



# **School Improvement Plan**

Wilkerson Elementary School

Warren Consolidated Schools

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Targeted Assistance Diagnostic</b>	
Introduction .....	6
Component 1: Needs Assessment .....	7
Component 2: Services to Eligible Students .....	9
Component 3: Incorporated Into Existing School Program Planning .....	10
Component 4: Instructional Strategies .....	11
Component 5: Title I and Regular Education Coordination .....	13
Component 6: Instruction by Highly Qualified Staff .....	14
Component 7: High Quality and Ongoing Professional Development/Learning .....	15
Component 8: Strategies to Increase Parental Involvement .....	16
Component 9: Coordination of Title I and Other Resources .....	19
Component 10: Ongoing Review of Student Progress .....	20
Evaluation .....	21

Overview ..... 24

Goals Summary ..... 25

    Goal 1: All students will meet or exceed State and local standards in mathematics..... 26

    Goal 2: All students will meet or exceed state and local standards in reading..... 29

    Goal 3: All students will meet or exceed state and local standards in writing..... 32

    Goal 4: Professional Learning Community ..... 34

    Goal 5: Promote positive school communities, Pre-K to Adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff and families..... 36

Activity Summary by Funding Source ..... 38

## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist	

# **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 weekly PLC and staff meetings during the 2017.18 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, BAA, CEPI, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC meetings, and during leadership team meetings. Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parents/students, programs, and demographic data. Finally, staff prioritized the areas of greatest need for all, identified sub groups and preliminary priority goals, strategies, and then activities were developed by the staff. The school improvement team, which meets throughout, used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the school data analysis diagnostic in AdvancED. SIP team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process.

Parent representative(s) are invited to be members of the school improvement team by the principal. The principal explains the process for the SIP meetings with the PTO and members of the community who attend such meetings. 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 compact, the parent involvement plan and activities, collating and analyzing parent input and creating the evaluation survey and plan. Parent representatives are encouraged to share updates at PTO meetings and help write newsletter articles.

We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns and compact ideas from parents through the surveys completed in the spring of 2018, and at all parent-school activities/PTO meetings and conferences/principal chats.

### 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 into their Individual Instruction Plan data document. All staff members have access to this data. The data includes state assessment data (M-STEP), local assessment data (NWEA), building assessment data (DRA/MLPP), available supplementary services, and enter/exit dates. This is consistent by grade level and content subject. Worksheets are reviewed by interventionists, teachers, and building principal during grade level MTSS meetings and PLCs.

### 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.

Criteria used to identify and select students for services are:

- NWEA
- State Assessments

## School Improvement Plan

Wilkerson Elementary School

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- Common Assessments in Core Areas
- District Writing Assessments - "not proficient" based on the scoring rubric
- Attendance Issues: significant absences, tardies, truancy
- Homeless
- DRA/Grade Level Intervention Data
- English Language Arts

### Reading

Grade Span: K-5

Identification/Criteria for Selection: Students who are at least one grade level behind based on the DRA reading assessment. Also, the NWEA and the M-STEP ELA assessments are used.

### Writing

Grade Span: K-5

Identification/Criteria for Selection: Students who are not proficient based on the scoring rubric for the district writing assessment.

### Math

Grade Span: K- 5

Identification/Criteria for Selection: Students will be identified through NWEA Assessments, M-STEP assessment, and grade level common assessments.

**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 and grade level Intervention meetings, teachers in transitional kindergarten through grade two work with the Title I teacher and other interventionists and the principal to identify students based on the following criteria:

- Teacher recommendation
- Brigance Test
- MLPP/DRA2/Running Record of at least one year below grade level
- District Writing Assessment - "not proficient" based on the scoring rubric
- If student attended Headstart, "World of Fours"/GSRP, or Early childhood Special Education (ECSE) Program
- Homeless
- Parent Interview
- Retentions/CA 60 review

## **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.**

During our PLC processes, students meeting the following criteria for timely and additional assistance are identified accordingly:

English Language Arts

Reading

In grades K-5, the supplemental assistance is driven by data. Students that fall one grade level behind or more measured by DRA will receive extra support. Kindergarten students will work with para-pro's or the Title 1 teacher. Students in grades 1-5 will work with primarily with the Title I teacher or Title III teacher on reading strategies for a minimum of 3-5 days per week for 20-30 minutes per day, but additional support is given by others, including the media specialist, teacher consultant and para-pro's.

In the area of writing, students in grades K-5 will work in small group or individually with the classroom teacher as well as our intervention teachers.

In the area of Math, students in grades K-5 will take part in Number Talks sessions and math tasks. This emphasis is based on district level math in-service that focused on using common core strategies. The WCS math curriculum has been updated to reflect this emphasis.

In social studies, through readers workshop activities, teachers will provide small group instruction to reinforce social studies concepts and vocabulary.

### **Component 3: Incorporated Into Existing School Program Planning**

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

Wilkerson Elementary has been involved with the NCA/AdvancED school improvement process for 17 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 examines 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 weekly Professional Learning Community (PLC) time.

