarding opportunities within the building. Classroom teachers (i.e. daily conversations, discussions during Parent-Teacher Conferences) play a key role in keeping parents informed, particularly with learning concerns and assisting in identifying resources as possible solutions. Federally required meetings, such as the annual Title 1 Meeting, are also used to inform parents of opportunities available to their students.

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?

Curriculum guides and pacing calendars have been established in order to ensure a cohesive plan for instruction and student learning. These documents, which are reviewed annually by a team of classroom teachers, building principals, and other district

officials, are becoming fully aligned to the Common Core State Standards within all content areas. District and building-level administrators ensure that the standards are being implemented daily by frequently reviewing and commenting on lesson plans, conducting classroom walk-throughs and teaching observations, through the formation and implementation of professional development sessions linked to the standards, as well as through ongoing work among members of various building-level PLCs.

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: We were not required to complete the Health Survey/Screener this year.

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

Gr. 3 MEAP DATA:

- R.IT.02.02 Discussing informational text patterns
- R.IT.02.03 Explaining how authors/illustrators use text features

K-2 NWEA DATA:

- Literature and Informational Text Reading
- Language (Gr. 2): Understanding & Editing Mechanics

19b. Reading- Challenges

Gr. 3 MEAP DATA:

- R.WS.02.11 Determining meaning of words and/or phrases in context
- R.NT.02.02 Identifying and/or describing narrative/fiction genre
- R.NT.02.03 Identifying and/or describing characters, setting, problem and/or a sequence
- R.NT.02.04 Identifying and/or explaining how authors and/or illustrators use literary devices
- R.CM.02.02 Retelling main ideas and/or relevant details of text
- R.CM.02.03 Comparing/contrasting relationships within and across texts

K-2 NWEA DATA:

- Vocabulary Use and Functions
- Language and Writing

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- Foundational Skills
- Language (Gr. 2): Understanding & Editing for Grammar
- Language (Gr 2): Writing: Planning, Organizing, Developing, Revising & Researching

19c. Reading- Trends

- In-house formative assessments (running records) indicate that 54% of Thorne Primary students fall within the Benchmark and Strategic proficiency bands as of June, 2015. Compared to our 2016 Measurable Objective of 68% proficiency, Grade 3 (Thorne Primary) has surpassed the target with 79% of the students falling within the Benchmark and Strategic proficiency bands as of June, 2015. Grade 2 follows with 59%; Grade 1 with 49%; Grade K with 44%.
- Per In-house formative assessments: African-American students, as well as females, are the most proficient.
- MEAP data (fall, 2013) indicates that reading is the strongest of the content areas with the building average of 38.5% of students (grades 3-6) scoring Level 1 (Advanced) and Level 2 (Proficient). Grade Five students scored the highest (43% proficient) within the area of reading, followed by Grade Four (42%), Grade Six (40%), and Grade Three (29%) respectively. It is important to note that this data is significantly out of date and is well over 1.5 years old as of the writing of this SDA (June, 2015).
- Per MEAP data (fall, 2013): Caucasian students, as well as females, were the most proficient overall. Closer analysis of MEAP data, however, reveals that overall proficiency levels have fallen significantly from year-to-year within this content area with Grade Three having the most implications and dropping by 21% over the course of four years. Grade Four follows with a 13% drop over a span of four years; Grade Five an 8% drop.
- Per MEAP data (fall, 2013): Student achievement within this content area is below the state target, as well as our MO.
- NWEA data indicates that 21% of Thorne Primary (K-2) students fall within the Benchmark and Strategic proficiency bands as of June, 2015. Compared to our 2016 MO, none of the students meet or exceed the target at this time, as measured via NWEA.
- NWEA data also indicates that the following grade level gains (those scoring Benchmark) have occurred as compared from baseline (fall) and end-of-year (spring) data: Kindergarten = 10% growth; Grade One = 1% growth. Grade 2 decreased by 4%; Grade 3 made no growth (remained flat).

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.

As we move forward and into the next school year, we will continue to address these challenges by conducting and/or engaging in the following:

- A culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement, will continue to be promoted.
- Curriculum guides and pacing calendar will continue to be updated annually by vertical and/or grade level teams in order to ensure full alignment to the Common Core State Standards, as well as a cohesive plan for instruction and student learning.
- All staff will provide students with daily instruction in all content areas based upon the Workshop Model, as well as utilize conferring techniques in order to determine student strengths, needs, future teaching points, as well as to set personal learning goals.
- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.
- Additional PD will be provided to all staff members in order to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- All staff will continuously monitor the progress of all students, particularly those identified as "at risk of failing", through bi-monthly grade-level meetings, as well as meetings with the building Principal. Assessment (formative and summative) data will be reviewed during those sessions in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff input and student progress, learning goals and action plans will be established/revised for all students.
- Expand the evaluation and monitoring of student learning through the use of summative (i.e. MEAP, NWEA) and formative (i.e. MLPP, Fountas and Pinnell Benchmark Assessments) assessments from classroom teachers to all staff members within the building.
- Differentiation of instruction will continue to be embedded into the core subject areas and will be done so via interpretation of acquired data (formative and summative). Hands-on and inquiry-based learning will play central roles within all content areas and learning environments.
- All professional staff will continue to meet during after-school and/or required building-wide/grade-level PD sessions, Staff Meetings, etc. in order to read/discuss selected (as stated with the SIP goals) and/or self-selected professional literature related to the teaching of reading, mathematics, writing, science and social studies.
- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction based upon the unique and varied needs of all students.
- All professional staff will continue to have access to viewing high-quality instruction (in all content areas) within/outside of the building via

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inter/intra-visitations, PLCs, etc., and meet collaboratively in order to determine instructional implications.

- Additional professional development will be provided and focused upon strategies in which to work with students with unique needs that may be more challenging than others, particularly within the area of social-emotional behaviors and behavior management.
- Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance as well as through: letters/calls home; home-visits by classroom teachers, the building principal, the 31a Counselor, building truancy officer, etc.
- Parental workshops spanning a wide-array of topics will continue to be offered, and strengthened, through the support of Starfish Family Services, as well as our building-level 31a Counselor.
- District and/or building-level staff will continue to work with those who are homeless in order to arrange for transportation.
- All staff members will partake in our annual Open House, Literacy and Math Nights, etc. in order to further promote a positive home/school connection.
- A continuous improvement cycle will continue to be stressed and further implemented so as to analyze acquired data, adjust instructional practices linked to student achievement, as well as to promote a culture of academic excellence.

20a. Writing- Strengths

Gr. 4 MEAP DATA:

- No notable strengths

Gr. 2 NWEA DATA:

- Language (Gr. 2): Understanding & Editing Mechanics

20b. Writing- Challenges

Gr. 4 MEAP DATA:

- W.GN.03.01 Producing writing or identifying narrative characters
- W.PR.03.02 Applying or identifying a variety of pre-writing strategies
- W.PR.03.04 Identifying a peer's text in need of an improved sequence
- W.PS.03.01 Writing with or identifying correct grammar and usage
- W.SP.03.01 Spelling correctly frequent and/or less frequent encountered words

Gr. 2 NWEA DATA:

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- Language (Gr. 2): Understanding & Editing for Grammar
- Language (Gr 2): Writing: Planning, Organizing, Developing, Revising & Researching

20c. Writing- Trends

- MEAP data (fall, 2013) indicates that writing is the strongest of the content areas with the building average of 26% of students (grades 4) scoring Level 1 (Advanced) and Level 2 (Proficient). It is important to note that this data is significantly out of date and is well over 1.5 years old as of the writing of this SDA (June, 2015).
- Per MEAP data (fall, 2013): Caucasian students, as well as females, were the most proficient overall. Closer analysis of MEAP data also reveals that overall proficiency levels have fallen from year-to-year within this content area with an 8% drop over a span of four years.
- Per MEAP data (fall, 2013): Student achievement within this content area is below the state target, as well as our MO.
- NWEA data indicates that 21% of Thorne Primary (K-2) students fall within the Benchmark and Strategic proficiency bands as of June, 2015. Compared to our 2016 MO, none of the students meet or exceed the target at this time, as measured via NWEA.
- NWEA data also indicates that the following grade level gains (those scoring Benchmark) have occurred as compared from baseline (fall) and end-of-year (spring) data: Grade Two = 2% growth. Grade Three decreased by 3%.

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.

As we move forward and into the next school year, we will continue to address these challenges by conducting and/or engaging in the following:

- A culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement, will continue to be promoted.
- Curriculum guides and pacing calendar will continue to be updated annually by vertical and/or grade level teams in order to ensure full alignment to the Common Core State Standards, as well as a cohesive plan for instruction and student learning.
- All staff will provide students with daily instruction in all content areas based upon the Workshop Model, as well as utilize conferring

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techniques in order to determine student strengths, needs, future teaching points, as well as to set personal learning goals.

- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.
- Additional PD will be provided to all staff members in order to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- All staff will continuously monitor the progress of all students, particularly those identified as "at risk of failing", through bi-monthly grade-level meetings, as well as meetings with the building Principal. Assessment (formative and summative) data will be reviewed during those sessions in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff input and student progress, learning goals and action plans will be established/revise for all students.
- Expand the evaluation and monitoring of student learning through the use of summative (i.e. MEAP, NWEA) and formative (i.e. MLPP, Fountas and Pinnell Benchmark Assessments) assessments from classroom teachers to all staff members within the building.
- Differentiation of instruction will continue to be embedded into the core subject areas and will be done so via interpretation of acquired data (formative and summative). Hands-on and inquiry-based learning will play central roles within all content areas and learning environments.
- All professional staff will continue to meet during after-school and/or required building-wide/grade-level PD sessions, Staff Meetings, etc. in order to read/discuss selected (as stated with the SIP goals) and/or self-selected professional literature related to the teaching of reading, mathematics, writing, science and social studies.
- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction based upon the unique and varied needs of all students.
- All professional staff will continue to have access to viewing high-quality instruction (in all content areas) within/outside of the building via inter/intra-visitations, PLCs, etc., and meet collaboratively in order to determine instructional implications.
- Additional professional development will be provided and focused upon strategies in which to work with students with unique needs that may be more challenging than others, particularly within the area of social-emotional behaviors and behavior management.
- Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance as well as through: letters/calls home; home-visits by classroom teachers, the building principal, the 31a Counselor, building truancy officer, etc.
- Parental workshops spanning a wide-array of topics will continue to be offered, and strengthened, through the support of Starfish Family Services, as well as our building-level 31a Counselor.
- District and/or building-level staff will continue to work with those who are homeless in order to arrange for transportation.
- All staff members will partake in our annual Open House, Literacy and Math Nights, etc. in order to further promote a positive home/school connection.

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- A continuous improvement cycle will continue to be stressed and further implemented so as to analyze acquired data, adjust instructional practices linked to student achievement, as well as to promote a culture of academic excellence.

21a. Math- Strengths

Gr. 3 MEAP DATA:

- N.ME.02.02 Reading and writing numbers to 1,000.
- N.ME.02.03 Comparing and ordering numbers to 1,000
- M.UN.02.05 Telling time using AM and PM
- G.GS.02.04 Knowing curved/straight lines & curved/flat surfaces
- N.MR.02.14 Representing X using area and array models

K-2 NWEA DATA:

- Geometry

21b. Math- Challenges

Gr. 3 MEAP DATA:

- N.FL.02.06 Decomposing 100 into addition pairs (i.e. $99 + 1$)
- N.MR.02.07 Finding distance between numbers on a number line
- N.MR.02.08 Solving problems such as $42 + \underline{\quad} = 57$
- N.MR.02.09 Solving story problems with objects & pictures
- M.PS.02.02 Comparing, adding, and subtracting lengths
- M.PS.02.10 Solving simple word problems in length & money
- G.GS.02.01 Identifying, describing, and comparing 2-D & 3-D shapes
- G.GS.02.02 Putting together and taking apart 2-D & 3-D shapes
- N.MR.02.16 Making connections given a situation with groups of equal size

K-2 NWEA DATA:

- Number and Operations
- Measurement & Data
- Operations & Algebraic Thinking

21c. Math- Trends

- In-house formative assessments (Everyday Math unit assessments) indicate that 64% of Thorne Primary students fall within the Benchmark and Strategic proficiency bands as of June, 2015. Compared to our 2016 Measurable Objective of 49% proficiency, Grade 3 (Thorne Primary) and Grade 1 have surpassed the target with 52% and 54%, respectively, of the students falling within the Benchmark and Strategic proficiency bands as of June, 2015. Grade 2 follows closely with 45%. There are no Kindergarten Everyday Math assessments.

- Per In-house formative assessments: African-American students, as well as males, are the most proficient.

- MEAP data (fall, 2013) indicates that math is the third strongest of the content areas with the building average of 9.8% of students (grades 3-6) scoring Level 1 (Advanced) and Level 2 (Proficient). It is important to note that this data is significantly out of date and is well over 1.5 years old as of the writing of this SDA (June, 2015).

- Per MEAP data (fall, 2013): Caucasian students, as well as males, were the most proficient overall. Additionally, Grade Five is the only grade that did not decrease in overall proficiency. Though still significantly low (15% proficiency), this score remained the same compared to 2012. Closer analysis of MEAP data also reveals that overall proficiency levels have fallen significantly from year-to-year within this content area with Grade Three having the most implications and dropping by 15% over the course of four years. Grade Four follows with a 12% drop over a span of four year.

- Per MEAP data (fall, 2013): Student achievement within this content area is below the state target, as well as our MO.

- NWEA data indicates that 33% of Thorne Primary (K-2) students fall within the Benchmark and Strategic proficiency bands as of June, 2015. Compared to our 2016 MO, none of the students meet or exceed the target at this time, as measured via NWEA.

- NWEA data also indicates that the following grade level gains (those scoring Benchmark) have occurred as compared from baseline (fall) and end-of-year (spring) data: Kindergarten = 8% growth; Grade One = 8% growth; Grade Three = 2% growth. Grade 2 made no growth (remained flat).

- An analysis of varying data sets (i.e. in-house formative, NWEA, MEAP) indicates that math is the strongest content area at this time, and shows the most promise of meeting the 2016 MOs.

