

2019-2020 SIP Goals

Wilde Elementary School

Warren Consolidated Schools

Mr. Matthew A. Guinn, Principal
32343 Bunert Rd
Warren, MI 48088-2951

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Overview

Plan Name

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Plan Description

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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 students will meet or exceed state and local standards in reading.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$1000
2	All students will meet or exceed state and local standards in writing.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$1600
3	All students will meet or exceed state and local standards in Mathematics.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$6000
4	All students will meet or exceed state and local standards in Science.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$4500
5	All students will meet or exceed state and local standards in Social Studies.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$2200

Goal 1: All students will meet or exceed state and local standards in reading.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency annually on state and local assessments in English Language Arts by 06/18/2021 as measured by State Assessments, NWEA, DRA II and assessments used for monitoring programs within Wilde.

Strategy 1:

Guided Reading - The staff will implement Guided Reading as part of daily literacy instruction five days a week in order to increase reading comprehension and fluency.

Category:

Research Cited: Launching Literacy Stations Mini-Lessons for Managing and Sustaining Independent Work K-3 by Debbie Dillar (2005)

In order to implement guided reading, Debbie Dillar incorporates literacy stations into the classroom to enhance the teachers guided reading time.

Tier: Tier 1

Activity - Literacy Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan guided reading groups utilizing the Daily 5 and Cafe' models during an uninterrupted block of time each day for a minimum of one hundred minutes.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	No Funding Required	All Wilde classroom teachers, Title I and Title III staff, building administrator.

Strategy 2:

Leveled Literacy Instruction - At risk students will be provided with additional instruction in reading by a Title 1 intervention teacher using LLI (Leveled Literacy Intervention).

Category:

Research Cited: Researched Cited: The design of LLI lessons is based on empirical research on reading acquisition and reading difficulties. Also considered in the design is research on language learning, particularly vocabulary acquisition (Beck, McKeown, and Kulcan. 2002; Lindfors, 1999; Moats, 2001), and research on student motivation (Au, 1997; Lyons, 2003). Twelve design features of LLI and their research base are described below. 1. In LLI lessons, texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. Matching books to readers and then providing strong instructional support provides the base for effective processing (Fountas & Pinnell, 1999). 2. LLI lessons provide systematic instruction in phonemic awareness. 3. LLI lessons provide systematic instruction in phonics. 4. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts. 5. LLI lessons provide daily opportunity to read new texts with teacher support. 6. LLI lessons provide explicit instruction on comprehension. 7. LLI

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lessons provide opportunities for writing. 8. LLI lessons provide opportunities to learn a core of high frequency words. 9. LLI lessons are designed to expand vocabulary and develop oral language. 10. LLI lessons are highly motivating for children and teachers. 11. LLI provides a direct, practical link to classroom instruction. 12. LLI lessons facilitate a home-school literacy connection.

Tier: Tier 2

Activity - LLI Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at risk students will have the support of LLI kits 3-4 times per week for at least 20 minutes per session. Identified Wilde Tier 2 students will be working with the Title I or Title III staff for thirty minutes daily in small groups at their instructional level on the Fountas and Pinnell Leveled Literacy Instruction program. They will be concentrating on increasing accuracy, fluency and reading comprehension at their independent level as measured by the DRA II assessment..	Implementation	Tier 2	Monitor	09/05/2017	06/18/2021	\$1000	General Fund	Title1 and Title 3 staff

Strategy 3:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever it Takes, R. Du Four (2004); Learning by Doing, T. Many (2012)

Tier:

Activity - Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	General Fund	All Wilde Staff

Goal 2: All students will meet or exceed state and local standards in writing.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency annually in the area of writing on state and local assessments in English Language Arts by 06/18/2021 as measured by state assessment data, NWEA and other assessments used for progress monitoring within Wilde..

Strategy 1:

Writer's Workshop - Wilde classroom teachers will use Writer's Workshop to facilitate the writing curriculum in the classroom. Classroom teachers will use the MESSA Writing Units and Lucy Calkins models for writer's workshop.

Category:

Research Cited: Action Research: The Implementation of Writer's Workshop in Third Grade.

The study was done utilizing a writers workshop based approach utilizing models by Donald Graves (1983), Lucy Calkins (1986), and Nancie Atwell (1986), that students were exposed too daily. The results showed that utilizing this model more students reported a positive attitude toward writing.

Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wilde staff will monitor the implementation of writing strategies by using the state and district assessments.	Implementation	Tier 1	Monitor	09/05/2017	06/18/2021	\$1500	General Fund	All Wilde staff, Title I staff

Strategy 2:

LLI Writing - "LLI lessons provide opportunities for writing. Every other day in each ten-lesson sequence, the children write for fifteen minutes. Reading and writing are integrally connected. Saying words slowly in order to write them helps children attend to the sequence of sounds and connect them to letters. (National Institute of Child Health and Human Development (2001a) Writing also helps them increase and extend their comprehension of a new text."

Category:

Research Cited: LLI lessons provide opportunities for writing. Every other day in each ten-lesson sequence, the children write for fifteen minutes. Writing is preplanned to coordinate with the instructional text the students read the previous day; thus reading and writing are integrally connected. Writing helps the students analyze the new words using letter-sound relationships and word parts. Saying words slowly in order to write them helps children attend to the sequence of sounds and connect them to letters (National Institute of Child Health and Human Development (2001a). Writing also helps the students increase and extend their comprehension of the new text. The writing is done either by the teacher on a chart, with children contributing letters or doing sound analysis, or by the students in individual books. Research indicates that "although children need to be taught the major consonant and vowel letter-sound relationships, they also need ample reading and writing activities that allow them to practice this knowledge."9

Tier: Tier 2

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Activity - LLI Writing Book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
“LLI lessons provide opportunities for writing. Every other day in each ten-lesson sequence, the children write for fifteen minutes. Reading and writing are integrally connected. Saying words slowly in order to write them helps children attend to the sequence of sounds and connect them to letters. (National Institute of Child Health and Human Development (2001a) Writing also helps them increase and extend their comprehension of a new text.”	Implementation	Tier 2	Monitor	09/05/2017	06/18/2021	\$100	Title I Part A	Title 1 and Title 3 staff

Strategy 3:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	General Fund	All Wilde Staff

Goal 3: All students will meet or exceed state and local standards in Mathematics.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency annually on state and local assessments in Mathematics by 06/18/2021 as measured by State Assessments, NWEA, and state and local assessments.

Strategy 1:

Math Intervention Strategies - Wilde staff will utilize research based instruction and intervention strategies in their daily math instruction.

Category:

Research Cited: enVision Math curriculum What Words Clearinghouse Intervention Report, 2013

enVison Math is published by Pearson Education Inc. and is a core curriculum for students in kindergarten through grade 6. The program is researched and designed to to help students develop an understanding of math concepts through problem-based instruction, small group interaction, and visual learning with a focus on reasoning and modeling. The program also utilizes differentiated instruction and ongoing assessments to meet the needs of students at all ability levels.

Tier: Tier 2

Activity - Guided Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Wilde's 4 Tier program will utilize daily Guided Math instruction for every child. Every child will receive the tier I instruction from the general education classroom teacher. Students who are identified and need more assistance will receive tier 2 intervention from their classroom teacher during the guided math time. Students who are not grasping the concept and/or are identified as being one year behind in mathematics will receive tier 3 instruction from the Title I staff. Students who are then identified for tier 4 will be forwarded to the special education team for testing, help and assistance.	Direct Instruction		Monitor	09/05/2017	06/01/2021	\$3000	General Fund	Wilde staff, Title I staff, Title III staff, Special Education Team

Strategy 2:

Problem Solving - The Wilde staff will utilize Envision Math, common core standards, number talks, and supplemental materials to expose students to problem solving strategies in a way that aids understanding of mathematical concepts, common mathematical procedures and problem solving.

Category:

Research Cited: In 2010, The National Council of Teachers of Mathematics, released an article titled "Why Is Teaching With Problem Solving Important to Student Learning?"

The fundamental principle of the research stated "Developing students' abilities to solve problems is not only a fundamental part of mathematics learning across content areas but also an integral part of mathematics learning across the grade levels."

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Tier: Tier 1

Activity - Professional Learning for Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will communicate expectations for using math journals in the area of problem solving. Ongoing district provided professional development will occur throughout the year, as scheduled by OCL.	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$3000	General Fund	All Wilde staff, Title I and Title III staff
Activity - Monitoring Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of the implementation of math journals will occur through walk through and Professional Learning Communities.	Monitor	Tier 1	Monitor	09/02/2014	06/18/2021	\$0	No Funding Required	Principal and Teachers
Activity - Evaluating Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation of math journals will be completed with a pre and post assessment, using a school-wide problem solving/math journal rubric. Fall and Spring NWEA scores will also be used to evaluate problem solving skills.	Evaluation	Tier 1	Evaluate	09/05/2017	06/18/2021	\$0	No Funding Required	All teaching staff, as well as Principal.

