



School Improvement Plan

Wick Elementary School

Romulus Community Schools

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Wick Elementary School is a Kindergarten through 5th grade elementary school with an enrollment of 356 students at the end of the 2014-2015 school year. The following student enrollment data is based on the end of the year data from the 2014-2015 school year:

- Males: 57%
- Females: 43%
- African-American: 79%
- Caucasian: 12%
- Hispanic: 3%
- Multi-Ethnic: 5%
- Other 1%
- Free / Reduced Lunch: 82%

Wick Elementary is one of 4 elementary schools located in the city of Romulus. Romulus is a city located approximately 30 miles west of Detroit. Detroit Metropolitan Airport occupies the very center of the 7 mile square school district. Romulus has a population of approximately 24, 000 people. The following information was obtained from the 2010 U.S. Census Report regarding the city of Romulus :

Race

- Caucasian 51%
- Two or more races 3.9%
- Hispanic or Latino 3.0%

Family Income

- Below 24, 999 27%
- 25,000-40,000 17%
- 40,000-60,000 22%
- 60,000 and Above 35%

Family Household

- Family Household with own children under 18 38%
- Married Couple with own children under 18 41%
- Female Householder with own children under 18 21%

Families Below Poverty 22%

Housing

- Home owners 74%
- Renters 26%

Romulus has seen slight growth in single family homes. However, enrollment at Wick and in Romulus Community Schools continues to drop.
SY 2015-2016

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Recent local trends at Wick indicate an increase in the African American population and a decrease in the Caucasian population; a decrease in the number of female students and an increase in the number of male students; and an increase in the number of free and reduced lunch students. The 2010 Census for Romulus indicates that the percentage of family incomes are distributed almost evenly across four levels. Trends indicate the importance of a skilled workforce. Students will need to possess higher level thinking skills, technology skills, and creative problem solving skills. They will also need skills to work within a multicultural society. Census data identified a significant number of families that are below the poverty level. Children of these families are at risk of experiencing learning problems without interventions.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Wick Elementary school is to challenge the future by challenging our students to become positive, innovative learners who are respectful, responsible, self-sufficient contributors of society.

The vision of Wick Elementary School is to have a learning environment where everyone can learn, lead and be safe!

We encompass the following beliefs:

- All people can learn.
- Self-esteem enhances learning.
- People learn in a variety of ways.
- Learning is a lifelong process.
- All people are born with a desire to learn.
- All people have worth and deserve to be treated with respect.
- We make a difference.

Over the past few years, ALL stakeholders have worked diligently to exemplify the district adopted vision "High Expectations, High Achievement: Everyone, Everyday".

We embody our purpose through our program offerings and high expectations for students.

Expectations for Student Performance

By selecting a challenging and viable curriculum, Wick will help to ensure that students graduating from High school will:

1. Be a self-directed learner who values education and is capable of learning over a lifetime.
2. Respect himself/herself, others and the environment
3. Know how to learn and work productively in a multicultural/global society
4. Use critical and creative thinking processes to make decisions and solve problems
5. Work and participate independently and cooperatively in all aspects of life
6. Acquire a core of understanding and competencies within the content areas
7. Be able to communicate effectively

Expectations for School Performance

By creating and maintaining a school milieu which supports increased academic achievement, Wick Elementary will:

1. Be committed to providing a positive and predictable school climate
2. Promote and teach skills such as problem solving and learning to resolve conflict
3. Place emphasis on prevention of problem behavior
4. Acknowledge students when expectations are met
5. Keep parents informed of their child school behavior or citizenship

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6. Create and encourage parent participation in the development of a climate plan
7. Encourage parent and teacher participation of the district/school climate team
8. Provide diverse extracurricular activities to enhance the academic program

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.

Wick elementary continues to be the first and only school in Romulus to implement a mandatory uniform policy. We'd like to believe that this, and other points of pride attract parents to our school. We continue to commit ourselves to continuous improvement, as a result, in 2011-2012 Wick was awarded a Lowes Toolbox for Education grant for continuous improvement. In addition, Wick became a Leader In Me School in 2014-15 committing to fostering leadership amongst its staff and student body.

In 2012-2013 Wick school as well as other schools in the district were recognized by the Michigan Association of School Boards for its innovative summer school program, "Camp Learn-a-Lot". Also in the 2012-2013 school year, Wick was the first school to implement a nationally recognized program, Watch D.O.G.S (Dads of Great Students) that focuses on improving student achievement by increasing the number of father or father figures who volunteer in schools.

Wick Elementary has received a satisfactory status under the Michigan Department of Education Accountability system. We have not been labeled as either a focus school or a priority school.

While we continue to implement all aspects of the AdvancED model, our focus for the next few years will be on the improvement of reading comprehension, math problem solving, science inquiry, social studies, and writing for all students.

Additional Information

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

We continue to offer opportunities for students and parents to get involved and become leaders at our school through the following:

Students

- Student Council
- Green Club
- Classroom Helpers
- Office Helpers
- Mission Possible Announcers
- Credit Union Helpers
- Flag Monitors
- Lunchroom Helpers
- Morning Announcers
- Boys & Girls Club
- Leadership Roles/Leader In Me

Parents

- PTO/Wick Parents Who Care
- School Improvement Team
- Climate/Positive Behavior Intervention Support Team
- Celebration of Cultures Presenter
- Office Helper
- Watch D.O.G.S Program
- Preschool Committee
- Volunteerism
- Healthy Living Committee
- Lunchroom/Breakfast Helper ---Service Learning

Our school improvement team is currently comprised of classroom teachers, parent, resource room teacher and administrator. The school improvement facilitators led the team in developing and completing the school data analysis and other diagnostics. It has been a huge effort resulting in a comprehensive document(s) about Wick Elementary. Time was provided to the team to work on the document during school hours and will be provided during the summer prior to the start of the school year.

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.

The process used to engage a variety of stakeholders in the development of Wick's improvement plan involved selecting stakeholders to hold key positions on the school improvement team. The School Improvement Facilitators, lead teachers within the building, were chosen by the building principal to lead the school improvement team. Each of the facilitators were also responsible for leading small steering committees comprised of a variety of grade level teachers within the building, these smaller committees were charged with the responsibility of being experts in content areas they were assigned to (Math/Science, Writing/ELA, Social Studies/Climate). The principal and parents, whenever possible, also served as active participants on the school improvement team.

The school improvement plan was developed during school improvement meetings and staff meetings, at which time planning, monitoring and evaluation of the School Improvement Plan began the focus for the meetings. Parent meetings also afforded us the opportunity to further develop the improvement plan during times when components of the school improvement plan were listed on the agenda, this allowed parents as well as community members (where applicable) to engage in the process.

Meetings were scheduled on a monthly basis, prior to the beginning of the school day to accommodate the members of the school improvement team. School improvement meetings are posted on the district/school website, communicated using telecommunication methods and published in the newsletter in order to afford the public and board members an opportunity to attend and provide input.

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

The school improvement team consisted of the following stakeholder groups:

Administrative group- building principal and central office staff (where applicable),

Teacher group- classroom teachers, resource teacher, and Title I Learning Specialist.