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.

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As we move forward and into the next school year, we will continue to address these challenges by conducting and/or engaging in the following:

- A culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement, will continue to be promoted.
- Curriculum guides and pacing calendar will continue to be updated annually by vertical and/or grade level teams in order to ensure full alignment to the Common Core State Standards, as well as a cohesive plan for instruction and student learning.
- All staff will provide students with daily instruction in all content areas based upon the Workshop Model, as well as utilize conferring techniques in order to determine student strengths, needs, future teaching points, as well as to set personal learning goals.
- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.
- Additional PD will be provided to all staff members in order to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- All staff will continuously monitor the progress of all students, particularly those identified as "at risk of failing", through bi-monthly grade-level meetings, as well as meetings with the building Principal. Assessment (formative and summative) data will be reviewed during those sessions in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff input and student progress, learning goals and action plans will be established/revise for all students.
- Expand the evaluation and monitoring of student learning through the use of summative (i.e. MEAP, NWEA) and formative (i.e. MLPP, Fountas and Pinnell Benchmark Assessments) assessments from classroom teachers to all staff members within the building.
- Differentiation of instruction will continue to be embedded into the core subject areas and will be done so via interpretation of acquired data (formative and summative). Hands-on and inquiry-based learning will play central roles within all content areas and learning environments.
- All professional staff will continue to meet during after-school and/or required building-wide/grade-level PD sessions, Staff Meetings, etc. in order to read/discuss selected (as stated with the SIP goals) and/or self-selected professional literature related to the teaching of reading, mathematics, writing, science and social studies.
- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction based upon the unique and varied needs of all students.
- All professional staff will continue to have access to viewing high-quality instruction (in all content areas) within/outside of the building via inter/intra-visitations, PLCs, etc., and meet collaboratively in order to determine instructional implications.
- Additional professional development will be provided and focused upon strategies in which to work with students with unique needs that may be more challenging than others, particularly within the area of social-emotional behaviors and behavior management.

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- Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance as well as through: letters/calls home; home-visits by classroom teachers, the building principal, the 31a Counselor, building truancy officer, etc.
- Parental workshops spanning a wide-array of topics will continue to be offered, and strengthened, through the support of Starfish Family Services, as well as our building-level 31a Counselor.
- District and/or building-level staff will continue to work with those who are homeless in order to arrange for transportation.
- All staff members will partake in our annual Open House, Literacy and Math Nights, etc. in order to further promote a positive home/school connection.
- A continuous improvement cycle will continue to be stressed and further implemented so as to analyze acquired data, adjust instructional practices linked to student achievement, as well as to promote a culture of academic excellence.

22a. Science- Strengths

Gr. 5 MEAP DATA:

- P.EN.04.12 Identifying heat and electricity as forms of energy
- P.EN.04.42 Describing heat energy produced as substances
- P.PM.03.51 Some materials are heated by light
- P.PM.03.52 Explain how we need light to see objects
- P.PM.04.53 Identify good or poor conductors of heat and electricity
- P.CM.04.11 Explaining changes of state by heating and cooling
- L.OL.02.14 Identifying the needs of plants
- L.OL.03.42 Classifying animals by physical characteristics
- L.EV.03.11 Relating characteristics of plants that enable their survival
- L.EV.03.12 Relating characteristics of animals that enable their survival
- E.ES.03.51 Humans depend on the natural environment

22b. Science- Challenges

Gr. 5 MEAP DATA:

- All GLCEs pertaining to Science Processes
- All remaining GLCEs (not listed above) pertaining to Physical, Life and Earth Science

22c. Science- Trends

- MEAP data (fall, 2013) indicates that science is a critical content area with the building average of 1% of students (grades 5) scoring Level 1 (Advanced) and Level 2 (Proficient). It is important to note that this data is significantly out of date and is well over 1.5 years old as of the writing of this SDA (June, 2015).
- Per MEAP data (fall, 2013): Student achievement within this content area is below the state target, as well as our MO.
- Per MEAP data (fall, 2013): African-American students, as well as females, were the most proficient overall. Though critically low (1% proficiency), science is the only content area where a "positive trend" occurred.
- NWEA data indicates that 11% of Thorne Primary (Grade 3) students fall within the Benchmark proficiency bands as of June, 2015. Compared to our 2016 MO, none of the students meet or exceed the target at this time, as measured via NWEA. In fact, we have seen a decrease in proficiency (by 3%) as compared from baseline (fall) and end-of-year (spring) data.

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.

As we move forward and into the next school year, we will continue to address these challenges by conducting and/or engaging in the following:

- A culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement, will continue to be promoted.
- Curriculum guides and pacing calendar will continue to be updated annually by vertical and/or grade level teams in order to ensure full alignment to the Common Core State Standards, as well as a cohesive plan for instruction and student learning.
- All staff will provide students with daily instruction in all content areas based upon the Workshop Model, as well as utilize conferring techniques in order to determine student strengths, needs, future teaching points, as well as to set personal learning goals.
- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.
- Additional PD will be provided to all staff members in order to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.

- All staff will continuously monitor the progress of all students, particularly those identified as "at risk of failing", through bi-monthly grade-

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level meetings, as well as meetings with the building Principal. Assessment (formative and summative) data will be reviewed during those sessions in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff input and student progress, learning goals and action plans will be established/revised for all students.

- Expand the evaluation and monitoring of student learning through the use of summative (i.e. MEAP, NWEA) and formative (i.e. MLPP, Fountas and Pinnell Benchmark Assessments) assessments from classroom teachers to all staff members within the building.
- Differentiation of instruction will continue to be embedded into the core subject areas and will be done so via interpretation of acquired data (formative and summative). Hands-on and inquiry-based learning will play central roles within all content areas and learning environments.
- All professional staff will continue to meet during after-school and/or required building-wide/grade-level PD sessions, Staff Meetings, etc. in order to read/discuss selected (as stated with the SIP goals) and/or self-selected professional literature related to the teaching of reading, mathematics, writing, science and social studies.
- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction based upon the unique and varied needs of all students.
- All professional staff will continue to have access to viewing high-quality instruction (in all content areas) within/outside of the building via inter/intra-visitations, PLCs, etc., and meet collaboratively in order to determine instructional implications.
- Additional professional development will be provided and focused upon strategies in which to work with students with unique needs that may be more challenging than others, particularly within the area of social-emotional behaviors and behavior management.
- Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance as well as through: letters/calls home; home-visits by classroom teachers, the building principal, the 31a Counselor, building truancy officer, etc.
- Parental workshops spanning a wide-array of topics will continue to be offered, and strengthened, through the support of Starfish Family Services, as well as our building-level 31a Counselor.
- District and/or building-level staff will continue to work with those who are homeless in order to arrange for transportation.
- All staff members will partake in our annual Open House, Literacy and Math Nights, etc. in order to further promote a positive home/school connection.
- A continuous improvement cycle will continue to be stressed and further implemented so as to analyze acquired data, adjust instructional practices linked to student achievement, as well as to promote a culture of academic excellence.

23a. Social Studies- Strengths

Gr. 6 MEAP DATA:

- 5U1.1.02 Compare American Indians in the Southwest/Pacific Northwest
- 4G1.0.02 Use cardinal directions: describe significant US

- 3G5.0.02 Describe uses of Michigan natural resources

23b. Social Studies- Challenges

Gr. 6 MEAP DATA:

- All GLCEs pertaining to Civics/Government, Economics and Social Studies Knowledge
- All remaining GLCEs (not listed above) pertaining to History and Geography

23c. Social Studies- Trends

- MEAP data (fall, 2013) indicates that social studies is a critical content area with the building average of 1% of students (grades 6) scoring Level 1 (Advanced) and Level 2 (Proficient). It is important to note that this data is significantly out of date and is well over 1.5 years old as of the writing of this SDA (June, 2015).
- Per MEAP data (fall, 2013): African-American students, as well as females, were the most proficient overall.
- Per MEAP data (fall, 2013): Student achievement within this content area is below the state target, as well as our MO.

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.

As we move forward and into the next school year, we will continue to address these challenges by conducting and/or engaging in the following:

- A culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement, will continue to be promoted.
- Curriculum guides and pacing calendar will continue to be updated annually by vertical and/or grade level teams in order to ensure full alignment to the Common Core State Standards, as well as a cohesive plan for instruction and student learning.
- All staff will provide students with daily instruction in all content areas based upon the Workshop Model, as well as utilize conferring techniques in order to determine student strengths, needs, future teaching points, as well as to set personal learning goals.
- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of

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core skills into all content areas.

- Additional PD will be provided to all staff members in order to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- All staff will continuously monitor the progress of all students, particularly those identified as "at risk of failing", through bi-monthly grade-level meetings, as well as meetings with the building Principal. Assessment (formative and summative) data will be reviewed during those sessions in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff input and student progress, learning goals and action plans will be established/revised for all students.
- Expand the evaluation and monitoring of student learning through the use of summative (i.e. MEAP, NWEA) and formative (i.e. MLPP, Fountas and Pinnell Benchmark Assessments) assessments from classroom teachers to all staff members within the building.
- Differentiation of instruction will continue to be embedded into the core subject areas and will be done so via interpretation of acquired data (formative and summative). Hands-on and inquiry-based learning will play central roles within all content areas and learning environments.
- All professional staff will continue to meet during after-school and/or required building-wide/grade-level PD sessions, Staff Meetings, etc. in order to read/discuss selected (as stated with the SIP goals) and/or self-selected professional literature related to the teaching of reading, mathematics, writing, science and social studies.
- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction based upon the unique and varied needs of all students.
- All professional staff will continue to have access to viewing high-quality instruction (in all content areas) within/outside of the building via inter/intra-visitations, PLCs, etc., and meet collaboratively in order to determine instructional implications.
- Additional professional development will be provided and focused upon strategies in which to work with students with unique needs that may be more challenging than others, particularly within the area of social-emotional behaviors and behavior management.
- Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance as well as through: letters/calls home; home-visits by classroom teachers, the building principal, the 31a Counselor, building truancy officer, etc.
- Parental workshops spanning a wide-array of topics will continue to be offered, and strengthened, through the support of Starfish Family Services, as well as our building-level 31a Counselor.
- District and/or building-level staff will continue to work with those who are homeless in order to arrange for transportation.
- All staff members will partake in our annual Open House, Literacy and Math Nights, etc. in order to further promote a positive home/school connection.
- A continuous improvement cycle will continue to be stressed and further implemented so as to analyze acquired data, adjust instructional practices linked to student achievement, as well as to promote a culture of academic excellence.

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?

An analysis of acquired student perception data indicates that the following are among the highest levels of satisfaction. According to our students, they:

- Feel safe while at school.
- Understand behavioral and academic expectations placed upon them via the school as well as within their classrooms.
- Learn new things daily via differentiated activities that are engaging.
- Feel that their teachers listen to them, want them to learn and to succeed, and offer them praise.
- Are expected to think and produce quality work, and that their teachers tell them when they are doing so.
- Feel that their teachers provide them with the necessary materials in order to ensure success.
- Believe that friendships are promoted.

24b. Student Perception Data

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

An analysis of acquired student perception data indicates that the following are among the lowest levels of satisfaction. According to our students, they:

- Feel that name calling, physical aggression, and "bullying" are problematic within the building, while on school buses, etc.
- A feeling that some students are being overly disrespectful toward each other and to adults/staff.
- Feel that other staff members, outside of their homeroom teachers, do not know them personally.

24c. Student Perception Data

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

To improve student satisfaction within the lowest areas, the following actions will be taken:

- The staff will review building-wide behavioral expectations as well as acquired discipline data in order to make informed decisions regarding the handling of discipline within each classroom as well as throughout the building. Additionally, staff will mutually agree upon behavioral issues and/or concerns that are classroom-managed vs. office-managed.
- All staff members will be provided with high-quality PD to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.

- Schedules and/or class configurations will be examined by the building principal in order to promote a healthier mixture of students eating

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and/or playing together during the lunch/recess periods.

- Team-building will be promoted within each classroom and throughout the building at the onset of the school year, and at the beginning of each card marking.
- In conjunction with PLAYWORKS TEAMUP, all staff members will work to improve and change the overall culture of the school by leveraging the power of safe, fun and healthy play each and every day. Strategies , games and systems to develop and sustain a positive recess culture will be modeled and taught via a PLAYWORKS on-site consultant, turn-keyed to school staff, and implemented throughout the upcoming school year. Through this partnership, we will create opportunities where our students are active, learn leadership skills and conflict resolution tools, and practice respectful and inclusive behavior all the while promoting higher levels of social, emotional and academic success.
- Our 31a counselor will provide a full range of professional student services to identified 31a students including, but not limited to: group and individual counseling activities; development of academic and social skills; consultation services to parents and school staff to assist in the identification of the needs of children; conflict prevention and resolution; promoting an understanding of children's social, emotional and academic strengths, weaknesses, limitations, and behaviors in order to obtain higher levels of student achievement.
- The School Improvement Team will work closely with Wayne RESA and/or Starfish Family Services in order to secure additional programs and/or resources in order to improve socialization among students while curbing negative behaviors.

25a. Parent/Guardian Perception Data

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

An analysis of acquired parent perception data indicates that the following are among the highest levels of satisfaction. According to our parents, they:

- Feel their children are safe while at school.
- Feel welcomed within the school, and well-informed of classroom/building events.
- Believe that they have opportunities to be involved.
- Believe that the school shares the responsibility of educating their children with them.
- Feel that Thorne Primary is focused on the success of all students, and that a plan is in place to improve student learning.
- Appreciate our teachers and the work they conduct in order to establish goals and/or learning plans for their children, as well as assisting them in understanding student progress.
- Value the one-on-one, individualized attention given by staff to their children.
- Feel that their children are excited about learning and coming to school.

