



School Improvement Plan

Wilde Elementary School

Warren Consolidated Schools

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Introduction

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

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?

Wilde Elementary School, located in Warren Michigan, which is a working class, ethnically and racially diverse suburb approximately 7 miles north of Detroit, and has been the community hub for over 40 years. The school serves approximately 405 students, nursery school through 5th grade, and is composed mostly of Caucasian children with some diversity that includes African-American, Hispanic, Asian, and Middle Eastern.

Over the past year we have seen a slight increase in enrollment in grades K-5. We have had a slight increase in enrollment in our kindergarten through 5th grades and have gained in the areas of nursery school and preschool as well as our building housing the MICI (Mildly Cognitively Impaired) program which adds 42 students. We now have 444 students without including our nursery and preschool programs.

The Wilde community is effected by the auto industry. Many of our families have direct links to one of the big three automotive companies or their suppliers. The decline in the automotive community has effected our community. We became a Title I building three years ago and to date, we have 39.9% of our families on free or reduced lunch. This is actually a decrease from last year when we were around 64% percent.

The unique feature of Wilde Elementary is parent support. Wilde has a small attendance area for Warren Consolidated Schools and measures one mile by one mile. The school is located centrally in the community and is a hub for the families here. Hard economic times have forced us to be very wise with our money. The Wilde Parent Teacher Organization (PTO) helps fundraising for the school. Our PTO budget has seen a slight decline but we have been very good at keeping student achievement and activities for students running and our number one focus.

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.

The Mission of Wilde Elementary

Wilde Elementary believes that our children are our most precious resource. Through the combined efforts of parents, school, and community we will develop our children as life long learners, problem solvers, and thinkers by recognizing their individual and unique learning style.

The vision of Wilde Elementary is an environment that is safe, supportive, and motivating. It affirms individuality and nurtures the feelings of self-worth and self-esteem with each child. It is a community that fosters responsibility and feelings of belonging. It embraces diversity and promotes citizenship and resourcefulness. Parents and staff work collaboratively to ensure that every child will thrive because each is valued and encouraged to develop without limits.

The Wilde staff and community believe it is our goal to partner with families to provide a solid foundation for future learning for all children. The Wilde staff, parents, and community are committed to providing a sound academic, social, emotional, and safe physical environment to develop the citizens of tomorrow using the highest quality resources of today.

At Wilde Elementary we understand and strive to meet the developmental needs of all our students. The Wilde staff, parents, and community have joined together to support the Professional Learning Community model (PLC) to focus on student achievement. As a PLC, teachers focus on staff development, student achievement, work collaboratively, and are held accountable for their students academic achievement. The Wilde staff meets every other Friday during a half day PLC, to desegregate data, evaluate student achievement and collaborate on curriculum, students interventions and assessment. Student achievement goals are established for all the content areas to measure and reflect student progress as it pertains to the Common Core Standards for readiness. We also hold trimester grade level Intervention meetings, to look at student data and determine which students qualify for reading intervention assistance utilizing our leveled literacy Intervention program created by Fountas and Pinnell. At these meetings the staff are able to plan a program of assistance for each individual student that is behind in their reading progress. This year we have increased our LLI program to also work on the core content areas of math, science, and social studies. This will ensure that every child will get 30 minutes of daily intervention in the content area as determined by the Wilde staff. We have been utilizing a four tier multi-system of support at Wilde and it has worked out very nicely for the first year. Our general education teachers are required to provide sound Tier 1 and 2 support. For students who qualify, our Title I staff works on interventions for our Tier 3 kids. After progress monitoring these students, some may be identified for additional services through our special education staff with tier 4 interventions or may qualify to decrease their services needed by returning to Tier 1 or 2.

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.

Wilde Elementary was recognized for the fifth straight year as a Macomb County Green School. This year Wilde received the highest honor of Evergreen status from the Macomb Intermediate School District. Wilde also has a Fun Run, Fall Harvest, Halloween Parade, Family Fun Night, Garden Club, Yearbook Club, Student Council, Drama Club and Green Team. March is Reading Month, sponsors classroom field trips, school wide assemblies, and donates dollars for leveled reading books to provide an incredible literacy Library for the Wilde students. Wilde Elementary has recently acquired a set of mobile classroom laptops that can.

Wilde Elementary staff, students, and parents have identified the following topics as areas we look to improve at Wilde Elementary. We are more familiar with the Common Core Standards and continue to improve our Tier 3 interventions to improve student achievement in the four core content areas. We are going to look for support, training and guidance through our staff as it relates to best practices in the areas of assessment, cooperative learning, guided math, utilizing technology and differentiated instruction opportunities for Wilde students.

Additional Information

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

The Wilde Elementary staff, parents, and students strive to work together to provide the best practices to provide powerful instruction to meet the needs of all our students and their families. We continue to work hard together to meet the challenges put forth to ensure that every child has the best chance possible to be successful in all endeavours here at Wilde Elementary. We will constantly review our practices here as related to parent, staff, student, and stakeholder feedback and align them with our student achievement data to ensure best practices are encountered by all individuals here at Wilde Elementary.

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.

Wilde Elementary holds a 'Meet the Teacher' night the first week of school. One of the opportunities our parents have is volunteering for a role with our school improvement team. The school improvement team contacts parents that show an interest and ask if they would be willing to meet for day meetings. Wilde Elementary always tries to get at least two parents to sit on the school improvement team. Their role is to help develop with the SIP team the Wilde Elementary School Improvement Plan and the Title I Targeted Assistance plan. The two plans and documents work as one, and that is simply to do whatever we can to improve student achievement in the core content areas. If the parent is not able to make a meeting, they come in and meet with the principal and SIP chair person to review and discuss what they have missed. They are able to take notes, changes, and throw out new ideas to the SIP Team. It is the SIP stakeholders responsibility along with the principal, to discuss, present, and answer questions at the Wilde PTO meetings which are held monthly.

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

Our school improvement team is a cross section of staff members at various grade levels, two parents (one which represents Title I and another that represents special education), and the building principal. All come together to analyze data and make decisions that improve the academic attitude and climate of Wilde Elementary.

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

The final school improvement plan document was shared with our Wilde staff at the last staff meeting of the year. It was discussed and analyzed by each staff member who was then able to make suggestions and ask questions. Later that night it was presented to our Parent Teacher Organization (PTO) who were allowed to do the same. All the suggestions were looked at by the SIP team and the final touches were put on it. After we felt it was complete, it was summarized into a two page document. This document was then made into a poster where it is hung in the main lobby, staff workroom, staff lounge, and will be posted on our webpage and sent home in the Wilde Tiger Talk newsletter.

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?

The challenges that have been identified by looking at the three year trend in student enrollment data is the enrollment remains consistent, our open enrollment and school of choice enrollment is gradually increasing. Also, we are seeing an increase in enrollment in students with disabilities.

Student Demographic Data

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

Our trend in student attendance data has remained consistent. However, we have 12-15 families that do not consistently send their children to school. We are currently working with the truancy officer in order to assist with those families.

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?

We have seen an increase in the amount of referrals to the principal from the classroom teachers. One challenge that has been identified by looking at our perception data, is that students and parents/guardians are not clear on behavior expectations.

Student Demographic Data

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

We have identified the need to consistently work with our families to guide them and keep them informed on their child's classroom behavior. Our school also has a full time social worker who runs a peer to peer group helping students to identify their feelings and emotions and handle them appropriately. As a staff, we will also make sure to communicate our classroom expectations, regarding student behavior, to all parents at Meet the Teacher Night, as well as re-communicate throughout the school year.

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?

Administration has 18 years combined teaching and administrative experience. Due to this, administration understands that there are many
SY 2016-2017

different learning and teaching styles and allows teachers the freedom to run their classrooms using best practices and research based methods.

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?

Teachers have been able to stay in their grade level with a consistent team. Most grade level teams have worked together for an average of 5-10 years. 10 teachers have been teaching for over 15 years, 6 teachers have been teaching 9-15 years, 2 have been teaching 4-8 years, and 1 has been teaching less than 1 year. Based on the experience of the teaching staff, our DRA, pre/post math assessments, and IOWA data have shown that almost 94% of students show growth from the beginning of the year to the end. Teachers are able to work with their teams to develop classroom lessons and assessments that support their findings with data.

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?

In reviewing the total number of days of our school leader absences, there were a total of 0 absences due to professional learning and/or due to illness. Due to the low number of absences, there was not much of an impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

In reviewing the total number of days for teacher absences due to professional learning, illness, bereavement, and FMLA, there were 123 absences due to professional development/conferences and 224 absences due to illness, bereavement, and FMLA.

The state of Michigan does not calculate or count days of classroom instruction when a guest teacher is not in the classroom. Therefore, if a the highly qualified teacher is not in the classroom, the students are not receiving instruction that day as determined by the state of Michigan. In accordance to their own rules and regulations it is easy to perceive that when a teacher is not in the classroom the students lose a full day of instruction. In working with the state of Michigan's own philosophy, the quality of preparation, level of instruction, level of background classroom knowledge and management decreases. All of the training, expertise and professional development the teacher has is not present with a guest teacher. In short, a day with a guest teacher is compromised academically.

Teacher/School Leader(s) Demographic Data

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

In reviewing our Teacher/School Leader demographic data, we found that teacher absences due to professional development and or illness/bereavement/FMLA can be challenging. As a school, we cannot control when teachers get sick or have bereavement within their families. What we can do is establish a pool of highly qualified guest teachers who have experience in our building and with our students. In doing so, we can make sure that on days when teachers are out, our students continue to get the highly qualified instruction that they would

get with their regular classroom teacher, as well as provide consistency to their days.