Parent group- parents and community members (where applicable, invited and attended when possible)

Student leadership group- student council members and adviser (where applicable)

The administrative group, particularly the building principal, is responsible for appointing the school improvement facilitators to lead the team in the development of the improvement plan. The principal is an active participant on the school improvement team, facilitates the work of the facilitators, ensures that the focus of the school improvement activities remains on improving student performance, encourages participating in decision making and secures the cooperation of the central office staff (these individuals are also responsible for ensuring that the focus of all school improvement plans remain on improving student performance).

The teacher group, which is comprised of members of our teaching staff who make up the School Improvement Team, also ensure that the focus of the school's improvement plan remains focused on improving student performance. The school improvement facilitators who are a part of this group, works with non-members of the faculty and the administration to generate support for the process, establishing timelines for completing the plan and secures suggestions and input from the school community during the development of the school improvement

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plan-they are the overseers of the development of the plan. Teacher participants, both members and non-members of the School Improvement Team assists in selecting the student performance goals for the school improvement plan, assists in identifying and selecting appropriate interventions to address the selected goals, and assists in identifying and selecting appropriate measurements for assessing student performance on the selected goals that make up the improvement plan.

The parent group, and in some cases, community members, serve as active participants during the process of creating the improvement plan. Members from this group assist in identifying and selecting appropriate activities to support the interventions of the improvement plan.

The student leadership group/Student council, is made up of student leaders within the building and a teacher leader who serves as the adviser for the group. This group's responsibilities during the development of the improvement plan consist of providing suggestions and input to members of the school improvement team regarding activities to be included in the improvement plan which promote student performance.

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

Wick's final school improvement plan is available on our district / school website for stakeholders to access. The final plan is also communicated to staff members prior to the start of school during the School Improvement/Professional Development Retreat. Parents and community members have an opportunity to receive communication regarding the final plan during some of the beginning of the school year events such as our Annual Open House, Muffins for Moms, Donuts for Dads and Goodies for Grandparents. During this time the principal and/or Title I Learning Specialists discuss our school improvement goals and many of the activities planned for the year.

The progress of the school improvement plan is discussed monthly during school improvement meetings, parent meetings, and other committee meetings in the school. School improvement meeting agendas are sent out prior to each meeting, and minutes are compiled and sent out to staff members after each meeting. Teachers also have an opportunity to monitor the progress of the improvement plan an additional two times a month during Staff meetings and Early Release/Professional Learning Team days.

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?

Student enrollment has not increased or significantly decreased in the last three years. Our history shows that enrollment was once very high and decrease in enrollment has caused larger class sizes, schools to close and layoffs.

Student Demographic Data

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

Student attendance could improve more if chronically absent students improved their attendance at a higher rate.

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?

Over the past 3 years there has been a decline in discipline referrals, suspensions and expulsions. Students with multiple referrals and suspensions have been the challenge when looking at Wick's data. In order to address this the district created a PBIS/CEIS position and identified tier 2 and tier 3 students to receive targeted behavior interventions.

Student Demographic Data

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

Increase recruitment efforts to improve enrollment (Academic fun fair, be more specific and target areas especially Romulus residents enrolled in Wayne-Westland). Truancy officer continues to help attendance.

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?

The majority of our teachers and administration have over 5 years of teaching experience. This allows for the few new teachers to have many staff to assist in understanding and implementing the curriculum. Because of their experience with curriculum they are able to scaffold and provide interventions more easily to address student needs.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The majority of our teachers have over 5 years of teaching experience. This allows for the few new teachers to have many staff to assist in understanding and implementing the curriculum. Because of their experience with curriculum they are able to scaffold and provide interventions more easily to address student needs.

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?

Days that the school leader were absent should not have had an impact on student achievement. Processes were put in place to assure that the building would run smoothly in the absence of the school leader.

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?

Teachers who were absent for illnesses could have a negative impact on student achievement because of the lack of consistency in the classroom setting. Absences for professional development could positively impact achievement because new strategies and techniques were learned.

Teacher/School Leader(s) Demographic Data

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

Attendance is a challenge in our building. Teachers incentives for attendance have been discussed for the following year.

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?

Standard 1: Purpose and direction

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?

Standard 5: Using results for continuous improvement

12. How might these challenges impact student achievement?

Student achievement may have been impacted by not effectively using results for continuous learning. This could impact achievement because students had limited time to work at their individual skill level.

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.

The following actions will be included in the School Improvement Plan to address the challenges:

Intervention block- Students are given time to work at their own level, teachers are able to assess and use data to plan

Compass Learning Odyssey/ Study Island- Student activities linked directly to MAP test scores

Data Meetings/RTI Planning Time - Teachers meet with Principal to discuss RTI data and strategies and plan for interventions using assessment data.

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?

Implementation of Tier 2 and Tier 3 interventions

Core Instructional Aids meet with bottom 30 groups

Title 1 interventionist meets with students performing below grade level

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

After school tutoring, grades 1-5

Camp Learn a lot - summer school, grades 1-5

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

Students are identified through NWEA assessment results, students who fall in the bottom 30% qualify.

Parents are notified in writing or by phone call that students qualify for programs.

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?

Lesson Plans

Data Meetings

PLT/PLC Meetings

Intervention Block

Math Stars

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.

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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

4th grade students scored higher on 2013-2014 MEAP than both the county and district
In K, 2, 3, 4, and 5 more than 50% of students reached their midyear growth goal on the NWEA MAP test
79% of all second grade students made their mid year growth goal.

19b. Reading- Challenges

Only 40% of 1st grade students reached their midyear growth goal on NWEA
Students in 3rd and 5th scored below the state, county and district average on the 2013-2014 MEAP
Students in 4th scored below the state on the 2013-2014 MEAP

19c. Reading- Trends

Trend data shows that the average third grade score is steadily increasing on the MEAP

19d. Reading- Summary

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Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will receive training on the NYEngage reading curriculum which will support our goal to increase comprehension. Additional PD opportunities will be added to the school improvement plan in order to address reading strategies and support tier 2 interventions.

20a. Writing- Strengths

Wick 4th graders scored at 42.3% proficient which was above the district average of 41.8%.

20b. Writing- Challenges

Our 4th grade MEAP writing scores (42.3% proficient) were lower than the state average (50.5% proficient) in the 2013/14 school year.

20c. Writing- Trends

Our trend for 4th grade MEAP writing scores shows that we are consistently lower than the state average proficiency each year going back to the 2011-12 school year.

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.

We will continue to implement the writing process (including Thinking Maps) with our writing instruction at Wick.

21a. Math- Strengths

Math MEAP scores in grades 3 and 4 improved from the 2012/13 to 2013/14 school year. 3rd graders scored at 20.3% proficient in 2012/13 and increased to 21.7% in 2013/14. 4th graders scored at 26.2% proficient in 2012/13 and improved to 28.8% in 2013/14.

21b. Math- Challenges

Fifth grade Math MEAP scores at Wick have declined from the 2012/13 to the 2013/14 school year. On the Math MEAP, Fifth graders scored at 34.5% proficient in the 2012/13 school year and that that number dropped to 29.0% proficient in 2013/14. These scores are each below the district and state averages in both years.

21c. Math- Trends

Fifth grade Math MEAP scores declined from 2012/13 to the 2013/14 school year. Third and fourth grade Math MEAP scores have increased over the same time period (2012/13 to 2013/14 school year).

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.

Our challenges in math are being addressed with the implementation of our Concrete-Representational-Abstract strategy (CRA). With this

scientifically-based research in place we feel our students will improve their conceptual understanding of mathematics.

