



School Improvement Plan

Wildwood Elementary School

Wayne-Westland Community School District

Jenna Mullins, Administrator
500 North Wildwood
Westland, MI 48185

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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?

Wildwood has a population of approximately 524 students. Over the past 3 years, the population has steadily decreased. We are 61% Free and Reduced Lunch, which has steadily increased each year. We have 19 FTE classroom teachers, with teachers having an average of 15 years of experience, with a low turnover rate. We have four classrooms per grade level in grades K - 2, three classrooms in grades 3 - 4, and one Behavior Recovery Room. Our population includes 62 ELL students. Our ethnicity includes 434 Caucasian students, 75 African-American students, 28 Hispanic students, and 17 Asian. Our diverse community has remained consistent with the exception of a growing ELL population. Our teacher attendance rates have drastically improved this past year, due to systems that the district implemented. Our student attendance analysis has identified a number of families that have needed numerous contacts in order to ensure their child's attendance. The staff at Wildwood are looking forward to partnering with the Westland police department to minimize the number of students that are absent on a regular basis as well as making it a schoolwide initiative to improve student attendance.

We have a unique population of parent and community volunteers, which we utilize in many volunteer groups. Some of our challenges include our growing population of ELL students, our decreasing student population, and a growing number of situationally impoverished families.

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.

Mission Statement: Learning and Leading for Life

Vision Statement: As you enter Wildwood Elementary you become a member of our family. At Wildwood we share in each other's accomplishments, failures, happiness and frustrations. We laugh together, learn together, love together and live together.

The Wildwood family strives to maintain the values of honesty, responsibility, respect, hard work, and a sense of pride in a safe environment.

The Wildwood family will meet the high expectations of the 21st Century by developing successful, life-long learners and productive members making a positive difference in the community.

The Wildwood think-tank is a place where home and school relationships flourish. We welcome you to join us as we stay on the cutting edge of research and technology.

Wildwood envisions ourselves as a model school. As a family, we are dedicated to learning at all levels. Every member feels valued and ideas are shared. At Wildwood, we invite you join our family and help make a difference. Learning for all whatever it takes!

Belief/Value Statements:

We will show appreciation towards our Wildwood family.

We will listen respectfully and agree to disagree.

We will explicitly teach our students our positive behavior expectations, everyday.

We will build community by greeting students at the door and working together to solve our problems.

We will be consistent with our routines and expectations.

We will teach our students how to work collaboratively.

We will share our passion for reading by immersing our students to multiple genres and authors.

We will incorporate technology into our daily learning.

We will build positive relationships with our families by utilizing various methods of positive communication.

We will commit to providing targeted professional development sessions to our parent community.

We will use the PTO as a forum to keep the community updated.

We will commit to continuous professional development and stay current with the latest professional literature.

We will provide research-based instruction, which includes: planning, progress monitoring, interventions, and differentiated instruction.

We will utilize formative assessments to make data-driven decisions.

We will never give up on our students by trying new strategies and by taking the additional time to meet the individual needs of our students.

Our mission, vision, and values are embodied throughout Wildwood in our offered programs and through our expectations for our students.

Our mission, vision, and values drive us to reach a child's full potential. Together, we have agreed on these statements to guide us in maintaining a program that teaches to the child's academic, social and emotional growth, as well as working together as a family for the families of Wildwood. Our Professional Learning Communities embody these statements. Through our PLC/ILC's, we use our value statements to ensure student achievement. Differentiated Instruction also is seen throughout our building. By using differentiated instruction, we remain committed to our value statements.

As part of our belief that we are a family here at Wildwood, we offer many parent nights for academics and social academic events. Each grade level holds a parent night, as well as a curriculum night. We have many community events such as the Leader in Me Leadership Day.
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the Winter and Spring Carnival, as well as a Fall Open House. We also utilize our community through Literacy Corp volunteers, Watch D.O.G.S. (a Dad mentor program), classroom volunteers, and the PTO. Throughout the building, the school has high expectations for all students and we honor our mission, our vision and our beliefs. Our staff, students, families and community are surveyed to verify how we are living out the vision, mission and commitments that embody Wildwood. In our weekly staff notes, a commitment is identified as an area of focus, which we will also focus on during our weekly staff meeting. Walk-throughs, observations and dialogue from our Professional Learning Community and Instructional Learning Cycle meetings allows the principal to informally survey how our building is functioning to our identified beliefs.

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.

The Wildwood staff and stakeholders are striving for continuous academic improvement in all content areas, for each child. We envision our building to foster an environment in which all students are able to identify and value their leadership potential. Our staff will continue to grow professionally and continually reflect and raise the level of rigor that is occurring in our classrooms. Within 3 years, the Leader in Me will be implemented, the Common Core State Standards will be fully implemented in all content areas. Our truancy and transience percentages will decrease, while students' intrinsic motivation for success will increase.

Notable achievements include becoming a MUTH award recipient and being chosen for the Leader in Me grant to implement the 7 Habits in our teaching. In addition, we have made overall gains on our MEAP and building common assessments each year.

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 MEAP 2013 scores at Wildwood Elementary remained consistent with previous years. Reading overall was 65% and writing increased from 43% to 49%. Our overall state ranking is 29%. Wildwood has never been a priority or focus building.

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.

All stakeholders are invited and encouraged to participate in all building decisions. The school improvement plan for the 2014-2015 school year was designed in the spring of the 2013. The Wildwood staff first began by analyzing assessment data from both local and standardized assessments. The staff reflected on the current proficiency levels and achievement trends. Perception data, process data and demographic data was also analyzed and reflected. The staff also reviewed the Goals, Objectives, Strategies and Activities that were implemented during the 2012-2014 school years. Many discussions were held regarding the effectiveness of the strategies and activities that had been implemented. In order to focus our school improvement plan, our staff and stakeholders have agreed to narrow our current school improvement plan to 2 strategies and 4 activities. These strategies and activities will be embedded in all goals. The staff first met as a whole group, then broke off into the school improvement subcommittees. Each subcommittee looked closer at their content area. During the subcommittee meetings, each group analyzed research based strategies and activities that would support our students' learning. Each subcommittee made recommendations to the entire staff. Revisions were made based on the feedback from the staff. The recommendations that were made from the staff were presented to the PTO Executive Board, who is our consistent parent group on our school improvement committees. The School Data Profile and School Improvement Plans were then taken to a group of parent representatives. Feedback was received and plans were adjusted based on the feedback. Parents were informed of their roles through direct conversations, as well as through the school newsletter. Meeting times fluctuate to accommodate all schedules.

Each school year in the Fall and in the Spring, parents, staff, students and community members are surveyed to evaluate our Title I programs, as well as our strategies and the activities that we are implementing. The Wayne-Westland Community Schools develops consistent surveys throughout each school in our district, as well as building developed surveys that are unique to the needs of Wildwood. The survey results were shared at a monthly PTO meeting, as well as a monthly parent school improvement meeting. The parent groups reflected on the survey data, as well as our assessment data, in order to make recommendations for our school improvement planning for the following school year.

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

The staff begins reflecting on building processes through our annual Interim Self-Assessment. The entire staff evaluates each indicator and then the staff discusses the differences that have been identified. Based on the results from the Self-Assessment, the staff then begins the dialogue of revising our school improvement plan. The goal of our school improvement team is to have a parent representatives to attend meetings with the principal to review data from perception surveys, student achievement and demographic data. The parent group reviewed recommendations from the Wildwood staff, as well as made recommendations to the staff.

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

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The final school improvement plan is communicated through the initial monthly newsletter that is distributed to all families, as well as posted on our school website. The plan is also communicated at the initial PTO meeting, the initial parent school improvement meeting and the Title I parent meeting. Furthermore, this plan is presented at monthly meetings between building administrator and the parents. Progress from our school improvement plan is shared through our monthly newsletters, monthly PTO meetings and monthly school improvement meetings.

The plan is created and shared with all staff members at staff meetings throughout the year. The entire plan is presented in the spring of each year and staff makes edits and improvements together. The plan is again rolled out in the fall of each year to review the goals for the upcoming school year. Furthermore, the plan is revisited in staff weekly notes, staff meetings and SIP meetings.

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?

Wildwood has had a steady decline in enrollment over the last 3 years from 556 students in 2012-2013, to 537 students in 2013-2014 and 522 students in the 2014-2015 school year. This decline has decreased staffing and funding. Over the past 3 years, our ethnicity subgroups have increased by 1-2% each year. Our economically disadvantaged students have been increasing. From 2012-2013 to 2013-2014 our economically disadvantaged students stayed the same, being at 57%. From 2013-2014 to 2014-2015 our economically disadvantaged students increased by 4% to 61%. Our ELL population has increased over the past 3 years. In 2012-2013 we had 24 ELL students. We gained 17 ELL students in 2013-2014 and in 2014-2015 we gained an additional 21 students giving us a total of 62 ELL students. In 2011, our staffing was at 22 classroom teachers, in 2012 we had 21 classroom teachers, in 2013 and 2014 we had 19 classroom teachers we expect to remain the same in 2015 with our student enrollment expected to remain close to our 2013 numbers. Overall, since 2012, the student population at Wildwood has declined by 34 students.

Student enrollment data presents several challenges to Wildwood. The decline in student numbers affects our financial capabilities to provide the best resources for our students. The decline in students also impacts the number of staffing and support staff available to support student learning. Other challenges in our enrollment data involve meeting the needs of our at-risk population and closing the gap between our subgroups and our growing ELL population. The number of less than full academic year students continues to be an area of concern. Students move in and move out and in return are at-risk of an inconsistent curriculum. The staff is also targeting a number of students to increase their school attendance. Our school social worker and psychologist have developed school-home contracts to identify the responsibilities for the staff, students and families.

Student Demographic Data

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

In 2012-2013 Wildwood had 94.08% of students present. In 2013-2014 Wildwood had 92.27% of students present. In 2014-2015 Wildwood had 93.59% of students present.

An increasing number of students with a poor attendance record, or a large amount of tardies or leaving early are a challenge in our building. A large number of our ELL enrolled students have a poor attendance record because of trips to their homeland. In addition, we have a small number of students that are transient, exiting and returning to several schools in the area.

As an intervention for our students with attendance issues, we meet as a core team to discuss possible solutions, then we meet with the parents to discuss our concerns and to problem solve ways to improve the student's attendance. We also have a Liaison Officer responsible for providing support with our extreme cases. In addition to these action steps, we also provide several incentives for students to attend school. We provide breakfast for all students each morning. We have a number of students who check-in with adult mentors each morning and again before leaving. We also provide a quality lunch for our at-risk students as well as a fun and engaging curriculum to engage our at-risk students.

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Students that leave for an extended period of time and return to Wildwood are reassessed, upon their return, to ensure that we are meeting their individual needs. We also provide a specific intervention plan, based upon what the data identifies. Next year we will make attendance one of our Wildly Important Goals. We will monitor weekly attendance percentages and reward students and classrooms for having few absences and low tardy rates.

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?

In 2012-2013 Wildwood had 85 Office Discipline Referrals and 40 Suspensions. In 2013-2014 Wildwood has 63 Office Discipline Referrals and 26 Suspensions. In 2014-2015 Wildwood has 110 Office Discipline Referrals and 57 Suspensions. The number of both Office Discipline Referrals and Suspensions are increasing. As a staff we need to address the issue of behaviors and alternatives to suspension. We need to increase student motivators by providing rewards and recognition. Our Positive Behavior Intervention Support Teams needs to meet consistently and on a monthly schedule to provide support for teachers and to look at data. Our staff needs to ensure that behavior expectations are being explicitly taught and that students are given time and support to be reflective of their behavior to keep behaviors from reoccurring.

Student Demographic Data

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

To address the decline in the financial resources, staff has prioritized spending and allocated funding to resources that provide the best results. Teachers have also written more grants, and found additional volunteers and community donors to assist with necessary financial necessities. To address the challenge of the number of students enrolled who are identified as at-risk, our focus for professional learning and public relations has been on how to meet the needs of these students. New programs involving the community are being implemented, such as Watch D.O.G.S., the Literacy Corps, and the Leader in Me. Our professional development has had a focus of teaching students of poverty and how to meet the needs of English Language Learners, as well as other struggling sub-groups.

As an intervention for our students with attendance issues, we meet as a core team to discuss possible solutions, then we meet with the parents to discuss our concerns and to problem solve ways to improve the student's attendance. We also have a Liaison Officer responsible for providing support with our extreme cases.