Strategy 3:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier:

Activity - Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.</p>	Professional Learning		Monitor	09/05/2017	06/18/2021	\$0	General Fund	All Wilde Staff
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Goal 4: All students will meet or exceed state and local standards in Science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency annually on state and local assessments in Science by 06/18/2021 as measured by State Assessments, NWEA and assessments used for progress monitoring within the school..

Strategy 1:

Science Enrichment - Students will receive additional science content by supplemental guided reading using science text.

Category:

Research Cited: Topic Science Research: Science Inquiry and Learning Battle Creek <http://www.bcams.org/>Rationale: To implement the Science standards in K-5 in the classroom, the battle Creek Science curriculum creates vocabulary rich lessons based on the Common Core. 2. Multi-sensory strategies for Science vocabulary, by Sandra Husty and Judy Jackson (2008) Rationale: To implement the Science standards in K-5 Husty and Jackson support ELL learners with hands on Science lessons and activities to create a rich learning environment.

Tier: Tier 2

Activity - Garden Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will create and maintain the Wilde school garden and flower gardens around the school grounds.	Extra Curricular		Monitor	09/05/2017	06/18/2021	\$1000	General Fund	Wilde staff members, Wilde Garden Club members, Parent Support, Building Administrator
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Activity - Green Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wilde students will be able to actively participate in our Wilde initiative of running a "green school" (environmentally friendly).	Extra Curricular	Tier 1	Monitor	09/05/2017	06/18/2021	\$1500	General Fund	All Wilde Staff, Title I, Title III, Building Administrator

Strategy 2:

Battle Creek Science Kits - The Wilde staff will utilize the Battle Creek Science curriculum that is aligned to the GLCEs/Common Core to ensure students are exposed to high quality hands-on science lessons.

Category:

Research Cited: Battle Creek Area Mathematics and Science Center research and data can be found at <https://www.bcams.org/science-units/researchprogram-evaluation>.

This organization has developed Kindergarten through seventh grade inquiry based science curriculum that is aligned with the Michigan Grade Level Content Expectations (some day soon to become new Common Core standards). The purpose of their Science program is to provide solid, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science which include: physical science, life science, earth science and inquiry and technology. The program is designed to provide teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss methods to test their theories.

Tier:

Activity - Battle Creek Unit Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Battle Creek provides pre and post assessments to analyze the science unit taught. Staff will then analyze this data to identify areas of additional instruction.	Direct Instruction		Monitor	09/05/2017	06/18/2021	\$2000	General Fund	All Wilde Staff, Title I and Title III, Building Administrator

Strategy 3:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier:

Activity - Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning		Monitor	09/05/2017	06/18/2021	\$0	General Fund	All Wilde Staff

Goal 5: All students will meet or exceed state and local standards in Social Studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency annually on state and local assessments in Social Studies by 06/18/2021 as measured by State Assessments, NWEA, and assessments used for progress monitoring within the school..

Strategy 1:

Pearson Social Studies - Wilde students will learn about Social Studies topics that correspond to the Common Core through the use of textbooks, leveled readers and online support systems.

Category:

Research Cited: The Scott Foresman Social Studies is designed to meet the way teachers teach and students learn. From reading and writing, to hands-on activities utilizing technology, they combine them all to get the most out of their resources for student learning.

Tier: Tier 1

Activity - Classroom Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After each unit of study the staff will give classroom assessments to determine whether the students understand the main concepts of the unit taught.	Evaluation			09/05/2017	06/18/2021	\$1000	General Fund	All Wilde staff, Title I, Title III and Building Administrator

Strategy 2:

Building Vocabulary - Wilde staff members will work on methods to incorporate and identify key academic vocabulary in the area of Social Studies to help students develop a deep understanding of the main concept.

Category:

Research Cited: This comes from Marzano and her studies on Meta-Analytic Synthesis. The article can be found at http://www.marzanoresearch.com/research/building_vocabulary.aspx

Tier: Tier 1

Activity - Frayer Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wilde staff members will utilize, instruct and guide students in the use of graphic organizers using the Frayer Model in their Social Studies instruction.	Direct Instruction			09/05/2017	06/18/2021	\$1200	General Fund	All Wilde Staff, Title I and Title III staff and Building Administrator

Strategy 3:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core content areas.