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?

In reviewing the results of the school's Interim Self Assessment, the standards that stand out as strengths are Governance and Leadership and Teaching and assessing for Learning.

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 standards that stand out as challenges for our school are Standard 1-Purpose and Direction, Standard 2- Indicator 2.3 Governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction to manage day to day operations effectively, and Standard 4 Resource and Support Systems.

12. How might these challenges impact student achievement?

The challenge area of Purpose and Direction in our school can impact student achievement by not having a consistent vision and purpose. With the many changes that state has implemented in the school improvement process, state standards, and state assessment over the past few years, it has been challenging to incorporate and maintain a continuous improvement process with clear direction. On the other hand the many changes within the state, have forced us to review our Purpose and Direction more often so that we constantly finding ways and direction to improve conditions that support student learning.

The challenge of Resources and Support Systems can impact student achievement by compromising the consistency of support and services to the students. These support systems and resources are provided when possible, but our goal is to provide them consistently. With a decrease in funding over the last few years, we have had to become more creative in this area, to provide resources and support systems to our children.

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.

Our school improvement plan address these challenges by making sure we incorporate support within our classrooms for our at risk students, as well as general student population. Our goals, strategies and activities are geared toward making sure our students are getting individualized instruction. Our Title One, Leveled Literacy Instruction, Double Dose Guided reading, Writer's Workshop and Guided math, are all strategies we have imbedded within our SIP plan to address these challenges.

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?

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All student data is monitored throughout the year during the PLC process, grade-level meetings, MTSS meetings and school improvement meetings. The building administrator, Title 1 staff, special education staff, and general education staff examine a variety of student-level data. From Data Director, reports are available which contain State Assessments, Iowa, interim Iowa, DRA, and common assessment data. This is supplemented with classroom grades accessible through power school. All of this data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of regularly scheduled PLC meetings where intervention staff, special education staff and general staff come together to determine which students are at risk, and plan appropriate interventions, allowing all students access to the full array of intervention programs available. These Excel lists are monitored throughout the year and compared to "entrance" and "exit" criteria in order to continue to provide services for the "most at-risk."

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

Reading

Grades 1st to 5th

Extended Learning: LLI programs; 30 minutes daily; Title 1 Intervention Teacher; Small Intervention Groups

Math

Grades K to 5th

Extended Learning: Small group guided intervention; 3 times weekly for 15-20 minutes; Classroom teacher
Math Club; Once to twice a week for 8 weeks per session; four sessions a school year

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

All student data is monitored throughout the year during the PLC process, grade-level meetings, MTSS meetings and school improvement meetings. The building administrator, Title 1 staff, special education staff, and general education staff examine a variety of student-level data. From Data Director, reports are available which contain State Assessments, Iowa, interim Iowa, DRA, and common assessment data. This is supplemented with classroom grades accessible through power school. All of this data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of regularly scheduled PLC meetings where intervention staff, special education staff and general staff come together to determine which students are at risk, and plan appropriate interventions, including extended learning opportunities. Parents are notified either by invitation letter or phone of these opportunities.

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?

The Warren Consolidated School District forms committees to look at the common core standards and aligns them to our curriculum. Staff is given copies along with access to the district curriculum library and the Blackboard system that contains our curriculum along with additional resources to help aid and guide teachers. Teachers are given curriculum maps to see what information should be taught and approximately when it should be taught. Principals also observe and evaluate teachers to make sure the standards are being taught with fidelity.

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.

NA

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

Wilde staff is dedicated and committed to the guided reading strategy with all of their students everyday. Students are consistently tested on the DRA II assessment to determine the reading group they should be instructed in. Grade levels meet to discuss their classrooms data and students who are not meeting the classroom expectations are referred to our Title I teacher. Students have their own book bins in their classrooms that house 5 to 8 books they select to read during Cafe' or Daily 5 model Language Arts instruction. Their bins contain both fiction and non-fiction books to help their reading comprehension and pick up on Science and Social Studies content standards. Over time we are hoping to see an improvement in our Science and Social Studies content scores utilizing our Language Arts block. Our school is in the process of matching leveled readers with state standards based Science and Social Studies curriculum.

19b. Reading- Challenges

The challenges are the number of students who need support out number the staff we have to see them everyday in small group or individually. The Wilde staff has created a model where their students who are identified as at risk get an extra reading block with the teacher everyday. We are also seeing more students who have not been exposed to text or read too before entering Wilde. We are trying to get these students emerged in a language base environment to increase their speaking, reading and writing skills.

19c. Reading- Trends

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students are meeting the grade level expectations due to the hard work of our staff, students and parents. Students who struggle are referred to the Title I teacher or media specialist to gain additional support on a daily basis. Our scores look to be stable at the grade level DRA II level and staff are constantly looking ways to get extra reading support into their daily routine for all students who qualify. All of our students show growth using the DRA 2 assessment.

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.

Wilde is based around reading and comprehending. The staff have bought into the concept that students need to be reading at school because many are not at home. We are consistently looking for methods to get books in students hands to increase their comprehension skills and work on lessons that increase their depth of knowledge in the content areas. The Four Tier approach that we have used for the last four years is based on student data. We look at challenging them each and every day in their reading comprehension and work on skills to increase their knowledge in the content areas. Students in tier one get the teacher instruction. Students in tier two get additional support from the classroom teacher in addition to the classroom lesson. Students in tier three will receive additional support from our Title I staff. Students in tier four are referred to our special education team for support.

20a. Writing- Strengths

The last two years staff have really focused on mini-lessons in their writing instruction. This has allowed students to understand and make the corrections at their instructional level. Last years district writing assessment Writing data had 55% of our k-4th graders as "proficient" or higher. This year our instruction has included the depth of knowledge piece to challenge all our writers to be creative in their responses. We are looking forward to seeing future results that tell us where we need to get to meet the needs of our students.

20b. Writing- Challenges

Wilde staff is working to meet the needs of all students. In writing it is difficult for students who struggle to grasp the process. They either do not understand or do not want to put the effort into becoming a better writer. This has been the largest challenge in getting kids to enjoy writing and making them better writers in all content areas. Children diagnosed with ADHD and Title 1 intervention students have difficulty executing the writing process.

20c. Writing- Trends

Our most recent data shows an increase in our Writing scores.

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.

Wilde staff continue to challenge themselves and their students to better everyday writing instruction and writing in a meaningful manner. We will continue to look into methods to increase our instructional delivery and methods to get students highly engaged in their daily writing across the content areas. We are very aware that the depth of knowledge needs to increase with our students when writing their responses. Our staff has increased the use of writing across the curriculum. For example, students are using math journals and must write about their thinking.

21a. Math- Strengths

The last couple of years we have gone to a school wide Math block of ninety minutes. Last years M-STEP scores were not what we hoped they would be. This year we made a strong effort to focus on improving our Math instruction in the classroom on a daily basis. We looked at data and things we could do to improve our students math knowledge. We have moved toward a Math Journal and focused on Number Talks as a way to increase our students knowledge in the content area of Math. Within grade level teams, we broke down the Common Core Math Standards and we are currently tracking each students progress within each standard.

21b. Math- Challenges

The Wilde staff is working on finding a method by grade level where we can meet and challenge every student's math knowledge everyday. In Language Arts we feel comfortable and are using a school wide approach to sound instructional practices. Math we have identified that we all do it a little differently. We are looking at a more school wide approach to train students to understand the Math Journal and Number

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Talks instructional delivery. We are also looking to get staff the tools they need to individualize student instruction and create that depth of knowledge with numbers we all know they need. Many classroom teachers are using the guided math approach to individualize instruction.

21c. Math- Trends

Our trends the last 5 years have been up and down with no reason why. We have groups of students that score very well in math and the following year we may struggle. We are looking at a more consistent school wide approach to help modify our math daily instruction. In starting at the instructional level we hope to show steady growth in our Math scores for years to come. We are looking at Math Journals and Number Talks to get students to understand and comfortable in working with numbers, shapes and variables. These practices also show a natural increase in developing students depth of knowledge in the content areas of Math and flow over into Science.

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.

In the Wilde SIP we are looking at connecting as much of the content and curriculum together as possible. Math is where we have spent a lot of time and effort this year. We have been trained in Kindergarten through 5th grade in Math Journals and Number Talks. We are hoping that our start late this year will get students and staff comfortable in these new instructional methods. We are planning on hitting the ground running next year and working together to find out what is and what is not working in our instructional practices. The depth the staff has worked to get ready for this new model is incredible. We are hoping to see students get really excited and want to develop a deep understanding of mathematics. This will all start with the new instruction practices we have already started to implement this year.

22a. Science- Strengths

The Wilde staff has been able to work with the Battle Creek Science kits for 6 years now. It provides students with a great hands-on approach to Science and the reasons/concepts behind it. We have also included a number of DRA II Literacy Library books to implement and reinforce the Science curriculum. Research show us that when students have meaningful text with the hands on approach to Science they understand the content better and with a deeper sense of knowledge. It is again our instructional approach and the additions to quality books everyday that we will increase our Science scores.