In addition to these action steps, we also provide several incentives for students to attend school. We provide breakfast for all students each morning. We have a number of students who check-in with adult mentors each morning and again before leaving. We also provide a quality lunch for our at-risk students as well as a fun and engaging curriculum to engage our at-risk students. We plan to set school wide attendance goals and offer incentives to students for meeting these goals.

Students that leave for an extended period of time and return to Wildwood are reassessed, upon their return, to ensure that we are meeting their individual needs. We also provide a specific intervention plan, based upon what the data identifies.

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When addressing behavioral concerns, Wildwood will increase the roll of the School Social Worker in facilitating the teaching of explicit behaviors and applying Tiered Behavioral Interventions and intense supports for students.

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 current administrator is in her second year as a building leader and has 4-8 years of teaching experience. The administrator's teaching experience helps make her an instructional asset. As she continues to build years of experience as a building leader, continuous and on-going professional developments are being attended to enhance her role in the building. Building Administrator has been trained in the Leader in Me, NWEA Test Administration and Data as well as the Common Core State Standards and new district curriculum. This training has a positive impact on student achievement as the administrator assists teachers in planning and differentiating instruction for all students.

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?

One of our teachers has been teaching between 4-8 years, 11 teachers have 9-15 years experience and 7 teachers have more than 15 years experience. We have a consistent staff from year to year which would have a positive impact on student achievement. Our teachers are familiar with the learning process, the curriculum, and the student population and families within our building. Having a high experienced staff and low teacher turn-over rate we are able to implement our school improvement plan quickly and efficiently each year. Teacher experience ensures our students are being taught at a high depth of knowledge level.

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?

During the 2014-2015 school year the school leader was out on FMLA for a period of time. This has a negative impact on student achievement as she facilitates instructional learning cycles and planning, the understanding of use of common assessment data, and follows through on attendance and behavioral concerns which can impact learning.

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?

Research states that teachers should be out of the classroom less than 7 days total per school year. Our data supports that on average, our classroom teachers are out of the classroom just less than 7 days per school year which would have a positive impact on student achievement.

The number of days that our teachers are out of their classrooms is a decrease from previous years. However, we did have one teacher and our school social worker out for extended periods of time on medical leave which negatively impacted students' achievement.

Teacher/School Leader(s) Demographic Data

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

It is important to monitor closely the number of absences of staff members. Those nearing or above 7 will need to request permission to attend "during school hour" professional development. That staff member, as well as building leaders will weigh the value of the professional development against the negative impact being out of the classroom has on students before granting permission to attend. Furthermore, a year long plan of staff meetings is prepared in the summer to ensure that this time is used to develop teacher professionally so that less "during school hours" professional development is required.

Process Data

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

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

In reviewing the results of the Interim Self Assessment Standard 2: Governance and Leadership and Standard 4: Resources and Support Systems were areas of strength with overall scores of 3.17 (Standards 2) and 3.29 (Standard 4).

Within Standard 2, staff felt indicator 2.1 (The governing body establishes policies and supports practices that ensure effective administration of the school) and 2.4 (The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively) were our strongest areas.

Staff felt that within Standard 4: Resources and Support Systems, indicator 4.1 (Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program) and 4.5 (The technology infrastructure supports the school's teaching, learning, and operational needs) were areas of strength within our building.

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?

In reviewing the Interim Self Assessment three indicators stand out as challenges. Indicator 2.6 (Leadership and staff supervision and evaluation processes result in improved professional practice and student success) was given a rating of a 2. Indicator 3.10 (Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses) was given a rating of a 2. Finally, Indicator 5.3 (Professional and support staff are trained in the evaluation, interpretation, and use of data) was also ranked with a 2.

12. How might these challenges impact student achievement?

Staff does not feel that grading and reporting practices are clearly defined. They do not feel like the current report card paints a clear picture of what students know and it is not displaying to parents their child's academic growth in meeting the Common Core Standards. A standards based and Common Core aligned report card could have a positive impact on student achievement as it would help build a stronger home and school connection about academic growth.

According to Indicator 5.3, staff feels they need more training in the evaluation, interpretation and use of data. Professional development in the area of Data Digs would positively impact student achievement because it would better qualify staff to look at the results of assessment and tailor their instruction and interventions to meet the needs of students. Staff will continue to do work in Instructional Learning Cycles with their grade level team. Staff will also take the Survey of Enacted Curriculum again this year and go over the results with the districts Executive Director of School Improvement and Innovation.

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.

In order to address these challenges we are piloting a standards based report card in the upcoming fall for grades K-4. We are also having professional development on Data Digs with time built in for teachers 3 times in the upcoming year to look at the data withing this structure. Our staff will continue to meet in instructional learning cycles as grade levels teams to review student data. One final measure we are taking to address these challenges is the Survey of Enacted Curriculum during the 2015-2016 school year. We will take this survey and go over the results with our district's Executive Director of School Improvement and Innovation.

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?

The Core RTI team meets and ensures that the students with disabilities have access to the full array of intervention programs. This group meets twice a month for a half-day. The team also meets if students are brought up in between meeting dates. Core RTI members can request students be brought up to the team as can classroom teachers. The building team consists of the Principal, Intervention Specialist, Resource Room Teacher, School Social Worker, School Psychologist, OPTIMUM Teacher, and classroom teacher. This team is also supervised at the district level by the Special Education director.

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

Response to Intervention in reading is available to all K-4 students. This is a half hour learning block in addition to the regular curriculum. Additional extended learning opportunities include before or after school tutoring, an intervention block within the classroom, and online resources including RAZ kids, Math Fact Tutoring Websites, and Compass Learning.

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

Wildwood provides tutoring for students throughout the entire school year using funds from Title 1. Tutoring is provided by highly qualified teachers. Teachers provide the information to families during after school workshops, parent-teacher conferences, newsletters, phone calls and emails. We also send personal invitations or set up extra parent meetings to inform parents of the extended learning opportunities.

1. Students will be identified using data from State Test, District Assessments, and Grade Level Assessments, paying particular attention to the bottom 30% of students.

a. Teachers, principal and school interventionist help identify specific students that are candidates for tutoring.

b. Teachers write a short description of what their tutoring lessons will entail. Lessons for tutoring are designed around the Common Core Standards. Lesson are turned in and held on record.

c. Students are given a pre and post assessment. Examples of tests are turned in as well as students results to have on record.

d. Students who do not succeed on post assessment are brought to Response to Intervention core team meeting.

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 evidence that we have to indicate the extent to which the state content standards are being implemented with fidelity are our NWEA Scores. This assessment was given twice during the 2014-2015 school year. We have teacher lessons plans, classroom formative and grade level summative assessments. These artifacts illustrate teachers daily lessons which include student "I Can" statements. Also, the student artifacts showcase the depth of knowledge at which students are demonstrating their understanding. Our grade level teams also meet in Instructional Learning Cycles(ILC). The data collected demonstrates how teachers are evaluating their own instruction and how it aligns to the common core standards. Our ILC feedback forms also show how our teachers are responding to student who are not meeting the standards and how instruction is altered to meet the students' needs.

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 our K-4 NWEA data. 35% of kindergarten students performed at or below 40% of the nation while 66% of kindergarten students performed at or above 41% of the nation in reading. The strength in kindergarten is vocabulary use and function with 74% of students proficient. In first grade 50% of students performed at or below 40% of the nation while 50% of first students performed at or above 41% of the nation in reading. First grade reading strength was literature and informational skills with 55% of students proficient. Second grade had 56% of students performed at or below 40% of the nation while 44% of second students performed at or above 41% of the nation in reading. In second grade the overall strength was literature and informational skills with 48% of students proficient. Third grade students had 52% of students perform at or below 40% of the nation while 48% of kindergarten students performed at or above 41% of the nation in reading. In 3rd grade the strength was vocabulary use and function with 53% proficient. In 4th grade the reading strength was literature and information with 56% of students proficient. Overall 46% of 4th grade students performed at or below 40% of the nation while 54% of fourth grade students performed at or above 41% of the nation in reading.

19b. Reading- Challenges

Our challenges in reading in Kindergarten and First grade are foundational skills. Foundational skills are no longer tested after first grade. Our NWEA data shows student in grades 2-4 need extra support in vocabulary use and function.

19c. Reading- Trends

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According to MEAP data over three cohorts (we do not have MEAP data for 2014-2015) students in grade 3 decreased overall. In 2011, we had 62% of students proficient; in 2012, 67% of students were proficient and in 2013, 61% of students were proficient. The grade 4 trend increased overall. In 2011 and 2012, 68% of 4th grade students were proficient on the reading portion of MEAP and in 2013, 70% of students were proficient. Overall we are below the State proficiency target for 2013-2014 of 66.82% proficient.

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.

When looking at NWEA data students are unable to recognize and comprehend what the question is asking due to unfamiliar vocabulary. Our students also lack testing stamina and rush through the test. Staff notices that the test does not give affirmation when students answer correctly or incorrectly and our students are used to this reinforcement when using technology. It is also important to note students are unable to apply higher level comprehension strategies throughout the text. Academic vocabulary is still an area of concern.

20a. Writing- Strengths

According to NWEA data 51% of second grade students, 44% of 3rd grade students and 48% of 4th grade students are performing at or above 41% of the nation. In second and third grade student strengths were in understanding language and editing for grammar and usage, with 53% of 2nd grade students proficient and 48% of 3rd grade students proficient. In 4th grade students' strengths were planning and developing a writing piece and understanding and editing for mechanic.

20b. Writing- Challenges

According to our NWEA data students show an understanding of grammar in isolation, however they do not show proficiency using grammar in their own writing. Our MEAP Writing data trend supports this and shows that both 3rd and 4th grades struggle with conventions when asked to use them in their own writing. Furthermore, 2nd-4th grade students struggle when it comes to planning and organizing their own writing.

20c. Writing- Trends

According to our MEAP data for the past 3 cohorts, 4th grade shows a positive trend. In 2011, 45% of students were proficient. In 2012, 47% of students showed proficiency on the writing portion of the MEAP. In 2013, 50% of 4th graders were proficient. We do not have 2014 MEAP writing data to compare. Although 4th graders are making gains each year we still fall short of the State proficiency target of 58.17%.

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.

Our teachers will continue to address the challenge of writing stamina and independence by modeling good writing. We will focus on writing topics and grammar instruction in our instructional learning cycles. Teachers will use grammar programs such as WriteSteps and MAISA units for grammar instruction. All teachers will also continue small group instruction and conferencing in classrooms. As a staff, we will use best practice during writer's workshop to expose our students to a variety of strategies that will enable them to show proficiency using grammar in their own writing. 2nd-4th grade will continue to take the language portion of NWEA twice each year and analyze the data by doing Data Digs in our grade level teams. Tier II and Tier III interventions will continue in grades K-4.

21a. Math- Strengths

Our NWEA data shows 49% of kindergarten students are proficient in math. Kindergarten students strengths were in geometry with 64% of students proficient and measurement and data with 47% of students proficient. Overall, 50% of first grade students were proficient on the math portion of the NWEA assessment. First graders strengths were operations and algebraic thinking with 63% of students proficient and geometry with 50% of students proficient. 47% of second grade students were proficient overall in math. 58% were proficient in numbers and operations and 53% were proficient in geometry. When 3rd graders were tested 46% showed proficiency overall in math. Two 3rd grade strengths were operations and algebraic thinking with 49% proficient and numbers and operations with 45% proficient. 4th grade students' strength was in operations and algebraic thinking with 41% proficient. 30% of 4th grade students were proficient in math overall.

21b. Math- Challenges

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Our NWEA data shows kindergarten challenges in math are operations and algebraic thinking with 33% showing proficiency and numbers and operations with 40% showing proficiency. First grade challenges are numbers and operations with 47% of students proficient and measurement and data with 35% of students proficient. Second grade students focus areas are measurement and data with 40% of students showing proficiency and operations and algebraic thinking with 49% of students proficient. Third grade students had 41% proficiency in both measurement and data and geometry. In geometry 15% of 4th grade students were proficient and 24% of 4th grade students were proficient in measurement and data.

21c. Math- Trends

MEAP data shows 3rd grade math performance over 3 years to have remained steady. In 2011, 36% of 3rd graders were proficient on the math portion of the MEAP test while 41% were proficient in 2012, and 40% proficient in 2013. Proficiency levels are similar in 4th grade. In 2011, 40% of 4th grade students were proficient on the math portion of the MEAP test. In 2012, 46% of 4th graders were proficient and in 2013, 45% of 4th graders showed proficiency. There was no data to compare for the 2014 school year. Our students are performing below the State proficiency target of 42.94%.

