



School Improvement Plan

Wilkerson Elementary School

Warren Consolidated Schools

Mr. Michael Schulte, Principal
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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?

Wilkerson Elementary School, located in Warren, Michigan, a working class, ethnically and racially diverse suburb approximately six miles north of Detroit, has been the community hub for over 40 years. The school serves approximately 500 students, transitional kindergarten through fifth grade, composed mostly of Caucasian children with some diversity that includes African-American, Hispanic, Asian, and Middle Eastern.

Over the past three years we have seen our enrollment level off to about 500 students. Wilkerson continues to be a popular destination for parents enrolling their child through the School of Choice Program or Open Enrollment. Wilkerson will be open to accept School of Choice and Open Enrollment students for the 2016-2017 school year. Therefore, we anticipate our enrollment will remain at its current level.

The surrounding community is affected by the auto industry. Many of our families have direct links to one of the major automotive companies or suppliers. The poor economy has drastically affected our community. We have seen the number of economically disadvantaged students rise over the past three years, staying consistent at 46% this school year.

Our challenges at Wilkerson, and challenges of the community, will be to understand our new student demographics. An economically disadvantaged family has less resources to contribute to the school. Our fund raising efforts to support the school has shown a decline in recent years as a direct result of the poor economy, therefore, we have to conserve resources and plan on how our parent group can support the school with less money.

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 the Wilkerson school community is to ensure that all children will learn.

- We will develop socially responsible lifelong learners by providing a safe and positive environment that celebrates the individual successes of all children.
- We will challenge, guide, motivate, and nurture every child to achieve their personal best and to be a meaningful contributor to our community.
- We will respond to the diverse needs of each child through best practices and collaboration among all stakeholders.

Vision Statement

The Wilkerson community will practice and live the lifeskills while ensuring high success in learning.

To meet the developmental needs of all students, the Wilkerson staff is a Professional Learning Community (PLC). As a PLC, teachers focus on student achievement, work collaboratively, and are held accountable for the results. The staff meets every other Friday afternoon to desegregate data, evaluate student achievement and collaborate on curriculum, interventions, and assessment. Goals are established in each of the core subject areas and reflect the new Common Core Standards for readiness. We also hold quarterly grade level intervention meetings to look at student data to determine which students will qualify for reading intervention, and then plan a program of assistance for each student that is more than one grade level below in the areas of reading and math. The Title I & Language Acquisition teachers are assigned to students to provide 30 minutes of daily reading support for those students identified as Tier 2, and 60 minutes daily for students identified as Tier 3. If students demonstrate that they have not responded to intervention, then our Student Support Team may look for further evaluations to determine if the child may need special education services.

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.

Wilkerson has been recognized as an Evergreen School rating for Green Schools by the Macomb Intermediate School district. We have successfully implemented a new school wide PBIS initiative for the 2015-16 school year. Wilkerson families continue to support school initiatives such as family picnics, Halloween Fun Fair, student field trips, Ann Arbor Hands on Museum Math and Science Night, and purchasing books for our school library. In addition, our March is reading Month activities are embraced by staff, students and the community.

The areas that we seek to improve will include the following: We need to improve our consistency in Tier 1 instruction in both language arts and math. We also need to create a concrete intervention plan for those students who are in Tier 2 and Tier 3. We plan to do this by grade levels deciding which interventions they will be using to meet the needs of their 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 Wilkerson community continues to support all of our endeavors. We place the child's needs above all else. We see Wilkerson as a place to learn and try new things, and make mistakes along the way, but learn from our mistakes and press forward to ultimately improve student achievement.

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.

In an effort to engage a variety of stakeholders to help develop our school improvement plan, we first introduced our plan at our "Meet the Teacher Night" in the fall. The teachers and support staff also recommend parents who may be interested in being part of the school improvement team to the administrator.

Meetings with the entire school improvement team are held throughout the year. At the first meeting, participants are informed of their role and the schedule is set for the year.

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

Our stakeholder group reflects various aspects of the Wilkerson community. This is mainly comprised of staff members, and the staff members come from all areas of education, including general education and special education classroom teachers, interventionists, and specials teachers. Parents role in the process is to add insight and input to initiatives created at Wilkerson. They provide feedback for how we can improve relationships between parents and school. All parents are invited to participate in a survey, their responses are taken into consideration when developing our plan.