22b. Science- Challenges

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The staff members are constantly trying to find the minutes in the day to reach kids in the content area of Science. We are finding that our students are not grasping the concepts in Science to the depth that makes them successful. We are trying to incorporate more Science throughout the day within each students reading book bin. This will allow students to gain the knowledge of Science while reading high interest books at their DRA II level. This "spiral" approach will help us gain the minutes in the day to improve our students scientific knowledge. We are also trying to find a way to keep the Science kits in our building all year to increase the time we have to instruct the science concepts, especially where we have identified the need based on our students data.

22c. Science- Trends

The Science data at Wilde has been a roller coaster the past four years. We were below 10 % four years ago, then reached 25% three years ago, only to fall back under 10% two years ago. Last year our students took the M-Step and were 19% proficient. We are hoping that this years data will show an increase in our students Science knowledge. Never the less, we have committed to making sure our students have plenty of books to read in the content area of Science. With the hands on Battle Creek Kits and our large selection of Science Readers we hope to see the scores on the rise in the near future.

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.

Teachers use the Battle Creek science kits to teach using a hands on method. Teachers are also given access to literacy library books on the topics covered in science. During writing, teachers will use science topics to complete nonfiction writing pieces. Teachers are to teach science with fidelity. This is how we are addressing these challenges in our school improvement plan.

23a. Social Studies- Strengths

The Wilde Elementary fourth grade students were tested on Social Studies on the M-STEP. The data from 2014-2015 shows that 25% of fourth graders were proficient. Our staff continues to teach the socials studies standards with fidelity and rigor. Staff uses the literacy library books to reinforce social studies concepts during guided reading.

23b. Social Studies- Challenges

The challenges in Social Studies at Wilde are because of lack of time due to the common core state standards.

23c. Social Studies- Trends

The trends identified are consistent with last years trends as well. Wilde students score higher on Economics and lower in Geography over

the last two years as identified with the Fall Iowa Test scores.

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.

Social Studies has been identified as a subject we need to look at incorporating with more rigor and fidelity. We have made a strong effort to include books covering the content areas of Social Studies in our Literacy Library. This allows more opportunity to incorporate Social Studies content into the daily classroom instruction. We continue to look for high interest books on topics of need in Social Studies to fill the gaps we have found in looking at our trend data.

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?

The areas that indicated the highest level of student satisfaction were the areas of receiving help, actively participating while learning, and getting along with classmates.

Wilde students surveyed showed a positive trend in feeling comfortable getting help from other people at the school, other than their teachers. Wilde has and continues to work hard at helping students understand that all the staff are here to support, assist and help students. We do this by having all staff actively involved in classroom activities, interventions and building activities.

Another positive trend toward increasing student satisfaction was the area of actively participating while learning. Students showed an increasing trend in feeling that they had opportunities to actively participate while learning. We attribute that to classroom strategies we have in place, such as guided reading, guided math, math journals, and hands-on science exploration.

The last area showing a positive trend toward increasing student satisfaction is the area of peer relationships. Students showed an increase in student satisfaction in the area of feeling that they and their classmates get along.

24b. Student Perception Data

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

Our students felt we could improve by having more time to eat their lunch, and having enough time to play outside. 12.72% of students felt that they never have enough time to eat lunch. 15.38% of students feel that they never have enough time to play outside.

24c. Student Perception Data

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

The SIP team and I will look at this data and make improvements in the areas of lunch time, breaks outside, and having more students feel comfortable to ask questions to their teachers when they do not understand something. This will allow us to get a better feel for the student perception of Wilde Elementary. The SIP team, as well as the staff, will discuss ways we can improve the students not feeling so rushed at lunch. We will also discuss ways to provide students some "brain breaks" throughout the day, so they do not feel that they have not had enough time to play outside.

25a. Parent/Guardian Perception Data

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

The areas that indicate the overall highest level of satisfaction among parents/guardians are in the areas of communication and environment. 97 % of parents/guardians feel that the administration and teachers at Wilde Elementary are friendly, make them feel comfortable and respond to their calls and/or e-mails within an acceptable period. 98% of parents/guardians feel that their child's teacher is responsive to parent/student concerns. In addition 94% of parents/guardians feel that the teachers, staff, and administrators at Wilde Elementary are friendly and promote academic excellence.

25b. Parent/Guardian Perception Data

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

The areas that indicate the overall lowest level of satisfaction among parents/guardians are the following: Only 82% of parent/guardians feel they know what is expected from their child behaviorally. In addition, only 82% of parents/guardians, feel that additional support or instructional time is available if it is needed for their child.

25c. Parent/Guardian Perception Data

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

Regarding parent concerns about behavior expectations from their children, we will be looking at implementing a new school-wide behavior program. We currently have a committee of teachers looking into different behavior programs. As a staff, we will also make sure to communicate our classroom expectations, regarding student behavior, to all parents at Meet the Teacher Night, as well as re-communicate throughout the school year.

Although 82% in the area of additional support or instructional time being available to children whose parents feel it is needed, does not signal a low area of satisfaction, it is an area that we will keep our attention focused on.

26a. Teacher/Staff Perception Data

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

100% of the staff feel that the Wilde staff provides instructional activities that involve students in their learning. In addition, 92% of the teachers/staff feel that the Wilde Elementary School staff holds high expectations for student learning.

26b. Teacher/Staff Perception Data

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

The area of school discipline being appropriately maintained at our school indicated the overall lowest level of satisfaction among our teachers/staff. In addition, only 46% of our teachers/staff feel that our faculty/school recognizes the achievements of students for all types of accomplishments.

26c. Teacher/Staff Perception Data

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

With the increase in state standards, decrease in funding, additional assessments and the new Common Core curriculum, there have been many changes and increased responsibilities placed on teachers/staff in the past year.

27a. Stakeholder/Community Perception Data

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

The highest area of satisfaction for our stakeholders was Wilde's welcoming and inviting environment. Stakeholders also stated that it provides a safe place for their children/ students to learn.

27b. Stakeholder/Community Perception Data

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

The lowest level of satisfaction among stakeholders was that only 46% feel that the school recognizes achievements of students for all types of accomplishments, not just academic.

27c. Stakeholder/Community Perception Data

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

The staff and administration have formed different school clubs (e.g., garden club, student council, yearbook club, drama club etc.) where students will receive recognition for being part of a school club.

Summary

28a. Summary

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

Strengths: The strengths of our four types of data are that our parents and stakeholders feel welcome in our school and feel that our staff is offering their child a high quality education that is based on their individual needs. Our achievement data shows that students are making growth/ progress in all academic areas, based on our SIP goals. In our demographic data, our strength is the number of school of choice service within our enrollment. Our perception data shows that our stakeholders feel that they are part of a warm and inviting academically challenging environment.

Challenges: The challenge within our demographic data is the increased enrollment of students with disabilities. Within our process data, our challenges are Purpose and Direction and Resources and Support Systems. The challenge in our perception data is recognizing student achievements outside of academia.

28b. Summary

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

The challenges identified in the demographic data that might impact student achievement is the increase enrollment in student disabilities makes it difficult to address the number of individualized instructional needs. The challenge of purpose and direction and resources and support systems impact student achievement by making it more difficult to access technology at the individual student level. In addition, our challenges in purpose and direction, our district as a whole has decided to redefine this area, at the district level, which will directly challenge our goals in impacting student achievement.

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?

These challenges are addressed throughout our school improvement plan. Within each of our goals, we have added the strategy of Professional Learning Communities. Using this strategy will allow us to better engage in a systematic and inclusive process to review, revise and communicate our school's purpose for our students success, in a consistent way. In addressing our school's challenge of having sufficient number of qualified professional and support staff to fulfill roles in supporting the school's purpose, directions and the educational program we have added the strategy of Professional Learning Communities to our School Improvement Plan. During PLC, we will be able to look at our data and utilize our staff and support staff in the areas that are most needed.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.wcskids.net	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chief Human Resources Officer 31300 Anita Warren, Michigan 48093 586-825-2400	

School Improvement Plan

Wilde Elementary School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Wilde parent involvement plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		parent teacher compact

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our staff collaboratively participated in the comprehensive needs assessment during bi-weekly PLC and staff meetings during the 2015-2016 school year. Data reports were accessed either electronically or in paper form from Data Director, Data Manager, BAA, CEPI, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC meetings.

Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results such as DRA II Assessment, M-Step, IOWA, and MLPP. Staff then looked for connections/themes that aligned with staff/ parent/student, program, and demographic data. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals, strategies and activities were developed by the staff. The school improvement team, which meets several times per year, used the results to complete a final alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in Advanc-ED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders involved in the process.

Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the processes for the SIP meetings during the PTO meetings with parents. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on developing the Title 1 compact, the parent involvement plan, and creating/ analyzing the parent evaluation survey and plan. Parent representatives are encouraged to share updates at PTO meetings or help write school newsletter articles informing the community on recent school developments.