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.

Wildwood teachers will continue to teach the NY Engage math curriculum. All teachers will also continue small group instruction in classrooms. In addition, K-4 students will have vocabulary journals. K-4 teachers will teach weekly vocabulary words that are found in our curriculum and on our NWEA and state assessments. We will continue to take the math portion of NWEA twice each year and analyze the data by doing Data Digs with our grade level teams. Tier II and Tier III math interventions will take place for K-4 students in the 2014 school year. Teachers will continue to receive numeracy coaching in the 2014 school year. Teachers will also continue to use number talks as part of their math instruction.

22a. Science- Strengths

According to our NWEA assessment data 54% of 3rd grade students and 50% of 4th grade students are overall proficient in science. Life Science is a strength area for 3rd grade with 60% of students performing at a proficiency level. In 4th grade Earth Science is a strength area with 55% of students proficient.

22b. Science- Challenges

NWEA data shows that a physical science is a challenge for 3rd grade students with 54% proficient. In 4th grade life science is a challenge with 34% proficient. Students in K-4 have difficulty retaining vocabulary and using context clues to understand new vocabulary. K-4 teachers have observed that even though students show an interest, they have difficulty synthesizing and applying non-fiction scientific information.

22c. Science- Trends

Our MEAP trends when comparing 3 5th grade cohorts are improving, yet still concerning. In 2011, 15% of 5th grade students were proficient. Proficiency declined in 2012 to 13% but increased in 2013 to 17%. We do not have 2014 MEAP data to compare. A trend across the grade levels is difficulty with retaining vocabulary and using context clues to understand new vocabulary. Teachers have not used a consistent Science curriculum over the 3 cohorts, this contributes to the low scores and low growth in proficiency levels. Our students are below the state proficiency target of 22.62%.

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.

In summary, we will continue to teach our science curriculum using a variety of materials and provide hands on experiences using available resources. All teachers will also continue to use science text in small and whole group instruction. Adoption of a new science program will enable teachers to guide students to science proficiency. When looking at the NWEA and local assessment weakness, students need a broader exposure to higher-level vocabulary. As a staff, K-4 students will have vocabulary journals. K-4 teachers will teach weekly vocabulary words that are found in our curriculum and on our NWEA and state assessments. Vocabulary is a Wildly Important Goal for our school. Every classroom and student will track vocabulary instruction on a weekly basis. This data will be posted in all classrooms. 3rd and 4th grade students will continue to take the science portion of NWEA twice each year and analyze the data by doing Data Digs with our grade level teams.

23a. Social Studies- Strengths

When examining social studies, based on anecdotal notes and teacher observations, K-4 students showed strength with interest and understanding of map skills and geography. In addition, K-4 students are able to make real life connections to current events.

23b. Social Studies- Challenges

When examining social studies, based on anecdotal notes and teacher observations, K-4 students lack the understanding and connection of

our local, state, and national government. When examining our K-4 local common assessment data, students do not understand the cause and effect relationships of historical events. Teachers are still refining their ability to teach social studies across the curriculum. Teachers are working towards using nonfiction texts and academic vocabulary in the social studies content area to teach the language arts common core content standards in a meaningful way that students can make deep connections to.

23c. Social Studies- Trends

When looking at K-4 local assessments, we noticed that students struggle with understanding the necessary vocabulary across all grade levels. Students appear to have difficulty understanding how cause and effect applies to historical events. Students struggle to understand new words using non-fiction text features and context clues. Students struggle to make deep connections to the social studies contexts therefore struggle to apply concepts to understand a chain of historical events. Based on teacher observations students show an interest in using maps and studying geography across the grade levels. Teachers also report students grasp concepts better when social studies mentor texts, even historical fiction are used to teach lessons.

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.

All teachers will continue to use the MC3 curriculum to further students' understanding of social studies concepts, and we will use mentor text to further increase social studies concepts for all grade levels. Teachers will continue to teach social studies concepts and vocabulary during their language arts instruction. In addition, we will continue to use teacher observations and district provided common assessments to help assess student achievement and analyze the data by doing Data Digs with our grade level teams. We will also continue to incorporate appropriate social studies vocabulary through classroom discussions. All students will have vocabulary journals. K-4 teachers will teach weekly vocabulary words that are found in our curriculum and on our NWEA and state assessments. Finally, more hands on activities and project based learning, involving geography/history would further enhance their desire to learn and build upon their knowledge.

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 survey data from students their highest areas of satisfactions are in technology and adult support. Students are satisfied with the amount of technology Wildwood has in the in building. Students also feel like they have an adult they can talk to if they have a problem.

24b. Student Perception Data

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

According to survey results students do not feel as though other students treat teachers with respect. Also survey results show that students do not feel important in the classroom.

24c. Student Perception Data

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

Students do not feel like they are important. This survey was taken in November. Teachers are still establishing relationships with students and we feel as though this survey could be given again in the spring to see if students still felt like they are not important. Students in our upper elementary classrooms (grades 3 and 4) had a higher percentage of students not feeling valued than students in our lower elementary classrooms (Kindergarten through grade 2). Our third and fourth grade classrooms had very high class sizes this year, all over 30 students. Especially in classrooms with high student numbers we need to provide rewards and recognition more often.

Students do not feel like other students treat teachers with respect. We need to help make students feel valued and empower them to make positive behavioral choices. We will reinforce and provide recognition to students to promote a positive attitude towards school and staff. We will modify our behavior tracking methods and incorporate technology for motivation and a home-school connection. We will replace out Positive Behavior Support team with new members. This team will meet monthly with the building administrator and school social work to look at behavioral data and intervene with certain students and in certain classrooms to help decrease negative behaviors.

25a. Parent/Guardian Perception Data

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

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Parents/Guardians feel strongly that our school has a positive climate. They also feel their student is respected and supported by staff members.

25b. Parent/Guardian Perception Data

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

Based on our parent survey, parents do not feel as though they have a voice in their child's education. Parents/Guardians also do not feel the school systematically and publicly recognizes students who improve and succeed academically.

25c. Parent/Guardian Perception Data

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

Action that will be taken to address Parent/Guardian concerns will be an increase in parent communication. Teachers will continue to use email for weekly updates. Teachers will make more phone calls to address student concerns as well as student successes. The building principal will send how a parent phone call and email every Sunday afternoon with upcoming events. Wildwood will have award assemblies with parents invited for grades 3 and 4. These will be held each marking period.

26a. Teacher/Staff Perception Data

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

The staff feels strongly that our school leaders expect staff members to hold all students to high academic standards. Staff also feels the school provides a quality instructional program.

26b. Teacher/Staff Perception Data

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

According to our perception survey Staff/Teachers do not feel learning and support services are provided for ALL students based on their needs. Some staff members feel isolated from their colleagues.

26c. Teacher/Staff Perception Data

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

To address the Teacher/Staff perception concerns Wildwood will offer more enrichment activities for students excelling above grade level,

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including Compass Learning. Enrichment time will be built into the Intervention Block for these students. At the beginning of each cycle, teachers will have an extended time to plan for the cycle with building administrator, intervention specialist and grade level team. The plan will be flexible and teachers will be able to change groups as needed.

Wildwood will incorporate Vertical Alignment meetings during staff meeting time. This will allow grade levels to plan with their peers and align curricular needs.

27a. Stakeholder/Community Perception Data

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

The community stakeholders see our Leader in Me program at work. Their feedback shows us they are pleased with the data displayed on our walls of students' Wildly Important Goals and NWEA, students' tracking of their goals and successes in Leadership Notebooks and students practicing Leadership Skills in a visible manner throughout the building.

27b. Stakeholder/Community Perception Data

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

A common theme we see is stakeholders do not feel we publicly recognize students for their improve and academic success.

27c. Stakeholder/Community Perception Data

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

Wildwood will have award and recognition assemblies and invite parents. These will be held quarterly. Students will receive leadership charms as well as award certificates.

Summary

28a. Summary

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

Over the past three years Wildwood Elementary's enrollment has declined. The at-risk population and ELL population has increased. Our funding has decreased and over all so has our staffing. Our data shows that our truancy rates are growing. We also saw highest amount of suspensions and office discipline referrals this year. Our teaching staff is experienced and ready to address these challenges with best practice instruction and innovation. This is our second year as a Leader in Me school and teaching the 7 Habits and empowering students to be reflective of their own behavior will have a positive impact on our challenges.

Our process data indicates challenges for our staff is staff not feeling connected to the evaluation process. Staff is also concerned with the tool we use to indicate student learning and report it to parents. Wildwood will pilot a new report card in 2014. Also the principal will not be on extended leave which will help to create a connection between the evaluation tool, process and staff improvement. Staff feels that policies and practices are in place to facilitate growth and learning. Furthermore staff is confident that professionals are qualified and competent in their positions to assist students in learning.

Vocabulary is an area of concern in all content areas which is being addressed through vocabulary notebooks, goal tracking, and teaching non-fiction concepts across the curriculum. In reading staff will focus on foundational skills and vocabulary instruction. In writing teachers need to focus on understanding of grammar at a level that allows students to transfer their knowledge into their own writing. In math teachers in kindergarten thru second will focus on operations and algebraic thinking. In 3rd and 4th grade teachers in math will focus on measurement and data. In both science and social studies teachers will focus on academic vocabulary. Our teachers will continue to implement current curricular programs with fidelity in the areas of reading, writing, social studies and math. In science we will adopt the new curriculum that is agreed upon at the district level.

Perception data shows that students need to continue to be recognized with rewards for their academic growth and successes. All stakeholders are pleased with the technology supports we have in the building. Teachers believe we maintain high expectations for learning. We will strive to implement more academic supports for both struggling and high students.

28b. Summary

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

In the demographic data we discussed our truancy cases rising and our number of suspensions and office referrals increased this year. Furthermore our students who are economically disadvantaged also increased. These factors can negatively impact student achievement because these students are missing core instruction time. If these students are not present in school, they are unable to learn. Similarly, students who have to spend time in the office working with the school social worker and/or principal, miss valuable instruction in their class.

Therefore both of these challenges have a negative impact on student achievement. Our ELL population also increased we find that these

students have a difficult time with academic vocabulary.

Based on our data, the main challenge for teachers at Wildwood is that there are not consistent grading policies and reporting policies across grade levels that correlate with the reporting system to parents. This challenge impacts student achievement negatively because when the standards that teachers are teaching do not match what is being assessed and reported, there is an inconsistency between what is being taught and what students are assessed on.

Whenever there is a perception of a challenge or a weakness there will be a negative impact on student achievement. We know that in order for students to achieve, they need to feel important and safe. Our students reported they do not feel important and that they do not like how other students treat their teacher. Parents want their students to be recognized in a positive manner. Our staff thinks by addressing the rewards and recognition piece we can also change the negative perceptions that students have thus increasing their motivation towards their academic goals.

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?

To address the challenges with behavior, we will continue to implement the Leader in Me Program and Positive Behavior Support (PBIS). Our staff needs to recommit to the PBIS program for the 2014 and invest more time into explicitly teaching behaviors to our students. Also, Wildwood will continue our Watch D.O.G.S. program. The full-time school social worker will continue CICO, BIPs, and social skills groups.

For the 2015-2016 school year, Wildwood piloting the use of a new report card, which is aligned with the CCSS. This will create more of a solid foundation across grade levels when it comes to grade level expectations and grading.

Our entire staff will use "Lead Time" throughout the day. During this time teacher will discuss why their students, and other kids, are important in their classrooms, and how the teachers do care if the students are absent. Teachers will address the value of students and behavioral concerns in a plus/delta model.

In order to increase parent satisfaction, our main goal is for teachers to brainstorm ways to recognize students who improve academically and ways to share out that information. We will hold quarterly Awards Assemblies as well as recognize students in the monthly newsletter.

When looking at our local and NWEA data, we noticed that vocabulary continues challenge for our students. K-4 teachers will continue to use vocabulary journals across all content areas. Teachers and students will graph academic vocabulary. We will continue to take the NWEA two times each year and analyze the data by doing Data Digs with grade level teams. Tier II and Tier III reading groups will continue in grades K-4 and Tier II and we will implement Tier III math groups as well.

Teachers will continue small group instruction in reading, math and writing. Additionally, teachers will incorporate science and social studies concepts into their small reading groups. Teachers will use Readers Workshop for a reading curriculum, Engage New York for a math curriculum and we will pilot Write Steps for a grammar piece to add to our writing instruction.

The adoption of a new science curriculum along with vocabulary journals will address the challenges in science.