The Targeted Assistance Plan is aligned with the Michigan State Framework (GLCES, now transitioning to the Common Core), 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 the state and district timelines. A curriculum review multi-year planning calendar is on file in the Office of Curriculum and Instruction through the year 2018.

Program planning for eligible students in the four core content areas, involves all classroom teachers, the school improvement team, as well as the building principal, Title I teacher, and Language Acquisition teacher. 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. Grade level intervention meetings are held multiple times throughout the school year to monitor student progress and plan and change intervention programming.

## **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?**

Tier I math strategies for all students will consist of direct instruction, with an emphasis on math tasks and number talks that incorporate common core strategies. A minimum of 60 minutes of daily math instruction, including large and small group instruction, will be used to meet student needs. Those students needing supplemental support will be working in guided math groups that focus on small group instruction with the classroom teacher and/or interventionists. In reading, teachers will plan large and small group instruction with a focus on guided reading, including reading activities (read to self, Words Their Way/Sitton Spelling/Benchmark Phonics, respond to reading, listen to reading, and read to someone) for a minimum of 90 minutes each day. Tier II and Tier III strategies will use a double dose guided reading with the classroom teacher. Tier 3 is provided with the use of the Leveled Literacy Intervention program. In the area of writing, Classroom teachers will use the MAISA Writer's workshop 3-5 days a week to facilitate the writing process. To meet the needs of the students who are struggling in this area, teachers will work with students at their individual writing levels using small group and one-on-one instruction. In science, classroom teachers will incorporate the 8 practices of science and engineering in their daily lessons to help students build understanding of key concepts and science vocabulary. The STEM teacher will supplement in class learning through the use of the Engineering Design Process. In social studies, classroom teachers will incorporate strategies in their daily lessons to help students build understanding of key concepts and social studies vocabulary. Teachers will provide small group instruction to struggling students to introduce and reinforce social studies concepts and vocabulary. When possible, science and social studies concepts will be brought into guided reading activities.

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

M-STEP data indicates that scores remain below state targets and have declined across grade levels particularly in the area of number sense and data analysis. The district provided in-services related to the Math Advantage Training, MTSS, common core and Number Talks will help address mathematical deficiencies. The use of non-linguistic representations (McREL's Classroom Instruction that Works, 2012) during math instruction will allow students to make sense of numbers and operations.

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

Student data is monitored throughout the year during the PLC process, grade level meetings, and school improvement meetings. The building administrator, Title I staff, student support staff and general education staff examine a variety of student-level data. From Data Director, reports are available which contain M-STEP, NWEA, DRA and common assessment data. This is supplemented with classroom grades accessible through power school. Data analysis is a regular part of PLC meetings, and grade level common preps where intervention staff and general education staff come together to determine any academic impact for students, and make mid-course adjustments for students. In ELA supplemental reading support spans grade K-5. The interventions include small group intervention using the LLI program with the Title I teacher or para-pro for up to 30 minutes daily. This accelerates progress by increasing time spent in reading instruction. In math, supplemental instruction spans grades K-5. Each of these interventions include up to 30 minutes of additional math support, as well as a renewed focus on Number Talks and the common core. This accelerates the progress by making better use of time spent in math activities. In the area of writing, supplemental instruction spans grade K-5. The interventions include small group instruction and

differentiated instruction utilizing graphic organizers to improve writing skills. These interventions will be incorporated daily and will be up to 30 minutes during writers workshop. This will accelerate progress by increasing focused time on writing and providing immediate feedback to the students. In the area of science, supplemental instruction spans grades K-5. The interventions will include integrating reading and writing into the science lessons, as well as a family science night. This will accelerate progress by implementing the 8 science and engineering practices emphasizing investigation and inquiry. This will also be supplemented by the STEM teacher and STEM curriculum. In the area of social studies supplemental instruction spans grades K-5. The interventions include integrating reading and writing into the social studies lessons as well as utilizing social studies genre during guided reading. This will accelerate progress by increasing informational text options during guided reading providing background and in depth knowledge of certain topics.

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

Students will receive supplemental instruction after direct instruction. Title I teacher support will take place during individual work time and guided practice. Support staff will also "push in" to the classroom during instructional time and provide support.

## **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?**

Through the PLC process, teacher teams meet with Title I staff to coordinate student services. Additional grade level meetings also occur with the Title I staff and building principal. In addition, services are coordinated at these times with the Language Acquisition staff. Title I staff check in with teachers and administration and participate in the coordinated planning, implementation, monitoring, and evaluation of the school improvement plan and the Title I components.

### **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.**

A district-level informational meeting is held for parents of incoming kindergarteners in the spring. Parents are invited to participate in the Ages and Stages Program at all preschool and GSRP sites. Wilkerson continues to house the Transitional Kindergarten program for WCS. In late August, before school starts, we host a "new to Wilkerson" event for families of our TK and Kindergarteners. The principal and teachers have an opportunity to meet the families of incoming kindergarteners at this meeting to talk about their school.