We sought additional input regarding the school culture, curriculum, Title 1 program, specific parent concerns, and Title 1 compact ideas from parents through online surveys and at all parent school activities, PTO meetings, and parent-teacher conferences.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Each student's data is entered on the eligibility criteria worksheet. The data collected on that sheet includes state assessment data, local assessment data, DRA II assessment data, MLPP data, available supplementary services, and enter/exit data. This is consistent by grade level and content subject. Worksheets are reviewed by Title I staff, teachers, and building principal during PLCs. Bi-weekly PLC Friday meetings allow for grade level teams, the Title I teacher, Title I aide and principal to meet and look over the student data for each content area and identify individuals with significant needs. The students are put on a data sheet (Data Director) and students with the most need qualify for Title I services. The instruction is discussed on how and where it will be delivered to the students without missing their general education lesson in the classroom. Most of the time staff are able to utilize their specials times to increase additional support to the students curriculum. Students who do not qualify receive additional support from the classroom teacher in a variety of ways. Mini lessons, small group instruction, individualized instruction and technology assisted lessons are a few examples Wilde staff delivers more instruction to individuals who need it.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

At Wilde Elementary, we use our DRA II Data to help identify students who need additional services in the classroom. All students are given general education in the class. When students struggle, the teacher then pulls them aside for additional support in the core content area in the classroom. Those who continue to struggle after the general education support and have low DRA II scores are referred to our Title I staff. The Title I teacher sees her students on a daily basis until they are exited and have met the pre-determined criteria.

In language arts we identify students who are below 1 grade year by their DRA II scores. The scale used as follows: 1st Grade DRA II Below 4, 2nd Grade DRA II score below 18, 3rd Grade DRA II score below 28, 4th Grade DRA II score below 38, and 5th Grade DRA II score below 48.

The Title I teacher utilizes the LLI (Leveled Literacy Intervention Program). LLI is a small group supplementary intervention designed for children who find reading and writing difficult. It is designed to work with the students who need intensive support to achieve knowledge in the content area. It also provides strong support for children who are acquiring English as a second or additional language. The students are found to be eligible based on their DRA II score at each grade level. The students who are recognized as eligible work with the Title I or Language Acquisition teacher on a daily basis for 30 minutes a day in groups of 4.

Our writing students are identified through the LLI program as well. We are currently looking into "apps" we can use on our school tablets to assist in the writing process for identified students. Some of the "apps" are able to "talk to text" and used as tools to help the students understand the writing process. We currently have a team working on finding the "apps" that will best meet the needs of our students. At this point there are over 3,000 "apps" with this technology to assist our students.

For math in grades K-5 we use district provided math tasks-journals that align to the Common Core State Standards, the Envision math program, as well as curriculum based on the Common Core State Standards. Every class will utilize 60 minutes or more of daily math instruction. In grades 3-5 we will utilize the M-Step data to see our strengths and weaknesses. Students are also given pre-tests prior to the introduction of a new standard. Students who are identified as needing additional assistance will be given mini math lessons to reinforce their math knowledge in the classroom. These mini lessons will be done according to the students weaknesses in the area of math and will be determined on a chapter by chapter or unit by unit basis. In looking at our classroom data the past three years we have identified that students can demonstrate areas of strength and areas of weakness based on the specific math topic an/or concept. If students continue to struggle to where they are one academic year behind in any given math category they will be given additional instruction by their classroom teacher.

Science in grades K-5 uses the Battle Creek Hands on Science units and fourth grade M-Step data will assist us in identifying areas of weakness. Our district adopted this three years ago and it has increased the interest of students in the topics of Science. The kits were "enhanced" this year with leveled readers that are kept together in the WCS Science shelves in the staff workroom. We have found that incorporating the "hands on" science experiments with the leveled texts have helped students understand the Science concepts and vocabulary better. For students who do not grasp the science concepts and have trouble understanding the vocabulary, we have purchased leveled readers to be used during the guided reading time to help reinforce science concepts and vocabulary. We are confident that our science readers and leveled readers for Daily 5/guided reading on science topics will build a stronger and deeper science knowledge. For students who continue to struggle on classroom assessments/ tests and demonstrate they are greater than a year behind in Science, teachers will use guided reading to reinforce science vocabulary and concepts.

School Improvement Plan

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In Social Studies for grades K-5 we use the Grade Level Content Expectations set forth by the state of Michigan. The concepts are all defined by grade level. The WCS Office of Curriculum and Instruction has the pacing guide planned out for all students in grades K-5. Students who demonstrate difficulty learning the social studies topics are then called back for additional small group Daily 5/ guided reading instruction on social studies topics and vocabulary. These books and topics were purchased for our Literacy Library and Title I Library. For students who do not grasp the social studies concepts and have trouble understanding the vocabulary, we have purchased leveled readers to be used during the guided reading time to help reinforce social studies concepts and vocabulary.

In the areas of math, science, and social studies our staff also uses classroom assessments and tests to document where students are mastering and struggling in the core content area.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

During PLC meetings, teachers and staff in kindergarten through second grade work with the Title I teacher and principal to identify students based on the following criteria:

*Teacher recommendation using MLPP, DRA II scores, math assessments, social studies assessments, science assessments, IOWA assessments and state assessments.

* DRA II data and the Running Records to identify students who are at least one year below grade level.

* District Writing Assessment-students who scores "not proficient" based on the scoring rubric.

*If a student attended Head start, Word of Fours"/GSRP, or Early Childhood Special Education (ECSE) Program the staff meets with former staff to find ways to accommodate or intervene to help all students become successful.

*Through teacher and parent communication to determine if a student is homeless. WCS has programs to support students who are homeless.

*Parent Interviews and surveys on students strength and weaknesses. Wilde conducts Literacy Nights, Math Nights, and Technology home Nights to help educate parents on all the tools available to help their children.

*Preschool students are assessed in "Ages and Stages" which is an Early Childhood pre and post assessment to identify students early literacy and math skills. Special referrals are made when data identifies the need to the Special Educational team.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The Title 1, Part A program services provided to ensure eligible children receive supplemental instruction are: Title 1 teacher provides supplemental instruction using the LLI (Leveled Literacy Intervention) program and supplemental leveled readers to reinforce the content areas of Science and Social Studies. The aide also provides targeted supplemental review, under the direction of the Title 1 teacher and classroom teacher, with foundation literacy skills and writing skills in Kindergarten and core math concepts.

At Friday PLC meetings, grade level teams, Title 1 staff and the building principal sit down and look at the student achievement data based on state and district assessments, classroom assessments and district assessments. The students are looked at and ranked in each content area at their grade level and the most at risk receive the Title 1 services from the Title 1 staff. The classroom teachers and Title 1 staff set up the times for students to attend and what the content core focus will be. They also set up exit benchmarks and activities they can both be working on to enhance the students' curriculum.

Wilde utilizes a four-tier system of support. The first tier is for all students in the classroom and the instruction is given by the classroom teacher. The second tier is additional instruction that the classroom teacher gives to the students who demonstrate a need for more direct learning opportunities. Tier three is our Title 1 staff and they assist with only students who have been identified by the team to receive additional support beyond tier one and tier two. This instruction is set up by the teacher and the Title 1 staff to enhance what the student needs. The Title 1 support is given during the classroom specials' time and does not interfere with the general classroom instruction. Tier four is for any students who identify a need greater than Title 1, and the Special Education team is brought in to assess the needs of the child.

All classroom teachers, including a Title 1 teacher and a Title 1 aide, utilize the above services to ensure eligible children receive supplemental assistance.

The Title 1 teacher utilizes LLI (Leveled Literacy Intervention). LLI is a small group in grades 1-5, supplementary intervention designed for children who find reading and writing difficult. It is designed to work with the students who need intensive support to achieve grade level competency. It also provides strong support for children who are acquiring English as an additional language. The students are found to be eligible based on their DRA II, M-Step, and IOWA scores at each grade level. The students, who are recognized as eligible, work with the Title I teacher on a daily basis for 30 minutes each day. Again, these are small groups.

In addition to the Title I teacher and aide, every classroom teacher utilizes guided reading, Words Their Way, Benchmark Word Study and Sitton spelling to support all children including our eligible students. Guided reading is a small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. After systematic assessment to determine students' strengths and needs, students are grouped for efficient reading instruction. The strategies focused on during guided reading are fluency and comprehension. Guided reading is also used to instruct students in the content areas of Science and Social Studies using books at their individualized levels. Words Their Way Benchmark Word Study and Sitton Spelling are word study programs that integrate phonics, spelling, and vocabulary instruction. Therefore, our eligible students are not only receiving daily classroom instruction but also receiving daily intervention instruction.

School Improvement Plan

Wilde Elementary School

Every classroom teacher instructs daily using the Envision math curriculum, as well as Common Core State Standard curriculum in grades K-5, which includes manipulatives, technology, and individualized instruction. This program is aligned with the core standards. When assessment results show needed intervention, classroom teachers use small group instruction for supplemental instruction in the areas needed.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning for eligible students in the four core content areas, involve all classroom teachers, the school improvement team, as well as the building principal, Title 1 teacher, language acquisition teacher, and the Title 1 aide.

Wilde Elementary has been involved with the NCA/AdvancEd School Improvement Process for sixteen years. The members of the school improvement team were involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Staff examine student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments), perception data (various stakeholder surveys), and demographic data throughout the year during bi-weekly Professional Learning Community (PLC) time.

The Targeted Assistance Plan is aligned with the Michigan State Framework which is the Common Core State Standards, and Public Act 25 Warren Consolidated Schools has a process for the review and revision of curriculum on a timely basis. Curriculum teams, which include the Chief Academic Officer, administrators, and teachers, meet to review and revise curriculum in accordance with state and district timelines. A Curriculum review multi-year planning calendar is on file in the Curriculum and Instruction Office through year 2018.

The WCS Technology Plan has been approved by the state and is located in MEGS and our district webpage.