Teachers will continue to use the MC3 curriculum for social studies along with using mentor texts to further increase social studies concepts across all grade levels.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.wwcsd.net/assets/pdfs/annualreports/13-14/Wildwood-AER.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Wildwood is a K - 4 school.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Wildwood is a K - 4 school.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Stanley J. Szczotka, Ph.D., Executive Director/Student and Legal Affairs 36745 Marquette, Westland, Michigan 48185 / phone: (734) 419-2083 fax: (734) 595-2100 or 595-2031	

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2014-2015 Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact 14-15

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No	Our school improvement team consists of: Jenna Mullins Julie Rutherford Kathryn Colligan Amy Peters Lisa Sheppard Michelle Martin Jeannine Nelson	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was created through many building level meetings and professional development meetings where the entire staff spent time disaggregating local and standardized assessment data, perception data, process and demographic data. The demographic data, process data, perception data, and achievement data were collected throughout the school year. Different subcommittees were responsible for gathering different specific data components. The staff, students, community and parents were formally surveyed to gather our perception data. The achievement data was collected from both local and standardized assessment. The grade level local assessments are disaggregated during our professional learning community (PLC/ILC) meetings. The standardized assessment data is disaggregated in both grade level PLC/ILC meetings and as an entire staff. The entire staff also collaborated to complete our Self-Assessment survey. As a staff, we took different parts of the CNA and worked in teams to disaggregate the data. We then reported to the staff as a whole the challenges and strengths found in each area. The staff then collaborated to determine the appropriate action for each challenge area identified. Parent representatives met with the principal to review the findings of the staff. Input from the parent representatives were used to make any adjustments. From these group meetings, the CNA was constructed and school improvement plans were developed in the areas of reading, writing, math, science and social studies. Consensus was met as we discussed what the data revealed, and what we thought the best plan of action would be to address our challenge areas, based on research and best practices. The CNA is reviewed on a continual basis to update assessment data and other important data that is key to determining the proficiency with our At-Risk population. As a staff we developed new ways of tracking demographic data and looked at expanding our data collection to help define subgroups by mobility, conference attendance and achievement.

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

Student Achievement

We reviewed and analyzed the MEAP 2013, our district common assessments and local assessments. In reading, we determined that although our scores on the MEAP are above the county and the district, we declined the year 2013-2014 in 3rd and 5th grade and were slightly below the state average in all grade levels. Our scores were 3rd - 56%, 4th - 67%, and 5th 66% proficient. Our building proficiency was 65%, and our growth target was 67%. We missed our target by 2%. In reading, socio-economic status had the largest gap. On the NWEA, our fall scores indicated that in grades K and 1 we were meeting the expected RIT score. However, as the grade levels increased, the gap increased between the expected RIT and the actual RIT scores of our students. In the spring, approximately 60% of students in grades K - 4 met their RIT goal in reading. On our local assessment, BAS, we noticed a significant gap in achievement in reading in first grade. In writing, our MEAP scores increased from 43% to 49%. Socio-economic status was also the largest gap, while we narrowed the gap in gender. Our building score in writing was 50% proficient with our growth target being 58%. Our math MEAP scores declined from 37% to 28% proficient in 3rd grade, 43% to 31% in 4th grade, and 41% to 36% in 5th grade. Again, the socio-economic status subgroup's gap increased. Our math proficiency score was 33%, with our growth target score being at 43%. On the NWEA, there was a gap between the building RIT score and the expected RIT score at all grade levels. Local assessments also indicated that majority of the student population was not meeting the expected benchmark at all grade levels. Local assessments indicated that students are lacking basic numeracy skills. In science, on the meap, our students scored 10% proficient. This was an increase from 8%. Our building score was 10%, while our growth target 23%. On the NWEA, our students met their RIT scores in science. In social studies on the local assessments, 85%

School Improvement Plan

Wildwood Elementary School

of students met the expected benchmark.

School Programs / Process

Based on the completion of the Self-Assessment, the Wildwood staff has identified the need of improvement in: alignment between and among all grade levels; developing and analyzing the effectiveness of our instructional strategies; and how we monitor, use and analyze student achievement data in all subject areas.

Perception

Based on a staff PBS survey, it was found that there needs to be a focus on improving our students' intrinsic motivation to become future leaders that are making a positive contribution to society. The Wildwood staff has completed their second year as a Leader In Me school to highlight our students' unique talents and to teach the 7 habits of highly effective people. Based on a staff survey, it was found that the staff would like additional time to meet in professional learning communities using the instructional learning cycle process. In the upcoming year, additional meetings will be set aside specifically for the use of PLC/ILC time. PLC's will run as Instructional Learning Cycles. The staff all agreed that Wildwood is a place where they can grow professionally; and they know that we are moving into a collaborative model in which we will be monitoring student progress and developing interventions collaboratively.

Students were surveyed in grades 1-4. Based on a student survey, it was found that our students appreciate that their teachers are able to accommodate to their unique learning styles and attempt different techniques to help them learn. Students also shared that they enjoyed learning from the resources that were provided from Title I (Time for Kids, non-fiction guided reading books, RAZ kids website). The students that received additional reading support from our Title I Interventionist also responded that they feel that their reading has improved because that additional support. Students in the past have indicated that they did not feel as if they were leaders, which led to the implementation of the Leader in Me initiative.

Based on a parent survey, it was found that our parents believe that Wildwood offers a variety of opportunities for our families to be involved in their student's learning. It was identified, however, that we need to teach and instill a caring culture between our students. 86% of our families believe that their child is respected by their classmates. Our school social worker and Positive Behavior Support team has been collaborating with our parent representatives to develop a plan that would support a positive culture and climate between our students. Parents indicated that they were pleased with the Watch DOGS program and felt that it helped to maintain a safe and orderly environment. Parents expressed an interest in parent friendly math resources to compliment the new math program.

Demographics

Wildwood has 550 students enrolled in K - 4. We have 19 general education classrooms and 1 behavior recovery classroom. Our population consists of 75% Caucasian, 14% African-American, 6% Hispanic and 5% other. Wildwood's office discipline referrals are at an average of less than 10 per month. Our attendance is an area of minor concern with 110 students having 10 or more absences and tardies remain an issue. Our at-risk rate based on our free and reduced lunches is 57%. Our ELL population has increased each year, with it currently being at 47 students.

Conclusion

Our areas of priority are meeting our growth targets in reading and math. We need to close the gap with students who are economically disadvantaged and non-economically disadvantaged. We need to continue instruction on academic vocabulary to provide support to our ELL population which is increasing. We also see a need to use our Professional Learning Communities to dig into our NWEA data and to learn to use the data more effectively. We saw a need to implement a new math program, Engage New York. We also are in the process of providing professional development to teachers on numeracy skills and providing numeracy interventions for struggling students. We also determined a need for continuous professional development with the Leader in Me. Through the Leader in Me program we would like to see a decrease in the amount of ODR's and tardies.

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

The school goals are directly connected to priority needs and our data profile. As a staff, we took different parts of the data profile and worked in teams to dis-segregate the data. We then reported to the staff as a whole the challenges and strengths found in each area. The staff then collaborated to determine the appropriate action for each challenge area identified. Parent representatives met with the principal to review the findings of the staff. Input from the parent representatives were used to make any adjustments. From these group meetings, the data profile was constructed and school improvement plans were developed in the areas of reading, writing, math, science and social studies. Consensus was met as we discussed what the data revealed, and what we thought the best plan of action would be to address our challenge areas, based on research and best practices. Based on these meetings and data collection, the staff and stakeholders identified the need to focus on the strategies of best practice implementation and strengthening our professional learning communities. These activities within these strategies include teaching and reinforcing with our students how to process new information through identifying similarities and differences, building our students' background knowledge through increasing their academic vocabulary, creating and implementing formative assessments and using that data to differentiate their instruction. These strategies and activities will be implemented in each of our school improvement goals.

The school goals portray a clear and detailed analysis of multiple types of data. As a staff, we took our local, district and state assessments and worked in teams to dis-segregate the data. We then reported to the staff as a whole the challenges and strengths found in each area. The staff then collaborated to determine the appropriate action for each challenge area identified. From these group meetings, the CNA was constructed and school improvement plans were developed in the areas of reading, writing, math, science and social studies. Consensus was met as we discussed what the data revealed, and what we thought the best plan of action would be to address our challenge areas, based on research and best practices.

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

Our goals address the needs of all students within our school population and provides for special recognition to our disadvantaged students. Our goal of using the PLC/ILC process allows for data analysis to identify the needs of all students. The PLC/ILC process and Best Practice also provides for differentiation within the curriculum along with formative assessments to identify students struggling to meet the standards. Children who are disadvantaged are provided with the best practice strategies within instruction and differentiation of the curriculum to meet their needs.

Component 2: Schoolwide Reform Strategies

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

During the spring of 2013, the Wildwood staff reflected on our curriculum, goals and activities. The staff used the multiple sources of data to recommend the research-based strategies of Professional Learning Communities and Best Practices and to increase the achievement of all students to help them reach the State's standards. The Wildwood staff researched best practices in the work of Robert Marzano to identify key elements of lesson design and presentation that will be observed in all curriculum areas. The staff has committed to identifying similarities and differences in all content areas. In order to acquire new information and learning, staff will compare ideas/topics in order to secure understanding. The staff has also identified the need to explicitly teach academic vocabulary that is relevant to what is being taught in all content areas.

The Wildwood staff is also committed to bi-weekly Professional Learning Communities using the Instructional Learning Cycles framework and Dufour's PLC model. In 2014, we reviewed these strategies to determine what types of adjustments we need to make in order to make these strategies more effective in our school.

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

When reflecting on best-practices in our curriculum and instruction, our staff has referenced Zemelman, Daniels, and Hyde. In *Best Practice: Today's Standards for Teaching and Learning in America's Schools*, best practices in all content areas are presented. In reading, our staff has committed to teaching in the workshop format, which allows the students daily opportunities to select and read books that are of high interest and appropriate for them. Teachers will meet with students, both individually and in small groups, to target specific skills and strategies that our students are in need of reinforcing. Students will learn phonics through differentiated word sorts that are designed for each student's needs. In math, we are focusing on linking our daily lessons to real-world applications. Our goal is for students to internalize the concepts/strategies, and then apply them to any problem. We are also utilizing a program to assist in helping our students to master their basic facts, which was identified as a gap in our current curriculum. In writing, we are utilizing the workshop format, which allows the students to write everyday on a piece that they choose. Students will be taught grammar, revising and editing strategies in the context of their actual writing. In science and social studies, we are reinforcing the deep thinking skills/strategies that are taught in reading and writing. In order to allow for maximum participation of students during the classroom instruction, our school social worker will be supporting the needs of individual students.

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

During the spring of 2013, the Wildwood staff analyzed our needs assessment profile and reflected on our curriculum, goals and activities. The staff used the multiple sources of data from our assessment profile to recommend the strategy of Professional Learning Communities using activities in Differentiated Instruction and Formative Assessments along with the strategy of Best Practice using activities of Academic Vocabulary and Identifying Similarities and Differences to address the needs identified in the needs assessment. We reviewed this information again in the spring of 2014.

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

To provide a level of interventions for our students who need the most instructional support we will be using our Professional Learning Communities/ILC's to differentiate our instruction as well as our formative assessments to determine if our students are learning the objective and what we will need to teach. Teachers will be working within their Professional Learning Communities/ILC's on ways to differentiate the curriculum and to create formative assessments within the curriculum.

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

We will be using our Professional Learning Communities to analyze student data and to discuss if students are meeting the learning objectives. The staff will be reformatting our Professional Learning Communities to Instructional Learning Cycles. We will use this defined structure to increase data dialogues, and refine our collaboration to determine students instructional needs. Within our Instructional Learning Cycles we will look collaboratively at formative assessments to determine if we are meeting the needs of our students.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	100% of the para-professionals at Wildwood Elementary are Highly Qualified, based NCLB criteria.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Wayne-Westland Community School District postings are specific to Highly Qualified Standards for teaching and administrative staff, as required by the No Child Left Behind Act of 2001. Considerations for positions are only given to Highly Qualified candidates. Teacher and administrator credentials are verified at the district level and followed for updated qualifications. 100% of the teaching and administrative staff in a Title I School-Wide school, such as Wildwood Elementary, must be Highly Qualified, based NCLB criteria.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Wildwood's principal and social worker resigned at the beginning of the 2013-2014 school year. We also received a new TC/RR teacher, psychologist, and behavior recovery teacher. We did not have any classroom teachers leave Wildwood in 2014-2015. We also did not have any classroom teachers added to Wildwood in 2014-2015. Classroom teaching staffing has remained consistent over the past 4 years with teachers having only minor grade level changes.