25b. Parent/Guardian Perception Data

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

An analysis of acquired parent perception data indicates that the following are among the lowest levels of satisfaction. According to our parents, they:

- Feel that name calling, physical aggression, and "bullying" are problematic within the building, while on school buses, etc.
- Believe there is a need for additional staff members in order to offer general supervision and/or lower class size.
- Would be interested in additional after-school offerings (academic and enrichment).
- Hope to gain a better understanding of the academic assessments utilized to measure academic progress, as well as a deeper

understanding of how their child is being graded day-to-day.

- Feel that parking is a concern.

25c. Parent/Guardian Perception Data

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

To improve parent satisfaction within the lowest areas, the following actions will be taken:

- In an effort to decrease name calling, physical aggression and "bullying", the staff will review building-wide behavioral expectations as well as acquired discipline data in order to make informed decisions regarding the handling of discipline within each classroom as well as throughout the building. Additionally, PBIS will continued to be employed throughout the building to further establish a pro-active, team-based approach in creating and sustaining a safe and effective school with an emphasis on prevention of problematic behavior, development of pro-social skills, as well as using behavior data in order to address existing behavioral concerns.
- Employ a variety of techniques in which to communicate with families and/or community members, as well as promote open and two-way communication.
- Parents and/or community members will also continue to be encouraged to volunteer within the building, gain a deeper understanding of their child as well as others, and focus their work on the goals stated within the School Improvement Plan.
- All staff members will be provided with high-quality PD to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- Efforts will be made by staff members in order to promote a structure where parents can serve as liaisons, as well as provide feedback, in order to enhance and improve student achievement and/or overall school success.
- Parents will continue to be invited to School Improvement Team meetings.
- Team-building will be promoted within each classroom and throughout the building at the onset of the school year, and at the beginning of each card marking.
- In conjunction with PLAYWORKS TEAMUP, all staff members will work to improve and change the overall culture of the school by leveraging the power of safe, fun and healthy play each and every day. Strategies , games and systems to develop and sustain a positive recess culture will be modeled and taught via a PLAYWORKS on-site consultant, turn-keyed to school staff, and implemented throughout the upcoming school year. Through this partnership, we will create opportunities where our students are active, learn leadership skills and conflict resolution tools, and practice respectful and inclusive behavior all the while promoting higher levels of social, emotional and academic success.
- Our 31a counselor will provide a full range of professional student services to identified 31a students including, but not limited to: group and individual counseling activities; development of academic and social skills; consultation services to parents and school staff to assist in the identification of the needs of children; conflict prevention and resolution; promoting an understanding of children's social, emotional and academic strengths, weaknesses, limitations, and behaviors in order to obtain higher levels of student achievement.
- The School Improvement Team will work closely with Wayne RESA and/or Starfish Family Services in order to secure additional programs and/or resources in order to enrich the lives of the students, strengthen academics, and improve socialization among the students while curbing negative behaviors.
- Schedules and/or class configurations will be examined by the building principal in order to promote a healthier mixture of students eating and/or playing together during the lunch/recess periods.

26a. Teacher/Staff Perception Data

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

An analysis of acquired staff perception data indicates that the following are among the highest levels of satisfaction. According to staff, they:

- Feel that the school's Vision, Mission and Believe statements are based upon shared values and beliefs that guide decision making.
- Believe that Thorne Primary has and employs a continuous improvement process based upon acquired data, goals, actions and measures of growth.
- Feel that data is being used to address unique learning needs, and are appreciative of the training/professional development provided in order to evaluate, interpret and make use of data in order to drive instruction.
- Believe that students are provided with opportunities to partake in activities that interest them.
- Believe that most instructors within the building personalize instructional strategies and/or interventions to address the individual learning needs of the students.
- Actively participate in collaborative learning communities that meet both informally and formally across grade levels and content areas, as well as based upon the identified needs of the building.
- Value the trust and relationships that have been developed between themselves, the students, and families.
- Appreciate the work being conducted within the building to positively impact learning and instruction.
- Believe that opportunities are available for all stakeholders to be involved within the school.

26b. Teacher/Staff Perception Data

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

An analysis of acquired staff perception data indicates that the following are among the lowest levels of satisfaction. According to staff, they:

- Lack the resources necessary to fully support the school's goals and priorities.
- Feel that inappropriate student behaviors (i.e. name calling, physical aggression, disrespect toward other students and/or adults) are problematic and impede student learning.
- Attribute the following factors to lower levels of student achievement: a lack of preparedness for specific grade-level content; a lack of adequate resources at home; low levels of parental involvement; social-emotional issues related to economically disadvantaged families; increased class size; not enough targeted, skill-based instruction taking place within our classrooms; grade level content not being taught with fidelity within some classrooms; high levels of absenteeism.

26c. Teacher/Staff Perception Data

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

To improve teachers/staff satisfaction within the lowest areas, the following actions will be taken:

- Continue to nurture the work that has been conducted to date via professional learning communities so as to further develop a collaborative culture that not only incorporates a philosophy of continuous improvement and cohesiveness, but self and systematic reflection as well.
- Teachers will continue to work collectively in order to further examine their own curriculum, as well as be provided with opportunities (i.e. staff meetings, building-wide PD, release time) to dialogue with others regarding content above/below their grade levels via vertical teams
- Grade-level and vertical teams will be provided with additional training and time to gather/interpret data so as to monitor, modify and drive the day-to-day instruction of all students within all subjects. Such instruction will be rooted in best practice, designed to meet the individual and varied needs of each student, ensure high levels engagement and thinking, as well as provide ample opportunities for students to apply

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curricular concepts in a real world context.

- Expand the evaluation and monitoring of student learning through the use of summative (i.e. MEAP, M-STEP) and formative (i.e. NWEA, MLPP, benchmark assessments, student portfolios) assessments from classroom teachers to all staff members within the building.
- School schedules will be examined and opportunities identified (common planning, grade-level/vertical teams, after-school professional development sessions) where staff members will be able to meet collaboratively. Also, continuous efforts will be made to make certain that such time is spent in an efficient and productive manner, and that conducted work is not only data-driven, but focused on the attainment of goals linked directly to the School Improvement Plan.
- Promote and strengthen an environment conducive to effective teaching and learning via a spirit of building-wide collaboration, inquiry, risk-taking and reflective practice.
- Resources (human, fiscal, materials, time, space) will continue to be organized based upon data that demonstrates their contribution to the building's vision, mission and educational goals as outlined in the School Improvement Plan.
- In conjunction with PLAYWORKS TEAMUP, all staff members will work to improve and change the overall culture of the school by leveraging the power of safe, fun and healthy play each and every day. Strategies , games and systems to develop and sustain a positive recess culture will be modeled and taught via a PLAYWORKS on-site consultant, turn-keyed to school staff, and implemented throughout the upcoming school year. Through this partnership, we will create opportunities where our students are active, learn leadership skills and conflict resolution tools, and practice respectful and inclusive behavior all the while promoting higher levels of social, emotional and academic success.
- Our 31a counselor will provide a full range of professional student services to identified 31a students including, but not limited to: group and individual counseling activities; development of academic and social skills; consultation services to parents and school staff to assist in the identification of the needs of children; conflict prevention and resolution; promoting an understanding of children's social, emotional and academic strengths, weaknesses, limitations, and behaviors in order to obtain higher levels of student achievement.
- Continue to employ a variety of techniques in which to communicate with families and/or community members, as well as promote open and two-way communication.
- Strengthen partnerships with community agencies in order to supplement comprehensive health and human services for the students and/or their families.

27a. Stakeholder/Community Perception Data

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

An analysis of acquired stakeholder/community perception data indicates that the following are among the highest levels of satisfaction.

According to our stakeholders/community members, they:

- Feel their children are safe while at school.
- Feel welcomed within the school, and well-informed of classroom/building/district events.
- Believe that they have opportunities to be involved.
- Believe that the school shares the responsibility of educating the children with them.
- Feel that Thorne Primary is focused on the success of all students, and that a plan is in place to improve student learning.
- Appreciate our teachers/staff and the work they conduct in order to ensure academic success for all students.
- Value the one-on-one, individualized attention given by staff to the children.
- Feel that the children are excited about learning and coming to school daily.

27b. Stakeholder/Community Perception Data

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

An analysis of acquired stakeholder/community perception data indicates that the following are among the lowest levels of satisfaction.

According to our stakeholders/community members, they:

- Believe there is a need for additional staff members in order to offer general support/lower class size.
- Promote additional after-school offerings (academic and enrichment) for all of our students.
- Hope to gain a better understanding of the academic assessments utilized to measure academic progress of our students.
- Feel that parking is a concern.

27c. Stakeholder/Community Perception Data

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

To improve stakeholder/community member satisfaction within the lowest areas, the following actions will be taken:

- Employ a variety of techniques in which to communicate with stakeholders and/or community members, as well as promote open and two-way communication.
- Stakeholders and/or community members will also continue to be encouraged to volunteer within the building, gain a deeper understanding of the children, and focus their work on the goals stated within the School Improvement Plan.
- Efforts will be made by staff members in order to promote a structure where stakeholders and/or community members can serve as liaisons, as well as provide feedback, in order to enhance and improve student achievement and/or overall school success.
- Stakeholders/community members will continue to be invited to School Improvement Team meetings.
- The School Improvement Team will work closely with Wayne RESA and/or Starfish Family Services in order to secure additional programs and/or resources in order to enrich the lives of the students and strengthen academics.
- The building Principal will work collectively with District officials in order to analysis parking, the flow of traffic, and to make lasting improvements to the parking areas of the school.

Summary

28a. Summary

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

Strengths and challenges, as identified by the four types of data, have been expounded upon and addressed throughout this SDA.

28b. Summary

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

Naturally, the challenges identified within the demographic, process and perception data would negatively impact and prevent overall higher degrees of student achievement across classrooms and throughout the building.

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?

The challenges, as identified by the four types of data, have been expounded upon and addressed throughout this SDA.

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
	Literacy and math are tested annually in grades 1-5.	Yes	Reading: All students in grades K-6 are tested using the Rigby Running Record Assessment System, as well as via NWEA. Also, students in grades K-3 are tested via the Michigan Literacy Progress Profile. Additionally, students in grades 3-6 are tested via M-STEP. Math: All students in grades K-6 are tested using End-of-Unit Assessments, as well as via NWEA. Additionally, students in grades 3-6 are tested via M-STEP.	

Label	Assurance	Response	Comment	Attachment
	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	http://www.westwood.k12.mi.us/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Plans can be found at Tomlinson Middle School, as well as the Administrative Center.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	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		

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Label	Assurance	Response	Comment	Attachment
	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	Mr. Steve Chartier, Principal Thorne Elementary School 25251 Annapolis Dearborn Heights, MI 48125	

Label	Assurance	Response	Comment	Attachment
	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		Thorne Elementary Title 1 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Thorne Elementary School Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was developed via a series of School Improvement Team (SIT) Meetings, which occurred monthly and were held before and/or after school. All stakeholders (i.e. School Improvement Team Chair, Principal, classroom teachers, ancillary staff, and parents) were invited to attend in order to offer input and make decisions pertaining to the SIP. Additional work sessions/focus groups were held with varying configurations of teaching staff, the School Improvement Team Chair, and/or building Principal in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the upcoming school year, and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections of the SIP were completed, they were made available to all stakeholders for additional review and input.

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

As part of the completion of the Comprehensive Needs Assessment, members of the SIT thoroughly reviewed and updated the components of the School Systems Review, a snapshot of current school performance that provides feedback and guidance in order to make meaningful change and overall improvement. Rich dialogues occurred as part of reflective (self and systematic) practice linked to the 26 indicators of school success. Through an in-depth assessment and via a shared decision making model, suggestions were made for building-wide improvement. Additionally, Title 1 services related to the SIP were reviewed, new goals and/or strategies for the upcoming school year were identified, and an in-depth analysis of acquired testing data was conducted in order to make informed decisions regarding the SIP and its future implementation.

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

SIP goals, that are directly linked and correlated to priority needs as well as the needs assessment, have been established through thorough analysis of perception, student achievement, school programs/process, and demographic data.

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

Instructional planning continues to be focused upon ensuring student success. SIP goals are rooted in best practice, and designed around the varied needs, interests and aptitudes of students as a whole, as well as those considered disadvantaged. Our intended result is to continuously improve and/or adapt our curriculum, instruction, and assessments, affording all students the opportunity to derive meaning from all of their educational experiences, and to apply curricular concepts in a real world context.

Component 2: Schoolwide Reform Strategies

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

All of the strategies in the school wide plan focus on helping all students reach the State's standards.

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

All of the methods and strategies in the school-wide plan are intended to increase the quality and quantity of instruction.

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

All of the reform strategies in the school wide plan align with the findings of the Needs Assessment.

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

All of the strategies in the school-wide plan will provide a level of intervention (via differentiated instruction) for students who need the most instructional support. Action Plans are tailored to meet the individual needs of students and will be developed, implemented and modified when necessary based upon acquired data.

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

Data is collected and reviewed from multiple sources such as the MEAP, M-STEP, NWEA, MLPP, Everyday Math RSAs and chapter test and Running Records. Teachers also draw upon data acquired from student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal, Instructional Advocate, as grade-level teams, as vertical teams and/or with the Student Study Team (SST) members in order to ensure that student needs are being met and to make decisions regarding student achievement and/or educational plans.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate this year is as follows:

- There are two vacant positions within the Intermediate section of the building. Two Thorne Primary staff members have internally filled those positions, leaving their current assignments (two Grade 2 classrooms) to be posted on the Wayne RESA Employment Network for external hire.

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

Of our FTEs, all have a bachelor degree with the majority having master degrees. The building principal holds a bachelor and master degree.

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

Thorne Primary follows the initiatives, as outlined via Westwood Community Schools, in order to retain high quality teachers. The Board of Education and District administration are subject to the guidelines established in the Wayne County MEA/NEA negotiated contract. As positions become available, they are posted with the specific needs of individual schools to enable the district to hire those most qualified for the position(s), as well as those willing to commit to the school's mission, vision, and/or strategic plan.

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

The Board of Education and District administration are subject to the guidelines established in the Wayne County MEA/NEA negotiated contract. As positions become available, they are posted with the specific needs of individual schools to enable the district to hire those most qualified for the position(s), as well as those willing to commit to the school's mission, vision, and/or strategic plan.