The School Improvement Team meets and analyzes data every four to six weeks. The trends in the data are what the School Improvement Team reports to the staff during PLC and staff meetings. It is during the Friday PLC meetings that grade level staff is able to sit and work with the Title 1 staff to look at students and how they can assist them. The team then develops a plan to meet the needs of each child for the next four to six weeks or until more data is gathered on the student. The Title 1 staff will work with each grade level to identify students that are behind in the core content areas. The students' progress is monitored by the classroom teacher and the Title 1 staff to ensure topics are being learned and success is substantial. The PLC meetings are a very important piece of meeting the academic needs of all students at Wilde Elementary. The conversation between the grade level teams and the Title 1 staff is important to determining the success and proper interventions for each student.

In the core content area of math, based on the common core standards, when state and district assessment results show needed intervention, classroom teachers use small group instruction for intervention in the areas needed.

Program planning for eligible students in the core content areas of reading, involve all classroom teachers, the school improvement team, as well as the building principal, Title I teacher, language acquisition teacher, and the Title I aide.

Using MLPP data, DRA 2 data (using the following scale: First grade reading below a 4, second grade reading below an 18, third grade reading below a 28, fourth grade reading below a 38 and fifth grade reading below 48), MEAP data, and IOWA data, we identify students who are needing intervention in the following strategies: decoding, fluency and comprehension. Those eligible students begin small group intervention with a Title I teacher or language acquisition teacher, and the Title I aide.

The Title I teacher works with eligible first - fifth graders using the LLI (Leveled Literacy Intervention) program. LLI is a small group, supplementary intervention designed for children who find reading and writing difficult. It is designed to work with the students who need intensive support to achieve grade level competency. It also provides strong support for children who are acquiring English as an additional language. These eligible students work with the Title I or language acquisition teacher daily for thirty minutes.

In the core content area of reading, based on the common core standards, when state and district assessment results show needed intervention, classroom teachers use small group instruction, Words Their Way and Sitton spelling for intervention in the areas needed. Guided reading is a small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. After systematic assessment to determine students' strengths and needs, students are grouped for efficient reading instruction. The strategies focused on during guided reading are: decoding, fluency, and comprehension. Guided reading is also used to instruct students in the content areas of science and social studies using books at their individualized levels. Words Their Way and Sitton spelling are word study programs that integrate phonics, spelling and vocabulary instruction. Therefore, our eligible students are not only receiving daily classroom instruction but also receiving daily intervention instruction.

The school improvement team, including the building principal, use all the above information plus perception data using various stakeholder surveys to determine goals, planned activities, interventions, professional development and spending the school improvement funds.

Program planning for eligible students in the four core content areas, involve all classroom teachers, the school improvement team, as well as the building principal, Title I teacher, language acquisition teacher, and the Title I aide.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Our strategy of LLI, will give students additional time to improve decoding, fluency, comprehension, and writing skills. Students will receive supplemental reading and writing instruction, above and beyond their core-content instruction of Guided Reading and Writer's Workshop, that allows students additional time to practice and apply these reading and writing strategies, guided by a highly qualified Title I teacher for 30 minutes a day. Because this intervention is based on best practice, it is qualitatively different than what all students engage in while in their assigned Language Arts class. Additionally, quantitatively, students will increase time spent engaged in reading and writing instruction of decoding, fluency, and comprehension skills. This will accelerate progress as at-risk students spend more time in this instructional area than their non-at-risk counterparts.

Our strategy of supplementary guided reading using science and social studies text will give students additional time to comprehend science and social studies textual information. Students will receive supplemental reading instruction using science and social studies content above and beyond their core-content instruction that allows them additional time to practice and apply in the content areas of science and social studies for 20 minutes a day 3 times per week. Quantitatively, students will increase time spent engaged in reading instruction, using science and social studies content. This will accelerate progress as at risk students spend more time in this instructional area than their non-at-risk counterparts.

Our strategy of Guided Math Intervention Instruction will give students additional time to understand and apply problem solving skills. Students will receive supplemental math instruction above and beyond their core content instruction that allows them additional time to practice and apply problem solving strategies guided by the classroom teacher for 15-20 minutes daily. Quantitatively, students will increase time spent engaged in problem solving. This will accelerate progress as at-risk students spend more time in this instructional area than their non-at-risk counterparts.

In Reading:

Guided Reading

"Benchmark Literacy"

Title I utilizes the LLI Program

In Math:

District developed Common Core Math Tasks-Journal

Guided Math Instruction

Daily Spiral Math Review in Envision Math Program

180 Days of Daily Math Review in grades 1-5

Daily Math Computation Practice in grades K-5

Social Studies:

Use of Literacy Library Books (leveled readers) on Social Studies topics in Guided Reading

Use of ELL teacher to support the Social Studies curriculum when students struggle with concepts and vocabulary

Use of Title I Literacy Library Books to support students who struggle in Social Studies

School Improvement Plan

Wilde Elementary School

Work on Vocabulary development

Science:

Hands-On lessons to reinforce skills

Use of ELL teacher to support the Science curriculum when students struggle with concepts and vocabulary

Use of Literacy Library Books on Science Topics in Guided Reading

Title I Literacy Library to work in small groups on Science topics

Work on Vocabulary development

Grades K-5 utilize a Science Journal

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

Program planning for eligible students in the four core content areas, involve all classroom teachers, the school improvement team, as well as the building principal, Title I teacher, language acquisition teacher, and the ELL teacher. Students are ranked and identified in grade levels based on their M-Step, IOWA, DRA 2 scores and/or classroom assessments. The students identified as most at risk receive Title I services to enhance their academic knowledge in the content area.

The quantity of our program is based on the thirty minutes of additional daily instruction given to students in the area of Language Arts. We use the Leveled Literacy Intervention (LLI) program for identified students who struggle in their reading. The M-Step, IOWA, and DRA 2 scores break down the areas of need and the Title I teacher is able to work on these specific strategies in small groups for thirty minutes a day. Thus the quality of a research based program delivered by a highly qualified staff member for thirty minutes a day, five days a week is in addition to the guided reading practice already done in the classroom. This "double dip" daily model with an additional take home component to ensure the parent connection has been working wonderfully for us the last two years. It is the quantity and the quality of the LLI program and the dedication of students, parents, and staff that really help us to increase achievement in Language Arts.

The ripple effect to this is the confidence students gain translating increased reading proficiency into the other core content areas. Now that we have better readers they are better able to understand the concepts of science, social studies, and math. Their vocabulary is increasing and they are able to make more connections within the core content in the classroom and with our Title I staff. Our Title I staff also works on small groups in the areas of science, and social studies to assist our identified students to maintain and improve their knowledge in these areas as well.

Our Title I and special education staff are trained in EASY CBM which is a program to help progress monitor and track growth for all of our identified students. This new training will be even more effective in tracking student achievement in the common core and content areas to increase student achievement at Wilde Elementary.

In the core content area of math, based on the Common Core State Standards, when M-Step and IOWA data results indicate a gap in math scores between our economically disadvantaged and our non-economically disadvantaged students. Our classroom teachers use Guided Math (small group instruction) for intervention in the areas needed.

Program planning for eligible students in the core content areas of reading, involve all classroom teachers, the school improvement team, as well as the building principal, Title I teacher, language acquisition teacher, and the Title I aide.

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Using MLPP data, DRA 2 data (using the following scale: First grade reading below a 4, second grade reading below a 16, third grade reading below a 28, fourth grade reading below a 38, and fifth grade reading below a 48), M-Step data, and IOWA data, we identify students who are in need of intervention in the following strategies; decoding, fluency, and comprehension. Those eligible students begin small group intervention with a Title I teacher or the language acquisition teacher, and Title I aide.

The Title I teacher and the language acquisition teacher works with eligible First - Fifth graders using the LLI (Leveled Literacy Intervention) program. LLI is a small group, supplementary intervention designed for children who find reading and writing difficult. It is designed to work with the students who need intensive support to achieve grade level competency. It also provides strong support for children who are acquiring English as an additional language. These eligible students work with the Title I or language acquisition teacher daily for 30 minutes.

The core content area of reading, based on the Common Core State Standards, when the state and district assessment results show needed intervention, classroom teachers use small group instruction, Words Their Way, Benchmark Word Study and Sitton spelling for intervention in the areas needed. Guided Reading is a small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. After systematic assessment to determine students' strengths and needs, students are grouped for efficient reading instruction. The strategies focused on during Guided Reading are: decoding, fluency, and comprehension. Guided Reading is also used to instruct students in the content areas of science and social studies using books at their individualized levels. Words Their Way, Benchmark Word Study and Sittion Spelling are word study programs that integrate phonics, spelling and vocabulary instruction. Therefore, our eligible students are not only receiving daily classroom instruction but also receiving daily intervention instruction.

The school improvement team, including the building principal, use all of the above information plus perception data using various stakeholder surveys to determine goals, planned activities, interventions, professional development and spending the school improvement funds. For example, due to the M-Step and IOWA data on all students, including eligible students, and stakeholder surveys, the school improvement committee decided to spend some of the SIP funds on purchasing more content area books for our literacy library.

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

Over the past two years we have concluded that meeting the students needs on a daily basis greatly impacts their performance over a longer period of time. We are working on extending the day and finding minutes within the day to get students the extra support they need to be successful. An example of this at Wilde would be instead of a three tier model we use a four tier model. The first two tiers allow the staff to work directly with their students in the classroom to assure they are providing the core content curriculum in a manner that all can learn. It is after these two tiers that the staff look to Title I for additional support. This support is found during the specials times of students so they are not missing the core content areas. The past two years of our data shows positive trends across the curriculum that we feel speaks to our four tier system and the time we spend talking about our kids and their learning.