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

There are 18 general education classrooms and 1 self-contained behavior recovery room at Wildwood. There are 4 kindergarten sections, 4 first grade sections, 4 second grade sections, 3 third grade sections, 3 fourth grade sections. Additionally, there are 10 part-time specials area teachers, 1 intervention specialist and 10 para professionals that are members of the Wildwood staff. Our special education support staff includes a full-time teacher consultant/resource room teacher, a full-time social worker, a full-time speech pathologist and a part-time school psychologist.

There are 2 teachers that have been teaching for 4-8 years; 8 teachers that have been teaching 9-15 years; and 11 teachers that have been teaching more than 15 years.

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

Wayne-Westland Community School District attracts high quality, highly qualified teachers to high needs schools by recruiting teachers at Michigan colleges and universities. Teachers are given a "snapshot" interview on site by Wayne-Westland Community School District Human Resources staff to give the district more information about the teaching candidate than an application and resume can do in isolation.

The district uses the following methods to attract Highly Qualified staff:

- Attend numerous university job fairs to interview prospective staff
- Interview a large pool of candidates with a team of principals
- Establish a pool of candidates who have been identified from the team interviews as highly qualified teachers who the district would hire if positions become available
- Building principals select candidates from the above pool for further interviews
- Other administrators review the recommendations from the building principal for hire Wildwood is committed to keeping highly qualified teachers at our building. There are many ways that we encourage teachers to stay at Wildwood. The building has a collegian culture that encourages teacher growth and sharing. New teachers to the building have "building mentors" and teachers work closely in grade level meetings regularly to discuss curriculum, student achievement data and instructional practices.

All teachers receive classroom support from the principal if needed in instruction and/or management, sometimes on a daily basis. This year, the staff will receive frequent feedback through the principal's walk-throughs and Go-Observe emails. The Intervention Specialist provides support to teachers in all language arts areas. The ancillary staff supports individual teachers with the needs of the students in their class.

Wildwood also has a plan for ensuring high quality professional development. This professional development plan attracts and retains staff
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that have an eagerness to learn and to continue building and enhancing their pedagogical skills. The Wayne-Westland Community School District also provides support to new teachers through a new teacher orientation, as well as district level mentors that facilitate professional development throughout the year. Wildwood has an ongoing and very positive relationship with Teacher Education Programs at universities and colleges within our geographical area. Wildwood students have been benefited by the students from many higher education institutions each year. Students from Eastern Michigan University, Madonna University, University of Michigan (Dearborn), Concordia College and Wayne State University have completed field hours, internships, and student teaching at Wildwood. Many of these students have come back to Wildwood as a substitute or applied for teaching positions in the Wayne-Westland Community School District. We believe that this quality relationship with the higher education community has helped our district and our schools attract highly qualified teachers.

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

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- Building principals select candidates from the above pool for further interviews
- Other administrators review the recommendations from the building principal for hire

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

Wildwood does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

The staff is receiving professional development in the 7 Habits of Highly Effective People, as well as how to implement the Leader In me model at Wildwood. This will be our main area of focus during the 2013-2014, 2014-2015, and 2015-2016 school year, as well as continuing to strengthen our professional leaning communities. Several staff members have also received continuous job embedded numeracy training to support our students acquisition of numeracy. There are also teacher leaders that are receiving professional development on formative assessments. These teacher leaders will be teaching the staff different strategies on utilizing formative assessments and providing students with meaningful, actionable feedback. Our staff has also received training on strategies from Teach Like a Champion book. We also have a large number of staff members participating in Teacher to Teacher professional development throughout the year on how to implement Reader's Workshop in their grade level.

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

The professional development at Wildwood is based on the direct needs of our students and staff. The strategies that are taught in our professional development sessions are then implemented by staff. Professional learning communities meet to discuss the data based on the strategy implementation and future professional development is designed based on the our data and school improvement goals.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Calendar 15_16

Component 6: Strategies to Increase Parental Involvement

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

Wildwood believes that parents have the right to be involved in decisions related to their children's education, and the school actively seeks input from parents. Recommendations that were made from the staff were presented to the PTO Executive Board, who is our consistent parent group on our school improvement committees. The School Data Profile and School Improvement Plans were then taken to a group of parent representatives. Feedback was received and plans were adjusted based on the feedback.

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

Wildwood uses the following avenues to involve parents in the implementation of the school-wide plan: a) the school improvement team has parental representation at meetings where student assessment data and instructional strategies are discussed, developed or revised; b) there is an active PTO, which holds flexible meetings, to allow parents to decide on the expenditure of funds for a variety of programs related to the school improvement goal statements, such as family involvement curriculum nights, parent education programs, community outreach efforts, assemblies, field trips, and tutoring programs; c) individual parent-teacher conferences are held in November and April, in addition to any conferences scheduled due to parent or teacher initiation; and d) parent surveys are used to determine parental satisfaction or dissatisfaction with the academic program, the school climate, the school improvement plan, and other important key issues involving parent teacher partnerships including homework and communication between home and school; e) a monthly parent school improvement team meets to reflect on our current reality and designs a plan for student achievement.

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

As part of our plan to involve our parents in the evaluation of the schoolwide plan, parents, staff, students and community members will be surveyed to evaluate our Title I programs, as well as our strategies and the activities that we are implementing. The survey results are shared at a monthly PTO meeting, as well as a monthly parent school improvement meeting. The parent groups reflect on the survey data, as well as our assessment data, in order to be involved in the evaluation of our school improvement plan for the upcoming school year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, we have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1119 (c) through (f).	Parent Involvement Policy

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

Wildwood Elementary School intends to follow parent policy guidelines in accordance with the No Child Left Behind Act of 2001, Section 1118. Wildwood school convenes an annual meeting in the fall of each school year. The purpose for the meeting is to share the information

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in the Annual Report, and to share and discuss the school-wide Title I Plan, which was developed by the staff, parents, and community and to develop strategies to increase parental involvement.

Wildwood believes that parents have the right to be involved in decisions related to their children's education, and the school actively seeks input from parents in a variety of ways. Wildwood uses the following avenues to involve parents in the design, implementation, and evaluation of the school-wide plan: a) the school improvement team has parental representation at meetings where student assessment data and instructional strategies are discussed, developed or revised; b) there is an active PTO, which holds flexible meetings, to allow parents to decide on the expenditure of funds for a variety of programs related to the school improvement goal statements, such as family involvement curriculum nights, parent education programs, community outreach efforts, assemblies, field trips, and tutoring programs; c) individual parent teacher conferences are held in November and April, in addition to any conferences scheduled due to parent or teacher initiation; and d) parent surveys are used to determine parental satisfaction or dissatisfaction with the academic program, the school climate, the school improvement plan, and other important key issues involving parent-teacher partnerships including homework and communication between home and school; e) a monthly parent school improvement team meets to reflect on data from the building, reflect on how we are doing, and develop a plan that would allow our students to reach their full potential. Parent input is sought specifically through parent surveys and parent participation in committees and activities for the development and revision of our parent-involvement policy, our parent compact and the school improvement action plans. The Parent Compact is explained annually at parent conferences and signed by the parents, teachers, and students. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff.

Parents are provided with timely information in the following ways: classroom and building wide monthly calendars and newsletters; quarterly issued report cards, scheduled parent-teacher conferences and parent or teacher initiated conferences/meetings; phone calls; emails; special event flyers; curricular brochures for major subject areas; Wayne Westland Community School District website; Wildwood School website; district Connections newsletter; Positive Behavior Support booklet; and Student Code of Conduct booklets. Parents receive district brochures describing in detail the curriculum used at each grade level along with time to discuss the curriculum at open house, curriculum night, or parent teacher conferences.

The Annual Report informs parents of the academic assessments that are used to measure student progress. Parents also receive copies of the student assessment results with the levels of proficiency defined, including parent friendly individual reports on the MEAP assessments and individual teacher assessments.

Parents are given materials and training on how they can improve their child's achievement. Some examples include:

*Targeted at-risk student/parent nights - where parents and students learn how to work together to improve their learning in the areas of reading and math

*Home Connection letters for Everyday Math

*Family Literacy Night

*Family Math Night

*Kindergarten Round-Up - informational sessions for parents of incoming students; kindergarten backpacks containing books and materials

*Take-Home Book Program with leveled texts and activities for each student.

Wildwood School continues to coordinate and integrate with Head Start and public preschool programs by offering Kindergarten Round-Up each spring. We hold a special open house for incoming kindergarten students, assist with questionnaires for the providing agencies, and participate in research (when requested) conducted by agencies following the progress of children who have received intervention through preschool.

Wildwood School has an ongoing partnership with Marshall Upper Elementary School, where most of our students transition after 4th Grade. Wildwood also has a parent liaison to the Family Resource Center that provides an ongoing service to assist parents with locating the appropriate governmental, social service, health, or educational program within the community. The Family Resource Center is helpful when families experience financial or housing difficulties, or are in need of additional resources to help their children. Wildwood School has access to www.star21.com and Trans-Act, a countywide program for obtaining documents in languages other than English. Wildwood also has access to translators for parent meetings. Parents are asked to participate in a variety of volunteer services, which allows for a rich

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partnership with parents and benefits the students and staff. Reasonable support is given for parental involvement by allowing parents as frequent helpers in the building and in classrooms. Parents are requested to attend field trips, open houses, special events and assemblies. Parents have also been involved in some of the academic programs that we offer our students. They have participated with the at-home reading program, volunteered in the classroom working with students and published a monthly parent newsletter. Additional ways that parents are able to support Wildwood students are through the fundraisers hosted by the PTO, which include book fairs, Santa Shop and Market Day. The fundraisers help offer monetary support for supplemental equipment and activities that enhance our students' learning experiences and contribute to our efforts at reaching our school-wide goals.

Wildwood staff, in coordination with parents, analyze the results of the multiple evaluations in order to improve programming. We also seek parent input on our school improvement plans and goals. Parents are part of the data analysis and jointly make decisions about programming with teachers and staff. Parent survey results are also analyzed.

Wildwood staff provides parents multiple opportunities to participate in the education and decision making process of their students. These opportunities include, but are not limited to:

- Principal Monthly Newsletter
- Teacher Newsletters
- Volunteers for the Classroom
- Volunteers for the Popcorn Sales
- Volunteers for Trips and Events
- Workshops for Parents
- E-mail
- Phone Calls
- School and District Website
- Open House
- Target Student Parent Nights math/reading/writing
- Family Literacy Night
- Skate Night
- Annual Meeting
- School Improvement Team Meetings
- Parent Teacher Organization Monthly Meetings
- Parent Teacher Conferences/Report Cards
- Parent Surveys
- At-Home Parent Resources
- Kindergarten Round Up
- Take-Home Book Program
- Book-it Program
- Summer Math packets
- Progress Reports (grades 4)

Wildwood staff and parents have developed a Parent Involvement Policy, brochure and Parent/Student/Teacher Compact. In addition to being distributed to parents at numerous meetings and events, teachers review these materials with parents at Parent-Teacher Conferences. The parent involvement policy, brochure and compact provide Wildwood with a more in-depth parent component to student learning and provide additional opportunities for parents to partner with the school.

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

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The parent engagement components of the schoolwide plan will be evaluated as they occur. Each month, Wildwood will be offering multiple opportunities for families to learn more about how they can support their child's learning at home. At the end of each parent professional development session, parents will be surveyed to rate the effectiveness of the content, as well as the presentation. Parents will also be surveyed to rate the effectiveness of the schoolwide programs through an annual survey. Wildwood will elicit their input during the monthly parent school improvement meetings.

Based on the feedback from parents and the community, the parent engagement strategies will be revised or added.

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

Based on the review of the parent and community feedback from the school-year, Wildwood will be making the following changes to improve the schoolwide program:

Wildwood will be providing more opportunities for our families to learn how to support their child's learning at home.

The sessions will range in times, from morning, afternoon and evening.

The sessions will have a specific content area, strategy/skill, and age level focus. The sessions will provide materials for the families to utilize at home.

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

The Parent Compact is reviewed with parents and the community at the September PTO meeting, as well as the September parent school improvement meeting. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff. The Parent Compact is then sent out to all families. At the fall parent-teacher conference, the Parent Compact is reviewed between the teacher and the parent.

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

The Parent Compact is reviewed with parents and the community at the September PTO meeting, as well as the September parent school improvement meeting. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff. The Parent Compact is then sent out to all families. At the fall parent-teacher conference, the Parent Compact is reviewed between the teacher and the parent.