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 school improvement plan was communicated to the Wilkerson community at our PTO meeting. In addition, the plan is posted on the school and district website. We also used Meet the Teacher Night to convey important information regarding our school improvement goals for the school year. We update the process of our plan at PTO meetings and through newsletters.

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?

Over the last three years there has been an increase in African American Students, going from 7% to 11% in the three year span. The number of multiracial students has also increased, to 5%. We have also seen an increase in students who speak English as a second language, we now have 13% of our student who are identified English Language Learners. The amount of students who receive free and reduced lunch has remained at about 46%. The school dynamic has changed and has become more challenging due to the enrollment of more economically disadvantaged students.

Student Demographic Data

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

An identified challenge in students attendance is that 28% of our students have been absent for ten or more days this school year. We also have 10% of our students who have been tardy ten or more times. This is causing students to miss valuable instruction time, which effects their achievement.

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?

Looking at the three year behavior data, there is an upward trend of the number of days students are suspended. The data shows that the students who are being suspended are repeat offenders year to year. Therefore, the challenge is to work with students to modify their behavior in a classroom setting. We are addressing this concern by using Positive Behavior Intervention System (PBIS), one of our focuses will be to become more consistent with the rewards, as well as the consequences for behaviors. We need to ensure that all steps of the PBIS plan are being followed with fidelity.

Student Demographic Data

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

Parents of students who speak English as a second language are invited to an informational meeting to open the lines of communication between school and home. Title 1 staff also holds an informational meeting with parents to provide a literacy support system. Frequent newsletters and information is sent home via technology tools, such as remind, email, and group text messages. We have "adopted" (through the superintendent's dropout challenge), students who need a little extra adult attention. But, we still need to develop more for students who continue to have repeated behavior and attendance issues. We also need to be sure that we are consistently utilizing the PBIS system to ensure that behaviors are being addressed consistently.

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?

Our building administrator has several years of experience in K-12 curriculum as well as at the middle and high school level. However this is only his second year in an elementary setting. He has been a member of MEMSPA's Leadership Matters (a leadership cohort group for elementary administrators), and continues to seek professional support and training to familiarize himself with the district's curriculum and best practices.

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?

The staff at Wilkerson's years of teaching experience range from 6 years to 33 years. With this experience, there is a consistency in the knowledge of district curriculum and policies. All teachers have been trained and continue to be trained on best practices using Common Core Standards.

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?

Our administrator has been absent for a minimal amount of days. Most of his professional development has taken place outside of the regular school day.

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?

This year we have noticed that the amount of days staff have been out for personal reasons has gone down significantly since last year. This is due in part to the large number of leaves of absence that were taken last year (There were 8 instances that a staff member took a leave of absence during 2014-15). While the number of personal days out has gone down, the number of days staff is being pulled for professional development has doubled. The majority of the professional development has been geared towards improving math instruction.

Teacher/School Leader(s) Demographic Data

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

This school year we have had significantly better teacher attendance. We will work together as a staff to identify quality substitute teachers and create a list of preferred and non preferred substitutes to ensure that students are still receiving valuable instruction.

Process Data

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

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

The standards that stand out as strengths are resources and supports systems, teaching and assessing for learning and using results for continuous improvement. We continue to improve our progress monitoring system to meet the needs of all students.

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 are challenges are purpose and direction and governance and leadership. Due to district initiatives we have less time to focus on issues that are specific to our building.

12. How might these challenges impact student achievement?

These challenges can impact students in many ways. Because we are following district created agenda, we have less time to focus on building based concerns and to implement necessary changes.

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.

As a staff we can use staff meetings to discuss ways to clarify our schools direction and purpose, as well as take time to come up with strategies to improve student achievement.

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

Students who receive special education services are insured access to all intervention programs as identified in their IEP. Based on academic data Tier 2 students will get an extra 15 minutes of in class guided reading instruction and Tier 3 students will get an extra 15-30 minutes of guided reading instruction with a Title 1 teacher or aide.

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

First grade through 5th grade students who are at least one year behind grade level in reading participate in daily intervention groups provided by Title 1 teacher and other support staff.