22a. Science- Strengths

No strengths in science were noted.

22b. Science- Challenges

85.7% of our fifth grade students scored at a level 4 (Not Proficient) on the 2013/14 MEAP Science Test. The same test shows that state average was 51.7% of students scoring at level 4 (Not Proficient).

22c. Science- Trends

The number of 5th grade students scoring at level 4 (Not Proficient) has increased each year from the 2011/12 to 2012/13 school years, and then increased again from the 2012/13 to 2013/14 school years.

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.

Science literature will be embedded into the NYEngage curriculum that will be implemented beginning in the 2015-2016 school year.

23a. Social Studies- Strengths

Data shows no strengths in Social Studies.

23b. Social Studies- Challenges

43% of students scored at a level 4 (Not Proficient) on the 2013/14 MEAP Social Studies Test. The same test shows that state average was 18% of students scoring at level 4 (Not Proficient).

23c. Social Studies- Trends

The number of students scoring at level 4 (Not Proficient) has increased each year from the 2011/12 to 2012/13 school years, and then increased again from the 2012/13 to 2013/14 school years.

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.

The plan will include the continuation of the MC3 social studies curriculum along with additional exposure to social studies through the NYEngage reading curriculum.

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?

My school and teachers want me to do my best work (93.59% of students agree)

My school has computers to help me learn (92.31% of students agree)

24b. Student Perception Data

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

In my school students treat adults with respect (45% of students agree)

24c. Student Perception Data

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

While during the 2014-2015 school year only 45% of students agreed that adults are treated with respect at Wick, data shows an increase from the 2013-2014 school year, where only 38% of students agreed. Looking deeper at the data it was found that only 15% of students disagreed that teachers are treated with respect, and the other 40% were neutral. These findings support the continuation of both the Positive Behavior Intervention Support program (PBIS) and the Leader in Me process. PBIS and the Leader in Me both encourage positive, respectful behaviors through teaching expectations and desired behaviors both inside and outside of the classroom.

25a. Parent/Guardian Perception Data

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

My child knows the expectations for learning in all classes (97.44% agree or strongly agree)

Our school provides a safe learning environment (92.3% agree or strongly agree)

25b. Parent/Guardian Perception Data

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

Our school shares responsibility for student learning with its stakeholders (68.57% agree or strongly agree)

25c. Parent/Guardian Perception Data

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

Implementation of a new curriculum during the 2015-2016 school year will include a common homework plan for grades K-5. Nightly homework will allow parents to share in the responsibility of student learning.

26a. Teacher/Staff Perception Data

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

Our school provides qualified staff members to support student learning (100% strongly agree or agree)

26b. Teacher/Staff Perception Data

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

Our school provides high quality student support services (18% agree or strongly agree)

26c. Teacher/Staff Perception Data

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

Student support services were added to the program at the beginning of the year to address the need. A PBIS/CEIS coach was added to support behaviors in the classroom with general education students. A behavior interventionist position was created to support students with truancy and behavior issues. A reading interventionist position was created and will provide weekly support to students identified for additional support.

27a. Stakeholder/Community Perception Data

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

My child knows the expectations for learning in all classes (97.44% agree or strongly agree)

Our school provides a safe learning environment (92.3% agree or strongly agree)

27b. Stakeholder/Community Perception Data

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

Our school shares responsibility for student learning with its stakeholders (68.57% agree or strongly agree)

27c. Stakeholder/Community Perception Data

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

Implementation of a new curriculum during the 2015-2016 school year will include a common homework plan for grades K-5. Nightly homework will allow parents to share in the responsibility of student learning.

Summary

28a. Summary

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

Our strengths and challenges are:

***Process Data**

Strengths: Purpose and Direction

Weaknesses: Using results for continuous improvement

***Achievement Data**

Strengths: 4th grade students scored higher on 2013-2014 MEAP than both the county and district

In K, 2, 3, 4, and 5 more than 50% of students reached their midyear growth goal on the NWEA

MAP test. 79% of all second grade students made their mid-year growth goal.

Challenges: Science and social studies both show evidence of no student growth.

***Perception Data**

Strengths: Our school provides qualified staff members to support student learning (100% strongly agree or agree)

Weaknesses: Students believe that adults are not treated with respect in the building.

28b. Summary

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

Each of these challenges could have an impact on achievement if not addressed in a timely fashion, attendance is the major concern. When students are not in class it impacts the learning of both the student and their classmates.

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?

Review of the challenges has allowed us to align our goals, objectives, strategies and activities. Each of these will in place to improve upon the challenges identified.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | Yes | The Measures of Academic Progress (MAP) Test is given to all Wick students at 3 times (fall, winter, and spring) during each school year, these include the areas of math (grades K-5) and reading (grades K-5). The M-Step tests are given in the spring to students in grades 3-5. Additional testing takes place with our local Compass/ Study Island Math and ELA programs throughout the school year in grades K-5. | |

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

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

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

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

School Improvement Plan

Wick Elementary School

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 6. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Gary Banas - Director of Human Resources 36540 Grant Road Romulus, MI 48174 ph 734-532-1600 | |

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

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

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

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 completion of our CNA was conducted during several staff meetings, school improvement meetings and parent meetings. Parents had an opportunity to provide feedback as information related to student achievement and process data was reviewed and analyzed during monthly parent meetings. Data was collected using surveys, standardized and local assessment results, and self-assessment results. The data was then looked at more in depth as a school improvement team.

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?

The completion of our comprehensive needs assessment enabled us to reveal strengths and weaknesses related to our school.

We noted that our student population, which had been on a slightly downward trend over the past few years has stabilized. Wick had 364 students enrolled in the 2012/13 school year and 365 students in 2013/14, and 330 students in 2014/15.

As far as student achievement is concerned, Wick students score higher in reading than other academic areas. Positive trends in achievement are evident in fourth grade math (in Fall 2011 15% were proficient, while that number increased to 29% in Fall 2013). Also, writing scores increased from the Fall of 2012 (31.4% proficient) to Fall 2013 (42.6% proficient).

Increases were also noticed in the African American, male, female, and economically disadvantaged subgroups at Wick from the 2012-13 to 2013-14 school years when looking at MEAP results. These same subgroups also closed the achievement gap in the areas of math and writing.

Our perception data indicated that 97% of students feel their teachers want them to do their best work, and 96% of students believe their teachers help them learn things they will need in the future. 99% of Wick parents that were surveyed agree or strongly agree that Wick's purpose statement is clearly focused on student success. 97% of those parents also agreed or strongly agreed that their child has administrators or teachers that monitor and inform them of their his/her progress. 100% of the Wick staff that were surveyed responded that they either agree or strongly agree that the school's purpose statement is clearly focused on success, and that Wick has a continuous improvement process based on data, goals, actions, and measures for growth.

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.

Each of our school goals connects with a different academic area as well as a climate goal. Our goals were developed while examining local, state, and national data relating to student achievement at Wick.

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?

Each goal is intended for the entire student population at Wick. We monitor data on a schoolwide, grade level, classroom, and individual student basis, which would include those disadvantaged students. Strategies that are research based have been selected, with some specifically noting that they may increase achievement for all, but in some cases particularly those disadvantaged students.