The Title I, Part A program services provided to ensure eligible children receive supplemental assistance are: LLI(Leveled Literacy Intervention), Words Their Way, Benchmark Word Study, Sitton Spelling, guided reading, and guided math.

All classroom teachers including a Title I teacher, a Title I aide, and a language acquisition teacher utilize the above services to ensure eligible children receive supplemental assistance.

The Title I teacher and the language acquisition teacher utilizes LLI (Leveled Literacy Intervention). LLI is a small group, supplementary intervention designed for children who find reading and writing difficult. It is designed to work with the students who need intensive support to achieve grade level competency. It also provides strong support for children who are acquiring English as an additional language. The

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students are found to be eligible based on their DRA score at each grade level. The students who are recognized as eligible work with the Title I teacher or language acquisition teacher on a daily basis for 30 minutes each day. Again, these are small groups.

English Language Arts- Reading and Writing

Grade Span: 1-5

Interventions: LLI program (20 minutes, daily)

Title I intervention teacher Language Acquisition teacher, and Title 1 aide with small groups

Accelerates progress by: increasing time spent in reading and writing instruction; differentiates the materials/ program process (LLI) from the regular classroom experience (non-LLI)

Math

Grade Span: K-5

Interventions: Guided Math Instruction (15-20 minutes, daily), Classroom Teacher with small intervention groups

Accelerates progress by: increasing time spent in math activities at students' individualized learning levels. It differentiates the instructional experience from the regular classroom experience by providing individualized small group math instruction.

Science and Social Studies

Grade Span: K-5

Interventions: Guided Reading using Science and Social Studies content area books. The books are at each group's individualized reading instruction level using DRA 2 levels. Classroom teacher, Title I teacher, small intervention groups

Accelerates progress by: increasing time spent in science/social studies content. Differentiates the instructional experience from the regular classroom experience by focusing on content area vocabulary at each child's individual level.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

At Wilde Elementary we use a "common specials" model. Grade levels have their specials classes (Media, Art, Gym, STEM and Music/Band) at the same time every day. This allows for grade level teachers to plan their daily classroom education schedules. Those schedules are given to the Title I teacher and they schedule the intervention time around/during the grade levels specials schedule. This model allows for students to be pulled out of specials classes and not miss time in the regular education class learning the core content instruction. In addition, classroom teachers and Title I teachers work collaboratively to ensure that students receive their classroom instruction in addition to Title I intervention on a daily basis. Teachers follow the "Daily 5" model which allows students to receive individualized instruction in the classroom as well as Title I intervention.

Component 5: Title I and Regular Education Coordination

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

The Wilde School Improvement Team (SIP) works closely with our Title I staff to ensure we have a clear understanding of the process to get students the help and support they need in our four tier system.

The first two tiers are directed by the general education staff. The third tier is a team approach and the Title I and Language Acquisition staff are brought in to identify students and support them in the core content areas. The Title I and Language Acquisition staff work directly with all the grade levels and meet with them on bi-weekly Friday afternoon PLC meetings to discuss current data within the grade level. Additional grade level meetings also occur with the Title I staff, Language Acquisition staff, and building principal. Students' scores are looked at, data is tracked and trends develop to help the team decide who is identified for Title I and who is not. The two tiers are general education led but students are identified as being close to qualifying for Title I if they are not accepted. The model is to get students the support they need and then move them through the program in the content area to allow others the assistance of Title I. Title I staff representatives serve on the School Improvement team and participate in the coordinated planning, implementation, monitoring, and evaluation of the School Improvement plan and Title I components.

At the beginning of the year, all K-5 students are tested on their reading level or concepts of print using the DRA II or MLPP assessments. Combining the results of these scores along with reviewing the previous years' scores, and standardized test scores such as: M-Step and IOWA, we identify the students who may be eligible for Title 1 services. Through Professional Learning Communities, general education teachers collaborate with the Title 1 staff to identify which students are most at-risk. Qualifications for Title 1 services are: a DRA score that is a year below grade level, consistently not proficient on state and district standardized tests in reading and writing, economically disadvantaged, if a student attended World of Fours, Head Start, WCSE program and their scores are more than one year below grade level.

Teachers and Title 1 staff meet on a bi-weekly basis during Professional Learning Communities to coordinate student services, discuss progression of the Title 1 students, flexible scheduling of those students whose scores and performance have changed and any parent conferences or conversations that need to be discussed. Title 1 staff sits in on some parent-teacher conferences as needed. The Title 1 staff also have meetings with the building principal to review results and progress of eligible students.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Parents were given a book on literacy and learning games to help the transition from preschool to kindergarten. All the preschool students in attendance participated in a kindergarten type lesson. Wilde preschool parents and students are often included in PTO sponsored after-school events. The Wilde preschool teachers take the preschool classes into the kindergarten classrooms on multiple occasions in the spring. This day allows for students to experience what a day in kindergarten looks like. This provides the preschoolers with a classroom transition strategy. Wilde preschoolers also experience a lunch in the Wilde Café. This allows the children an opportunity to participate in lunchroom procedures. These experiences help make a smooth transition from preschool to kindergarten.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Wilde instructional paraprofessionals meet the NCLB requirements for highly qualified staff to provide instruction to our students. The WCS Human Resources Department monitors the files of every employee for accuracy. Within these files is a signed statement attesting to the "highly qualified" status of the employee along with all the documentation.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Wilde teachers and the Title I teacher meet the NCLB for highly qualified status to teach and educate our students. The WCS Human Resources department monitors the files for accuracy. Each employee has a "personnel" file that includes a signed statement attesting to the "highly qualified" status along with all the documentation needed by the state.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

There are many types of ongoing and sustained professional development/learning being provided to the Wilde staff. The district has provided:

Classroom Instruction that Works, district provided curriculum specialist training in Common Core math and Common Core ELA.

During PLC, district math content area specialist will train Wilde staff on assessing problem solving strategies using math journals.

Title I provides parents professional development with literacy activities, books, and strategies to use at home with their children.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

The last four years we have held Literacy Night, Math Night, and Science Night to help educated our parents and stakeholders on new practices. Each event is held most years and works with families on how to support their children in these content areas.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The attachment below is the Wilde Professional Calendar for 2016-2017.	Professional Development Plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

The School Improvement team, which meets every 4-6 weeks, uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in Advanc-Ed. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process.

Parent representatives are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during the first fall PTO meeting with parents. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on reviewing the compact, and the parent plan and activities. Parent representatives are encouraged to share updates at PTO meetings.

We sought additional input regarding the Title I program, school's curriculum, school-parent communication, and school safety from parents through our on-line parent survey on Survey Monkey (<https://www.surveymonkey.com/s/WildeParentSurvey>) in the winter of 2015-2016 and additional input was gathered at PTO meetings, parent-teacher conferences, and Coffee Talk with the principal on October 23, 2015.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

We have been a Targeted Assistance building for six years. It has evolved into a combination of meetings and parent information that we use to plan, design and implement our Targeted Assistance program at Wilde Elementary. Six years ago Wilde made a push to increase reading instruction daily in every classroom at every grade level. The reason behind this was our MEAP data was declining slightly and parents wanted to know why. In looking at our day to day instruction we found that we needed to spend more time teaching the skills of reading and writing. In devising a plan to work on this our district came up with a three tier system for all students in all subjects. In working with our Special Education staff, general education staff, and parents, it was clear that a three tier system was not the best answer at Wilde Elementary. The SIP team looked into another method to meet the needs of everyone and came up with a four tier system. The first tier is the classroom general education system given to all students. The second tier was also given by the general education staff but in the form of mini lessons and interventions. The third tier was the Title I program that used the students DRA II scores to identify students. The fourth and final tier was special education testing and possible services for students who qualify. The SIP team then took this idea to the PTO and it was "adopted" and Wilde has been using it for the past three years. This year at our end of the year PTO meeting the question brought up was "now that reading scores are maintaining and/or increasing, what are we looking to do for math"?

Moving into the 2016--2017 school year we are now looking at a better way to integrate the four content areas with our Title I staff. We have done a pretty good job to date but we are now in the process of fine tuning our Wilde four Tier system to incorporate Tier three mathematics, to students who need math assistance outside the classroom. At Wilde, we are fortunate to have a wonderful parent group that always helps when we need them. Our parent's help out our staff with everything from shelving books in our Literacy Library to helping students pick out good fit and high interest books. They also let us know what we can do to help train parents to work with their children at home. Every year we have Parent Nights where staff members have sessions to inform parents of ideas, strategies and interventions they can work on with their children to strengthen their academic skills. This year they are working with us to try to boost our enrollment at these sessions by getting the word out and encouraging parents to attend to help their children and themselves. This is all based on the fact that our PTO looked at our SY 2016-2017

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data with the SIP and found that math is where we need to work on while maintaining our Language Arts LLI intervention program.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parents are involved with the SIP team to collect and analyze data relative to all four types. Parent input is also provided throughout the year via a parent survey sent to all parents, Title I spring evaluation meeting and other, more informal, meetings (Meet the Teacher, parent involvement events, PTO meetings, Coffee Talk with the principal and parent-teacher conferences).	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring children's progress, and how to work with educators...Sec 1118 (e) (1)

1. The WCS district webpage under the Parent Resources tab provides information on: Michigan's Grade Level Content Expectations and Common Core State Standards; K-12 IOWA assessments (webpage and PowerPoint) and district assessment calendar; a video on understanding the new M-Step /MME cut scores; and how to access and monitor student grades "Parent Portal" (parent login to check student attendance, overall grades, and class grade progress).