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

Historically, Thorne Primary does not have a high turnover rate. When positions become available, they are posted with the specific needs of individual schools to enable the district to hire those most qualified for the position(s), as well as those willing to commit to the school's mission, vision, and/or strategic plan.

Component 5: High Quality and Ongoing Professional Development

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

On-going professional development is conducted with colleagues throughout the district/school, and is viewed as a collaborative staff activity. Strategically aligned to state, district and school-level goals, our professional development initiatives afford ample opportunities for staff members to reflect upon their content and pedagogy all the while increasing student achievement and consistency in instructional practices. Work that has been conducted to date includes the following: understanding behaviors linked to students in crisis, the Workshop Model, streamlined interventions, action plans, running records, data analysis and interpretation in order to drive instruction, Everyday Mathematics, Accountable Talk, Guided Reading, Positive Behavioral Interventions & Supports (PBIS), NWEA, book studies, Rubicon Units, the Student Study Team process, and RTI. Additionally, grade-level PLCs and vertical teams identified various topics based upon interest and all staff members were encouraged to partake in various offerings sponsored via Wayne RESA.

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

Professional development is sustained and ongoing through the continuous provision of various learning opportunities (in-house, district-wide, and via Wayne RESA) where staff members are able to improve their competencies and/or teaching practices. Most of this work is conducted via in-house grade-level PLCs, vertical teams and via building-wide sessions.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, a Professional Learning Plan for the upcoming school year has been completed.	Thorne Primary PD Plan: 2015-16 SY

Component 6: Strategies to Increase Parental Involvement

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

The School Improvement Plan (SIP) was developed via a series of School Improvement Team (SIT) Meetings, which occurred monthly and were held before and/or after school. All stakeholders (i.e. School Improvement Team Chair, Principal, classroom teachers, ancillary staff, and parents) were invited to attend in order to offer input and make decisions pertaining to the SIP. Additional work sessions/focus groups were held with varying configurations of teaching staff, the School Improvement Team Chair, and/or building Principal in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the upcoming school year, and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections of the SIP were completed, they were made available to all stakeholders for additional review and input.

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

As previously stated, parents were invited to attend all SIT Meetings in order to offer input and make decisions pertaining to the SIP. As sections of the SIP were completed, they were made available to parents, as well as all other stakeholders, for additional review and input. As we move into the 2015-16 school year, our cultural shift will continue to recognize the SIP as living document to which all are bound (including parents), and which will serve as the sole foundation for building-level decision making. We will continue to develop, monitor and review the SIP by meeting regularly as a SIT, as well as with the entire staff via staff meetings, grade-level PD sessions, vertical team meetings and/or building-wide PD sessions. Sections of the SIP will also be shared with parents and community members during the required Title 1 Parent Meeting, which is typically held during Open House in the fall. Further, all PTO officers will be provided with hard copies of the SIP, and members of the SIT will meet with them frequently (i.e. monthly PTO Meetings) so as to ensure understanding of the school-wide plan, and to assist them in incorporating the SIP into their Articles of Organization.

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

Parents were involved in the evaluation of the school-wide plan via an annual parent survey.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, the school has a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f).	Thorne Elementary Title 1 Parent Involvement Policy

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

Parent involvement activities are offered periodically via school-wide family events such as our annual Open House, Math and Literacy Night, Game Night, Bingo For Books, Spelling Bee and district-wide events such as Lights On. Additionally, opportunities for parents to assist their

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child/ren while at home are discussed during meetings such as our annual Title 1 Parent Meeting, Parent/Teacher Conferences (formally 2x per year), Student Study Team Meetings (when applicable), and on a case-by-case basis through conferences held between either classroom teachers, the building Principal, or both. Additionally, parent offerings are provided via Starfish Family Services in order to meet their needs in the areas of basic necessities, counseling and tutoring.

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

The parent involvement component of the school wide plan is evaluated via an annual parent survey.

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

We will use the results of the evaluation in order to continue to develop, monitor and review the SIP.

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

The School-Parent Compact was developed during a prior SIT Meeting in conjunction with school staff, parents, and other community members. It is reviewed annually (in the fall) during a SIT Meeting, and updates are made based upon immediate need.

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

The School-Parent Compact is reviewed annually during our first Parent/Teacher Conferences of the school year. Expectations are reviewed and clearly explained by classroom teachers and/or school staff (i.e. Principal, Instructional Advocate, Behavioral Specialist). Also, parents/students are provided time to ask clarifying questions. Families are provided with a copy of the Compact for use while at home, and parents/students are asked to sign another for keeping at school.

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

Not Applicable

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Thorne Elementary Title 1 School Compact 2014-15

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

Staff members meet frequently with parents in order to share student assessment data. Currently the majority of our families speak English.

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When needed, however, information has been offered in other languages via direct translation (provided by Wayne RESA, students and/or parents).

Component 7: Preschool Transition Strategies

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

Thorne Primary houses a preschool program (via Great Start Readiness Program (GSRP)) which aids in the cooperation and collaboration between preschool and our Kindergarten program. Each preschooler is developmentally screened upon program entry and receives on-going developmentally appropriate assessment. Special focus is given to language, literacy and cognitive achievement of each student. The GSRP preschoolers enter Kindergarten with the background knowledge and experiences that will enable them to become successful academically. The project design utilizes a research-based curriculum and provides extensive professional development for teachers. Also, multiple strategies for involving families within the literacy development of their children are offered. To strengthen program initiatives and continuity while promoting a strong home/school connection, preschool staff partake in annual home visits (beginning and end-of-year). Preschool students and families are invited to Kindergarten Round-Up and visit Kindergarten classrooms in the spring to make for a smoother transition.

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

Representatives affiliated with GSRP provide professional development and technical assistance to preschool teachers regarding the Kindergarten curriculum.

Component 8: Teacher Participation in Making Assessment Decisions

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

Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are selected, and mandated by the district. Such assessments are incorporated into daily practice by professional staff based upon a district-wide assessment calendar, and are utilized to inform instruction. As the district employs more effective methods of assessment, professional staff are invited to attend informational meetings (via Curriculum Council) and encouraged to offer input. Pilot assessments are also conducted in order to acquire needed data regarding effectiveness, feasibility, etc. At the building level, professional staff members work closely with the building Principal in order to select those assessments that will be used as part of the evaluative process. The majority are selected from the district-wide assessment listing, but others (formative) can be established from the ground up with the Principal's approval and guidance.

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

Data is collected and reviewed from multiple sources such as the MEAP, M-STEP, NWEA, MLPP, and Everyday Math RSAs and chapter tests. Teachers also draw upon data acquired from running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal, Instructional Advocate, as grade-level teams, as vertical teams and/or with the Student Study Team (SST) members in order to review data, and to make decisions regarding student achievement and/or educational plans.

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

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

Data is collected and reviewed from multiple sources such as the MEAP, M-STEP, NWEA, MLPP, and Everyday Math RSAs and chapter tests. Teachers also draw upon data acquired from running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal, Instructional Advocate, as grade-level teams, as vertical teams and/or with the Student Study Team (SST) members in order to review data, and to make decisions regarding student achievement and/or educational plans.

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

Data is collected and reviewed from multiple sources such as the MEAP, M-STEP, NWEA, MLPP, and Everyday Math RSAs and chapter tests. Teachers also draw upon data acquired from running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal, Instructional Advocate, as grade-level teams, as vertical teams and/or with the Student Study Team (SST) members in order to review data, and to make decisions regarding student achievement and/or educational plans. Student performance is monitored through progress monitoring, as well as text leveling in order to measure the effectiveness of intervention plans. As data is reviewed, interventions and action plans are revised.

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

Curriculum guides and pacing calendars have been established by the district as well as grade level teams in order to ensure a cohesive plan for instruction and student learning. Classroom teachers and ancillary staff have done an outstanding job utilizing these resources in order to plan for day-to-day, as well as long range instruction. Care is taken in order to create and implement developmentally appropriate lessons based upon unique learning styles and abilities. Additionally, differentiation of instruction is embedded into the core subject areas and is done so via interpretation of acquired data (formative and summative). Learning stations/centers are prevalent in many of our classrooms, and students engage in learning activities that are meaningful, functional, and tailored to their specific needs. Many teachers also incorporate conferring techniques and gap analysis into their daily instruction in order to identify student strengths and weaknesses, and to plan targeted instruction.

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

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

The SIT meets monthly to plan, monitor, and revise the school-wide plan to ensure that all programs and resources are coordinated and integrated toward the achievement of school-wide goals. An annual review of the school-wide plan has been conducted in which all components were examined. During the process, data was used to determine the effectiveness of those strategies implemented in order to raise student achievement.

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

Thorne Primary coordinates its school improvement efforts with other agencies to reach all students and their families. It is the school leadership's goal to connect funding sources, services, and students needs into a comprehensive model. Title I, Title II, state funds, general funds, and federal grants are combined to meet student needs. Students requiring the most intensive services are provided with them. Additionally, we make every effort to provide all possible services to our families, offering them the best opportunity for their children to receive a quality education.

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

Our partnerships with Starfish Family Services, as well as Wayne RESA, have been ideal ways to identify needs and connect families with much needed resources. These agencies assist in the facilitation of hearing and vision screenings, dental visits, and clothing and food for needy families. Starfish provides a full-time, on-site counselor. Starfish also provides reading, math and homework support, as well as daily tutoring via an afterschool enrichment program housed within our building. Parent workshops spanning an array of topics are also conducted periodically throughout the year and across the district.

Evaluation:

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

The School Improvement Plan (SIP) is developed and evaluated annually via a series of School Improvement Team (SIT) Meetings, which occur monthly and are held before and/or after school. All stakeholders (i.e. School Improvement Team Chair, Principal, classroom teachers, ancillary staff, and parents) are invited to attend in order to review, monitor and further develop the current school-wide plan, to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation, and to identify new goals and/or strategies for the upcoming school year.

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

School Improvement Team (SIT) Meetings, which occur monthly and are held before and/or after school, are utilized in order to conduct an in-depth analysis of acquired testing data (formative and summative) in order to make informed decisions regarding the SIP and its future implementation. The School Data Analysis (SDA), a diagnostic tool, provides the foundation for such work and promotes deep, collaborative discussions among SIT members regarding acquired data. Through its implementation, the SDA serves as a guide in determining the building's strengths, challenges, and next steps.

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

School Improvement Team (SIT) Meetings are utilized in order to review, monitor and further develop the SIP and its implementation. The School Data Analysis (SDA), a diagnostic tool, is also used as a guide in determining the building's strengths, challenges, and next steps particularly as they relate to increasing student achievement. State and local assessment data is carefully analyzed and desegregated as part of the SDAs implementation. As part of the process, closure within content area achievement gaps is identified and reflections on causation occur. Increases in student scale scores are also of particular importance as we monitor the effectiveness of our schoolwide plan and SIP goals from year to year.

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

The SIT meets monthly to plan, monitor, and revise the school-wide plan to ensure that all programs and resources are coordinated and integrated toward the achievement of school wide goals. An annual review of the school-wide plan has been conducted in which all components were examined. During the process, data was used to determine the effectiveness implemented strategies in the raising of student achievement.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was developed via a series of School Improvement Team (SIT) Meetings, which occurred monthly and were held after school. All stakeholders (i.e. School Improvement Team Chairs, Principal/Assistant Principal, classroom teachers, ancillary staff, and parents) were invited to attend in order to offer input and make decisions pertaining to the SIP. Additional work sessions/focus groups were held with varying configurations of lower and upper elementary teaching staff, the School Improvement Team Chairs, and/or building Principal/Assistant Principal in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the upcoming school year, and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections of the SIP were completed, they were made available to all stakeholders for additional review and input.

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

As part of the completion of the Comprehensive Needs Assessment, members of the SIT thoroughly reviewed and updated the components of the School Process Rubrics (SPR 90), a snapshot of current school performance that provides feedback and guidance in order to make meaningful change and overall improvement. Rich dialogues occurred as part of reflective (self and systematic) practice linked to the 90 key characteristics associated with having the most effect on student achievement. Through an in-depth assessment and via a shared decision making model, suggestions were made for building-wide improvement. Additionally, Title 1 services related to the SIP were reviewed, new goals and/or strategies for the upcoming school year were identified, and an in-depth analysis of acquired testing data was conducted in order to make informed decisions regarding the SIP and its future implementation.

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

New SIP goals, that are directly linked and correlated to priority needs as well as the needs assessment, were established through thorough analysis of perception, student achievement, school programs/process, and demographic data.

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

Instructional planning continues to be focused upon ensuring student success. New SIP goals are rooted in best practice, and designed around the varied needs, interests and aptitudes of students as a whole, as well as those considered disadvantaged. Our intended result is to continuously improve and/or adapt our curriculum, instruction, and assessments, affording all students the opportunity to derive meaning from all of their educational experiences, and to apply curricular concepts in a real world context.

Component 2: Schoolwide Reform Strategies

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

All of the strategies in the school wide plan focus on helping all students reach the State's standards.

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

All of the methods and strategies in the school wide plan are intended to increase the quality and quantity of instruction.

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

All of the reform strategies in the school wide plan align with the findings of the needs assessment.

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

All of the strategies in the schoolwide plan will provide a level of intervention (via differentiated instruction) for students who need the most instructional support

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

Data is collected and reviewed from multiple sources such as the MEAP, NWEA, MLPP, and Rigby Running Records. Teachers also draw upon data acquired from student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal/Assistant Principal, Academic Coach, grade-level teams and/or the Student Study Team (SST) members in order to ensure that student needs are being met and to make decisions regarding student achievement and/or educational plans.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate this year is as follows:

- Three teachers are leaving upon the conclusion of this school year due to retirements.
- Several positions are up for bid, and teachers of higher seniority may fill them. However, those in them may remain.

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

Of our FTEs, all have a bachelor degree with the majority having master degrees. The building principal and assistant principal have bachelor and master's degrees.