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

Students are identified for Extended Learning Opportunities by DRA testing. Students who are identified as being one or more grade levels behind are provided with daily intervention. At the beginning of each school year support staff host a parent meeting to explain the intervention program. Parents also receive letters, emails, and phone calls throughout the year from classroom teachers and support staff inviting them to participate in these learning 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 district curriculum is aligned to the common core standards. The district has also provided resources on Blackboard to assist teachers with implementing common core standards in their classrooms. Evidence can be found in teacher's lessons, lesson plans, and fidelity calendars.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

When looking at the IOWA Assessment are overall scores in reading increased from Spring 2015 to Spring 2016 by 12.2%. During the same time frame vocabulary increased by 6.6%.

19b. Reading- Challenges

When looking at the DRA data comprehension is a challenging area that we could improve upon.

19c. Reading- Trends

When looking at the IOWA from fall 2015- spring 2016 we found:

The first grade cohort increased their overall score by 14.3%.

The second grade cohort increased their overall score by 11.9%.

The third grade cohort increased their overall score by 17.3%.

The fourth grade cohort increased their overall score by 5.9%.

The fifth grade cohort increased their overall score by 6.9%.

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.

To address these challenges classroom teachers will implement a balanced literacy program in their Tier 1 instruction, that will include reader's workshop, oral language, independent and guided reading, and word study.

20a. Writing- Strengths

Our scores on the IOWA indicate written expression is a strength for all grades. Grades 1 and 2 showed a strength in word analysis.

20b. Writing- Challenges

Our IOWA data showed that conventions of writing was a challenge area for grades 3-5, capitalization and punctuation are the two areas that need improvement.

20c. Writing- Trends

A trend is that we showed growth in all areas of writing, however there are still areas that we would like to improve upon.

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.

School Improvement Plan

Wilkerson Elementary School

As a part of our balanced literacy program we will incorporate writer's workshop and writing in response to reading in our classrooms.

21a. Math- Strengths

When looking at IOWA data from spring 2015-spring 2016 our data shows that we have gone up about 12% in our overall math scores.

21b. Math- Challenges

No challenges were identified based on the IOWA data alone, however we are looking to find better ways to measure student achievement in math.

21c. Math- Trends

When looking at the IOWA data from fall 2015 to spring 2016 we found:

The first grade cohort increased by 29.4%.

The second grade cohort increased by 18.7%.

The third grade cohort increased by 15.9%.

The fourth grade cohort increased by 6.6%.

The fifth grade cohort increased by 10.9%.

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.

Although all grade levels showed growth our school improvement plan will include a quality balanced math program that contains problem solving strategies, manipulatives and models, number talks, math tasks, and journals.

22a. Science- Strengths

At this time there are not common assessments for science. However, Wilkerson does have an annual science fair, and the voluntary participation shows that students have an interest in science.

22b. Science- Challenges

At this time there are not common assessments for science.

22c. Science- Trends

At this time there are not common assessments for science.

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.

We hope to integrate more science into the day to day learning through the use of leveled readers. The implementation of a STEM class has helped to support a greater emphasis on science. This should continue next year as our district moves more towards the Next Generation Science Standards.

23a. Social Studies- Strengths

At this time there are not common assessments for social studies.

23b. Social Studies- Challenges

At this time there are not common assessments for social studies.

23c. Social Studies- Trends

At this time there are not common assessments for social studies.

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.

N/A

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?

When looking at the results of the student survey students felt that the teachers help them learn, the principal is friendly, and that they try for Wildcat Cards(the reward in a our PBIS system).

24b. Student Perception Data

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

Lowest Level of satisfaction among students was whether or not they liked school and whether or not they get along with their classmates. Although they were the lowest levels of satisfaction 85% like school at least some of the time and 92% get along with their classmates some of the time or all of the time.

24c. Student Perception Data

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

As we continue to implement PBIS expectations, rewards, and consequences with fidelity, student's attitudes towards school and each other will become more positive .

25a. Parent/Guardian Perception Data

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

Parents feel that teachers at Wilkerson have prepared their children to succeed at the next grade level.

25b. Parent/Guardian Perception Data

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

The lowest areas were that additional support or instructional time is available to their children and that the principal is available for parents
SY 2016-2017

and students.