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

We are a K - 4 building.

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

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

Wildwood provides individual student's results to families on a regular basis. Parents are informed of their child's progress on a quarterly, formal report card. Parents are also provided with progress reports, weekly notes, assessments, and class work on a regular basis, in an attempt to keep them informed of their child's progress in between the formal report cards. All parents also have access to their child's current grades, on a bi-weekly basis, through Parent Connect. The Annual Report informs parents of the academic assessments that are used to measure student progress. Parents also receive copies of the student assessment results with the levels of proficiency defined, including parent friendly individual reports on the MEAP assessments and individual teacher assessments. Wildwood School has access to www.star21.com for obtaining documents in languages other than English.

Component 7: Preschool Transition Strategies

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

Wayne-Westland schools has several preschool programs at Stottlemeyer Early Childhood Center. The district has a plan in place for transitioning children from its preschool special education program to kindergarten and other appropriate placements. We collaborate with the preschool on incoming students through records, e-mail, staff, IEPs, (Individualized Educational Plan) and phone calls. Assessments completed at Stottlemeyer are also sent to Wildwood. The kindergarten teachers at Wildwood have been very involved in these transition plans. They may even conduct observations of incoming students with special needs. Preschool teachers also do observations in our kindergarten classrooms, in order to ensure continuity of instruction. In addition, progress of children in Head Start and G.S.R.P. programs is tracked through kindergarten and first grade. All kindergarten and first grade children are assessed with NWEA, MLPP and BAS and teachers monitor progress of their students. The scores of the students who were former Head Start students are given back to Stottlemeyer teachers for their program evaluation. The preschool assessment records are also transferred to Wildwood at the start of the school year.

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

Currently, the district has reached out to preschool children and their parents through our Kindergarten Round-Up, which takes place in the spring of each year. Children from the community and their parents are invited to a session where they are given information about the kindergarten program and the skills that the students will need when they enter kindergarten. The children visit the classrooms, meet the teachers, and engage in activities. They receive backpacks with books and other appropriate preschool supplies to be used throughout the summer months. The parents receive a folder of information about the skills that their children will need and they are provided with sample activities to help the children attain those skills. The parents are given a presentation by the principal and Intervention Specialist who provide information about current school practices and classroom curriculum. The materials in the backpack are explained to parents and the many kindergarten readiness activities are for both parent and child to do before school begins in the fall. The parents view a video which describes the kindergarten program and shows children engaged in the various activities. They also visit the classrooms to see what their children have created during the time that the parents were in their informational session.

Component 8: Teacher Participation in Making Assessment Decisions

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

Wayne-Westland has core curriculum committees made up of teachers from each school and various building and central office administrators. The committees, consisting of building representatives, develop common assessments and decide upon other district assessments to be used for data collection and analysis at the buildings. The members ask their staffs for input on the decisions and take the information back to the committee where they solidify curriculum decisions. Feedback through the committee members is collected throughout each school year on these assessments and adjustments are made.

In addition to district common assessments, the Wildwood School Improvement Team discusses student performance, data and individual student needs in order to decide on best practices of instruction for our students. This is done at grade level meetings, staff meetings, inservices, workshops, District committees, professional development and summer meetings. The assessments that we use were selected by teachers, the building principal and other staff to align with our building goals.

Teachers are involved in every decision and play a vital role in our school improvement process. When reflecting on our standardized assessment, the MEAP test, our staff actively participates in analyzing the data in their Professional Learning Communities (PLCs/ILC's). During the PLC/ILC process, the staff first analyzes the strengths and weaknesses from the assessments. Gaps in achievement and trends are identified and used to develop a plan for increasing our students' proficiency. After gaps in the standards have been identified, our staff works together to determine what the students are expected to master. We reflect on what the standard states, as well as sample questions that the MEAP uses to assess those standards. All Title I students are also reviewed to make sure they are improving in weak academic areas. Teachers will work with these students and parents, as well as with students who are not showing progress. Plans are developed for both small group and individualized instruction, in order to increase our students' achievement levels. Students that are below proficiency level are identified and their progress is monitored and discussed during our staff and Professional Learning Communities/ILC meetings. We also employ different opportunities that allow the teachers to make decisions regarding our local assessments. Our local assessments have been created by our teachers, after reflecting on the needs of our students through our previous local and standardized assessments. Formative assessments were also developed to reflect the individual needs of our students. Our current local and formative assessments are analyzed and discussed during our staff and Professional Learning Communities meetings. Students' strengths and weaknesses are identified and instructional plans are developed to assist in increasing our students' proficiency levels. Individual and small group lessons are created and students' progress is monitored and discussed at professional learning communities/ILC meetings.

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

Wildwood's School Improvement Team discusses student performance, data and individual student needs in order to decide on best practices of instruction for our students. This is done at grade level meetings, staff meetings, in-services, workshops, District committees, professional development and summer meetings. The assessments that we use were selected by teachers, the building principal and other staff to align with our building goals. Grade level teachers are involved in every decision and play a vital role in our school improvement process. When reflecting on our standardized assessment, the MEAP test, our staff actively participates in numerous data disaggregation professional development sessions. During the professional development sessions, the staff first analyzes the strengths and weaknesses from the assessments. Gaps in achievement and trends are identified and used to develop a plan for increasing our students' proficiencies. After the gaps in the standards have been identified, our staff works together to determine what the students are expected to master. We reflect on what the standard states, as well as sample questions that the MEAP uses to assess those standards. Grade level teachers then

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work together to make a plan for the non- proficient students. These students also include students who are considered at-risk through Title I School- Wide funding. All Title I students are also reviewed to make sure they are improving in weak academic areas. Teachers will work with these students and parents of students who are not showing progress. Plans are developed for both small group and individualized instruction, in order to increase our students' achievement levels. Students that are below proficiency level are identified and their progress is monitored and discussed during our staff and Professional Learning Communities/ILC meetings.

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

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

Wildwood utilizes local, district, and State standardized assessments to monitor our students' performance and progress in reading, math, science, social studies and writing. Below is a list of assessments given in each grade level and subject area.

Reading Assessments

Grades K-1 MLPP testing: The Michigan Literacy Progress Profile (M.L.P.P.) is administered to students individually. The students are assessed on letter identification, letter sound awareness, concepts about print, known words, sight words, onset and rhyme, segmenting, and rhyming. Pieces of this assessment are utilized at different times of the year, based on where the students are expected to be performing. Proficiency levels have been identified, based on grade level and time of the year (see attachment).

Grade K-4 BAS testing: The Fountas and Pinnell Benchmark Assessment (BAS) is administered to all students in grades K-4. Grades 1-4 utilize this assessment three times per year, in November, February and June. Kindergarten utilizes this assessment in January and June. This assessment allows teachers to measure students' reading fluency and comprehension levels. Assessments are administered one-on-one and give the teachers a snapshot of what strategies the readers use and neglect while they are reading. Proficiency levels have been identified, at the district level, based on grade level and time of the year (see attachment).

Progress Monitoring: Our teachers progress monitor our Tier II students on a bi-weekly basis. The teachers utilize a running record from the student's small group instruction to verify what reading strategies the student is using and neglecting. The teachers utilize this information to make decisions for the student's interventions.

Grades K-4 NWEA Reading Assessments: The reading assessments are administered to our students three times per year, September, February, and May. The assessments were developed by the Northwest Evaluation Association. They are a nationally normed online assessment that adapts to the student's academic level. They are aligned to the Common Core State Standard (CCSS). Students are expected to made adequate growth according to their RIT score.

Grades 3-4 Reading MEAP Testing: This assessment is administered to students in grades 3-4. The students complete this assessment in October. For mastery on the MEAP, students should earn a 1 or a 2 on a 1-4 scale.

Mathematics Assessments

Grades K-4 NWEA Math Assessments: The math assessments are administered to our students three times per year, September, February, and May. The assessments were developed by the Northwest Evaluation Association. They are a nationally normed online assessment that adapts to the student's academic level. They are aligned to the Common Core State Standard (CCSS).

Students are expected to made adequate growth according to their RIT score.

K-4 NY Engage Math Chapter Tests (District Assessment): Each teacher utilizes their NY Engage math unit assessments to determine students' mastery on unit objectives that were just taught. Data analysis determines who needs additional support in mastering the unit's specific objectives. Student proficiency is set at 75%.

Grades 3-4 Math MEAP Testing: This assessment is administered to students in grades 3-4. The students complete this assessment in October. For mastery on the MEAP, students should earn a 1 or a 2 on a 1-4 scale.

Writing Assessments

K-4 District Writing Prompts: All students complete an informational and a narrative writing prompt three times per year. The writing pieces are scored on the analytic MEAP writing rubric, which assesses the writing traits of ideas, style, voice and conventions. Each trait is worth 3 points, with the ideas trait being doubled to 6 points. The students are expected to receive a 2 or 3 in each trait, or a 4 or 6 in ideas, to be

proficient.

K-4 District Writing Common Assessment: The writing common assessments are administered to our students two times per year, in September and May. The assessments were developed by a district ELA assessment committee and were written to mirror the MEAP assessment, but are aligned to the CCSS, as well as the GLCE. Students are expected to earn at least an 75% in order to be proficient.

Grades 4 MEAP Writing Testing: This assessment is administered to students in grade 4. The students complete this assessment in October. For mastery on the MEAP, students should earn a 1 or a 2 on a 1-4 scale.

Science Assessments

Grades 2-4 NWEA Science Assessments: The science assessments are administered to our students three times per year, September, February, and May. The assessments were developed by the Northwest Evaluation Association. They are a nationally normed online assessment that adapts to the student's academic level. They are aligned to the Common Core State Standard (CCSS). Students are expected to made adequate growth according to their RIT score.

K-4 Science Unit Assessments: Each teacher utilizes their science unit assessments to determine students' mastery on unit objectives that were just taught. Data analysis determines who needs additional support in mastering the unit's specific objectives. Student proficiency is set at 75%. As the Next Generation standards are adopted, assessments will be realigned.

Social Studies Assessments

Grades K-4 District Social Studies Common Assessments: Social studies common assessments will be administered to our students multiple times per year. The assessments were developed by a district social studies assessment committee and were written to align with the CCSS. Students are expected to earn at least an 75% in order to be proficient.

K-4 Social Studies Unit Assessments: Each teacher utilizes their social studies unit assessments to determine students' mastery on unit objectives that were just taught. Data analysis determines who needs additional support in mastering the unit's specific objectives. Student proficiency is set at 75%.

Michigan will be transitioning to the M-Step State Assessment in the Spring of 2015.

Third Grade students will be tested in the month of May on ELA and Math.

Fourth Grade students will be tested in the month of April on ELA, Math and Science.

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

The Wildwood staff provides timely and additional assistance to students who do not master the standards. The staff uses the following research based strategies to meet our math, reading, writing, science and social studies goals: Tier I Best Practice Implementation: The building administrator and the school leadership team works with the teaching staff to ensure that effective Tier I instruction is being implemented throughout the building. Our strong professional learning community creates an equal learning opportunity in each classroom throughout the grade level and vertically in grades K -4 through collaboration, data analysis, and interventions. As part of Tier I, teachers implement the Best Practice Framework. Examples include using a Workshop framework, explicit modeling, small group instruction, independent reading, and conferring. After implementing the best practice, teachers analyze the data to see which students are not meeting the standards. Tier I interventions are then put into place to help support students in meeting the standards. Tier I interventions include, but are not limited to additional small group instruction, pre- teaching, re-teaching, one-on-one instruction, conferring, additional skills practice, differentiated instruction and teaching the skill in a new way. Teachers collaborate to ensure consistency between what is being taught, how it is being taught, what the criteria for success is and how to meet the needs of those who did not meet the criteria for success. Small group instruction is used to differentiate instruction. In science and social studies, we are integrating reading and writing during the daily lessons and using small group instruction to differentiate our instruction. Tier II and Tier III Interventions: Our Tier II and Tier III groups follow the Response to Intervention model. Students who have not met the benchmark goal in a core or behavior area are identified as needing Tier II

interventions. Students are assigned to a Tier II group, which meets daily for an additional 30 minutes, with a highly qualified interventionist. In reading, Tier II groups are in addition to the small group guided reading instruction that students are receiving by their classroom teacher and takes place outside of the core instruction. A research-based program, Leveled Literacy Intervention, is used with the Tier II groups to teach reading strategies and skills that will bring the students to benchmark levels. The intervention specialist sees groups throughout the building for reading interventions, and provides support for the teachers in utilizing best practice strategies. Student progress is closely monitored with weekly running records. When a student achieves the benchmark level, the student is exited from the group. If a student has difficulty making progress, the Core RTI team meets to review the interventions and to determine additional interventions, possible Tier III interventions, or modifications to the interventions to ensure success. Tier III interventions include reducing the student to teacher ratio, changing the intervention type, extending the length of time, or the frequency of the intervention.