Component 2: Schoolwide Reform Strategies

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

The strategies in our school improvement plan that focus on helping all students reach state standards include: Concrete-Representational-Abstract (CRA), multisensory approach, a comprehensive literacy program that focuses on the 5 elements of reading, 6 traits writing, and the Michigan Collaborative Citizenship Curriculum (MC3).

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).

Concrete-Representational-Abstract (CRA) is an intervention for mathematics instruction that research (Access Center Research Continuum) suggests can enhance mathematics performance of students with learning disabilities. Research based studies focusing on CRA show that students who use concrete materials develop more precise and comprehensive mental representations, often show more motivation and on-task behavior, understand mathematical ideas, and better apply these ideas to life situation (Harrison & Harrison, 1986; Suydam & Higgins, 1977). The multisensory approach, thinking maps, and a comprehensive literacy program that focuses on the 5 components of reading all have research as well supporting their usage.

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

Our research-based strategies were selected based on weaknesses in our comprehensive needs assessment / school data analysis.

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.

Our CRA strategy provides a level of interventions for students at Wick, especially those that need the most instructional support.

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

Through monitoring of the local data, RTI sheets, and data meetings with the principal.

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 | | |

| 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 | | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

1 of our 14 classroom teachers at Wick for the 2014/15 are new to the building this year (7%)

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

The majority of our teaching staff has 5 or more years of teaching experience.

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

Wick has used a portion of our available financial resources to support our school improvement plan by hiring high quality, highly qualified support staff. At Wick we attract and keep teachers in district through initiatives such as proficient state standardized test scores, behavior programs, on-going professional development for tenured and non-tenured teachers, additional support for non-tenured teachers through our teacher mentoring program, a safe and secure working environment, and opportunity for staff to participate in curricular and behavioral decision making.

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

The district has already ensured that teachers are highly qualified, and teachers are attracted and retained in the district through initiatives such as innovative programming, job fairs, recruitment trips, and competitive salaries.

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?

At Wick, initiatives such as our Positive Behavior Programs, on-going professional development, additional support for new teachers, a safe and secure working environment, and opportunity for staff to participate in curricular and behavioral decision making are in place and help lower the turnover rate of highly qualified teachers.

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 professional learning that Wick staff receives is aligned well with the comprehensive needs assessment, school data profile, and school improvement goals. As depicted in the list below, teachers will receive many levels of professional learning :

1. Level: Knowledge (presentation of concepts and theory):

- *Leader in Me

- * LLI (Leveled Literacy Intervention training)

- * Dr. Jean's Pre K-1st Summer Camp

-SIP alignment: The Wick School community will develop a positive, inclusive learning environment that builds capacity for strong leadership and effective instruction.

2. Level: Model/Demonstration of behavior:

- *Book Study - "Classroom Discussions in Math: A Teachers Guide for Using Talk Moves With the Common Core"

-SIP alignment:All students will improve math problem solving across the curriculum. 53% of all students will demonstrate a proficiency with problem solving in mathematics by June 2016

3. Level: On-the-job Practice (Coaching in the work setting):

- *Professional Learning Communities

-SIP alignment:All students will improve math problem solving across the curriculum. 53% of all students will demonstrate a proficiency with problem solving in mathematics by June 2016

4. Follow-up:

- *RTI from all sides

- *Crafting Non-fiction, K-6

- * Wayne County Green Schools Workshop

-SIP alignment:All students will improve reading comprehension across the curriculum. Teachers will teach various text features and structures of informational/expository text. (heading, table of content, glossary, electronic menus, icons and captions, bold print, subheadings, index, chronology, comparison, cause/effect, problem/solution) 71% of all students will demonstrate a proficiency in reading comprehension in English/Language Arts by June, 2016

The Wick School community will develop a positive, inclusive learning environment that builds capacity for strong leadership and effective instruction.

5. Long Term Maintenance:

- *Monthly Professional Development

-SIP alignment: All Goals

School Improvement Plan

Wick Elementary School

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

The professional learning is "sustained and ongoing" because it takes place over time, includes support for improving an already existing strategy use and it is frequently monitored through the use of student achievement. Professional Learning Teams at Wick also provide a great opportunity for sustained and ongoing professional learning.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | | PD plan |

Component 6: Strategies to Increase Parental Involvement

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

The parent group members serve as active participants during the process of creating the improvement plan. Members from this group assist in identifying and selecting appropriate activities to support the interventions of the improvement plan. All parents are invited to attend school improvement meetings which are held monthly. These meetings are where much of the planning for the schoolwide plan occurs. The dates for these meetings are distributed to the parents and posted on the school calendar. Additionally, the goals listed in our parent involvement plan are linked to our schoolwide plan. We also use input obtained through responses to our parent survey to help formulate the plan.

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

Parents play an integral part in implementing our schoolwide plan, as some components involve students utilizing online programs at home when possible. Many of our activities included in the schoolwide plan are also activities in our parent involvement plan - this enables our parents to support the implementation of the plan through volunteering and working with their child at home. Every activity that parents work to implement in the parent involvement plan helps to achieve our schoolwide goals. Our parent group, WPWC, meet once a month in the evening to discuss services related to parental involvement. They also discuss with the administrator and staff ways they can continue to help increase student achievement and parental involvement. Our "Watch D.O.G.S." program involves males that worked with students at Wick - a lot of that work revolving around improving interventions included in our plan.

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

Parents at Wick completed the parent survey which gave the team/staff feedback on sections of the schoolwide plan. In some cases surveys were administered at the conclusion of parental activities, which also provided us with additional input. Verbal discussion related to the improvement plan took place during parent meetings and School Improvement meetings which allowed us to continuously evaluate the effectiveness of our plan.

| 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 | | Wick Parent Policy Plan |

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

Our membership with the National Network of Partnership Schools (NNPS) exposed us to available research and best practices to improve our parental programs.

Section 1118 (e)(1) In order to carry out activities outlined in ESEA Section 1118 (e) (1), our Title I Learning Specialist makes himself

School Improvement Plan

Wick Elementary School

available during our annual Open House. He helps parents understand what Title I is through parent handbooks and resources. Parents receive an interpretation of the Grade Level Content Expectations (GLCEs)/Common Core State Standards. Questions related to our national, state or local assessments are also answered during this time.

Section 1118 (e)(2) Wick provides materials and training to help parents work with their children to improve their achievement. Such training is sometimes delivered during our Child Study Team meetings. Team members discuss any concerns parents have about their child's reading, math or behavior and provide user-friendly resources to parents. Additional referrals are provided on an as needed basis, this sometimes provides further training to parents. The Parent Resource Room located in our school is always open to parents. Information on parenting skills and resources to assist parents with helping their child is available for check-out in the parent resource room. Parents are also informed of events and activities that occur throughout the year that foster parental involvement and support the educational program. Some of the events include Academic Games Night, Science and Engineering Night, Reading Night, Bingo for Books, Scholastic Book Fair and others.

Section 1118 (e)(3) Wick elementary, with the assistance of parents, educates teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. The implementation of Joyce Epstein's six partnership practices included in the book, "School, Family, and Community Partnerships; Your Handbook for Action" has helped our school in providing the necessary technical, research, staff, and administrative support in the planning, and implementing of effective parental/guardian involvement activities to improve student academic achievement, school performance and parent involvement. Her "Keys to Successful Partnerships: Six Types of Involvement" which include Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community has helped staff build effective partnerships in order to increase student achievement by deliberately linking partnership practices to specific goals for student success. Each of the types of involvement and ways to strengthen each is discussed during PTO meetings. Current plans on improving teacher knowledge and skills in this area are occurring at the district level.