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

Thorne Elementary follows the initiatives, as outlined via Westwood Community Schools, in order to retain high quality teachers. The Board of Education and District administration are subject to the guidelines established in the Wayne County MEA/NEA negotiated contract. Both are working diligently to adopt new language that would give the district more freedom to enhance the teaching and professional staff, particularly at schools serving high numbers of at-risk students. As positions become available, they are posted with the specific needs of individual schools to enable the district to hire those most qualified for the position(s), as well as those willing to commit to the school's mission, vision, and/or strategic plan.

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

The Board of Education and District administration are subject to the guidelines established in the Wayne County MEA/NEA negotiated contract. Both are working diligently to adopt new language that would give the district more freedom to enhance the teaching and professional staff, particularly at schools serving high numbers of at-risk students. As positions become available, they are posted with the specific needs of individual schools to enable the district to hire those most qualified for the position(s), as well as those willing to commit to the school's mission, vision, and/or strategic plan.

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

The turnover rate is a direct result of the teacher seniority bid process as outlined in the Wayne County MEA/NEA negotiated contract.

Component 5: High Quality and Ongoing Professional Development

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

On-going professional development is conducted with colleagues throughout the district/school, and is viewed as a collaborative staff activity. Strategically aligned to state, district and school-level goals, our professional development initiatives afford ample opportunities for staff members to reflect upon their content and pedagogy all the while increasing student achievement and consistency in instructional practices. Work that has been conducted to date includes the following: understanding behaviors linked to students in crisis, the Workshop Model, streamlined interventions, Running Records, data analysis and interpretation in order to drive instruction, Everyday Mathematics, Accountable Talk, Guided Reading, Positive Behavioral Interventions & Supports (PBIS), NWEA, the Student Study Team process, and RTI. Additionally, grade-level PLCs identified various topics based upon interest and all staff members were encouraged to partake in various offerings sponsored via Wayne RESA.

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

Professional development is sustained and ongoing through the continuous provision of various learning opportunities (in-house, districtwide, and via Wayne RESA) where staff members are able to improve their competencies and/or teaching practices. Most of this work is conducted via in-house grade-level PLCs, and via building-wide sessions.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, a Professional Learning Plan for the upcoming school year has been completed.	

Component 6: Strategies to Increase Parental Involvement

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

The School Improvement Plan (SIP) was developed via a series of School Improvement Team (SIT) Meetings, which occurred monthly and were held after school. All stakeholders (i.e. School Improvement Team Chair, Principal/Assistant Principal, classroom teachers, ancillary staff, and parents) were invited to attend in order to offer input and make decisions pertaining to the SIP. Additional work sessions/focus groups were held with varying configurations of lower and upper elementary teaching staff, the School Improvement Team Chairs, and/or building Principal/Assistant Principal in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the upcoming school year, and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections of the SIP were completed, they were made available to all stakeholders for additional review and input.

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

As previously stated, parents were invited to attend all SIT Meetings in order to offer input and make decisions pertaining to the SIP. As sections of the SIP were completed, they were made available to parents, as well as all other stakeholders, for additional review and input. As we move into the 2014-15 school year, a cultural shift will occur in order to recognize the SIP as living document to which all are bound (including parents), and which will serve as the sole foundation for building-level decision making. We will continue to develop, monitor and review the SIP by meeting regularly as a SIT, as well as with the entire staff via staff meetings, grade-level PD sessions and/or building-wide PD sessions. Sections of the SIP will also be shared with parents and community members during the required Title 1 Parent Meeting, which is typically held during Open House. Further, all PTO officers will be provided with hard copies of the SIP, and members of the SIT will meet with them frequently (i.e. monthly PTO Meetings) so as to ensure understanding of the school-wide plan, and to assist them in incorporating the SIP into their Articles of Organization.

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

Parents were involved in the evaluation of the school wide plan via an annual parent survey.

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

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

Parent involvement activities are offered periodically via school-wide family events such as our annual Open House, Literacy Night, and

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district wide events such as Winter Blast. Additionally, opportunities for parents to assist their child/ren while at home are discussed during meetings such as our annual Title 1 Parent Meeting, Parent/Teacher Conferences (formally 2x per year), Student Study Team Meetings (when applicable), and on a case-by-case basis through conferences held between either classroom teachers, the building Principal/Assistant Principal, or both. Additionally, parent offerings are provided via Starfish Family Services in order to meet their needs in the areas of basic necessities, counseling and tutoring.

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

The parent involvement component of the school wide plan is evaluated via an annual parent survey.

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

We will use the results of the evaluation in order to continue to develop, monitor and review the SIP.

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

The School-Parent Compact was developed during a prior SIT Meeting in conjunction with school staff, parents, and other community members. It is reviewed annually (in the fall) during a SIT Meeting, and updates are made based upon immediate need.

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

The School-Parent Compact is reviewed annually during our first Parent/Teacher Conferences of the school year. Expectations are reviewed and clearly explained by classroom teachers and/or school staff (i.e. Principal/Assistant Principal, Academic Coach). Also, parents/students are provided time to ask clarifying questions. Families are provided with a copy of the Compact for use while at home, and parents/students are asked to sign another for keeping at school.

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

Not Applicable

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

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

Staff members meet frequently with parents in order to share student assessment data. Currently the majority of our families speak English.

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When needed, however, information has been offered in other languages via direct translation (provided by our ELL Providers and/or students or parents).

Component 7: Preschool Transition Strategies

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

Thorne Elementary houses a preschool program (via Great Start Readiness) which aids in the cooperation and collaboration between preschool and our Kindergarten program. Each preschooler is developmentally screened upon program entry and receives on-going developmentally appropriate assessment. Special focus is given to language, literacy and cognitive achievement of each student. The GSRP preschoolers enter kindergarten with the background knowledge and experiences that will enable them to become successful readers. The project design utilizes a research based curriculum and provides extensive professional development for teachers. Also, multiple strategies for involving families within the literacy development of their children are offered. To strengthen program initiatives and continuity while promoting a strong home/school connection, preschool staff partake in annual home visits (beginning and end-of-year).

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

Representatives affiliated with GSRP provide professional development and technical assistance to preschool teachers regarding the Kindergarten curriculum.

Component 8: Teacher Participation in Making Assessment Decisions

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

Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are selected, and mandated by the District. Such assessments are incorporated into daily practice by professional staff based upon a district-wide assessment calendar, and are utilized to inform instruction. As the District employs more effective methods of assessment, professional staff are invited to attend informational meetings (via Curriculum Council) and encouraged to offer input. Pilot assessments are also conducted in order to acquire needed data regarding effectiveness, feasibility, etc. At the building level, professional staff members work closely with the building Principal in order to select those assessments that will be used as part of the evaluative process. The majority are selected from the district-wide assessment listing, but others (formative) can be established from the ground up with the Principal's approval and guidance.

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

Data is collected and reviewed from multiple sources such as the MEAP, NWEA, MLPP, and the Rigby Benchmark Kit. Teachers also draw upon data acquired from running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal, Academic Coach, grade-level teams and/or the Student Study Team (SST) members in order to review data, and to make decisions regarding student achievement and/or educational plans.

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

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

Data is collected and reviewed from multiple sources such as the MEAP, NWEA, MLPP, and the Rigby Benchmark Kit. Teachers also draw upon data acquired from running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal, Academic Coach, grade-level teams and/or the Student Study Team (SST) members in order to review data, and to make decisions regarding student achievement and/or educational plans.

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

Data is collected and reviewed from multiple sources such as the MEAP, NWEA, MLPP, and the Rigby Benchmark Kit. Teachers also draw upon data acquired from running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the Principal, Academic Coach, grade-level teams and/or the Student Study Team (SST) members in order to review data, and to make decisions regarding student achievement and/or educational plans. Student performance is monitored through progress monitoring, as well as text leveling in order to measure the effectiveness of intervention plans. As data is reviewed, interventions are revised.

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

Curriculum guides and pacing calendars have been established by grade level teams in order to ensure a cohesive plan for instruction and student learning. Classroom teachers and ancillary staff have done an outstanding job utilizing these resources in order to plan for day-to-day, as well as long range instruction. Care is taken in order to create and implement developmentally appropriate lessons based upon unique learning styles and abilities. Additionally, differentiation of instruction is embedded into the core subject areas and is done so via interpretation of acquired data (formative and summative). Learning stations/centers are prevalent in many of our classrooms, particularly in the lower elementary grades, and students engage in learning activities that are meaningful, functional, and tailored to their specific needs. Many teachers also incorporate conferring techniques and gap analysis into their daily instruction in order to identify student strengths and weaknesses, and to plan targeted instruction.

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

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

The SIT meets monthly to plan, monitor, and revise the school wide plan to ensure that all programs and resources are coordinated and integrated toward the achievement of school wide goals. An annual review of the school wide plan will be conducted in which all components will be examined. During the process, data will be used to determine the effectiveness of those strategies implemented in order to raise student achievement.

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

Thorne Elementary coordinates its school improvement efforts with other agencies to reach all students and their families. It is the school leadership's goal to connect funding sources, services, and students needs into a comprehensive model. Title I, Title II, state funds, general funds, and federal grant are combined to meet student needs. Students requiring the most intensive services are provided with them. Additionally, we make every effort to provide all possible services to our families, offering them the best opportunity for their children to receive a quality education.

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

Our partnerships with Starfish Family Services, as well as Wayne RESA, have been a key way to identify needs and connect families with much needed resources. These agencies assist in the facilitation of hearing and vision screenings, dental visits, clothing and food for needy families. Starfish also provides reading, math and homework support, as well as daily tutoring via an afterschool enrichment program housed within our building. Parent workshops spanning an array of topics are also conducted periodically throughout the year and across the district.

Evaluation:

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

The School Improvement Plan (SIP) is developed and evaluated annually via a series of School Improvement Team (SIT) Meetings, which occur monthly and are held after school. All stakeholders (i.e. School Improvement Team Chairs, Principal/Assistant Principal, classroom teachers, ancillary staff, and parents) are invited to attend in order to review, monitor and further develop the current school wide plan, to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation, and to identify new goals and/or strategies for the upcoming school year.

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

School Improvement Team (SIT) Meetings, which occur monthly and are held after school, are utilized in order to conduct an in-depth analysis of acquired testing data (formative and summative) in order to make informed decisions regarding the SIP and its future implementation. The School Data Analysis (SDA), a diagnostic tool, provides the foundation for such work and promotes deep, collaborative discussions among SIT members regarding acquired data. Through its implementation, the SDA serves as a guide in determining the building's strengths, challenges, and next steps

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

School Improvement Team (SIT) Meetings are utilized in order to review, monitor and further develop the SIP and its implementation. The School Data Analysis (SDA), a diagnostic tool, is also used as a guide in determining the building's strengths, challenges, and next steps particularly as they relate to increasing student achievement. State and local assessment data is carefully analyzed and desegregated as part of the SDAs implementation. As part of the process, closure within content area achievement gaps is identified and reflections on causation occur. Increases in student scale scores are also of particular importance as we monitor the effectiveness of our schoolwide plan and SIP goals from year to year.

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

The SIT meets monthly to plan, monitor, and revise the school wide plan to ensure that all programs and resources are coordinated and integrated toward the achievement of school wide goals. An annual review of the school wide plan will be conducted in which all components will be examined. During the process, data will be used to determine the effectiveness implemented strategies in the raising of student achievement.

Thorne Elementary School Improvement Plan

Overview

Plan Name

Thorne Elementary School Improvement Plan

Plan Description

Thorne Elementary SIP 2014-16

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Thorne Elementary students will be proficient mathematicians.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$700
2	All Thorne Elementary students will be proficient readers.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$700
3	All Thorne Elementary students will be proficient writers.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$700
4	All Thorne Elementary students will be proficient scientists.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
5	All Thorne Elementary students will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0

Goal 1: All Thorne Elementary students will be proficient mathematicians.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in Mathematics by 06/30/2016 as measured by the Common Core State Assessment.

Strategy 1:

Workshop Model - All teachers will provide students with daily instruction in mathematics based upon the Workshop Model, as well utilize conferring techniques in order to determine student strengths, needs and future teaching points.

Research Cited: Routman, Regie. Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8

Through her work, Routman promotes the belief that the child must be at the center of all learning and to do so, educators must abandon traditional instructional models such as lecturing and skill drilling. Instead, she states, teachers must employ a model of optimal learning where learners gradually move from dependence to independence. Through a teaching philosophy known as the workshop model, students are highly engaged in their learning and work on materials appropriate to their specific proficiency level. Over the past decade, the workshop model has been documented as one of the most effective instructional models where learners are encouraged and supported in trying out what is being demonstrated, taking risks, monitoring themselves, and setting goals while moving toward independence. The workshop model is designed to access the range of ways that children learn and acquire knowledge—from listening to the teacher model a skill to hands-on learning opportunities. It is a rigorous and challenging, yet affirming, educational model that generally consists of the following components: a teacher lead mini-lesson (teaching point) with direct and explicit modeling of a skill/strategy; an opportunity for students to practice the modeled skill/strategy together with the teacher (active engagement); students working independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill/strategy; an opportunity for students to share their work with others, and to engage in a whole-class discussion. Routman believes that through the use of the workshop model, teachers begin to think about teaching in terms of their students’ needs and interests, and recognize teaching as a powerful, invitational relationship that draws in the learner.

Calkins, Lucy; Hartman, Amanda; White, Zoe. One to One

The authors of One to One remind us that whether in math workshop, writing workshop, reading workshop, or art, the individual conversations we have with children to lift the level of their work, to solidify and nurture their identities as students of whatever subject we are currently studying, are crucial. Further, they point out that transferring what we know about good conferring in writing workshop to other content areas, such as math or science, will not only benefit our students, but will also help us to assess them across differing content areas, providing us with a deeper and more well-rounded understanding of each child.

Tier: Tier 1

Activity - Model Lessons and Inter/Intravisitation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Thorne Elementary School

All teachers will have access to viewing high-quality mathematical instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - PD: Workshop Model, Mathematics Journaling, Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided with high-quality PD to deepen their understanding of the Workshop Model, Mathematics Journaling, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	Principal, Instructional Advocate, Wayne RESA

Strategy 2:

Mathematics Journals - All teachers will implement daily mathematics journals in order to assist their students in examining, expressing and tracking their mathematical reasoning, while learning to communicate mathematically.