Teachers also have interventions for writing, math, science, social studies and behavior. Teachers analyze their formative assessments, which include unit assessments, district common assessments, and informal formative assessments, and create small groups to re-teach the skills and strategies that were not mastered. Wildwood also has several before, during, and after school tutoring groups, which focus on differentiated instruction. These are flexible groups that meet throughout the year based on the needs of the students. We continually monitor the effectiveness of our interventions using pre and post data from the small groups. When the data shows a need for change, the interventions are modified. If a student continues to not make the necessary gains in a Tier II group, the RTI team will then meet to determine additional interventions to meet the needs of the student.

Professional Learning Communities (PLC/ILCs): Each grade level team functions as a professional learning community (PLC) at Wildwood using the Instructional Learning Cycle process. Our PLC/ILC's meet formally three times per month, but they informally collaborate on a daily basis. The teams work together to answer the essential PLC/ILC questions: what do you want our students to know; how will we know if our students have mastered the objectives; what will we do if they have not mastered the objectives; what will we do if they have mastered the objectives. By teaching in units of study, our teachers have identified what they want their students to master by the end of the unit. When planning their units, our teachers create formative assessments that they will use to identify which students need additional interventions. By analyzing the formative assessment data, our teachers develop specific intervention plans for our students that have been identified as not meeting our unit's objectives. A PLC leadership team has also been established. The leadership team meets on a monthly basis and uses professional resources to reflect on our current structures at Wildwood, and then develops a plan to strengthen our structures. The teachers at Wildwood continuously collaborate to monitor student growth, especially in the areas targeted by our school improvement goals. Teachers use the data to determine the best intervention for each student. Teachers are well educated in using formative assessments to make data driven decisions and to monitor student achievement.

Parental Engagement: Parental engagement is a vital factor to our students' success. The Wildwood staff is continuously reflecting on assessment data to determine which areas our students need extra support. The staff then determines the best method to support our families in reinforcing these skills at home. Parent professional development sessions have been created to support our families in word study, phonics instruction, early literacy skills, technology that can be utilized at home, and reading comprehension. Extended Learning Opportunities: Grades 1-4 have been allotted 30 hours of extended day learning that they can use to reteach and reinforce concepts that our students have been identified as not mastering. Pre-assessments are used, specific interventions are implemented, and students are post assessed. Students that have mastered the objectives are able to exit the intervention, but students may stay for a longer duration of time, if needed. Extended day learning sessions are offered before school, during lunch, and after school in all core areas. Technology: Technology is embedded into instruction to reinforce concepts, to differentiate instruction in all core subjects and to actively involve students.

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

Differentiated Instruction: By utilizing formative and summative assessments, our teachers frequently identify what our students have mastered and which concepts our students need additional practice. In reading, our teachers utilize guided reading and individual conferring to meet our students' specific needs. During guided reading, students are learning strategies in a text that is at the students' instructional

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reading level. In social studies, science, writing and math, students meet with the teacher both in small groups and individually. In a group conference, teachers select a concept, skill or strategy that a few students are struggling with. The teacher then teaches and reinforces the students as they apply the skill or strategy.

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

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

Title I A money is used to improve core programs and provide assistance to those students that have been identified as needing additional support in mastering the state's standards. Title I A money is used for the following:

- Highly Qualified Interventionist that will be supporting students in reading, writing, and math.
- Highly Qualified Para-Professionals that will be supporting students in reading, writing, science, social studies and math.
- Extended day learning opportunities for identified students
- Leveled texts that supports students in reading, science, social studies, and math
- Materials for students to use in the classroom and at home
- Parent professional development sessions
- Consumable materials for parent professional development workshops
- Supplemental Materials - Scholastic News, Science Spin, Storyworks
- Online reading material
- 6 FTE Intervention Specialist that will provide support in reading, math, and writing

Title I A money is used to improve core programs and provide assistance to those students that have been identified as needing additional support in mastering the state's standards. Title I A money is used for the following:

- Highly Qualified Interventionist that will be supporting students in reading, writing, and math.
- Highly Qualified Para-Professionals that will be supporting students in reading, writing, science, social studies and math.
- Extended day learning opportunities for identified students
- Consumable materials for extended day sessions
- Leveled texts that supports students in reading, science, social studies, and math
- Materials for students to use in the classroom and at home
- Parent professional development sessions
- Consumable materials for parent professional development workshops
- 6 FTE Intervention Specialist that will provide support in reading, math, and writing
- Title IIA: has been used throughout the district to support professional development in the buildings, as well as through the district level.
- Title IID (technology - specifically, training and support from the district's Director of Instructional Technology)
- Title III: Provides bilingual services through Wayne RESA consortium.
- Title IV: Title IV additionally supports the director of The Henry Ford YMP (Youth Mentorship Program), which services our students.
- IDEA: funds special education programs and services for students with disabilities
- Act 18: A Wayne County special tax which funds programs and services for students with low-incidence disabilities such as paraprofessionals for students with all special need students requiring this service.
- General Fund: funds salaries of teachers and principal and other basic operational costs
- NCA School Improvement: is general fund money given to buildings to support NCA accreditation and school improvement.
- Bond money: comes from local millages supported by voters. These funds support building/plant renovations and upgrades.
- Foundation grants: are funded by WWCSO employees' donations to the WW Foundation. These competitive grants are given out once/school year for innovative ideas to benefit students.

-Fundraisers: building money raised by PTO, including Market Day, a fall fundraiser like Pie Sales, Pizza Kits, and cookie dough sales, which SY 2015-2016

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go to support our school improvement initiatives.

-31-A: additional social worker support all of the above programs and resources are coordinated and integrated toward the achievement of our school wide goals. Our plan includes resources from all of the above sources to implement the components of the plan. The school district also coordinates other federal, state, and local programs and services that are appropriate for our elementary school students as well as older students throughout the district. For example, violence prevention program (Second Step); nutrition programs (free and reduced price breakfast and lunch for eligible students); resources for families that are homeless (through the Family Resource Center); G.S.R.P. and Head Start programs (at Stottlemeyer); adult education; vocational and technical education (at the Career-Tech Center).

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

Title I A money is used to improve core programs and provide assistance to those students that have been identified as needing additional support in mastering the state's standards. Title I A money is used for the following:

- Highly Qualified Interventionist that will be supporting students in reading, writing, and math.
- Highly Qualified Para-Professionals that will be supporting students in reading, writing, science, social studies and math.
- Extended day learning opportunities for identified students
- Leveled texts that supports students in reading, science, social studies, and math
- Parent professional development sessions
- 6 FTE Intervention Specialist that will provide support in reading, math, and writing

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

Title IIA: has been used throughout the district to support professional development in the buildings, as well as through the district level.

- Title IID (technology - specifically, training and support from the district's Director of Instructional Technology)
- Title III: Provides bilingual services through Wayne RESA consortium.
- Title IV: Title IV additionally supports the director of The Henry Ford YMP (Youth Mentorship Program), which services our students.
- IDEA: funds special education programs and services for students with disabilities
- Act 18: A Wayne County special tax which funds programs and services for students with low-incidence disabilities such as paraprofessionals for students with all special need students requiring this service.
- General Fund: funds salaries of teachers and principal and other basic operational costs
- NCA School Improvement: is general fund money given to buildings to support NCA accreditation and school improvement.
- Bond money: comes from local millages supported by voters. These funds support building/plant renovations and upgrades.
- Foundation grants: are funded by WWCS D employees' donations to the WW Foundation. These competitive grants are given out once/school year for innovative ideas to benefit students.
- Fundraisers: building money raised by PTO, including Market Day, a fall fundraiser like Pie Sales, Pizza Kits, and cookie dough sales, which go to support our school improvement initiatives.

-31-A: additional social worker support all of the above programs and resources are coordinated and integrated toward the achievement of our school wide goals. Our plan includes resources from all of the above sources to implement the components of the plan. The school district also coordinates other federal, state, and local programs and services that are appropriate for our elementary school students as well as older students throughout the district. For example, violence prevention programs (DARE and Second Step); nutrition programs (free and

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reduced price breakfast and lunch for eligible students); resources for families that are homeless (through the Family Resource Center); G.S.R.P. and Head Start programs (at Stottlemyer); adult education; vocational and technical education (at the Career-Tech Center).

Evaluation:

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

Wildwood is continuously evaluating the strategies and activities that have been described in our school improvement plan. Each spring, the staff analyzes our total assessment profile to make determinations of the effectiveness of our strategies and activities. We use the Title I program evaluation tool to determine the implementation of major components in our school improvement plan. Wildwood school improvement content leaders and the principal will conduct instructional rounds (walk-throughs) to evaluate, provide feedback and implement changes of the schoolwide program. We also meet in PLC's in grade level, cross grade level, and content teams to evaluate the implementation of the schoolwide program.

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

The school evaluates the results achieved by the schoolwide program using the State's annual MEAP assessment. The MEAP assessment is disaggregated by subgroup, as well as by analyzing the item analysis reports. Strengths and weaknesses are identified, and then correlated to our local assessment data. In reading, we are analyzing our students' reading levels and their individual performance on the NWEA assessment. In writing, we are analyzing our students' on-demand writing, as well as our published pieces. We also analyze their language abilities on the NWEA. In math, we are analyzing our grade level common assessments, as well as our end of unit assessments, and individual performance on the NWEA. In science and social studies we reflect on both our common assessments and our formative assessments that classroom teachers have developed. In science, individual performance is analyzed on the NWEA assessment. Grade level teams meet in professional learning communities on a regular basis to evaluate how our students are achieving on our local assessments, as they are given. Our professional learning community teams also meet to analyze how our students have achieved on the formative assessments that each grade level team has identified as an indicator of student mastery within a unit of study. Based on the results obtained from our total data profile, our school improvement plan is revised to reflect our current students' needs.

Key factors that are analyzed are the actual assessment data, student overall achievement data, student demographic data, staff demographic data, student/staff/parent/community perception data, and our process data.

Michigan will be transitioning to the M-Step State Assessment in the Spring of 2015. Once the results are received, we will begin analyzing the data.

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

In order to determine the effectiveness of a school wide program, the Wildwood staff analyzes assessment and survey data. We are looking for an increased student proficiency level in all assessments, as well as positive feedback from the survey data.

On the MEAP assessment, we are analyzing student growth, as well as the percent of students that are scoring a proficiency level of 1 or 2. In reading, we are analyzing how our students are performing on our individual reading assessments that measure fluency and comprehension, as well as our grade level comprehension assessments. We also utilize formative assessments throughout the unit.

Individual grade level benchmarks have been identified for each assessment and each assessment period. In math, we are analyzing how our students are performing on our grade level common assessments, which measures end of the year goals, as well as end of unit

assessments. We also utilize formative assessments throughout the unit. In writing, we analyze how our students are achieving on their published pieces, as well as common, on-demand, writing prompts. The published pieces are evaluated on a rubric that is aligned to the unit objectives. The on-demand writing is evaluated using the MEAP analytic rubric. In science and social studies, we evaluate our students based on their end of unit assessments, as well as our formative assessments that take place throughout the unit. We also analyze and evaluate programs with data on the NWEA assessments in Reading, Language, Math and Science. On the NWEA we are looking to see if students met or exceeded their individual RIT score determined by the NWEA assessment.

Students, staff, parents and community members are surveyed to rate the effectiveness of our school wide programs. The surveys reflect on specific strategies and activities that have been implemented.

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

Wildwood is continuously evaluating the strategies and activities that have been described in our school improvement plan. We are evaluating our students, both formally and informally, on a regular basis. All stakeholders (parents, students, staff and community) are also surveyed each year to monitor the effectiveness of the strategies and activities that we have implemented. Each spring, the staff analyzes our total assessment profile to make determinations of the effectiveness of our strategies and activities.

The MEAP assessment is disaggregated by subgroup, as well as by analyzing the item analysis reports. Strengths and weaknesses are identified, and then correlated to our local assessment data. In reading, we are analyzing our students' reading levels. In writing, we are analyzing our students' on-demand writing, as well as our published pieces. In math, we are analyzing our grade level common assessments, as well as our end of unit assessments.