Section 1118 (e)(4) Our school, when possible, coordinates and integrates parental involvement programs and activities with Head Start, the Home Instruction Programs for Preschool Youngsters and public preschool programs, and conducts other activities such as our Wick parent resource room that encourage and support parents in participating in the education of their child. During our annual kindergarten roundup, parents enroll their incoming kindergartener. Wick had many parents express an interest in enrolling their child into our school during this event. A variety of communication methods were used to inform parents of this event such as: supplying flyers to the Romulus Head Start program, placing articles in the local newspaper, posting signs on the school yard and including the information in the monthly newsletter which goes home with each student.

Wick's Kindergarten Orientation affords parents and students the opportunity to transition to our school. During this evening event, parents and future students tour the classroom and the building. Students are introduced to activities to help prepare them for kindergarten. Parents are provided information regarding the rules of the building, Grade-level Content Expectations/Common Core State Standards, and activities to help prepare their child for kindergarten. Scheduled time is set aside for questions and answers, this helps to alleviate any anxieties that parents have about sending their child off to school for the first time.

Section 1118 (e)(5) Wick ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand. Currently, our school does not house parents of migratory children or parents with limited English proficiency. However, Joyce Epstein's study and our district's policies do address how their needs can be met. For parents of migratory children, parents/guardians would be involved in the development, implementation, operation and evaluation of the Migratory Education Program. Parents with limited English proficiency would be provided with information about the limited English proficiency program and their rights regarding the program in a language in which they can understand.

School Improvement Plan

Wick Elementary School

Section 1118 (e)(14) Wick Elementary shall provide such other reasonable support for parental involvement activities as parents may request by continuing to implement all six types of parent involvement which include: Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaboration with the Community. We also continue to value and encourage parent feedback.

Section 1118 (f) Wick shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 111 in a format and, to the extent practicable, in a language such parents understand. Although our school does not currently house parents of migratory children or parents with limited English proficiency, Joyce Epstein's study and our district's policies do address how their needs can be met. For parents of migratory children, parents/guardians would be consulted and involved in the development, implementation, operation and evaluation of the Migratory Education program. Parents with limited English proficiency would be provided with information about the limited English proficiency program and their rights regarding the program in a language in which they can understand. Additionally, many of our curriculum resources are provided in English and Spanish. Our telecommunications system enables us to select a language of preference. The school's secretary is Hispanic and speaks Spanish fluently, she sometimes communicates to our Hispanic parents in Spanish.

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

During one of our Wick Parents Who Care (WPWC) meetings the parent involvement component and plan is evaluated and revised for the next school year.

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

The results from the evaluation are put into the Parental Involvement Plan, which is tied to our schoolwide plan at Wick.

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

The parent compact was developed through a committee consisting of community members, parents, teachers, administrators, and board members.

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

Twice a year teachers conduct parent/teacher conferences where parents and teachers have the opportunity to meet and discuss academics, behavior, and social concerns they might have about the child as well as review their report card and role in achieving the goals of the parent compact. The compact is reviewed at each individual conference, and then signed by each teacher, parent and student.

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

N/A

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

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

At Wick, there are several venues in which school and student information and progress are shared with all stakeholders in a language that they can understand.

At the beginning of the school year, we have an annual open house. There the principal discusses our enrollment data, school improvement goals, MEAP results, student activities, the parent compact, parental involvement policy, as well as challenges for the future. This is done by explaining the Annual Report verbally and through a PowerPoint presentation. When the national, local, or state results are in parents are given reports and opportunity to meet with the Learning Specialist to help understand them. Throughout the school year, conversations with parents and teachers are held on a consistent basis either by phone, face to face, daily planners, weekly newsletters, or progress reports. Twice a year, teachers conduct parent/teacher conferences where parents and teachers have the opportunity to meet and review report cards in a language that parents and students can understand. Our report cards / progress reports are written in parent friendly language. MAP assessment data is displayed in our main hallway on a data board for both students and parents to see. Visual representations of the data are also created and displayed in the main hallway for the purpose of making sure that parents are aware of and can understand our academic standing.

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?

In addition to our Kindergarten Orientation at Wick, incoming students are invited to attend our district's Kindergarten "Round Up" in which parents can enroll their students, meet principals, kindergarten teachers and other staff members, and take home some information on preparation for a successful kindergarten 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?

Materials and training are provided to preschool parents (incoming kindergarten parents) at Kindergarten Round-Up and Kindergarten Orientation. Training consists of basic motor skills activities and strategies for beginning readers.

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?

Teachers provide input through being a part of the building's school improvement team, as well as staff meetings and Professional Learning Team meetings.

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

Teachers are involved in student achievement data analysis during school improvement meetings, staff meetings, Professional Learning Team (PLT) meetings, and data meetings with the principal several times a month per teacher.

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.

We look at students MAP test scores (as well as grades, additional assessments, and MEAP scores as needed) to determine those with difficulty mastering the state's academic achievement assessment standards. A component of the MAP assessment is designed to predict which students will or will not master the state's academic achievement standards prior to taking the state test. Students falling below the 50th percentile in reading or math are identified for either Tier 2 and/ or Tier 3 instruction. Also, any students falling in our bottom 30% are included in Tier 2 or Tier 3 instruction if they are not already identified. The students receiving instruction at these tiers have difficulty meeting academic standards at a proficient or advanced level.

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?

Those students scoring below the 25th percentile on their MAP test (given 2 times a year) receive timely, effective, and additional assistance through the use of our Title I Learning Specialist and Core Instructional Assistants (CIAs). The Response to Intervention (RTI) model is used as our multi-tiered instructional delivery process.

Timely and additional assistance for students not mastering the state's academic achievement standards also occurs through the implementation of Professional learning Teams. SMART goals are set in order to address student deficits targeted in the school improvement plan. Teachers determine if students are responding to interventions using formative assessment data during Professional Learning Team meetings.

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

We currently use the Response to Intervention (RTI) model for reading. RTI is a model focused on providing more effective instruction by encouraging early intervention for students experiencing difficulty. In this model, a student with academic delays is given one or more research validated interventions during an uninterrupted reading block. During the reading block teachers are able to differentiate instruction as students rotate through a series of stations/learning centers. The student's academic progress is monitored frequently to see if the interventions used during the stations / learning centers are working.

Students individual needs are also addressed and differentiation occurs through the use of technology. Many of the web-based and /or technology programs utilized at the school enable teachers to deliver curriculum that correlates to individual student deficits.

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.

Federal NCLB law requires schools to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as: Head Start and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. A list of programs we use at Wick include: Title I, Title 31a, Title IIa, and our local district funds.

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.

Federal NCLB law requires schools to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as: Head Start and other preschool programs, including plans for the transition of participants in such programs to local elementary programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Title I funding provides for a Title I Learning Specialist, Core Instructional Assistants (CIAs), materials, and an afterschool program that are all tied to increasing student achievement through our school wide plan. Title IIa funding provides for professional development that is specifically tied to our school wide plan. 31a funding provides for smaller class sizes that target students most at risk for failure.

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.