**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 staff (teacher and paraprofessional) have met the criteria for "highly qualified". Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

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 staff (teacher and paraprofessional) have met the criteria for "highly qualified". Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

## 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?**

We will continue the initiative to train all staff in the Classroom Instruction that Works module. We have previously sent teachers to a training on "The Highly Engaged Classroom". We will continue to utilize the content specialists to lead professional development in the areas of number sense, word study, reading data, as well as Data Digs. These Data Digs allow the teachers to look more deeply into assessments to find patterns of success and areas of need. The district provided specialized reading training to support Tier 2 teaching and interventions. Teachers will get training on how to implement the LLI system of intervention to be used with our students who are below grade level in reading. Para-professionals will be attending workshops with a literacy coach that focuses on small group instruction. We will continue to move forward with our plans to implement a consistent Positive Behavior Intervention System.

**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?**

Our staff will continue to have access to the district's content specialists for job embedded professional development opportunities that focus on small group instruction.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	attached	2018-19 PD Plan

## Component 8: Strategies to Increase Parental Involvement

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

Parents are given an opportunity to be involved in the development of the Targeted Assistance Program plan at our fall introductory meetings with our Title I and intervention staff. The meeting presents a background of the Targeted Assistance Program at Wilkerson and provides parents with the opportunity to give their input regarding the program. Parents also provide input at our monthly Parent Teacher Organization meetings. Parent survey responses also help us evaluate our programs and make changes that are positive for our students. There is also an end of school year parent meeting, where summer strategies are discussed.

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

Based on information gathered at our fall Title I meeting, we begin the process of implementing our school plan. As part of this plan, students bring home a book to read with their parents every night. Parents are involved in the implementation of the program by agreeing to support their child at home through the list of activities provided by the Title I teacher at our fall meeting. The parent compact is shared with parents at our Meet The Teacher Night in September. This serves as an agreement between the teachers, support staff, parents, and administrator. The parents pledge to implement strategies at home that support efforts of staff and contribute to student success. The parent compact is revisited at conferences in November and whenever necessary throughout the school year, as an effort to maintain parent involvement in the Targeted Assistance 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	Parents are given opportunities to evaluate the program through surveys and summer reading parent presentations. At that time, the Title I team reviews the parent compact and seeks input and feedback from parents.	

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

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress, and how to work with educators Sec 1118 (e) (1). The District web page under the Parent Resources tab provides information on Michigan's Grade Level Content Expectations and Common Core State Standards, NWEA Assessments, district assessment calendar, links to parent information regarding the M-STEP, how to access and monitor students' grades in "Parent Portal" (parent log-in to check student attendance, overall grades, and class grade progress).

Wilkerson will have a Summer Reading Parent Meeting to provide parents with training and support to continue reading progress throughout the summer.

## School Improvement Plan

Wilkerson Elementary School

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### 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 on reading to young children. Summer reading parent meeting provides training and materials to parents.

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

Joyce Epstein's "School Family Community Partnerships" training. Counselor and Social Worker provide training during PLC. Balanced Literacy training at all levels.

### 4. Coordinate with parent involvement in other programs... Sec 1118 (e) (4). Boosters, Kid Equip, other district schools, GSRP/World of Fours Program, HEADSTART, and Transitional Kindergarten. Wilkerson staff facilitates coordination of 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. Documents can be printed in multiple languages for parents. Google Translate has also been used.

Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language

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

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility including before and after school, and during prep periods 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 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 interpreters, 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 at the administration building. Additional support is provided for those families designated as "Homeless".

## 5. Describe how the parent involvement activities are evaluated.

The parent involvement activities are evaluated through parent surveys and through our PTO leadership and general membership. These groups provide feedback and suggestions at our monthly PTO meetings. We will also get feedback from our parents at our fall and spring parent meetings. The surveys are collected and reviewed by the school improvement team and Title I teacher.

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

The school-parent compact was developed through collaboration between staff and parents. Parents provide feedback at our spring Title I meeting making suggestions that would help improve our level of service. We also utilize feedback from our parent survey to monitor and develop the parent compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		compact

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

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 use. NWEA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district web page. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language. We also have a Family Resource Assistant in the Language Acquisition Department that meets regularly with parents to provide information to families. She also provides written translation so that letters home can be sent in several languages.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Wilkerson PIP 2018

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

Each teacher has access to copies of the parent compact during conferences. The teacher spends time reviewing the compact and providing answers or direction to parent questions. The staff then shares those parent responses with the administrator and Title I teacher.

## 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 (1.0 FTE Title I) to ensure services to eligible students are coordinated. Our Title I teacher and paraprofessionals provide supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff during regular weekly and grade level intervention meetings to monitor and support students in meeting eligible students' academic goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into school and Title I programs. Title Ila funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, and diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities. For example, our staff has provided eligible students with self-selected books for summer reading.