Research Cited: Burns, Marilyn. Writing in Math

In Writing in Math, Burns indicates that she cannot imagine teaching mathematics without making writing an integral aspect of students' learning as it helps them think more deeply and clearly, while providing an invaluable tool in assessing learning and understanding. According to Burns, writing within math is essential because it requires students to organize, clarify and reflect upon their ideas—which are all useful processes for making sense of mathematics. In addition, when students write, their papers/journal entries provide insight into their understandings, their misconceptions, and their feelings about the content they are learning. Further, and more importantly, writing within mathematics provides a way for students to reflect upon and clarify their own learning, and to explore, extend and cement their ideas about the mathematics they study. Such writing creates an ongoing record of what students are accomplishing within math class, and provides a chronological record of learning experiences.

Tier: Tier 1

Activity - Construct and Record Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Thorne students will construct and record mathematical models (i.e. pictures, words, numbers) in order to solve problems in everyday life.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Academic Advocate
Activity - Explicit Vocabulary and Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Thorne Elementary School

All Thorne teachers will explicitly teach mathematics vocabulary, and provide their students with frequent and varied opportunities to think about and use mathematics vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Self-Evaluation of Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Thorne students will self-evaluate their own mathematical thinking and/or analytical problem solving through the use of the National Council of Teachers of Mathematics (NCTM) Process Standards Rubrics.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 3:

Vertical PLCs - Thorne Elementary staff will participate in school-wide vertical PLCs for the purpose of informing mathematics instruction.

Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning communities which

emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing mathematics instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Thorne Elementary School

Thorne teachers will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of mathematics and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$700	Title I Part A	All classroom teachers, Principal, Instructional Advocate
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Strategy 4:

Explicit Instruction - All Thorne Elementary teachers will explicitly teach grade-level computation fluencies as detailed by the Common Core State Standards of Mathematics.

Research Cited: Common Core State Standards for Mathematics

The Common Core Standards for Math address whether students can perform calculations and solve problems fluently—in other words, quickly and accurately. Fluency is not meant to come at the expense of understanding. Instead, it is an outcome of a progression of learning and sufficient thoughtful practice. The authors of the Common Core stress that it is important to provide the conceptual building blocks that develop understanding in tandem with skill along the way to fluency. To be fluent is to flow: Fluent isn't halting, stumbling, or reversing oneself. A key aspect of fluency in this sense is that it is not something that happens all at once in a single grade but requires attention to student understanding along the way. It is important to ensure that sufficient practice and extra support are provided at each grade to allow all students to meet the standards that call explicitly for fluency.

Tier: Tier 1

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Thorne Elementary teachers will explicitly teach grade-level computation fluencies as detailed by the Common Core State Standards of Mathematics.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Goal 2: All Thorne Elementary students will be proficient readers.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

68% of All Students will demonstrate a proficiency in English Language Arts by 06/30/2016 as measured by the Common Core State Assessment.

Strategy 1:

Vertical PLCs - Thorne Elementary staff will participate in school-wide vertical PLCs for the purpose of informing reading instruction.

Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning

School Improvement Plan

Thorne Elementary School

communities which

emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during common planning, building-wide professional development sessions and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of reading comprehension, and the associated goals within this plan.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$700	Title I Part A	All classroom teachers, Principal, Instructional Advocate
Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing reading instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 2:

Explicit Comprehension Instruction - All teachers will explicitly teach comprehension strategies (making connections, questioning, visualizing, inferring, determining importance, synthesizing, and self-monitoring) to their students.

Research Cited: Harvey, Stephanie; Goudvis, Anne. *Strategies That Work: Teaching Comprehension for Understanding and Engagement*

Harvey and Goudvis share that in order to engage students fully within their reading, enhance their understanding, acquire knowledge, and learn from and remember what they've read, that teachers have the responsibility to make what is implicit, explicit. Explicit instruction means that teachers show their learners how they, themselves, think when they read. Explicitly teaching reading comprehension strategies needs to occur so that readers are able to use them in order to construct meaning, as well as to do so flexibly, seamlessly and independently as they read, write, and discuss their thinking.

Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*.

Miller believes that in order for children to be active, thoughtful, and proficient readers and thinkers, they must have deep understanding of comprehension strategies, and an awareness of when and how they assist them. In her work, she promotes a model of explicit reading instruction using four distinct stages that guide children to independence within reading: explicit teacher modeling/explanation of a strategy; guided practice, where teachers gradually give students more responsibility for task

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completion; independent practice accompanied by feedback; application of the strategy to real reading situations. Of these, explicit modeling, or showing kids how, is essential. Teacher modeling includes explaining the strategy, thinking aloud about the mental processes used to construct meaning, and demonstrating when and why it is most effective. Thinking aloud about what's going on inside our heads as we read, Miller states, allows us to make the invisible visible and the implicit explicit.

Tier: Tier 1

Activity - Explicit Comprehension Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Thorne teachers will explicitly teach comprehension strategies (making connections, questioning, visualizing, inferring, determining importance, synthesizing, and self-monitoring) to their students.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 3:

Workshop Model - All Thorne Elementary teachers will provide students with daily instruction in reading based upon the Workshop Model, as well as utilize conferring techniques in order to determine student strengths, needs, and future teaching points.

Research Cited: Routman, Regie. Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8

Through her work, Routman promotes the belief that the child must be at the center of all learning and to do so, educators must abandon traditional instructional models such as lecturing and skill drilling. Instead, she states, teachers must employ a model of optimal learning where learners gradually move from dependence to independence. Through a teaching philosophy known as the workshop model, students are highly engaged in their learning and work on materials appropriate to their specific proficiency level. Over the past decade, the workshop model has been documented as one of the most effective instructional models where learners are encouraged and supported in trying out what is being demonstrated, taking risks, monitoring themselves, and setting goals while moving toward independence. The workshop model is designed to access the range of ways that children learn and acquire knowledge—from listening to the teacher model a skill to hands-on learning opportunities. It is a rigorous and challenging, yet affirming, educational model that generally consists of the following components: a teacher lead mini-lesson (teaching point) with direct and explicit modeling of a skill/strategy; an opportunity for students to practice the modeled skill/strategy together with the teacher (active engagement); students working independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill/strategy; an opportunity for students to share their work with others, and to engage in a whole-class discussion. Routman believes that through the use of the workshop model, teachers begin to think about teaching in terms of their students' needs and interests, and recognize teaching as a powerful, invitational relationship that draws in the learner.

Calkins, Lucy; Hartman, Amanda; White, Zoe. One to One

The authors of One to One remind us that whether in math workshop, writing workshop, reading workshop, or art, the individual conversations we have with children to lift the level of their work, to solidify and nurture their identities as students of whatever subject we are currently studying, are crucial. Further, they point out that transferring what we know about good conferring in writing workshop to other content areas, such as math or science, will not only benefit our students, but will also help us to assess them across differing content areas, providing us with a deeper and more well-rounded understanding of each child.

School Improvement Plan

Thorne Elementary School

Tier: Tier 1

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will make their students aware of their Independent and Instructional reading levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - PD: Workshop Model, Guided Reading, Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided with high-quality PD to deepen their understanding of the Workshop Model, Guided Reading, and Conferencing techniques.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	Principal, Instructional Advocate, Wayne RESA
Activity - Model Lessons and Inter/Intravisitation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to viewing high-quality reading instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate Guided Reading into their daily reading block in order to provide their students with high-quality, skill based reading instruction based upon their Instructional levels.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Building-Wide Independent Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A common, 30 minute independent reading block will be implemented in order to assist students in applying acquired comprehension strategies, while affording them opportunities to building reading stamina.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
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Strategy 4:

Running Records - All teachers will assess their students' reading levels a minimum of 4x per year (quarterly) utilizing the Rigby Benchmarking System, as well as employ traditional running records intermittently based upon skill level as follows: Intensive Level= weekly running records; Strategic Level= tri-weekly running records; Benchmark= quarterly.

Research Cited: Clay, Marie. AN OBSERVATION SURVEY OF EARLY LITERACY ACHIEVEMENT

Running records, according to the research presented here, capture what young readers actually say and do while reading continuous text. When a record has been completed, teachers can review what happened immediately, leading to a teaching decision on the spot, or at a later time. Additionally, teachers can judge what a student already knows, what has been attended to, and what has been overlooked. This information allows teachers to prompt, support and challenge individual learners, as well as describe how children are working on text.

Taberski, Sharon. ON SOLID GROUND: Strategies for Teaching Reading K-3

Through her writing, Taberski stresses the importance and use of running records in order to learn more about children's reading processes through observation of their reading behaviors, specifically their miscues (any deviation made from the actual printed text). Such miscues, she points out, are not random occurrences, but logical, systematic representations of how children understand the reading process and the cueing systems they use. Running records are essential components of effective reading instruction and provide teachers with three distinct advantages: first, when used frequently and purposefully, they become more of a tool for teaching rather than an instrument to report on a child's stages of reading; second, they assist teachers in recognizing a student's pattern of errors— leading to more informed instruction when analyzed; third, they offer more flexibility as well as opportunities for teachers to collect authentic "samples" of children's actual reading.

Tier: Tier 1

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing reading instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Goal 3: All Thorne Elementary students will be proficient writers.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in Writing by 06/30/2016 as measured by the Common Core State Assessment.

Strategy 1:

Workshop Model - All teachers will provide students with daily instruction in writing based upon the Workshop Model, as well utilize conferring techniques in order to determine student strengths, needs and future teaching points.

Research Cited: Routman, Regie. Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8

Through her work, Routman promotes the belief that the child must be at the center of all learning and to do so, educators must abandon traditional instructional models such as lecturing and skill drilling. Instead, she states, teachers must employ a model of optimal learning where learners gradually move from dependence to independence. Through a teaching philosophy known as the workshop model, students are highly engaged in their learning and work on materials appropriate to their specific proficiency level. Over the past decade, the workshop model has been documented as one of the most effective instructional models where learners are encouraged and supported in trying out what is being demonstrated, taking risks, monitoring themselves, and setting goals while moving toward independence. The workshop model is designed to access the range of ways that children learn and acquire knowledge—from listening to the teacher model a skill to hands-on learning opportunities. It is a rigorous and challenging, yet affirming, educational model that generally consists of the following components: a teacher lead mini-lesson (teaching point) with direct and explicit modeling of a skill/strategy; an opportunity for students to practice the modeled skill/strategy together with the teacher (active engagement); students working independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill/strategy; an opportunity for students to share their work with others, and to engage in a whole-class discussion. Routman believes that through the use of the workshop model, teachers begin to think about teaching in terms of their students' needs and interests, and recognize teaching as a powerful, invitational relationship that draws in the learner.

Anderson, Carl. how's it going? A PRACTICAL GUIDE TO CONFERRING WITH STUDENT WRITERS

Anderson's work is an essential component to our SIP as Thorne teachers begin engaging in one-on-one conferences during writing workshop, and zero in on exactly what students need as writers. Anderson stresses that the key to powerful writing conferences lies in understanding that they are conversations with a clear purpose, as well as a predictable structure—and the best lens through which to view the task of talking about writing. Through his work, classroom teachers learn how to take what they already know about effective conversations and apply that knowledge. Further, they are provided with an in-depth discussion of their role in conferences, strategies on how to teach their students to take on a more active role, as well as learn new ways of thinking regarding writing instruction.

Tier: Tier 1

Activity - Model Lessons and Inter/Intravisation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will have access to viewing high-quality writing instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - PD: Workshop Model, Writing Across the Curriculum, Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided with high-quality PD to deepen their understanding of the Workshop Model, Writing Across the Curriculum, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	Principal, Instructional Advocate, Wayne RESA

Strategy 2:

Writing Across the Content Areas - All teachers will provide ample opportunities for all students to write across the content areas of the curriculum, with a stronger emphasis on mathematics, science and social studies.

Research Cited: Davis, Judy; Hill, Sharon. The No-Nonsense Guide to Teaching Writing

Through their work, Davis and Hill wisely remind us of the importance of high quality writing instruction, and the importance of balancing writing across all curriculum areas. Writing in the content areas of science, social studies and mathematics has a number of benefits including assisting students in researching a variety of sources, gaining knowledge and understandings related to the specific content being studied, synthesizing and organizing information, and being able to make generalizations based on their knowledge of that content. Through daily implementation of Writing Workshop, via the workshop model, students are provided with ample opportunities to apply the strategies they have learned about drafting, revising/crafting, and editing to their writing in the content areas, and to any writing they set out to do. To make a stronger impact, Davis and Hill state that teachers must also expose their students to the differing types and qualities of powerful nonfiction genres that will aid them in tackling their writing within the content areas. Doing so will help ensure that student work is authentic, relevant and well crafted.

Routman, Regie. Writing Essentials: Raising Expectations and Results While Simplifying Teaching

In Writing Essentials, Routman states that students who have opportunities to do a great deal of writing in the content areas (i.e. learning logs, summaries, essays, writing for specific audiences) learn the subject matter more thoroughly than students who do not engage in much writing. Additionally, she points out the correlation between content-area writing and higher achievement levels within reading, particularly reading comprehension. As such, Routman strongly believes that content area writing instruction must be a matter of course within our classrooms in order to help students not only construct meaning, but to develop higher-order thinking and understanding as well. Further, she indicates that content-area writing, in addition to work within other genres via daily writing instruction, will help students in becoming fluent writers who write easily and effortlessly, and aid in developing writing endurance.

Tier: Tier 1

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Activity - Mentor Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate and make use of mentor texts within Writers' Workshop to teach students to write like readers.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 3:

Explicit Instruction of 6+1 Traits of Writing - All Thorne teachers will explicitly teach the 6+1 Traits of Writing: ideas, voice, organization, conventions, sentence fluency, word choice, presentation.