A portion of our funds are used for the climate of our building. We have implemented the No Bullying classroom program as well as the Michigan Model program which is taught once a week during all teachers' classroom meeting time to help ensure that students are safe. We also have a monthly Character Trait program explaining how we should treat each other. We also have the Federal Safe and Drug Free program to help our students see the importance of saying "no" to drugs. This is implemented annually during our Red Ribbon Week. Keeping our students aware of nutrition, the Fuel Up to Play 60 School Wellness Kits and the state's Michigan Model program also address how to become and stay healthy for grades K-5. To support the academic portions of our school improvement plan, Title I monies have been allocated to employ our Title I Learning Specialist, Title I CIAs, supplemental materials in reference to RTI, math materials, and supplemental technology initiatives. We have a universal free breakfast program that helps ensure students begin their school day with a nutritious breakfast each day. A high percentage of our student population also receives free or reduced lunches here at Wick.

Evaluation:

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

We have participated in a Title I program evaluation the past 3 school years (2012/13- 2014/15), in which we presented at the district level. Further evaluation of the implementation of the schoolwide program occurs through the use of perception surveys.

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.

We examine MEAP and MAP results to guide the schoolwide program and to make decisions as far as resources (human and physical) that are utilized by the school. The school's annual results are measured against the State's annual content area target that has been identified for the school. The same is true for the local MAP data, measurable objectives are created for each grade level each year, the data results are then compared against the expected target.

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.

Looking at MAP test results, the percentage and number of students that reach their yearly growth projections in math and reading are noted on a grade and class level basis. Likewise, the students who fall in the bottom 30% in each classroom are progressed monitored all year to determine if they made a years worth of growth in a years worth of time.

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?

We gather and analyze student achievement results when the plan is revised to note where more or fewer resources should be placed - including the addition of new activities or strategies to address the needs of our students.

Wick Elementary School Improvement Plan 2015- 16

Overview

Plan Name

Wick Elementary School Improvement Plan 2015-16

Plan Description

Wick Elementary School Improvement Plan 2015-16

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 improve math problem solving across the curriculum | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$6000 |
| 2 | All students will improve reading across the curriculum. | Objectives: 1 Strategies: 3 Activities: 12 | Academic | \$14300 |
| 3 | All students will improve their writing skills across the curriculum. | Objectives: 1 Strategies: 2 Activities: 5 | Academic | \$0 |
| 4 | The Wick school community will develop a positive, inclusive learning environment that builds capacity for strong leadership and effective instruction. | Objectives: 2 Strategies: 2 Activities: 5 | Organizational | \$57000 |
| 5 | All students will become proficient in Science | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$2850 |

Goal 1: All students will improve math problem solving across the curriculum

Measurable Objective 1:

47% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency with problem solving in Mathematics by 06/22/2016 as measured by proficiency on the M-Step and NWEA assessments.

Strategy 1:

Multi-sensory Approach - Teachers in grades K-5 will use a multisensory approach that addresses 4 Learning Styles: visual, auditory, kinesthetic and tactile to focus on the learning and retention of basic math facts to solve daily math problems.

Category:

Research Cited: The study done by R.A. Knuth and B.F. Jones which was titled "What Does Research Say About Mathematics" discussed a major shift in math curricula being one from the "mastery of isolated facts and skills" one that has shifted to "understanding of mathematical concepts to apply to new problem situations". They also discuss the change from a "drill and practice view" to a "problem solving view" within the area of mathematics.

Tier: Tier 1

| Activity - Math Intervention Block | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|--------------------|--|
| The school will implement bi-monthly Professional Learning Teams for a minimum of one hour. The staff will administer formative Rhymes n' Times assessments every fourth lesson during the Math Intervention Block. | Academic Support Program | Tier 2 | Monitor | 10/01/2012 | 05/27/2016 | \$300 | Title I Schoolwide | Teachers Learning Specialist Core Instructional Assistants |
| Activity - Math Star Test | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will administer weekly math stars tests. The school will recognize math star achievement monthly by awarding tangible incentives. | Monitor | Tier 1 | Monitor | 09/02/2014 | 06/13/2016 | \$600 | Title I Schoolwide | Cassroom teacher Learning Specialist Students |
| Activity - Preschool Transition Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Wick Elementary School

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|--|--------------------------|--------|-----------|------------|------------|-------|--------------------|---|
| Preschool students will gain knowledge of concepts and basics numbers during preschool transition / kindergarten orientation | Academic Support Program | Tier 1 | Implement | 07/29/2013 | 06/13/2016 | \$300 | Title I Schoolwide | Principal Kindergarten Teachers Learning Specialist |
|--|--------------------------|--------|-----------|------------|------------|-------|--------------------|---|

| Activity - Technology Integration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|--------------------|--|
| Students will use technology(Compass, Study Island, IXL) to gain knowledge and practice basic math facts. | Technology | Tier 1 | Monitor | 09/09/2014 | 06/13/2016 | \$1800 | Title I Schoolwide | Teachers, Learning Specialist, Principal |

Strategy 2:

Concrete-Representational-Abstract (CRA) - Teachers will implement a three-part instructional approach, Concrete-Representational-Abstract (CRA), to improve conceptual understanding of fractions to solve daily math problems and word problems.

Category:

Research Cited: According to the Access Center Research Continuum, CRA is an intervention for mathematics instruction that research suggests can enhance the mathematics performance of students with learning disabilities. It is a three-part instructional strategy, with each part building on the previous instruction to promote student learning and retention and to address conceptual knowledge.

Research-based studies show that students who use concrete materials develop more precise and more comprehensive mental representations, often show more motivation and on-task behavior, understand mathematical ideas, and better apply these ideas to life situations (Harrison & Harrison, 1986; Suydam & Higgins, 1977). Some mathematical concepts for which structured concrete materials work well as a foundation to develop understanding of concepts are early number relations, place value, computation, fractions, decimals, measurement, geometry, money, percentage, number bases, word problems, probability and statistics.

Tier: Tier 1

| Activity - Math Intervention Block | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| The school will implement bi-monthly Professional Learning Teams for a minimum of one hour. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/13/2016 | \$0 | No Funding Required | Teachers, Learning Specialist, Principal |

| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Wick Elementary School

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|--|--------------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Staff will implement the use of Thinking Maps during math instruction. The staff will monitor implementation through monthly gallery walks, where thinking maps are displayed. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/13/2016 | \$1000 | Title I Schoolwide | Teachers, Learning Specialist, Principal |
| Activity - Math Journaling | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will display understanding of fractions and numbers on the number line through the use of Math Journals. | Monitor | Tier 1 | Getting Ready | 09/09/2013 | 06/13/2016 | \$0 | No Funding Required | Teachers |
| Activity - Professional Learning Communities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will use Professional Learning Communities/Teams to collaborate for effective fractions lessons | Professional Learning | Tier 1 | Monitor | 09/11/2013 | 06/13/2016 | \$0 | No Funding Required | Teachers, Learning Specialist, Principal |
| Activity - Teacher Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will engage in a book study that focuses on using Talk Moves during mathematics instruction. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | No Funding Required | Teachers, CIA's, Learning Specialist, Principal |

Strategy 3:

Engineering - Teacher will incorporate engineering activities into math instruction.