### 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.

Early childhood federal and state grants, Headstart and the Great Start Readiness Program (WCS World of Fours Program), provide multiple classrooms of free quality preschool programs at Hatherly, Susick, Wilde, 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 instructional 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 programs to support ELL students. Federal grant, IDEA provides classrooms of quality early childhood special education in Warren Consolidated Schools. Our Nutrition Services provides federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no, or low cost to eligible students.

Wilkerson's budget provides resources for additional instructional materials such as high-interest reading material, math manipulatives, and read alouds. Blessings in a Backpack is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations. Through the support of the local MISD, we are able to provide "start-up" backpacks for all of our incoming kindergarteners. This backpack contains school supplies as well as several books.

Our school does not participate in adult education, vocational and technical education, and job training programs.

## **Component 10: Ongoing Review of Student Progress**

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

Our student data is monitored throughout the year during the PLC process, grade level meetings and school improvement meetings. The building administrator, Title I staff, special education staff and general education staff examine a variety of student-level data. Data Director provides reports which contain M-STEP, NWEA MAP, and DRA assessment data. This is supplemented with classroom grades accessible through Power School. All of this data is downloadable to an Excel spreadsheet, which is reviewed at six week intervals. Data analysis is a regular part of PLC meetings where intervention staff and general education staff come together to determine any academic impact for students.

### **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.**

Currently we use our DRA data to determine which students receive supplemental support in reading. We look to revise our monitoring system to better meet the needs of our students. We will also use data from our fall NWEA test to determine the bottom 30% in reading and math and reference that data with our DRA scores to ensure each child is carefully monitored and given supplemental support. Our monitoring dates will be planned for entire school year in 6 week intervals so we can plan as staff and make revisions when necessary. We will begin early intervention with our kindergarten students in the fall. In the past we waited until January.

### **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.**

Teachers have been trained in guided reading strategies and DRA to assess and monitor student progress in reading. Several staff have also had training to use the Leveled Literacy Intervention system. This supplemental tool provides researched based instruction in small groups at the students independent reading level. Direct instruction, guided practice and effective feedback take place on a daily basis. Warren Consolidated Schools continues to provide professional development for all teachers in Classroom Instruction that Works.

## **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.**

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources--M-STEP, NWEA, District and Building Common Assessments, and 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 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 and during grade level common prep 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 a minimum of six times per 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.**

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

Through the evaluation process, stakeholders, which include 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 also 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, 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.**

While using the information from Data Director and our in house collection methods, we have the ability to monitor student progress by groups of students relative to all of the achievement data housed in the system (M-STEP, NWEA, District and building common assessments). These reports are used by staff at grade level intervention meetings, common preps, and at PLC meetings, as well as the school improvement teams during final program evaluation. 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 six times per year by the intervention staff to determine the appropriateness and effectiveness of the interventions utilized. The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team, 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.**

The SIP team meets a minimum of six 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 have served on the SIP team and Parent-Teacher Organization (PTO), which allows them to 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. In addition, weekly updates are sent to parents by the principal and the majority of the teaching staff. Parents 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.

# **2018-2019 Wilkerson Elementary School Improvement Plan**

## Overview

### Plan Name

2018-2019 Wilkerson Elementary School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will meet or exceed State and local standards in mathematics.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$2300
2	All students will meet or exceed state and local standards in reading.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$68000
3	All students will meet or exceed state and local standards in writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$2000
4	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
5	Promote positive school communities, Pre-K to Adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff and families.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

## Goal 1: All students will meet or exceed State and local standards in mathematics.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency on assessments in Mathematics by 06/30/2024 as measured by scores on MSTEP, NWEA Map test and common assessments...

### Strategy 1:

Quality Balanced Math Program - A minimum of 90 minutes of daily math instruction including large and small group instruction to meet student needs.

Category: Mathematics

Research Cited: 1.) Best Practices and Teaching Ideas for the Mathematics Classroom, NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION Dr. Wayne G. Sanstead, State Superintendent

600 E Boulevard Avenue, Dept. 201 Bismarck, ND 58505-0440

2.) Students Tracking their own progress (Marzano)

Marzano, R. (Dec. 2009). When students track their progress. Educational Leadership, December 2009/January 2010 (67)4, p. 86-87.

Implementing Practices of Differentiated Instruction in the Upper Elementary and Middle School Math Classroom: A discovery through Grounded Theory-Rachel Marie Bloom, 2010

Tier: Tier 1

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead students in five to fifteen minute conversation that builds students' vocabulary, computation, and mental math skills 3-5 times a week. In a structured routine students learn a variety of math strategies using various manipulatives and advance organizers to further their understanding of math concepts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/13/2019	\$300	School Improvement Grant (SIG)	All classroom teachers will be responsible for implementing this activity.
Activity - Math Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Wilkerson Elementary School

Teachers will use the district provided math tasks according to the pacing guide. Students will make use of multiple problem solving strategies using manipulatives and models. Students will work on district approved math tasks 3-5 times a week. Students will record their math work and thinking, record solutions to math problems, along with the strategy and thought process used to arrive at the solution. Teachers will evaluate the impact on student achievement by analyzing student responses using the problem solving rubric.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	No Funding Required	All classroom teachers are responsible for implementing this activity.
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Activity - Positive Behavior Intervention System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will consistently and systematically train students in positive behavior expectations.	Behavioral Support Program	Tier 1	Implement	04/14/2015	06/13/2019	\$2000	Title I School Improvement (ISI)	All staff will be responsible for implementing this activity.