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Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier:

Activity - Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	General Fund	All Wilde Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Garden Club	Students will create and maintain the Wilde school garden and flower gardens around the school grounds.	Extra Curricular		Monitor	09/05/2017	06/18/2021	\$1000	Wilde staff members, Wilde Garden Club members, Parent Support, Building Administrator
Professional Learning for Math Journals	The school improvement team will communicate expectations for using math journals in the area of problem solving. On-going district provided professional development will occur throughout the year, as scheduled by OCI.	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$3000	All Wilde staff, Title I and Title III staff
Frayer Model	Wilde staff members will utilize, instruct and guide students in the use of graphic organizers using the Frayer Model in their Social Studies instruction.	Direct Instruction			09/05/2017	06/18/2021	\$1200	All Wilde Staff, Title I and Title III staff and Building Administrator
Green Team	Wilde students will be able to actively participate in our Wilde initiative of running a "green school" (environmentally friendly).	Extra Curricular	Tier 1	Monitor	09/05/2017	06/18/2021	\$1500	All Wilde staff, Title I, Title III, Building Administrator

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Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	<p>PLC framework:</p> <ol style="list-style-type: none"> 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. 	Professional Learning		Monitor	09/05/2017	06/18/2021	\$0	All Wilde Staff
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	<p>PLC framework:</p> <ol style="list-style-type: none"> 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. 	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	All Wilde Staff
Battle Creek Unit Tests	Battle Creek provides pre and post assessments to analyze the science unit taught. Staff will then analyze this data to identify areas of additional instruction.	Direct Instruction		Monitor	09/05/2017	06/18/2021	\$2000	All Wilde Staff, Title I and Title III, Building Administrator
Classroom Assessments	After each unit of study the staff will give classroom assessments to determine whether the students understand the main concepts of the unit taught.	Evaluation			09/05/2017	06/18/2021	\$1000	All Wilde staff, Title I, Title III and Building Administrator

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Guided Math	Utilizing Wilde's 4 Tier program will utilize daily Guided Math instruction for every child. Every child will receive the tier I instruction from the general education classroom teacher. Students who are identified and need more assistance will receive tier 2 intervention from their classroom teacher during the guided math time. Students who are not grasping the concept and/or are identified as being one year behind in mathematics will receive tier 3 instruction from the Title I staff. Students who are then identified for tier 4 will be forwarded to the special education team for testing, help and assistance.	Direct Instruction		Monitor	09/05/2017	06/01/2021	\$3000	Wilde staff, Title I staff, Title III staff, Special Education Team
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	All Wilde Staff
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning		Monitor	09/05/2017	06/18/2021	\$0	All Wilde Staff

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Progress Monitoring	Wilde staff will monitor the implementation of writing strategies by using the state and district assessments.	Implementation	Tier 1	Monitor	09/05/2017	06/18/2021	\$1500	All Wilde staff, Title I staff
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	PLC framework: 1. Staff will align instruction (lesson planning) with district curriculum and pacing guides. 2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. 3. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. 4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. 5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.	Professional Learning	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	All Wilde Staff
LLI Intervention	Identified at risk students will have the support of LLI kits 3-4 times per week for at least 20 minutes per session. Identified Wilde Tier 2 students will be working with the Title I or Title III staff for thirty minutes daily in small groups at their instructional level on the Fountas and Pinnell Leveled Literacy Instruction program. They will be concentrating on increasing accuracy, fluency and reading comprehension at their independent level as measured by the DRA II assessment..	Implementation	Tier 2	Monitor	09/05/2017	06/18/2021	\$1000	Title1 and Title 3 staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Math Journals	Monitoring of the implementation of math journals will occur through walk through and Professional Learning Communities.	Monitor	Tier 1	Monitor	09/02/2014	06/18/2021	\$0	Principal and Teachers
Evaluating Math Journals	Evaluation of math journals will be completed with a pre and post assessment, using a school-wide problem solving/math journal rubric. Fall and Spring NWEA scores will also be used to evaluate problem solving skills.	Evaluation	Tier 1	Evaluate	09/05/2017	06/18/2021	\$0	All teaching staff, as well as Principal.

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Literacy Block	Teachers will plan guided reading groups utilizing the Daily 5 and Cafe' models during an uninterrupted block of time each day for a minimum of one hundred minutes.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/18/2021	\$0	All Wilde classroom teachers, Title I and Title III staff, building administrator.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LLI Writing Book	"LLI lessons provide opportunities for writing. Every other day in each ten-lesson sequence, the children write for fifteen minutes. Reading and writing are integrally connected. Saying words slowly in order to write them helps children attend to the sequence of sounds and connect them to letters. (National Institute of Child Health and Human Development (2001a) Writing also helps them increase and extend their comprehension of a new text."	Implementation	Tier 2	Monitor	09/05/2017	06/18/2021	\$100	Title 1 and Title 3 staff