Category:

Research Cited: Journal of STEM Education: Innovations and Research,

<http://ojs.jstem.org/>

JSTEM. ISSN: 1557-5284

Tier: Tier 1

| | | | | | | | | |
|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Activity - STEM | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher will implement engineering and robotic activities to improve problem solving skills. | Implementation | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$2000 | Title I Schoolwide | Teachers, Title 1 Learning Specialist, CIA's |

Goal 2: All students will improve reading across the curriculum.

Measurable Objective 1:

68% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/22/2016 as measured by M-Step and NWEA assessments.

Strategy 1:

Comprehensive literacy program - Teachers will implement a comprehensive literacy program that focuses on the five elements of reading. Phonemic awareness, phonics, vocabulary, comprehension and fluency.

Category:

Research Cited: 2010 Improving Reading in Kindergarten Through 3rd Grade: An Evidence-Based Assessment of the Scientific Research Literature on the challenge of teaching reading comprehension to students in kindergarten through 3rd grade. Marzano, Pickering, & Pollock (2001) found that learners acquire and store knowledge in 2 ways: linguistic and non-linguistic. Students are better able to think about and recall information when they use both systems of representing knowledge.

Tier: Tier 1

| Activity - 90 minute uninterrupted literacy block | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Students will participate in a daily 90 minute uninterrupted literacy block that includes: working with words, story warm-up, reading workshop, writing workshop, and guided reading. | Direct Instruction | Tier 1 | Monitor | 09/04/2012 | 06/13/2016 | \$0 | No Funding Required | Teachers |

| Activity - Tiered instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Students not meeting benchmark, as identified by data, will receive additional tiered instruction. (RTI) Tier II intense differentiated instruction will be delivered in flexible groups. Tier III direct explicit instruction will be delivered three times a week for 15 minutes. Specific groups include the use of the Leveled Literacy Intervention (LLI) guided reading system. | Direct Instruction | Tier 1 | Monitor | 09/04/2012 | 06/13/2016 | \$0 | No Funding Required | Teachers, Core Instructional Assistants (CIA's), Reading Interventionist, Learning Specialist |

| Activity - Increase phonemic awareness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Wick Elementary School

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|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Students will engage in the following activities to increase phonemic awareness: Word comparison, rhyming, sentence segmentation, syllable segmentation and blending, onset-rime blending and segmentation, blending and segmenting individual phonemes, phoneme deletion and manipulation. | Direct Instruction | Tier 1 | Monitor | 09/04/2012 | 06/13/2016 | \$0 | No Funding Required | Teachers |
| Activity - Improve phonics skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will engage in the following activities to improve phonics skills: letter sound association, decoding, word recognition, sight word reading, reading connected to text. | Direct Instruction | Tier 1 | Monitor | 09/03/2013 | 06/13/2016 | \$0 | No Funding Required | Teachers |
| Activity - Improve vocabulary skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will engage in the following activities to improve vocabulary skills: Concept naming and use, concept categorization, vocabulary development and use (Marzano & Pickering Six-Step Process for Teaching Vocabulary) | Direct Instruction | Tier 1 | Monitor | 09/03/2013 | 06/13/2016 | \$0 | No Funding Required | Teachers |
| Activity - Improve fluency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will engage in the following activities to improve fluency: phrasing attending to ending punctuation, read and reread to increase familiarity, reread and self correct while reading, read with phrasing, expression and inflection, listen to fluent oral reading and practice increasing oral reading fluency, self-correct word recognition errors. | Direct Instruction | Tier 1 | Monitor | 09/03/2013 | 06/13/2016 | \$0 | No Funding Required | Teachers |
| Activity - Preschool transition | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Families will participate in a kindergarten orientation at the school level. Preschoolers will receive instruction, activities and resources during reading month. | Academic Support Program | Tier 1 | Monitor | 03/01/2015 | 06/13/2016 | \$1000 | Title I Schoolwide | Learning Specialist, Kindergarten Teachers |
| Activity - After School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will engage in small group instruction with a focus on the 5 components of reading. | Academic Support Program | Tier 2 | Monitor | 11/01/2014 | 06/13/2016 | \$8800 | Title I Schoolwide | After School Staff |

School Improvement Plan

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| Activity - Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|--------------------|-------------------|
| Students will learn and apply reading skills through the Compass Odyssey and Study Island programs. | Technology | Tier 1 | Monitor | 09/01/2014 | 06/13/2016 | \$2000 | Title I Schoolwide | Teachers |

Strategy 2:

Structures and features of text - Teachers will teach various text features and structures of informational/expository text. (heading, table of content, glossary, electronic menus, icons and captions, bold print, subheadings, index, chronology, comparison, cause/effect, problem/solution)

Category:

Research Cited: According to The National Center for the Improvement of Educational Assessment, the benefits of text structure instruction for reading comprehension have strong empirical support. Research also supports the causal relationship between text structure instruction and improvement in composition skills.

Tier: Tier 1

| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|--------------------|-------------------|
| Students will participate and deepen their knowledge of text features and structures through the use of Thinking Maps. Classroom samples of these maps will be displayed for a scheduled staff gallery walk each month. | Academic Support Program | Tier 1 | Monitor | 09/01/2014 | 06/13/2016 | \$1000 | Title I Schoolwide | Teachers |

| Activity - Science Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Teachers will incorporate reading strategies that will advance students content knowledge of ELA and science and across the curriculum. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$1500 | Title I Schoolwide | Teachers, Learning Specialist, Resource Teachers |

Strategy 3:

Michigan Citizenship Collaborative Curriculum - Teachers will implement units of study (eg. Michigan Citizenship Collaborative Curriculum) to allow students to meet the demands of the Common Core English Language Arts standards.

Category:

Research Cited: Jere Brophy and Janet Alleman, "A Re-conceptualized Rationale for Elementary Social Studies," Theory and Research in Social Education 34, no 4 (2006): 428-454

Tier: Tier 1

| Activity - Social Studies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Wick Elementary School

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|--|------------------------|--------|-----------|------------|------------|-----|--------------------|--------------------------------------|
| Teachers will incorporate reading strategies that advance students' content knowledge of ELA, science and social studies | Curriculum Development | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Title I Schoolwide | Teachers, Learning Specialist, CIA's |
|--|------------------------|--------|-----------|------------|------------|-----|--------------------|--------------------------------------|

Goal 3: All students will improve their writing skills across the curriculum.

Measurable Objective 1:

59% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing across the curriculum in English Language Arts by 06/22/2016 as measured by the M-Step.

Strategy 1:

Writing Process - Teachers will use the writing process- prewriting, drafting, revising and editing, rewriting, and publishing which mirrors the way proficient writers write. In using the writing process, students will be able to break writing into manageable chunks and focus on quality material. The final stage, publishing, ensures that students have an audience. Students can even coach each other during various stages of the process for further emphasis on audience and greater collaboration during editing.

Category:

Research Cited: In a systematic research study, 6 fifth grade classrooms were compared (3 being taught using traditional instruction and the other 3 being taught using the writing process). Results were more positive from pre- to post-test for those classes receiving writing process instruction. (Jarmer, Kozol, Nelson, Salsberry, 2000).

Tier: Tier 1

| Activity - Cross-curricular writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will engage students in information writing in content area and cross-curricular writing pieces . | Implementation | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | No Funding Required | Teachers, Learning Specialist, Principal |

| Activity - Six Traits | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Teachers will engage students in using the 6 components of the trait writing including: ideas, organization, voice, word choice, sentence fluency, and conventions. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Title I Schoolwide | Teachers, Learning Specialist, CIA's, Resource Teachers |

School Improvement Plan

Wick Elementary School

Strategy 2:

Thinking Maps - All staff members will teach Thinking Maps to help students organize and format their writing.