Activity - Strategy Implementation Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will create and utilize strategy implementation guides that reflect best practice math instruction.	Supplemental Materials, Professional Learning, Academic Support Program, Walkthrough, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	General Fund	Grade Level, Teams, Itinerant Staff, Building Principal

Activity - Monitor/Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student progress data, teacher implementation evidence (photos of instruction, modeling, student work) or common building/district assessments from August to May.	Evaluation, Monitor	Tier 1	Monitor	08/01/2018	06/30/2019	\$0	General Fund	Teachers and Administrator

## School Improvement Plan

Wilkerson Elementary School

### Strategy 2:

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 and elective content areas.

Category: School Culture

Research Cited: Troen, V., & Boles, K. (2014). Rounds Puts teachers in Charge of Learning. *Learnign Forward*, 35(2), 21-26. Retrieved June 9, 2015, from [www.learingforward.org](http://www.learingforward.org)

Tier: Tier 1

Activity - Collaborative Meeting Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the district PLC schedule to support teachers who support students.	Supplemental Materials, Professional Learning, Direct Instruction, Academic Support Program, Community Engagement, Communication, Policy and Process, Monitor, Behavioral Support Program, Curriculum Development, Parent Involvement, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2019	\$0	No Funding Required	All staff will be responsible for implementing this activity.

### Strategy 3:

MTSS - Staff will work with students in their class to provide Tier 1 with differentiation and tier 2 instruction. Staff will meet 4 times annually. Staff will identify areas of deficit, track interventions and record progress.

Category: Learning Support Systems

Tier: Tier 1

## School Improvement Plan

Wilkerson Elementary School

Activity - Intervention Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and necessary support staff will meet 4 times annually to discuss interventions and their progress for at risk students.	Academic Support Program	Tier 1	Implement	08/01/2018	06/30/2019	\$0	General Fund	All staff

### Strategy 4:

Supplemental Math Instruction - Students will work with the Title 1 teacher once identified as an at-risk student as measured by the fall and spring nwea.

Category: Mathematics

Research Cited: .

Tier: Tier 3

Activity - AVMR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk from the fall and spring NWEA will work title 1 teacher to improve their math skill deficits.	Academic Support Program	Tier 3	Getting Ready	08/01/2018	06/30/2021	\$0	General Fund	Title 1 teacher

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

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency State and district assessments in English Language Arts by 06/30/2024 as measured by MSTEP, NWEA Map, DRA and district assessment to monitor student progress.

### Strategy 1:

Balanced Literacy - Teachers will plan large and small group instruction including reading activities, a minimum of ninety minutes each day.

Category: English/Language Arts

Research Cited: Tomlinson, C.A. (2008). The goals of differentiation. Educational Leadership, 66(3), 26-30.

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Wilkerson Elementary School

Tier I- Classroom teachers will meet with students 4-5 times a week in guided reading groups. Tier II- Classroom teachers will meet with students an additional 15 minutes, 4-5 times a week in groups. Tier III- Title I will meet with students for an additional 15-30 minutes, 4-5 times a week, for instruction in small groups. Staff will meet to adjust instruction and intervention strategies for students who are not responding to instruction. Guided reading materials should consist of at least 50% informational text that covers science and social studies topics.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	No Funding Required	Classroom teachers will be responsible for implementing this activity.
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Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will use Words Their Way and 4-5 teachers will use Sitton Spelling to strengthen word recognition and application.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	No Funding Required	Classroom teachers will be responsible for implementing this activity.

Activity - Positive Behavior Intervention System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will consistently and systematically train students in positive behavior expectations. The expectations will be clearly posted through out the building and on the playgrounds.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/13/2019	\$2000	Title I School Improvement (ISI)	All staff will be responsible for implementing this activity.

Activity - Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oral language, independent and guided reading, word study, writing in response to reading	Direct Instruction, Monitor	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	No Funding Required	Classroom teachers

Activity - Strategy Implementation Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize grade level created strategy implementation guides that reflect best practices.	Academic Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	General Fund	All staff

## School Improvement Plan

Wilkerson Elementary School

Activity - Monitor/Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student progress data, teacher implementation evidence (photos of instruction, modeling, student work) or common building/district assessments from August to May.	Evaluation, Monitor	Tier 1	Monitor	08/01/2018	06/30/2019	\$0	General Fund	Teacher and Administrator

### Strategy 2:

Supplemental Guided Reading - Tier II and Tier III students will participate in supplemental (third exposure, double dose) guided reading instruction provided by the classroom teacher, the Title 1 teacher, or support staff for the intervention programs.