Grade level teams meet in professional learning communities on a regular basis to evaluate how our students are achieving on our local assessments, as they are given. Our professional learning community teams also meet to analyze how our students have achieved on the formative assessments that each grade level team has identified as an indicator of student mastery within a unit of study.

Based on the results from the assessments and surveys, school improvement and grade level teams make recommendations to continue or discontinue individual strategies and activities. Grade level teams meet in professional learning communities on a regular basis to plan evaluate the implemented strategies. School improvement teams meet quarterly to review/revise the implemented strategies. The entire staff meets annually to review and revise the recommendations from each school improvement subcommittee.

2015/2016 Wildwood Elementary Goals and Plans

Overview

Plan Name

2015/2016 Wildwood Elementary Goals and Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase proficiency in reading.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$60762
2	All students will increase proficiency in mathematics.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$17102
3	All students will improve proficiency in science.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$7229
4	All students will improve proficiency in social studies.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$7002
5	All students will increase proficiency in writing.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$4098

Goal 1: All students will increase proficiency in reading.

Measurable Objective 1:

71% of Kindergarten, First, Second, Third and Fourth 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 reading comprehension across all content areas in English Language Arts by 06/09/2016 as measured by the MEAP. .

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings.

Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study and will be aligned to each unit objective. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2568	Title I Schoolwide	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and implemented through each unit of study to ensure that all students are proficient in all unit objectives in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$31394	Title I Schoolwide	All Staff (Classroom Teachers and Core Team)

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans.

Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach,

Supovitz and Wayman (September 2009)

Tier:

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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$17525	Title I Schoolwide	All school staff
Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$3325	Title I Schoolwide	All school staff
Activity - OPTIMUM Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Brain Gym/ Brain Break activities from the videotaped sessions in the sharedrive (or on broadcast cart) with students daily. Additional Brain Gym activities taught to students and teachers by the OPTIMUM OTs/ PTs will be utilized during the school day as appropriate for instruction.	Academic Support Program	Tier 2	Monitor	09/15/2015	06/03/2016	\$0	General Fund	All Staff
Activity - The Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader in Me process will be implemented with all staff, Behavioral Tier 1 students, and parents to improve student achievement in core academic subjects, prepare students with 21st life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$5950	Title I Schoolwide	All staff

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth 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 reading comprehension across all content areas in English Language Arts by 06/09/2016 as measured by district local assessments. 100% of students will meet their projected RIT growth yearly. .

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be

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monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings.

Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study and will be aligned to each unit objective. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2568	Title I Schoolwide	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and implemented through each unit of study to ensure that all students are proficient in all unit objectives in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$31394	Title I Schoolwide	All Staff (Classroom Teachers and Core Team)

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans.

Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach,

Supovitz and Wayman (September 2009)

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$17525	Title I Schoolwide	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$3325	Title I Schoolwide	All school staff
Activity - OPTIMUM Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Brain Gym/ Brain Break activities from the videotaped sessions in the sharedrive (or on broadcast cart) with students daily. Additional Brain Gym activities taught to students and teachers by the OPTIMUM OTs/ PTs will be utilized during the school day as appropriate for instruction.	Academic Support Program	Tier 2	Monitor	09/15/2015	06/03/2016	\$0	General Fund	All Staff
Activity - The Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader in Me process will be implemented with all staff, Behavioral Tier 1 students, and parents to improve student achievement in core academic subjects, prepare students with 21st life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$5950	Title I Schoolwide	All staff

Goal 2: All students will increase proficiency in mathematics.

Measurable Objective 1:

53% of Kindergarten, First, Second, Third and Fourth 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 math fluency, application, and concepts in Mathematics by 06/09/2016 as measured by the MSTEP.

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings. Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$3911	Title I Schoolwide	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2713	Title I Schoolwide	All school staff

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans. Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach, Supovitz and Wayman (September 2009).

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$4528	Title I Schoolwide	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wildwood Elementary School

All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	No Funding Required	All school staff
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Activity - The Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader in Me process will be implemented with all staff, Behavioral Tier 1 students, and parents to improve student achievement in core academic subjects, prepare students with 21st life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$5950	Title I Schoolwide	All staff

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth 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 math fluency, application, and concepts in Mathematics by 06/09/2016 as measured by district local assessments. 100% of students will meet their projected RIT growth yearly..

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings.

Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$3911	Title I Schoolwide	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wildwood Elementary School

All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2713	Title I Schoolwide	All school staff
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(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans. Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach, Supovitz and Wayman (September 2009).

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$4528	Title I Schoolwide	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	No Funding Required	All school staff

Activity - The Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader in Me process will be implemented with all staff, Behavioral Tier 1 students, and parents to improve student achievement in core academic subjects, prepare students with 21st life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$5950	Title I Schoolwide	All staff

Goal 3: All students will improve proficiency in science.

Measurable Objective 1:

38% of Kindergarten, First, Second, Third and Fourth 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 overall science proficiency in Science by 06/09/2016 as measured by the MSTEP.

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings.

Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2474	Title I Schoolwide	All school staff

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans.

Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach,

Supovitz and Wayman (September 2009).

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Wildwood Elementary School

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$4755	Title I Schoolwide	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	No Funding Required	All school staff

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth 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 overall science proficiency in Science by 06/09/2016 as measured by district local assessments. 100% of students will meet their projected RIT growth yearly..

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings.

Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2474	Title I Schoolwide	All school staff

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans. Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach, Supovitz and Wayman (September 2009).

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$4755	Title I Schoolwide	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	No Funding Required	All school staff

Goal 4: All students will improve proficiency in social studies.

Measurable Objective 1:

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100% of Kindergarten, First, Second, Third and Fourth 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 of 75% or higher in Social Studies by 06/09/2016 as measured by the district common assessment.

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings.

Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program			09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$2474	Title I Schoolwide	All school staff

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans.

Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach,

Supovitz and Wayman (September 2009).

Tier:

School Improvement Plan

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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program			09/09/2015	06/09/2016	\$4528	Title I Schoolwide	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth 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 application and concepts where proficiency is 75% in Social Studies by 06/09/2016 as measured by district local assessments. 100% of students will meet their projected RIT growth yearly..

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings. Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program			09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$2474	Title I Schoolwide	All school staff
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(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans. Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach, Supovitz and Wayman (September 2009).

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program			09/09/2015	06/09/2016	\$4528	Title I Schoolwide	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

Goal 5: All students will increase proficiency in writing.

Measurable Objective 1:

65% of Kindergarten, First, Second, Third and Fourth 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 overall Writing in English Language Arts by 06/09/2016 as measured by the MSTEP. .

School Improvement Plan

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(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings. Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998).

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program			09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed to align with each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program			09/09/2015	06/09/2016	\$3074	Title I Schoolwide	All school staff

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans. Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach, Supovitz and Wayman (September 2009).

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$1024	Title I Schoolwide	All school staff
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Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	No Funding Required	All school staff

Activity - OPTIMUM Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Brain Gym/ Brain Break activities from the videotaped sessions in the sharedrive (or on broadcast cart) with students daily. Additional Brain Gym activities taught to students and teachers by the OPTIMUM OTs/ PTs will be utilized during the school day as appropriate for instruction.	Academic Support Program	Tier 2	Monitor	09/15/2015	06/03/2016	\$0	General Fund	All staff

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth 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 overall Writing, where proficiency is 75% in English Language Arts by 06/09/2016 as measured by district local assessments. 100% of students will meet their projected RIT growth yearly..

(shared) Strategy 1:

Professional Learning Communities - All staff will collaborate in grade level Professional Learning Communities (PLC's) to identify clear learning objectives, develop formative and summative assessments to monitor student learning, and develop intervention and enrichment plans based on the student data. The PLC's will be monitored through PLC feedback sheets, increased student achievement and the participation of the principal and school improvement leaders in the PLC meetings. Research Cited: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998).

Tier:

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program			09/09/2015	06/09/2016	\$0	No Funding Required	All school staff

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed to align with each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program			09/09/2015	06/09/2016	\$3074	Title I Schoolwide	All school staff

(shared) Strategy 2:

Best Practice - All staff will implement research based best practices to increase student achievement. The staff researched and identified two high yield strategies to focus on increasing student achievement: building academic vocabulary and identifying similarities and differences. The staff will implement these strategies through every unit of study. These strategies will be monitored through walk-throughs (both by principals and school improvement leaders), student work, and unit/lesson plans. Research Cited: A Practice Guide, Institute of Education Services, Hamilton, Halverson, Jackson, Mandinach, Supovitz and Wayman (September 2009).

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$1024	Title I Schoolwide	All school staff

Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	No Funding Required	All school staff

Activity - OPTIMUM Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Brain Gym/ Brain Break activities from the videotaped sessions in the sharedrive (or on broadcast cart) with students daily. Additional Brain Gym activities taught to students and teachers by the OPTIMUM OTs/ PTs will be utilized during the school day as appropriate for instruction.	Academic Support Program	Tier 2	Monitor	09/15/2015	06/03/2016	\$0	General Fund	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2474	All school staff
The Leader in Me	The Leader in Me process will be implemented with all staff, Behavioral Tier 1 students, and parents to improve student achievement in core academic subjects, prepare students with 21st life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$5950	All staff
Differentiated Instruction	All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and implemented through each unit of study to ensure that all students are proficient in all unit objectives in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$31394	All Staff (Classroom Teachers and Core Team)
Academic Vocabulary	All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$4528	All school staff
Formative Assessments	All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$3911	All school staff

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Academic Vocabulary	All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$1024	All school staff
Reinforcing Effort and Providing Recognition	All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$3325	All school staff
Academic Vocabulary	All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$4755	All school staff
Formative Assessments	All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study and will be aligned to each unit objective. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2568	All school staff
Academic Vocabulary	All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$17525	All school staff
Academic Vocabulary	All staff will utilize daily Marzano's Six Step Process for introducing and teaching academic vocabulary words in order to increase our students' academic background knowledge. Students will be assessed bi-weekly on key vocabulary terms to verify mastery.	Academic Support Program			09/09/2015	06/09/2016	\$4528	All school staff
Differentiated Instruction	All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed to align with each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program			09/09/2015	06/09/2016	\$3074	All school staff

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Reinforcing Effort and Providing Recognition	All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$2474	All school staff
The Leader in Me	The Leader in Me process will be implemented with all staff, Behavioral Tier 1 students, and parents to improve student achievement in core academic subjects, prepare students with 21st life skills and create a friendly learning culture where students and adults feel safe and engaged. Student efficacy, respect for others and ownership in the school community will be additional benefits.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$5950	All staff
Differentiated Instruction	All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$2713	All school staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
OPTIMUM Initiative	Teachers will use Brain Gym/ Brain Break activities from the videotaped sessions in the sharedrive (or on broadcast cart) with students daily. Additional Brain Gym activities taught to students and teachers by the OPTIMUM OTs/ PTs will be utilized during the school day as appropriate for instruction.	Academic Support Program	Tier 2	Monitor	09/15/2015	06/03/2016	\$0	All staff
OPTIMUM Initiative	Teachers will use Brain Gym/ Brain Break activities from the videotaped sessions in the sharedrive (or on broadcast cart) with students daily. Additional Brain Gym activities taught to students and teachers by the OPTIMUM OTs/ PTs will be utilized during the school day as appropriate for instruction.	Academic Support Program	Tier 2	Monitor	09/15/2015	06/03/2016	\$0	All Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Formative Assessments	All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$0	All school staff
Formative Assessments	All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program			09/09/2015	06/09/2016	\$0	All school staff
Formative Assessments	All staff will develop formative assessments that are aligned to the specific unit objectives. Staff will provide students with actionable feedback to advance their individual learning. Formative assessments will be developed in each unit of study. Formative assessments will be submitted with the PLC feedback sheets.	Academic Support Program			09/09/2015	06/09/2016	\$0	All school staff
Differentiated Instruction	All staff will assess students to identify individual academic needs and strengths. Interventions and differentiated instruction will be developed and aligned to each unit objective and implemented through each unit of study to ensure that all students are proficient in all core academic areas.	Academic Support Program	Tier 1	Monitor	09/09/2015	06/09/2016	\$0	All school staff
Reinforcing Effort and Providing Recognition	All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	All school staff
Reinforcing Effort and Providing Recognition	All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	All school staff

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Reinforcing Effort and Providing Recognition	All staff will enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Students will be guided to utilize this thought process, on a minimum of a weekly basis, through each unit of study, as recognition is most effective if it is contingent on the achievement of a certain standard.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2016	\$0	All school staff
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