Research Cited: Culham, Ruth. 6+1 Traits of Writing: THE COMPLETE GUIDE, GRADES 3 AND UP

The 6+1 Traits of Writing model has become a highly respected, essential tool for evaluating student writing, planning instruction across all content areas, and increasing students' abilities to write with confidence and precision. The 6+1 Traits model offers a shared vision and common vocabulary for describing the qualities of writing: ideas, organization, voice, word choice, sentence fluency, conventions and presentation. By understanding these qualities, and thus having a common language for writing assessment, teachers can: make explicit not only the features of good writing, but also the techniques writers use to craft messages for particular audiences and purposes; provide their students with precise, complete feedback on their writing performance; articulate more clearly the goals of their writing curriculum (to each other and their students) so as to individualize writing instruction; ensure that their students write in a variety of genres and modes, and for a variety of purposes and audiences daily; assist students in gaining control and confidence in their writing; make use of a framework for examining their curriculum.

Tier: Tier 1

Activity - Self-Evaluation of Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Thorne students will self-evaluate their own writing using a 5-Point 6+1 Traits of Writing rubric in order to develop a common language associated with writing instruction, and to foster a culture of examining ones work for strengths and weaknesses.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 4:

Vertical PLCs - Thorne Elementary staff will participate in school-wide vertical PLCs for the purpose of informing writing instruction.

Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning communities which emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable.

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for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne teachers will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of writing and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$700	Title I Part A	All classroom teachers, Principal, Instructional Advocate
Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing writing instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Goal 4: All Thorne Elementary students will be proficient scientists.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

35% of All Students will demonstrate a proficiency in Science by 06/30/2016 as measured by the Common Core State Assessment.

Strategy 1:

Inquiry Model of Instruction - All teachers will make use of an inquiry model in order to provide scientific instruction, as well as utilize conferring techniques in order to determine student strengths, needs, and future teaching points.

Research Cited: Harvey, Stephanie; Daniels, Harvey. COMPREHENSION & COLLABORATION: Inquiry Circles in Action

In Comprehension & Collaboration, Harvey and Harvey share years of research on the importance of establishing classrooms that promote active learning and collaborative inquiry where students, and teachers alike, pose questions, locate answers, and take action. In these classrooms, thinking is not a spectator sport. Rather, it is active with students reading, writing, drawing, talking, listening, and investigating in order to acquire knowledge, form understanding, and put new knowledge to work in the world. Through the use of inquiry and project-based learning, teachers foster active use of knowledge, and encourage students to think and work together in order to construct new knowledge that is relevant and that matters to them and their lives. Additionally, such work helps extend students' natural curiosities, create an irresistible urge to ponder, wonder, and rethink their misconceptions, and to work deeply, powerfully, and joyfully with one another.

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Calkins, Lucy; Hartman, Amanda; White, Zoe. One to One

The authors of One to One remind us that whether in math workshop, writing workshop, reading workshop, or art, the individual conversations we have with children to lift the level of their work, to solidify and nurture their identities as students of whatever subject we are currently studying, are crucial. Further, they point out that transferring what we know about good conferring in writing workshop to other content areas, such as math or science, will not only benefit our students, but will also help us to assess them across differing content areas, providing us with a deeper and more well-rounded understanding of each child.

Tier: Tier 1

Activity - PD: Inquiry Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided with high-quality PD in order to deepen their understanding of the inquiry model of instruction.	Professional Learning	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	No Funding Required	Principal, Instructional Advocate, Wayne RESA

Activity - Inquiry Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate authentic and relevant inquiry projects into the curriculum in order to promote active use of scientific knowledge.	Direct Instruction	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 2:

Explicit Instruction - All teachers will provide explicit, hands-on instruction within the content area of science utilizing district-created curriculum maps and in-house inquiry-based science kits and/or materials.

Research Cited: Harvey, Stephanie; Daniels, Harvey. COMPREHENSION & COLLABORATION: Inquiry Circles in Action

In Comprehension & Collaboration, Harvey and Daniels share years of research on the importance of establishing classrooms that promote active learning and collaborative inquiry where students, and teachers alike, pose questions, locate answers, and take action. In these classrooms, thinking is not a spectator sport. Rather, it is active with students reading, writing, drawing, talking, listening, and investigating in order to acquire knowledge, form understanding, and put new knowledge to work in the world. Through the use of inquiry and project-based learning, teachers foster active use of knowledge, and encourage students to think and work together in order to construct new knowledge that is relevant and that matters to them and their lives. Additionally, such work helps extend students' natural curiosities, create an irresistible urge to ponder, wonder, and rethink their misconceptions, and to work deeply, powerfully, and joyfully with one another.

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Tier: Tier 1

Activity - Explicit Vocabulary and Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Thorne teachers will explicitly teach science vocabulary, and provide their students with frequent and varied opportunities to think about and use scientific vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Writing Across the Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide ample opportunities for all students to write across the content area of science.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate non-fiction Guided Reading into their daily reading block in order to provide their students with high-quality, skill-based reading instruction based upon their instructional levels, and to promote scientific learning.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Model Lessons and Inter/Intravisitation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to viewing high-quality science instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 3:

Vertical PLCs - Thorne Elementary staff will participate in school-wide vertical PLCs for the purpose of informing science instruction.

Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning

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communities which emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing science instruction.	Teacher Collaboration	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Goal 5: All Thorne Elementary students will be proficient in social studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

43% of All Students will demonstrate a proficiency in Social Studies by 06/30/2016 as measured by the Common Core State Assessment.

Strategy 1:

Inquiry Model of Instruction - All teachers will make use of an inquiry model in order to provide social studies instruction, as well as utilize conferring techniques in order to determine student strengths, needs, and future teaching points.

Research Cited: Harvey, Stephanie; Daniels, Harvey. COMPREHENSION & COLLABORATION: Inquiry Circles in Action

In Comprehension & Collaboration, Harvey and Daniels share years of research on the importance of establishing classrooms that promote active learning and collaborative inquiry where students, and teachers alike, pose questions, locate answers, and take action. In these classrooms, thinking is not a spectator sport. Rather, it is active with students reading, writing, drawing, talking, listening, and investigating in order to acquire knowledge, form understanding, and put new knowledge to work in the world. Through the use of inquiry and project-based learning, teachers foster active use of knowledge, and encourage students to think and work together in order to construct new knowledge that is relevant and that matters to them and their lives. Additionally, such work helps extend students' natural curiosities, create an irresistible urge to ponder, wonder, and rethink their misconceptions, and to work deeply, powerfully, and joyfully with one another.

Calkins, Lucy; Hartman, Amanda; White, Zoe. One to One

The authors of One to One remind us that whether in math workshop, writing workshop, reading workshop, or art, the individual conversations we have with children to lift the level of their work, to solidify and nurture their identities as students of whatever subject we are currently studying, are crucial. Further, they point out that transferring what we know about good conferring in writing workshop to other content areas, such as math or science, will not only benefit our students, but will also

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help us to assess them across differing content areas, providing us with a deeper and more well-rounded understanding of each child.

Tier: Tier 1

Activity - PD: Inquiry Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided with high-quality PD in order to deepen their understanding of the inquiry model of instruction.	Professional Learning	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	No Funding Required	Principal, Instructional Advocate, Wayne RESA

Activity - Inquiry Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate authentic and relevant inquiry projects into the curriculum in order to promote active use of social studies content and knowledge.	Direct Instruction	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 2:

Explicit Instruction - All teachers will provide explicit, hands-on instruction within the content area of social studies utilizing district-created curriculum maps and in-house inquiry-based materials.

Research Cited: Harvey, Stephanie; Daniels, Harvey. COMPREHENSION & COLLABORATION: Inquiry Circles in Action

In Comprehension & Collaboration, Harvey and Daniels share years of research on the importance of establishing classrooms that promote active learning and collaborative inquiry where students, and teachers alike, pose questions, locate answers, and take action. In these classrooms, thinking is not a spectator sport. Rather, it is active with students reading, writing, drawing, talking, listening, and investigating in order to acquire knowledge, form understanding, and put new knowledge to work in the world. Through the use of inquiry and project-based learning, teachers foster active use of knowledge, and encourage students to think and work together in order to construct new knowledge that is relevant and that matters to them and their lives. Additionally, such work helps extend students' natural curiosities, create an irresistible urge to ponder, wonder, and rethink their misconceptions, and to work deeply, powerfully, and joyfully with one another.

Tier: Tier 1

Activity - Writing Across the Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide ample opportunities for all students to write across the content area of social studies.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

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Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate non-fiction Guided Reading into their daily reading block in order to provide their students with high-quality, skill-based reading instruction based upon their Instructional levels, and to promote concepts pertaining to social studies.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Model Lessons and Inter/Intravisitation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have access to viewing high-quality social studies instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
Activity - Explicit Vocabulary and Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Thorne teachers will explicitly teach vocabulary associated with social studies, and provide their students with frequent and varied opportunities to think about and use associated vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate

Strategy 3:

Vertical PLCs - Thorne Elementary staff will participate in school-wide vertical PLCs for the purpose of informing social studies instruction.

Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning communities which emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing social studies instruction.	Teacher Collaboration	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	All classroom teachers, Principal, Instructional Advocate
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Studies	Thorne teachers will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of mathematics and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$700	All classroom teachers, Principal, Instructional Advocate
Book Studies	Thorne teachers will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of writing and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$700	All classroom teachers, Principal, Instructional Advocate
Book Studies	Teachers will meet during common planning, building-wide professional development sessions and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of reading comprehension, and the associated goals within this plan.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$700	All classroom teachers, Principal, Instructional Advocate

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD: Inquiry Model	All teachers will be provided with high-quality PD in order to deepen their understanding of the inquiry model of instruction.	Professional Learning	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	Principal, Instructional Advocate, Wayne RESA
Data to Inform Instruction	Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing science instruction.	Teacher Collaboration	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate

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Construct and Record Models	All Thorne students will construct and record mathematical models (i.e. pictures, words, numbers) in order to solve problems in everyday life.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Academic Advocate
Building-Wide Independent Reading Block	A common, 30 minute independent reading block will be implemented in order to assist students in applying acquired comprehension strategies, while affording them opportunities to building reading stamina.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Model Lessons and Inter/Intravisiatation	All teachers will have access to viewing high-quality reading instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Model Lessons and Inter/Intravisiatation	All teachers will have access to viewing high-quality social studies instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Self-Evaluation of Problem Solving	All Thorne students will self-evaluate their own mathematical thinking and/or analytical problem solving through the use of the National Council of Teachers of Mathematics (NCTM) Process Standards Rubrics.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Explicit Comprehension Instruction	All Thorne teachers will explicitly teach comprehension strategies (making connections, questioning, visualizing, inferring, determining importance, synthesizing, and self-monitoring) to their students.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Guided Reading	All teachers will incorporate Guided Reading into their daily reading block in order to provide their students with high-quality, skill based reading instruction based upon their Instructional levels.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Model Lessons and Inter/Intravisiatation	All teachers will have access to viewing high-quality mathematical instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate

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PD: Inquiry Model	All teachers will be provided with high-quality PD in order to deepen their understanding of the inquiry model of instruction.	Professional Learning	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	Principal, Instructional Advocate, Wayne RESA
Writing Across the Content Areas	All teachers will provide ample opportunities for all students to write across the content area of social studies.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Inquiry Projects	All teachers will incorporate authentic and relevant inquiry projects into the curriculum in order to promote active use of scientific knowledge.	Direct Instruction	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Writing Across the Content Areas	All teachers will provide ample opportunities for all students to write across the content area of science.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Guided Reading	All teachers will incorporate non-fiction Guided Reading into their daily reading block in order to provide their students with high-quality, skill-based reading instruction based upon their instructional levels, and to promote concepts pertaining to social studies.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Data to Inform Instruction	Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing social studies instruction.	Teacher Collaboration	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
PD: Workshop Model, Guided Reading, Conferring	All teachers will be provided with high-quality PD to deepen their understanding of the Workshop Model, Guided Reading, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	Principal, Instructional Advocate, Wayne RESA
Model Lessons and Inter/Intravisiatation	All teachers will have access to viewing high-quality science instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate

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Self-Evaluation of Writing	All Thorne students will self-evaluate their own writing using a 5-Point 6+1 Traits of Writing rubric in order to develop a common language associated with writing instruction, and to foster a culture of examining ones work for strengths and weaknesses.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Mentor Texts	All teachers will incorporate and make use of mentor texts within Writers' Workshop to teach students to write like readers.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Inquiry Projects	All teachers will incorporate authentic and relevant inquiry projects into the curriculum in order to promote active use of social studies content and knowledge.	Direct Instruction	Tier 1	Getting Ready	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
PD: Workshop Model, Writing Across the Curriculum, Conferring	All teachers will be provided with high-quality PD to deepen their understanding of the Workshop Model, Writing Across the Curriculum, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	Principal, Instructional Advocate, Wayne RESA
Guided Reading	All teachers will incorporate non-fiction Guided Reading into their daily reading block in order to provide their students with high-quality, skill-based reading instruction based upon their Instructional levels, and to promote scientific learning.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
PD: Workshop Model, Mathematics Journaling, Conferring	All teachers will be provided with high-quality PD to deepen their understanding of the Workshop Model, Mathematics Journaling, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	Principal, Instructional Advocate, Wayne RESA
Explicit Vocabulary and Usage	All Thorne teachers will explicitly teach mathematics vocabulary, and provide their students with frequent and varied opportunities to think about and use mathematics vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Explicit Vocabulary and Usage	All Thorne teachers will explicitly teach vocabulary associated with social studies, and provide their students with frequent and varied opportunities to think about and use associated vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate

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Data to Inform Instruction	Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing reading instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Explicit Vocabulary and Usage	All Thorne teachers will explicitly teach science vocabulary, and provide their students with frequent and varied opportunities to think about and use scientific vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Explicit Instruction	All Thorne Elementary teachers will explicitly teach grade-level computation fluencies as detailed by the Common Core State Standards of Mathematics.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Data to Inform Instruction	Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing mathematics instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Goal Setting	All teachers will make their students aware of their Independent and Instructional reading levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Data to Inform Instruction	Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing writing instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Data to Inform Instruction	Thorne Elementary staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing reading instruction.	Teacher Collaboration	Tier 1	Monitor	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate
Model Lessons and Inter/Intravisititation	All teachers will have access to viewing high-quality writing instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Implement	08/27/2014	06/30/2016	\$0	All classroom teachers, Principal, Instructional Advocate