Category: English/Language Arts

Research Cited: Horn, Martha. (1997). Guided Reading: Good First Teaching for All Children. Harvard Educational Review, 67(4), 837-838. Retrieved January 26, 2010, from Research Library. (Document ID: 25252901).

Tier: Tier 2

Activity - Double-Dose Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II- Classroom teachers will meet with students an additional 15 minutes, 4-5 times a week in guided reading groups. Tier III- Title I staff will meet with students for an additional 15-30 minutes of instruction in guided reading groups.	Academic Support Program	Tier 2	Implement	09/06/2016	06/13/2019	\$65000	Title I Part A	Classroom teachers and Title 1 staff

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 teacher and support staff, will provide additional reading intervention utilizing the Fountas and Pinnell Leveled Literacy Intervention program.	Direct Instruction	Tier 3	Implement	09/06/2016	06/13/2019	\$1000	Title I School Improvement (ISI)	Title 1 teacher and support staff are responsible for implementing this activity.

### 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 and elective content areas.

Category: School Culture

Research Cited: Troen, V., & Boles, K. (2014). Rounds Puts teachers in Charge of Learning. Learnign Forward, 35(2), 21-26. Retrieved June 9, 2015, from

**School Improvement Plan**

Wilkerson Elementary School

www.learingforward.org

Tier: Tier 1

Activity - Collaborative Meeting Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use district PLC schedule to support teachers who support students.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2019	\$0	No Funding Required	All staff will be responsible for implementing this activity.

**Strategy 4:**

MTSS - Staff will work with students to ID areas of deficit, monitor and record findings.

Category: Learning Support Systems

Tier: Tier 1

Activity - Intervention Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meets 4 times annually to discuss at risk students.	Academic Support Program	Tier 1	Implement	09/01/2017	06/13/2019	\$0	General Fund	all staff

**Goal 3: All students will meet or exceed state and local standards in writing.****Measurable Objective 1:**

85% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2022 as measured by state and local assessments in Language Arts.

**Strategy 1:**

Balanced Literacy - Classroom teachers will use Writer's workshop in a Balanced Literacy environment 3-5 days a week to facilitate the writing process.

Category: English/Language Arts

Research Cited: The implementation of Writer's workshop to facilitate the writing process in the Third Grade by Lorie Strech.

Tier: Tier 1

Activity - Writer's workshop following the MAISA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Wilkerson Elementary School

Teachers will follow the district pacing guide and use the Oakland County MAISA Writing Units to teach different types of writing. Teachers will use best practices and Writer's Workshop strategies (conferring, mini lessons, etc.) to teach these units.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	No Funding Required	All classroom teachers and support staff will be responsible for implementing this activity.
<b>Activity - Conferring with Students</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide a mini conference (confer) with students to provide one teaching point and identify a need for the next writing opportunity.	Direct Instruction	Tier 1	Implement	09/02/2014	06/13/2019	\$0	No Funding Required	All classroom teachers are responsible for implementing this activity.
<b>Activity - Positive Behavior Intervention System</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will consistently and systematically teach students positive behavior expectations.	Behavioral Support Program	Tier 1	Implement	04/14/2015	06/13/2019	\$2000	Title I School Improvement (ISI)	All staff will be responsible for implementing this activity.
<b>Activity - Strategy Implementation Guides</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will utilize a grade level created implementation guide for the MAISA writing units and Writers Workshop.	Direct Instruction, Academic Support Program, Implementation	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	General Fund	All general ed staff.

### Strategy 2:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum,

## School Improvement Plan

Wilkerson Elementary School

instruction and assessment practices in all core and elective content areas.

Category: School Culture

Research Cited: Troen, V., & Boles, K. (2014). Rounds Puts teachers in Charge of Learning. *Learnign Forward*, 35(2), 21-26. Retrieved June 9, 2015, from [www.learingforward.org](http://www.learingforward.org)

Tier: Tier 1

Activity - Collaborative Meeting Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the district PLC schedule to support teachers who support students.	Academic Support Program	Tier 1	Implement	09/08/2015	06/13/2019	\$0	No Funding Required	All staff will be responsible for implementing this activity.

## Goal 4: Professional Learning Community

### Measurable Objective 1:

collaborate to implement, monitor, evaluate and analyze reading, writing, math, science, and social studies goals and strategies within the district's PLC framework by 06/30/2024 as measured by completion of district provided feedback forms that will reflect outcomes of staff discussion.