25c. Parent/Guardian Perception Data

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

Ways to improve parents satisfaction levels is to make sure that there is open communication between parent and teacher. This will increase parents understanding of what is going on in their child's classroom and teachers can address parent concerns.

26a. Teacher/Staff Perception Data

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

The staff surveyed showed that all teachers have high expectations for student learning and involve students in their learning. We also have a high amount who are committed to improving student learning and motivating their students.

26b. Teacher/Staff Perception Data

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

Staff reported that their lowest level of satisfaction is being provided with enough help for their at risk students. Also, less than half of our staff agree that there is strong leadership in our school.

26c. Teacher/Staff Perception Data

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

Using staff meeting and grade level meeting time to plan and develop strategies to help our at risk students, will allow teachers to know who is responsible for implementing interventions.

27a. Stakeholder/Community Perception Data

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

Parents feel that teachers at Wilkerson have prepared their children to succeed at the next grade level.

27b. Stakeholder/Community Perception Data

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

The lowest areas were that additional support or instructional time is available to their children

27c. Stakeholder/Community Perception Data

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

Additional methods of communication(weekly newsletters, classroom updates, parent portal for grades) are being utilized to show all the great learning that is going on at Wilkerson.

Summary

28a. Summary

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

The Wilkerson community has been changing over the past several years. As the students and families change, we need to change our teaching methods to meet the students needs. The district is adapting by providing common core math curriculum updates for teachers. As these strategies become more ingrained in everyday practices, we expect to see student achievement continue to improve. One of the challenges with this is that the more emphasis that is placed on testing, common core, and rigor and relevance, the less time there is for many of the "other" learning that the Wilkerson community has come to expect of school.

28b. Summary

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

Over time, we are finding that the same methods that were used in the past that guaranteed student achievement are not bringing about the same successes in the new assessments that are used to gauge achievement. As depth of knowledge, common core and NGSS become more ingrained in our curriculum updates, we expect to see student achievement to improve.

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?

This past year, we began identifying Power Standards and became more focused on making sure that all teachers in a grade use these Power Standards to guide instruction. This focus will help ensure that the student learning models the expectations set forth in common core, NGSS, and depth of knowledge. In addition, our school plan will mirror the district's improvement plan, with similar goal and practices to achieve these goals.

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	Students in grades 1-5 are given IOWA and DRA assessments. Students in grades 3-5 also take the M-STEP. In addition, all students in grades K-5 participated in grade level common mathematics assessment that were developed by the grade level team.	

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	http://www.wcskids.net/curriculum/annual_report/reports/1415/Wilkerson.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	we do not have 8th graders in our school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We do not have 8th graders in our school.	

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	Chief Human Resources Officer 31300 Anita Dr. Warren, Mi 48093 586-825-2400, ext 63110	

School Improvement Plan

Wilkerson Elementary School

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 Dr. Warren, Mi 48093 586-825-2400, ext 63110	

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	www.wcskids.net	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	www.wcskids.net http://www.wcskids.net/curriculum/School_Improvement/docs/compact/wilkerson.pdf	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Each school's improvement plan should mirror the WCS district improvement plan.	

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 2015.16 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 monthly, 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 2016, 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 on our locally housed data document. All staff members have access to this data. The data includes state assessment data(M-STEP), local assessment data(Iowa test), 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 intervention 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:

- Iowa
- State Assessments

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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 Iowa test 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 IOWA Assessments, M-STEP assessment, and grade level common assessments.

Science

Grade Span: 2-5

Identification/Criteria for Selection: Students will be identified through IOWA Assessments and M-STEP.

Social Studies

Grade Span: 2-5

Identification/Criteria for Selection: Students will be identified through IOWA Assessments and M-STEP.

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 3 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. 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 15 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 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, respond to reading, listen to reading, and read to someone) for a minimum of ninety minutes each day. Tier II and Tier III strategies will use a double dose guided reading with the Title I teacher or classroom teacher through the use of the Leveled Literacy Intervention program. In the area of writing, Classroom teachers will use 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. To meet the needs of those students struggling, the staff will invite and encourage parents to participate in science related activities that focus on the 8 Science and Engineering Practices. In addition, the STEM teacher will supplement in class learning through the use of the scientific method, and by encouraging students to participate in our annual science fair. 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 and Iowa data indicate 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 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, Iowa, Interim Iowa, 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.