2. Provide materials and training for parents...Sec 1118 (e) (2)

District webpage link to parent resources available through various websites, and content specific video tutorial sites; Summer preschool program provides training and materials in reading to your children. Summer Reading Parent Meeting provides training and materials to parents. Wilde Elementary will have a Summer Reading Parent Meeting to provide parents with training and support to continue reading progress through the summer. In addition, a Title I spring meeting is held that offers parents training and support to assist their children with reading and writing strategies.

3. Training for school staff...Sec 1118 (e) (3)

Joyce Epstein's "School Family Community Partnerships" Training.

Robert Marzano's "Classroom Instruction That Works"

Social Worker and Speech Therapist provide training in Special Education procedures during PLC

District content area specialists-training in math, ELA, and technology and data analysis.

4. Coordinate with parent involvement in other programs...Sec 1118 (e) (4)

Boosters, Kid Equip, other district schools, GSRP/World of Fours Program, HEAD START

The Wilde staff in conjunction with the P.T.O., has developed a Drama Club that is exclusively run by staff, parents, and students.

The Wilde staff in conjunction with the P.T.O., has developed a garden club, that is exclusively run by staff, parents, and students.

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The Wilde staff in conjunction with the P.T.O. develops, fosters, and coordinates in house programs as needed.

5. Provide information in a format that is understandable to parents...Sec 1118 (e) (5)

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line (a real-time translator phone service) as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff to use.

IOWA assessment results are explained in a parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage.

The Wilde staff communicates with parents during conferences, or informal discussions, phone calls, e-mails, and newsletters using parent friendly/non-academic language.

The Wilde staff also provides information to parents through Meet the Teacher, classroom websites, and daily agendas.

Provide other reasonable support as requested...Sec 1118 (e) (14)

To provide parent support, Wilde staff makes accommodations to meet with parents at their child's conference. Parent Teacher Conferences are scheduled with flexibility, including before and after school, during prep times, staff lunches, or any other time when available for teachers to accommodate parent schedules.

Sec 1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children

Parents of students with disabilities and limited English proficiency are provided with opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including Parent Teacher Conferences, progress reports, report cards, IEP progress reports, and translation services.

All WCS buildings are handicapped accessible. A family resource assistant, bilingual interpreter and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line," an on-demand phone interpretation service is available in all school offices and the administration building. Homeless families may utilize transportation resources upon request.

5. Describe how the parent involvement activities are evaluated.

Wilde parent involvement activities are evaluated by parent surveys, feedback to staff, discussions at PTO meetings, Parent Teacher Conferences, Coffee Talk with the Principal and by looking over the Parent/Student/Staff compact by the SIP Team and Title I staff. This information is to be presented to the PTO and staff. The results of the data collected, determines the activities, topics, timing, and relevance of our parent involvement activities. The principal and staff members are present at monthly P.T.O meetings where parent and staff collaborate and review the input collected.

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

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The Wilde School-Parent compact is developed through discussions between our staff and parents. The SIP team along with our SIP parent representatives, including a parent of a Title I targeted student, meet during the year to review our prior school-parent compact and get suggestions regarding the creation of the next year's compact. Parents also provided feedback at our Spring Title I meeting. These suggestions will be taken into account when creating our School-Parent Compact for 2016-2017, that would help provide service to the identified students.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The School-Parent Compact is discussed and signed at Meet the Teacher Night in September.	School-Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

Warren Consolidated Schools provides information to parents in a variety of formats to ensure it meets the needs of our extremely diverse population. Interpreters, both bilingual and hearing impaired, are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff members may use the Language Line, a real time translator phone service, as a mode of communication for families that need assistance. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use.

Warren Consolidated Schools also translates the IOWA results to parents in a parent-friendly language in a Power Point with oral presentation, that is available under the "Parent Resources" section of our district webpage. Staff and school personally share results with parents during conferences and conversations, phone calls, emails, and newsletters using parent friendly language.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Plan 2016-2017

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Initially, the parent compact is discussed and handed out to parents at Meet the Teacher night in early September. At that time, parents are asked to review the parent compact and add comments or terms of agreement as they see fit, and are asked to sign it. The staff then signs it and they are filed by the teacher.

The parent compact is re-visited at the November Parent Teacher Conference. Every parent who attends is given a second copy of the compact and it is discussed with each parent. Discussion on the compact then comes up at SIP meetings, Title I meetings and PTO meetings throughout the year. This document is looked at and changes are made at the end of the year review meeting, where needed and suggested. This form is a fluid document that Wilde staff and parents work on together to help the academic successes, for all our students at Wilde Elementary.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Warren Consolidated Schools employs an Administrator of State and Federal Programs (1.0FTE Title 1) to ensure services to eligible students are coordinated. The administrator's role is to make sure all buildings are following the criteria set forth by the state of Michigan and the United States Government.

At Wilde Elementary our Title I teacher provides supplemental and timely instruction and support to students during the school day. Title I staff work collaboratively with the general education staff during weekly and grade level PLC meetings to monitor and support students in attaining their academic potential. Parent involvement activities are designed and implemented throughout the year to help coordinate general education. Parents are asked and encouraged to give input and feedback to the programs we use here at Wilde for our Title I students.

Title IIa funds provide professional development (PD) to our teachers based on district and school improvement goals. Our staff has participated in balance literacy training, guided reading strategies, diagnostic assessment and learning with DRA 2 kits. Wilde Elementary also receives funds through the general fund allocation from the district to support various activities geared toward raising student achievement. For example, our staff has increased our literacy library over the past two years to cover the core content areas at various DRA 2 levels.

Early childhood federal and state grants, Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs at Holden, Lean and Siersma elementary schools. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Federal grant, Title III, provides supplemental instruction support to eligible students on a daily basis; a family resource assistant works directly with ELL families at meetings and by phone to support parents as they learn about the American school system, and our school works with the district's Department of Language Acquisition to plan and participate in after school/summer school programs to support ELL students. Federal grant, IDEA, provides six classrooms of quality early childhood special education here at Warren Consolidated Schools.

Our Department of Nutrition Services provides federally subsidized nutritious breakfast, lunch and after school snacks during the the school year and in the summer at no or little cost to eligible students.

Blessings in a Backpack is a district initiative whereby staff and community volunteers provide weekend backpack of food for more than 300 eligible students. This program is supported by 100% donations.

Wilde Elementary's budget allows us to provide resources for additional materials such as high-interest reading material, reading material based on the core content area, math manipulatives and technology to support student learning.

Our district is not eligible for Section 31a, state grant for other at-risk students or other Title I grants.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Wilde Elementary coordinates and integrates the Federal Nutrition program into our own school food program. All students have the opportunity to receive breakfast and lunch on a daily basis. Our school will also be running a breakfast and lunch program through the summer months for the Wilde community. The program will be offered at no or low cost to eligible students. Our school does not participate in any of the other program examples given.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Utilizing our four tier approach, the classroom teacher is responsible for the general education of all students (Tier1) and also is required to provide support for students who need additional education understanding the concept (Tier 2). If a student still needs additional support, the teacher will then contact the Title I teacher to review the student data. The student is then invited to work with the Title I teacher on a daily basis for thirty minutes a day. The classroom and Title I teacher monitor the progress of eligible students regularly, a minimum of every four weeks at grade level meetings during our bi-weekly PLC meetings. Above that, we hold grade level meetings that include all the grade level teachers, the Title I teacher, and the special education team. These meetings are used to review student data within a grade level and identify the needs of our students. The team uses DRA 2 scores, M-Step scores, common assessment data and IOWA scores to monitor the progress each student demonstrates in a number of categories such as: fluency, accuracy, comprehension, vocabulary, understanding of concepts within the core content area. Any growth noted over the intervention period is examined. Using all of this data, the team decides to continue the intervention, change the intervention, refer to special education for additional testing, or stop the intervention based on the student reaching the target score. By the end of the meeting, the team has gone through a grade level of students and determined any and all changes to the student's intervention plan.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

After the progress monitoring of all eligible students, the team decides if changes are needed and what the changes need to be, if any. Each child has a plan set up for them utilizing our Leveled Literacy Intervention Program. The foundation is to make sure every child is gaining towards grade level expectations in reading and writing. Each grade level team looks at their DRA II data in the areas of fluency, comprehension, and accuracy from student assessments to determine if a change is needed to their intervention. There are a number of outcomes that can occur to eligible students at the progress monitoring meeting. First, the students have reached the desired grade level expectations and they are removed from the intervention services. The second is that they are making growth and the services are left the same or modified slightly to enhance student achievement in the area identified. The third outcome is their interventions are left "as is" until the next meeting. The fourth is they are recommended for special education testing and the interventions are usually changed to meet the needs of the child. The next step is based on the special education team and their data to see if the student qualifies for Tier Four.