### Strategy 1:

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

PLC framework:

- Staff will align instruction (lesson planning) with district curriculum and pacing guides.
- Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.
- Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- 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.
- Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

Category: School Culture

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;

## School Improvement Plan

Wilkerson Elementary School

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

Tier: Tier 1

Activity - PLC Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments)</p> <p>PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed)</p> <p>PD: Data Analysis/Dialogues;</p> <p>Conduct: Staff Pre- PLC Survey</p>	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/13/2019	\$0	General Fund	Building principal and staff

Activity - PLC Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools</p> <p>Implement MTSS Process and intervention team meetings</p> <p>Create, implement, analyze results of common assessments</p>	Implementation	Tier 1	Implement	09/01/2015	06/13/2019	\$0	General Fund	Building principal and staff

Activity - PLC Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrator/Peer Observations/Walkthroughs</p> <p>Sign in sheets/agendas and minutes</p> <p>Quarterly Rpts to BOE, MDE</p> <p>Common assessment review using rubric</p>	Monitor	Tier 1	Monitor	09/01/2015	06/13/2019	\$0	General Fund	Building principal and staff

Activity - PLC Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

Wilkerson Elementary School

Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	09/01/2015	06/13/2019	\$0	General Fund	Building principal and staff
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**Goal 5: Promote positive school communities, Pre-K to Adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff and families.**

**Measurable Objective 1:**

A 80% increase of All Students will demonstrate a behavior increase student growth in Practical Living by 06/30/2021 as measured by survey responses and attendance results.

**Strategy 1:**

Positive Community- Elm Counselor Care, Membership, Safety, Support - A comprehensive school counseling program focuses on student outcomes and teaches student competencies through a MTSS lens. Elementary Counselors will support student and community care, membership, safety and support needs.

Category: School Culture

Research Cited: Research Cited: Hattie (2001). Visible Learning for Teachers. Programs which address positive school and learning behaviors and mindsets have a positive impact on student success.

Maslow (1954). Motivation and Personality. ESSA's focus on the whole child also underscores the importance of addressing the safety and membership/belonging needs outlined by Maslow's Hierarchy prior to significant learning being able to take place.

Tier: Tier 1

Activity - Elem Couns - Assign	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Wilkerson Elementary School

Hire, assign and retain certified elementary counselors. (Sec 31 - see budget for amounts)	Academic Support Program, Community Engagement, Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	11/30/2017	06/30/2021	\$0	Section 31a	OCI, Administrators, Building Principals
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Activity - Elem Couns - Develop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define behavioral and mindset goals, develop program policies, procedures, curriculum and service delivery.	Community Engagement, Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	01/01/2018	06/30/2021	\$0	Section 31a	OCI Administrators, Elementary Counselors, Building Principals

Activity - Elem Couns - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate impact on student success via discipline and attendance records, surveys and assessments.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	05/01/2018	06/30/2021	\$0	Section 31a	OCI Administrators, Elementary Counselors, Building Principals



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks	Teachers will lead students in five to fifteen minute conversation that builds students' vocabulary, computation, and mental math skills 3-5 times a week. In a structured routine students learn a variety of math strategies using various manipulatives and advance organizers to further their understanding of math concepts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/13/2019	\$300	All classroom teachers will be responsible for implementing this activity.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Double-Dose Guided Reading	Tier II- Classroom teachers will meet with students an additional 15 minutes, 4-5 times a week in guided reading groups. Tier III- Title I staff will meet with students for an additional 15-30 minutes of instruction in guided reading groups.	Academic Support Program	Tier 2	Implement	09/06/2016	06/13/2019	\$65000	Classroom teachers and Title 1 staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's workshop following the MAISA Units	Teachers will follow the district pacing guide and use the Oakland County MAISA Writing Units to teach different types of writing. Teachers will use best practices and Writer's Workshop strategies (conferring, mini lessons, etc.) to teach these units.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	All classroom teachers and support staff will be responsible for implementing this activity.

**School Improvement Plan**

Wilkerson Elementary School

Collaborative Meeting Time	Use district PLC schedule to support teachers who support students.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2019	\$0	All staff will be responsible for implementing this activity.
Collaborative Meeting Time	Implement the district PLC schedule to support teachers who support students.	Supplemental Materials, Professional Learning, Direct Instruction, Academic Support Program, Community Engagement, Communication, Policy and Process, Monitor, Behavioral Support Program, Curriculum Development, Parent Involvement, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2019	\$0	All staff will be responsible for implementing this activity.
Word Study	K-3 teachers will use Words Their Way and 4-5 teachers will use Sitton Spelling to strengthen word recognition and application.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	Classroom teachers will be responsible for implementing this activity.