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Mathematics Journals		This strategy is currently in progress. Much of the work pertaining to math journaling occurred as an outcome of staff members setting personal/professional goals linked to their annual evaluations. A number of PLCs were established spanning various grade levels and in differing combinations of staff members. Through self-selected literature as well as utilizing online professional development platforms, staff members were able to implement mathematics journaling into their day-to-day instruction. A strong focus has been placed on students interpreting the problem at hand, creating and recording a relevant model, solving the problem accurately, as well as providing a sound explanation of their thought process. A stronger focus will be placed on mathematics journaling during the 2015-16 SY, particularly during in-house professional development sessions. Additionally, math journaling will be the topic of one of the two staff book studies for the 15-16 SY.	June 28, 2015	Steve Chartier
Strategy	Workshop Model		This strategy is currently in progress. Through continued professional development, work conducted via vertical and/or grade level PLCs, as well as through curriculum development and design of day-to-day lessons via Rubicon Atlas, lesson delivery has become much more streamlined and focused upon on specific concept and/or skill. Staff members have worked diligently to assume the role mathematician, reader, writer, etc. (instead of as a teacher of mathematics, reading, etc.) in order to directly and explicitly model the skill/strategy at hand, as well as to actively engage the students within the learning process via gradual release of responsibility (active involvement). Accountable Talk has also been woven into all lessons and has been discovered by the staff as a crucial link to student engagement and overall understanding. Confering with students has increased greatly and nearly all staff members utilize it in order to capture real-time data, and to aid in the formation of personalized learning goals for all students.	June 28, 2015	Steve Chartier
Strategy	Vertical PLCs		This strategy is currently in progress. Staff members have done an exceptional job forming and taking part in PLCs spanning multiple grade levels and/or departments. As members of a collective team, staff members have a renewed faith in their own professional learning in order to strengthen instruction leading to higher levels of student achievement. Much work has been done via self-selected professional literature linked directly to our SIP goals, but to PLC goals as well. While some PLCs have worked collaboratively to analyze student work, assess overall student understanding, etc., there is a great deal of work yet to be done within this area if it is to become a common expectation for school improvement.	June 28, 2015	Steve Chartier
Strategy	Explicit Instruction		This strategy is currently in progress.	June 28, 2015	Steve Chartier

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Activity	Model Lessons and Inter/Intravisitation	In Progress		June 28, 2015	Steve Chartier
Activity	PD: Workshop Model, Mathematics Journaling, Conferring	In Progress		June 28, 2015	Steve Chartier
Activity	Explicit Vocabulary and Usage	In Progress		June 28, 2015	Steve Chartier
Activity	Data to Inform Instruction	In Progress		June 28, 2015	Steve Chartier
Activity	Self-Evaluation of Problem Solving	In Progress		June 28, 2015	Steve Chartier
Activity	Book Studies	In Progress	To compliment books selected for our building-wide book studies, professional journals, etc, the following professional development DVDs will be purchased for the 2015-16 SY (via dedicated Title 1 funds): Math: Teaching for Understanding; Math: Assessing for Understanding.	June 28, 2015	Steve Chartier
Activity	Book Studies	In Progress	Books selected for the 2015-16 SY include: Classroom Discussions In Math: A Teacher's Guide for Using Talk Moves to Support the Common Core and More, Grades K-6: A Multimedia Professional Learning Resource, 3rd Edition (Chapin/O'Connor/Anderson). The accompanying DVD series will also be purchased for use during the book study. Title 1 Funds have been dedicated to these items.	June 28, 2015	Steve Chartier
Activity	Explicit Instruction	In Progress		June 28, 2015	Steve Chartier
Activity	Construct and Record Models	In Progress		June 28, 2015	Steve Chartier
Strategy	Workshop Model		This strategy is currently in progress. Through continued professional development, work conducted via vertical and/or grade level PLCs, as well as through curriculum development and design of day-to-day lessons via Rubicon Atlas, lesson delivery has become much more streamlined and focused upon on specific concept and/or skill. Staff members have worked diligently to assume the role mathematician, reader, writer, etc. (instead of as a teacher of mathematics, reading, etc.) in order to directly and explicitly model the skill/strategy at hand, as well as to actively engage the students within the learning process via gradual release of responsibility (active involvement). Accountable Talk has also been woven into all lessons and has been discovered by the staff as a crucial link to student engagement and overall understanding. Conferring with students has increased greatly and nearly all staff members utilize it in order to capture real-time data, and to aid in the formation of personalized learning goals for all students.	June 28, 2015	Steve Chartier
Strategy	Explicit Comprehension Instruction		This strategy is currently in progress.	June 28, 2015	Steve Chartier

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Strategy	Running Records		This strategy is currently in progress. Running records have become an even more essential component of our reading instruction this past school year. Time has been spent learning how to utilize the records as formative assessments in order to inform teaching, recognize patterns of strength as well as weakness within the content area of reading, and to acquire authentic snapshots of actual reading among our students. During this past year, work has also been conducted in order to transfer our leveling of text from a numeric system to one more commonly recognized, alphabetic guided reading levels (GRLs). We have also realized that our current "kits" (Rigby Benchmarks) top off at a lower grade level than had hoped, have been utilized so much that the books are no longer "cold reads", nor provide a seamless transition to other formative assessments. As a result, they will be replaced with Fountas and Pinnell Benchmark Assessment Systems, which contain deeper comprehensive assessments, procedures and a variety of tools to help us systematically examine our student's strengths and needs, for the 2015-16 SY.	June 28, 2015	Steve Chartier
Strategy	Vertical PLCs		This strategy is currently in progress. Staff members have done an exceptional job forming and taking part in PLCs spanning multiple grade levels and/or departments. As members of a collective team, staff members have a renewed faith in their own professional learning in order to strengthen instruction leading to higher levels of student achievement. Much work has been done via self-selected professional literature linked directly to our SIP goals, but to PLC goals as well. While some PLCs have worked collaboratively to analyze student work, assess overall student understanding, etc., there is a great deal of work yet to be done within this area if it is to become a common expectation for school improvement.	June 28, 2015	Steve Chartier
Activity	Data to Inform Instruction	In Progress		June 28, 2015	Steve Chartier
Activity	Guided Reading	In Progress		June 28, 2015	Steve Chartier
Activity	Building-Wide Independent Reading Block	In Progress		June 28, 2015	Steve Chartier
Activity	Model Lessons and Inter/Intravisitation	In Progress		June 28, 2015	Steve Chartier
Activity	PD: Workshop Model, Guided Reading, Conferring	In Progress		June 28, 2015	Steve Chartier
Activity	Data to Inform Instruction	In Progress		June 28, 2015	Steve Chartier
Activity	Book Studies	In Progress	As a compliment to books utilized during our 2014-15 SY book studies, professional readings conducted as part of PLCs and/or grade levels, the following professional development DVD will be purchased (via dedicated Title 1 funds) for the 2015-16 SY: A Close Up at Teaching Reading: Focusing on Children and Our Goals (Taberski).	June 28, 2015	Steve Chartier

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Activity	Explicit Comprehension Instruction	In Progress	This activity is currently in progress. Through one of two book studies (Strategies That Work), we have deepened our understanding of core comprehension strategies scientifically proven to assist children in becoming active, thoughtful, and proficient readers and thinkers. Coupled with the Workshop Model, as well as our new Rubicon Atlas curriculum, staff members have become even more adept in making what is implicit to our students, explicit. Through active think-alouds and Teaching Points (mini-lessons), staff members have shown the students how they, themselves, become one with the text in order to construct meaning and enhance their understanding. Our work will continue well into the 2015-16 SY as staff continue to refine those concepts gleaned from our book study and beyond as they relate to deeper reading comprehension. Additionally, a building-wide scope and sequence focusing upon comprehension strategies is currently being developed and will be implemented in order to help ensure programmatic alignment as well as promote a common language within the building.	June 28, 2015	Steve Chartier
Activity	Goal Setting	In Progress		June 28, 2015	Steve Chartier
Strategy	Vertical PLCs		This strategy is currently in progress. Staff members have done an exceptional job forming and taking part in PLCs spanning multiple grade levels and/or departments. As members of a collective team, staff members have a renewed faith in their own professional learning in order to strengthen instruction leading to higher levels of student achievement. Much work has been done via self-selected professional literature linked directly to our SIP goals, but to PLC goals as well. While some PLCs have worked collaboratively to analyze student work, assess overall student understanding, etc., there is a great deal of work yet to be done within this area if it is to become a common expectation for school improvement.	June 29, 2015	Steve Chartier
Strategy	Workshop Model		This strategy is currently in progress. Through continued professional development, work conducted via vertical and/or grade level PLCs, as well as through curriculum development and design of day-to-day lessons via Rubicon Atlas, lesson delivery has become much more streamlined and focused upon on specific concept and/or skill. Staff members have worked diligently to assume the role mathematician, reader, writer, etc. (instead of as a teacher of mathematics, reading, etc.) in order to directly and explicitly model the skill/strategy at hand, as well as to actively engage the students within the learning process via gradual release of responsibility (active involvement). Accountable Talk has also been woven into all lessons and has been discovered by the staff as a crucial link to student engagement and overall understanding. Confering with students has increased greatly and nearly all staff members utilize it in order to capture real-time data, and to aid in the formation of personalized learning goals for all students.	June 29, 2015	Steve Chartier
Strategy	Writing Across the Content Areas		This strategy will be further implemented and of stronger focus during the 2015-16 SY.	June 29, 2015	Steve Chartier

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Strategy	Explicit Instruction of 6+1 Traits of Writing		This strategy is currently in progress. Through our Rubicon Atlas curriculum and writing units of study, our students have gained a deeper focus of the seven traits (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) that aid in writing with confidence, precision, and quality. As students are further exposed during the 2015-16 SY, staff will help ensure that they utilize the traits in order to write for a variety of purposes and within differing genres/modes, as well as assist them in gaining control over their writing.	June 29, 2015	Steve Chartier
Activity	Model Lessons and Inter/Intravisitation	In Progress		June 29, 2015	Steve Chartier
Activity	Self-Evaluation of Writing	In Progress		June 29, 2015	Steve Chartier
Activity	Book Studies	In Progress	As a compliment to books utilized during our 2014-15 SY book studies, professional readings conducted as part of PLCs and/or grade levels, the following book will be utilized for a building-wide book study during the 2015-16 SY: Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8 (Calkins). Dedicated Title 1 funds will be utilized for this purchase.	June 29, 2015	Steve Chartier
Activity	Data to Inform Instruction	In Progress		June 29, 2015	Steve Chartier
Activity	PD: Workshop Model, Writing Across the Curriculum, Conferring	In Progress		June 29, 2015	Steve Chartier
Activity	Mentor Texts	In Progress	Title 1 funds continue to be set aside so that staff members can select supplies and/or materials to effectively implement the core curriculum with fidelity.	June 29, 2015	Steve Chartier
Strategy	Inquiry Model of Instruction		This strategy will be further implemented and of stronger focus during the 2015-16 SY.	June 29, 2015	Steve Chartier
Strategy	Explicit Instruction		This strategy is currently in progress.	June 29, 2015	Steve Chartier
Strategy	Vertical PLCs		This strategy is currently in progress. Staff members have done an exceptional job forming and taking part in PLCs spanning multiple grade levels and/or departments. As members of a collective team, staff members have a renewed faith in their own professional learning in order to strengthen instruction leading to higher levels of student achievement. Much work has been done via self-selected professional literature linked directly to our SIP goals, but to PLC goals as well. While some PLCs have worked collaboratively to analyze student work, assess overall student understanding, etc., there is a great deal of work yet to be done within this area if it is to become a common expectation for school improvement.	June 29, 2015	Steve Chartier
Activity	PD: Inquiry Model	In Progress		June 29, 2015	Steve Chartier
Activity	Explicit Vocabulary and Usage	In Progress		June 29, 2015	Steve Chartier
Activity	Inquiry Projects	In Progress		June 29, 2015	Steve Chartier
Activity	Guided Reading	In Progress		June 29, 2015	Steve Chartier
Activity	Writing Across the Content Areas	In Progress	This activity will be further implemented and of stronger focus during the 2015-16 SY.	June 29, 2015	Steve Chartier

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Activity	Data to Inform Instruction	In Progress		June 29, 2015	Steve Chartier
Activity	Model Lessons and Inter/Intravisitation	In Progress		June 29, 2015	Steve Chartier
Strategy	Inquiry Model of Instruction		This strategy will be further implemented and of stronger focus during the 2015-16 SY.	June 29, 2015	Steve Chartier
Strategy	Explicit Instruction		This strategy is currently in progress.	June 29, 2015	Steve Chartier
Strategy	Vertical PLCs		This strategy is currently in progress. Staff members have done an exceptional job forming and taking part in PLCs spanning multiple grade levels and/or departments. As members of a collective team, staff members have a renewed faith in their own professional learning in order to strengthen instruction leading to higher levels of student achievement. Much work has been done via self-selected professional literature linked directly to our SIP goals, but to PLC goals as well. While some PLCs have worked collaboratively to analyze student work, assess overall student understanding, etc., there is a great deal of work yet to be done within this area if it is to become a common expectation for school improvement.	June 29, 2015	Steve Chartier
Activity	Inquiry Projects	In Progress		June 29, 2015	Steve Chartier
Activity	Data to Inform Instruction	In Progress		June 29, 2015	Steve Chartier
Activity	PD: Inquiry Model	In Progress		June 29, 2015	Steve Chartier
Activity	Explicit Vocabulary and Usage	In Progress		June 29, 2015	Steve Chartier
Activity	Model Lessons and Inter/Intravisitation	In Progress		June 29, 2015	Steve Chartier
Activity	Guided Reading	In Progress		June 29, 2015	Steve Chartier
Activity	Writing Across the Content Areas	In Progress	This activity will be further implemented and of stronger focus during the 2015-16 SY.	June 29, 2015	Steve Chartier