All these decisions are made using multiple sources of data, M-Step, IOWA, DRA II scores, MLPP classroom tests, quizzes, and teacher observations. The team consists of grade level staff, the Title I staff, the building principal, and the special education staff if needed. Through analysis of the data, the team makes decisions on the interventions that will be used to increase achievement. The practices our staff have been utilizing such as: Guided Reading, Mini-Lessons, Graphic Organizers, Hands On/Manipulatives, Utilizing Technology, and our LLI program are all the best practices and backed by research in the effectiveness they will have with raising student achievement. In short, our program's success comes down to looking at multiple opportunities with multiple stakeholders, using multiple data points, continually looking at our needs analysis and utilizing sound research based programs with solid evaluation documents.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The Wilde staff has been trained in balanced literacy. This includes guided reading, DRA II assessment, training in the areas of comprehension, fluency, accuracy, and writer's workshop. Staff have been trained to identify areas of concern or need by reading the results of their DRA II assessment. At grade level intervention meetings, areas of weakness in the DRA II assessment or through observation or student work can also identify areas of concern in literacy. The Wilde staff is then able to use best practice strategies and literacy knowledge to help meet the identified needs of the student.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

At Wilde, the targeted assistance program is evaluated and monitored quarterly through grade level intervention meetings, parent surveys and comments, student test scores located in Data Director on the M-Steps, IOWA, MLPP, and DRA II. The effectiveness of our program is based on growth of all our students in the program and those who were released. This data then identifies our strengths and weaknesses. We can then look to make changes in the targeted assistance program where we see fit. It also helps strengthen our Four Tier program here at Wilde as it demonstrates to all staff where our students achievement data stands. This can help the general education staff improve their academic delivery in the classroom, better meet the needs of students in their Tier 2 intervention group, and help students before the targeted assistance (Tier 3) is reached.

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff uses data from multiple sources-M-Step, IOWA, district, and building common assessments, along with staff, parent, and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our bi-weekly PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored throughout the year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addresses both questions of academic impact as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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

Wilde staff uses monthly staff meetings and bi-weekly PLC Friday time to review students data in our data housing site, Data Director. Data Director houses our student data. This includes M-Step, IOWA, DRA II assessments, MLPP and other data measures used to track student learning. The data shows the staff where student strengths and weaknesses are, and looking closely at the data, staff can adjust their instructional delivery to meet the needs of their students. The results also help determine who needs intervention assistance, at what level, and in what core content area. This data is monitored throughout the year and revisions are made based on students achievement data. The Wilde SIP team constantly looks at our student data trends and reports the data to staff, parents, and the community. The stakeholders analyze the data and find ways to increase student achievement. The Wilde SIP team, which consists of three parents, is the data connector and coordinator between all of our teams working on improving student achievement. Those groups include grade levels at PLC's, the Wilde staff, the Title I team, the building administrator and the PTO to make sure all stakeholders are aware of the data in relationship to our plan.

Periodic monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the
SY 2016-2017

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WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, MEAP, Iowa, District and Building Common Assessments as well as staff, parent, and student perception surveys.

Through the evaluation process, stakeholders, including parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and by attending a Title I Spring Evaluation Meeting. The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, and updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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

Wilde Elementary staff monitors the progress of all Tier 3 students and tracks their scores in the classroom, and Data Director, using DRA II scores to determine the effectiveness of the program we offer. This allows for the data to be monitored to meet the needs of our students. The SIP team, building administrator, Title I staff and teachers all look at the data to determine whether student achievement is satisfactory at the end of the year. It is at this meeting that all stakeholders are able to brainstorm ideas to improve for the following school year. For example, this year our language arts scores were good and showing improvement. Our math scores showed very little or no growth. The team met and brainstormed ways to increase this for next year. Our SIP data meetings give us a pretty accurate score of where we are throughout the year. The end of year evaluation data collected also tells us what areas need to be focused on for the 2016-2017 school year.

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (M-Step, Iowa, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the school improvement teams during the final program evaluation process. Beginning of the year data is examined together with end of the year data in order to determine growth and academic impact. Additionally, at risk students will be monitored a minimum of eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team, of which parents are members, following the Title I spring evaluation meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Wilde grade level intervention meetings, staff meetings, and PLC meetings are used to discuss data, student achievement, and areas of concern. This is led by our SIP team that meets six times a year to analyze student achievement data we get from the M-Step, IOWA, DRA II scores, MLPP data and other data we may have on students. We meet at least once quarterly to look at the current years trend data and compare it to data of years past. There are always areas of need to improve instruction to help raise student achievement. This can be broken down in a number of ways to look at the intervention provided by the targeted assistance program to demonstrate the core content area need based on the student data. The SIP team also looks at the parent perception data, student perception data, staff perception data, evaluation scores, intervention effectiveness and quality of instruction to our staff, parents and students. All of this data is used to make

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decisions to better Wilde Elementary and identify our strengths and weaknesses. We can then look to make changes in the targeted assistance program where we see the need.

The SIP team meets a minimum of eight times per year to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Parents serving on the SIP team and Parent-Teacher Organization (PTO) attend the SIP meetings, as well as the Title I spring evaluation meeting, and provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website and at PTO meetings, and are encouraged to provide feedback which is documented and maintained by the school improvement team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

2016-2017 SIP Goals and Plans

Overview

Plan Name

2016-2017 SIP Goals and Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	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: 5	Academic	\$5500
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 All Students will demonstrate a proficiency annually on state and local assessments in English Language Arts by 06/16/2017 as measured by State Assessments, IOWA TSEST OF BASIC SKILLS, 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	09/02/2013	06/16/2017	\$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 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

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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 3 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	09/02/2014	06/16/2017	\$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
<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		Implement	09/01/2015	06/16/2017	\$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 06/16/2017 as measured by state assessment data 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 Caulkins 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	09/03/2013	06/16/2017	\$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	Implement	09/02/2014	06/16/2017	\$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
<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			09/01/2015	06/16/2017	\$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 06/16/2017 as measured by State Assessments, IOWA TEST of BASIC SKILLS 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			09/03/2013	06/16/2017	\$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	Getting Ready	09/02/2014	06/16/2017	\$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	06/16/2017	\$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 IOWA scores will also be used to evaluate problem solving skills.	Evaluation	Tier 1	Evaluate	09/02/2014	06/16/2017	\$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			09/01/2015	06/16/2017	\$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 06/16/2017 as measured by State Assessments, IOWA TEST of BASIC SKILLS 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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School Improvement Plan

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Students will create and maintain the Wilde school garden and flower gardens around the school grounds.	Extra Curricular			09/03/2013	06/16/2017	\$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			09/03/2013	06/16/2017	\$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			09/03/2013	06/16/2017	\$2000	General Fund	All Wilde Staff, Title I and Title III, Building Administrator

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Activity - Wilde Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wilde Elementary will host a Science Night. Students will be able to demonstrate their science knowledge and discuss their science fair project with their peers. Science experiments will be located throughout the building working on hands on experimental science theory, knowledge and practice.	Extra Curricular	Tier 1		09/03/2013	06/16/2017	\$1000	General Fund	All Wilde staff, The Wilde Science Team, Title I and Title III staff, 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
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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			09/01/2015	06/16/2017	\$0	General Fund	All Wilde Staff
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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 06/16/2017 as measured by State Assessments, IOWATEST of BASIC SKILLS 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
<p>After each unit of study the staff will give classroom assessments to determine whether the students understand the main concepts of the unit taught.</p>	Evaluation			09/03/2013	06/16/2017	\$1000	General Fund	All Wilde staff, Title I, Title III and Building Administrator

School Improvement Plan

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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			09/03/2013	06/16/2017	\$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.

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			09/01/2015	06/16/2017	\$0	General Fund	All Wilde Staff
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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
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	Implement	09/02/2014	06/16/2017	\$100	Title 1 and Title 3 staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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			09/01/2015	06/16/2017	\$0	All Wilde Staff

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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 3 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	09/02/2014	06/16/2017	\$1000	Title1 and Title 3 staff
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			09/03/2013	06/16/2017	\$3000	Wilde staff, Title I staff, Title III staff, Special Education Team
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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			09/03/2013	06/16/2017	\$1000	All Wilde staff, Title I, Title III and Building Administrator

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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	09/03/2013	06/16/2017	\$1500	All Wilde staff, Title I staff
Wilde Science Night	Wilde Elementary will host a Science Night. Students will be able to demonstrate their science knowledge and discuss their science fair project with their peers. Science experiments will be located throughout the building working on hands on experimental science theory, knowledge and practice.	Extra Curricular	Tier 1		09/03/2013	06/16/2017	\$1000	All Wilde staff, The Wilde Science Team, Title I and Title III staff, 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			09/03/2013	06/16/2017	\$1500	All Wilde staff, Title I, Title III, 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	Getting Ready	09/02/2014	06/16/2017	\$3000	All Wilde staff, Title I and Title III staff

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Garden Club	Students will create and maintain the Wilde school garden and flower gardens around the school grounds.	Extra Curricular			09/03/2013	06/16/2017	\$1000	Wilde staff members, Wilde Garden Club members, Parent Support, Building Administrator
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			09/03/2013	06/16/2017	\$1200	All Wilde Staff, Title I and Title III staff and Building Administrator
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			09/01/2015	06/16/2017	\$0	All Wilde Staff

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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			09/03/2013	06/16/2017	\$2000	All Wilde Staff, Title I and Title III, Building Administrator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/02/2013	06/16/2017	\$0	All Wilde classroom teachers, Title I and Title III staff, building administrator.
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	06/16/2017	\$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 IOWA scores will also be used to evaluate problem solving skills.	Evaluation	Tier 1	Evaluate	09/02/2014	06/16/2017	\$0	All teaching staff, as well as Principal.