Preschool is not in our building, however, a district-level informational meeting is held for parents of incoming kindergarteners. Wilkerson was also selected to host 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. Principals have an opportunity to meet the families of preschoolers at this meeting to talk about their school. Parents are invited to participate in the Ages and Stages Program at all preschool and GSRP sites. Teachers provide assistance to parents on how to complete the documents.

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 sent teachers to a training on "The Highly Engaged Classroom". We will continue to utilize the content specialists to lead professional devopment 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. Teachers will get training on how to implement the LLI sytem 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. The adminstrator will attend the Macomb County Intermediate School District Principals series throughout the 2015.16 school year. 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	WCS 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 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), 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.

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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 inhouse 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.

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

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 montly 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	http://www.wcskids.net/curriculum/School_Improvement/docs/compact/wilkerson.pdf	

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.

IOWA 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 webpage. 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.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	http://www.wcskids.net/curriculum/School_Improvement/docs/parent_involvement_plan/wilkerson.pdf	

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 IIa 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 district is not eligible for Section 31a, state grant for neither at-risk students or any other Title I grants.

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, IOWA, and DRA assessment data. This is supplemented with classroom grades accessible through Power School, as well as interim IOWA available from Data Manager. 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 IOWA 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, IOWA, 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, Iowa, 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, IOWA, 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 SY 2016-2017

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 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. 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.

Wilkerson SIP 2016-17

Overview

Plan Name

Wilkerson SIP 2016-17

Plan Description

Goals for 2016-17

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 in grades K-5 will meet or exceed State and local standards in mathematics.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$5300
2	All students will meet or exceed state and local standards in reading.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$68000
3	All students will meet or exceed state and local standards in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2000
4	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All students in grades K-5 will meet or exceed State and local standards in mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on State assessments and the IOWA test in Mathematics by 06/30/2022 as measured by scores on State assessments and the IOWA test.

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	06/30/2017	\$300	School Improvement Grant (SIG)	All classroom teachers will be responsible for implementing this activity.
Activity - Math Tasks and Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 use math journals 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 model this activity and grade levels will decide how to implement the journals (i.e. centers, bell work, daily math instruction). 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	06/30/2017	\$0	No Funding Required	All classroom teachers are responsible for implementing this activity.
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Activity - Guided Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet with students in flexible math groups based on students' needs.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	Title I School Improvement (ISI)	All 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.	Behavioral Support Program	Tier 1	Getting Ready	04/14/2015	06/30/2017	\$2000	Title I School Improvement (ISI)	All staff will be responsible for implementing this activity.

Activity - Math Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will model math tasks and number talks for parents and students. Students will also be able to make a math tool kit to use at home.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	School Improvement Grant (SIG)	Classroom teachers

Activity - Math/Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Ann Arbor Hands on Museum will provide and demonstrate a variety of math and science games and activities for parents and students.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Title I School Improvement (ISI)	School staff
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Goal 2: All students will meet or exceed state and local standards in reading.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 State assessments and the IOWA test in English Language Arts by 06/30/2022 as measured by MEAP, IOWA, DRA and assessments used for progress monitoring 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
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 guided reading groups. Tier III- Title I will meet with students for an additional 15-30 minutes, 4-5 times a week, for instruction in guided reading groups. Staff will meet to adjust instruction and intervention strategies for tier III students who are not responding to the initial intervention. 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	06/30/2017	\$0	No Funding Required	Classroom teachers will be responsible for implementing this activity.

Activity - Comprehension Through Deductive Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers strengthen comprehension skills through daily use of the Benchmark Literacy Comprehension Through Deductive Reasoning chart.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All classroom teachers will be responsible for implementing this activity.
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	06/30/2017	\$0	No Funding Required	Classroom teachers will be responsible for implementing this activity.
Activity - Sample Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to introduce the sample performance tasks from Common Core Appendix B. Once trained, staff will begin implementation and discuss progress within grade levels.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	All classroom teachers are 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	06/30/2017	\$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

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Oral language, independent and guided reading, word study, writing in response to reading	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Classroom teachers
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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	06/30/2017	\$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
Classroom teachers 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	06/30/2017	\$1000	Title I School Improvement (ISI)	Classroom teachers and support staff are responsible for implementing this activity.