## School Improvement Plan

Wilkerson Elementary School

Conferring with Students	Teachers will provide a mini conference (confer) with students to provide one teaching point and identify a need for the next writing opportunity.	Direct Instruction	Tier 1	Implement	09/02/2014	06/13/2019	\$0	All classroom teachers are responsible for implementing this activity.
Math Tasks	Teachers will use the district provided math tasks according to the pacing guide. Students will make use of multiple problem solving strategies using manipulatives and models. Students will work on district approved math tasks 3-5 times a week. Students will record their math work and thinking, record solutions to math problems, along with the strategy and thought process used to arrive at the solution. Teachers will evaluate the impact on student achievement by analyzing student responses using the problem solving rubric.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	All classroom teachers are responsible for implementing this activity.
Guided Reading	Tier I- Classroom teachers will meet with students 4-5 times a week in guided reading groups. Tier II- Classroom teachers will meet with students an additional 15 minutes, 4-5 times a week in groups. Tier III- Title I will meet with students for an additional 15-30 minutes, 4-5 times a week, for instruction in small groups. Staff will meet to adjust instruction and intervention strategies for students who are not responding to instruction. Guided reading materials should consist of at least 50% informational text that covers science and social studies topics.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	Classroom teachers will be responsible for implementing this activity.
Collaborative Meeting Time	Use the district PLC schedule to support teachers who support students.	Academic Support Program	Tier 1	Implement	09/08/2015	06/13/2019	\$0	All staff will be responsible for implementing this activity.
Readers Workshop	Oral language, independent and guided reading, word study, writing in response to reading	Direct Instruction, Monitor	Tier 1	Monitor	09/06/2016	06/13/2019	\$0	Classroom teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Wilkerson Elementary School

PLC Monitoring	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	09/01/2015	06/13/2019	\$0	Building principal and staff
AVMR	Students identified as at risk from the fall and spring NWEA will work title 1 teacher to improve their math skill deficits.	Academic Support Program	Tier 3	Getting Ready	08/01/2018	06/30/2021	\$0	Title 1 teacher
Intervention Meetings	Teachers and necessary support staff will meet 4 times annually to discuss interventions and their progress for at risk students.	Academic Support Program	Tier 1	Implement	08/01/2018	06/30/2019	\$0	All staff
PLC Readiness	High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments)  PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed)  PD: Data Analysis/Dialogues;  Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/13/2019	\$0	Building principal and staff
Strategy Implementation Guides	Staff will utilize grade level created strategy implementation guides that reflect best practices.	Academic Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	All staff
PLC Evaluation	Data analysis of common and state assessments, perception, process and demographic data  Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey  Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	09/01/2015	06/13/2019	\$0	Building principal and staff
PLC Implementation	Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools  Implement MTSS Process and intervention team meetings  Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	09/01/2015	06/13/2019	\$0	Building principal and staff

**School Improvement Plan**

Wilkerson Elementary School

Strategy Implementation Guides	Staff will utilize a grade level created implementation guide for the MAISA writing units and Writers Workshop.	Direct Instruction, Academic Support Program, Implementation	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	All general ed staff.
Monitor/Evaluate	Review student progress data, teacher implementation evidence (photos of instruction, modeling, student work) or common building/district assessments from August to May.	Evaluation, Monitor	Tier 1	Monitor	08/01/2018	06/30/2019	\$0	Teacher and Administrator
Monitor/Evaluate	Review student progress data, teacher implementation evidence (photos of instruction, modeling, student work) or common building/district assessments from August to May.	Evaluation, Monitor	Tier 1	Monitor	08/01/2018	06/30/2019	\$0	Teachers and Administrator
Intervention Meetings	Staff meets 4 times annually to discuss at risk students.	Academic Support Program	Tier 1	Implement	09/01/2017	06/13/2019	\$0	all staff
Strategy Implementation Guides	Grade level teams will create and utilize strategy implementation guides that reflect best practice math instruction.	Supplemental Materials, Professional Learning, Academic Support Program, Walkthrough, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	Grade Level, Teams, Itinerant Staff, Building Principal

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Wilkerson Elementary School

Elem Couns - Assign	Hire, assign and retain certified elementary counselors. (Sec 31 - see budget for amounts)	Academic Support Program, Community Engagement, Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	11/30/2017	06/30/2021	\$0	OCI, Administrators, Building Principals
Elem Couns - Evaluate	Evaluate impact on student success via discipline and attendance records, surveys and assessments.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	05/01/2018	06/30/2021	\$0	OCI Administrators, Elementary Counselors, Building Principals
Elem Couns - Develop	Define behavioral and mindset goals, develop program policies, procedures, curriculum and service delivery.	Community Engagement, Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	01/01/2018	06/30/2021	\$0	OCI Administrators, Elementary Counselors, Building Principals

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Intervention System	Staff will consistently and systematically train students in positive behavior expectations.	Behavioral Support Program	Tier 1	Implement	04/14/2015	06/13/2019	\$2000	All staff will be responsible for implementing this activity.
Leveled Literacy Intervention	The Title 1 teacher and support staff, will provide additional reading intervention utilizing the Fountas and Pinnell Leveled Literacy Intervention program.	Direct Instruction	Tier 3	Implement	09/06/2016	06/13/2019	\$1000	Title 1 teacher and support staff are responsible for implementing this activity.

**School Improvement Plan**

Wilkerson Elementary School

Positive Behavior Intervention System	Staff will consistently and systematically teach students positive behavior expectations.	Behavioral Support Program	Tier 1	Implement	04/14/2015	06/13/2019	\$2000	All staff will be responsible for implementing this activity.
Positive Behavior Intervention System	Staff will consistently and systematically train students in positive behavior expectations. The expectations will be clearly posted throughout the building and on the playgrounds.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/13/2019	\$2000	All staff will be responsible for implementing this activity.