Goal 3: 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 in writing in English Language Arts by 06/30/2022 as measured by state and local assessments in Language Arts.

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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
Teachers will use the Oakland County MAISA Writing Units in conjunction with Writer's Workshop to teach different types of Common Core Writing.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	All classroom teachers and support staff will be responsible for implementing this activity.

Activity - Conferring with Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/30/2017	\$0	No Funding Required	All classroom teachers are 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 teach students positive behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	04/14/2015	06/30/2017	\$2000	Title I School Improvement (ISI)	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 06/30/2016 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:

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 - PLC Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	06/30/2017	\$0	General Fund	Building principal and staff
Activity - PLC Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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	Implementa tion	Tier 1	Implement	09/01/2015	06/30/2017	\$0	General Fund	Building principal and staff
Activity - PLC Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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	06/30/2017	\$0	General Fund	Building principal and staff
Activity - PLC Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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	06/30/2017	\$0	General Fund	Building principal and staff

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	06/30/2017	\$300	All classroom teachers will be responsible for implementing this activity.
Math Curriculum Night	Grade level teams will model math tasks and number talks for parents and students. Students will also be able to make a math tool kit to use at home.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Classroom teachers

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	06/30/2017	\$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
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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 guided reading groups. Tier III- Title I will meet with students for an additional 15-30 minutes, 4-5 times a week, for instruction in guided reading groups. Staff will meet to adjust instruction and intervention strategies for tier III students who are not responding to the initial intervention. 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	06/30/2017	\$0	Classroom teachers will be responsible for implementing this activity.
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	06/30/2017	\$0	All classroom teachers are responsible for implementing this activity.
Comprehension Through Deductive Reasoning	Teachers strengthen comprehension skills through daily use of the Benchmark Literacy Comprehension Through Deductive Reasoning chart.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All classroom teachers will be responsible for implementing this activity.
Sample Performance Tasks	Training will be provided to introduce the sample performance tasks from Common Core Appendix B. Once trained, staff will begin implementation and discuss progress within grade levels.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	All classroom teachers are 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	06/30/2017	\$0	Classroom teachers will be responsible for implementing this activity.

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Readers Workshop	Oral language, independent and guided reading, word study, writing in response to reading	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Classroom teachers
Math Tasks and Journals	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 use math journals 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 model this activity and grade levels will decide how to implement the journals (i.e. centers, bell work, daily math instruction). 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	06/30/2017	\$0	All classroom teachers are responsible for implementing this activity.
Writer's workshop following the MAISA Units	Teachers will use the Oakland County MAISA Writing Units in conjunction with Writer's Workshop to teach different types of Common Core Writing.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	All classroom teachers and support staff will be responsible for implementing this activity.

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leveled Literacy Intervention	Classroom teachers 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	06/30/2017	\$1000	Classroom teachers and support staff are 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 through out the building and on the playgrounds.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$2000	All staff will be responsible for implementing this activity.

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Positive Behavior Intervention System	Staff will consistently and systematically train students in positive behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	04/14/2015	06/30/2017	\$2000	All staff will be responsible for implementing this activity.
Math/Science Night	The Ann Arbor Hands on Museum will provide and demonstrate a variety of math and science games and activities for parents and students.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	School staff
Positive Behavior Intervention System	Staff will consistently and systematically teach students positive behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	04/14/2015	06/30/2017	\$2000	All staff will be responsible for implementing this activity.
Guided Math	Classroom teachers will meet with students in flexible math groups based on students' needs.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	All classroom teachers will be responsible for implementing this activity.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2017	\$0	Building principal and staff

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PLC Readiness	<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	06/30/2017	\$0	Building principal and staff
PLC Evaluation	<p>Data analysis of common and state assessments, perception, process and demographic data</p> <p>Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey</p> <p>Conduct Post-PLC Staff Survey and analysis</p>	Evaluation	Tier 1	Evaluate	09/01/2015	06/30/2017	\$0	Building principal and staff
PLC Monitoring	<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	06/30/2017	\$0	Building principal and staff