Category:

Research Cited: The Thinking Maps language for learning is effective as shown in three general areas of research: cognitive science, effective instructional practice, and brain research. The use of Thinking Maps across whole schools has brought about a wealth of evidence demonstrating the effectiveness of these tools.

By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance.

Tier: Tier 1

| Activity - Teacher Model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------|
| Teacher will teach/model the Thinking Map organizers. | Implementation | Tier 1 | Implement | 09/01/2014 | 06/13/2016 | \$0 | No Funding Required | Teachers, Learning Specialist |

| Activity - Student Thinking Map Activity | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------|
| Student will use the Thinking Map to organize or produce informational/expository writing pieces. | Implementation | Tier 1 | Implement | 09/09/2013 | 06/13/2016 | \$0 | No Funding Required | Teachers, Learning Specialist |

| Activity - PBIS Time-out Organizer | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Students will use the Thinking Map organizer as a Positive Behavior Support (PBIS) "time-out" problem-solving organizer. | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | No Funding Required | Teaching Staff, Learning Specialist, Principal |

Goal 4: The Wick school community will develop a positive, inclusive learning environment that builds capacity for strong leadership and effective instruction.

Measurable Objective 1:

collaborate to get 90% of our stakeholders (staff, students, families) to improve their perception about our school community by 06/13/2016 as measured by process and perception data..

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(shared) Strategy 1:

Positive Behavior Support - The school community will build capacity to create and promote a culture of leadership and learning through focusing on improved self image, academic engagement, anti-bullying, peer relationships, cooperative learning/working, restorative justice, and personal improvement plans for students.

Category:

Research Cited: Battistich, V, Solomon, D, and Kim, D. 1995. Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performances impact brain function and student behavior and academic performance.

Tier: Tier 2

| Activity - Student Behavior Support Sessions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|---------------------------------|--|
| Student Supporters will support Tier 2 students through large group, small group and individualized support to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Behavior /Academic Mentor-Counselor, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote school attendance. | Behavioral Support Program | Tier 2 | Implement | 09/02/2014 | 06/13/2016 | \$25000 | Title II Part A, Title I Part A | Social workers, Mentors, Teachers, Title 1 Learning Specialist, Principal |
| Activity - CEIS-PBIS Behavior Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| PBIS coach will work with students identified through PBIS data to decrease disruptive behavior and increase student engagement to reduce the number of students referred for special education. | Behavioral Support Program | Tier 3 | Implement | 09/02/2014 | 06/13/2016 | \$25000 | Special Education | Special Ed Director, principal, CEIS-PBIS behavior coach, classroom teachers |
| Activity - Parent Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school/district will host trainings for parents to help them support their children's positive behavior. Sessions will address how behavior impacts achievement, bullying - identifying when your child is being bullied or is bullying, ways to help enhance positive behavior and eliminate non productive school behavior. Outside consultants and school teams will provide training. | Parent Involvement | Tier 2 | Implement | 08/19/2014 | 06/13/2016 | \$1000 | Title I Part A | Administrators, mentors, counselors, social workers |

School Improvement Plan

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| Activity - Field Trip/Community participation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The school will host various field trip experiences for students that support emphasis on positive behavior i.e. Youth Court participation, Leadership Teams, Volunteer teams, college tours emphasizing need to have positive behavior and learning practices that help with college entrances, etc | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Other | Principal, social worker, teachers, Learning Specialist |

(shared) Strategy 2:

Leadership Process - Year 2 implementation of "Leader in Me"

Category:

Research Cited: Westgate Research Principal Study (2014)

Tier: Tier 1

| Activity - Leader in Me | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|----------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Leader in Me - Year 2 | Other - Leader in Me | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$6000 | Title I Schoolwide | Teachers, Learning Specialist, CIAs, Principal |

Measurable Objective 2:

demonstrate a behavior that supports student learning by 06/13/2016 as measured by a 10% reduction in office referrals and school suspensions..

(shared) Strategy 1:

Positive Behavior Support - The school community will build capacity to create and promote a culture of leadership and learning through focusing on improved self image, academic engagement, anti-bullying, peer relationships, cooperative learning/working, restorative justice, and personal improvement plans for students.

Category:

Research Cited: Battistich, V, Solomon, D, and Kim, D. 1995. Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performances impact brain function and student behavior and academic performance.

Tier: Tier 2

| Activity - Student Behavior Support Sessions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Wick Elementary School

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|--|----------------------------|-------------|--------------|-------------------|-----------------|--------------------------|---------------------------------|--|
| Student Supporters will support Tier 2 students through large group, small group and individualized support to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Behavior /Academic Mentor-Counselor, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote school attendance. | Behavioral Support Program | Tier 2 | Implement | 09/02/2014 | 06/13/2016 | \$25000 | Title I Part A, Title II Part A | Social workers, Mentors, Teachers, Title 1 Learning Specialist, Principal |
| Activity - CEIS-PBIS Behavior Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| PBIS coach will work with students identified through PBIS data to decrease disruptive behavior and increase student engagement to reduce the number of students referred for special education. | Behavioral Support Program | Tier 3 | Implement | 09/02/2014 | 06/13/2016 | \$25000 | Special Education | Special Ed Director, principal, CEIS-PBIS behavior coach, classroom teachers |
| Activity - Parent Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school/district will host trainings for parents to help them support their children's positive behavior. Sessions will address how behavior impacts achievement, bullying - identifying when your child is being bullied or is bullying, ways to help enhance positive behavior and eliminate non productive school behavior. Outside consultants and school teams will provide training. | Parent Involvement | Tier 2 | Implement | 08/19/2014 | 06/13/2016 | \$1000 | Title I Part A | Administrators, mentors, counselors, social workers |
| Activity - Field Trip/Community participation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school will host various field trip experiences for students that support emphasis on positive behavior i.e. Youth Court participation, Leadership Teams, Volunteer teams, college tours emphasizing need to have positive behavior and learning practices that help with college entrances, etc | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Other | Principal, social worker, teachers, Learning Specialist |

(shared) Strategy 2:

Leadership Process - Year 2 implementation of "Leader in Me"

Category:

Research Cited: Westgate Research Principal Study (2014)

Tier: Tier 1

School Improvement Plan

Wick Elementary School

| Activity - Leader in Me | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|----------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Leader in Me - Year 2 | Other - Leader in Me | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$6000 | Title I Schoolwide | Teachers, Learning Specialist, CIAs, Principal |

Goal 5: All students will become proficient in Science

Measurable Objective 1:

25% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency with assessments in Science by 06/22/2016 as measured by successful performance on the M-Step Science Test.

Strategy 1:

STEM Professional Development - Staff will attend professional development to meet the needs of diverse learners by providing best practice instructional strategies and targeted interventions that are aligned to the science standards ensuring the success of all students including those in sub group populations and those who struggle. Educators will engage students in the practice and thought dispositions of scientists and engineers across all science STEM related disciplines in grades K-5. Category:

Research Cited: National Research Council, Committee on Highly Successful Schools or Programs for K-12 STEM Education. (2011). Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics. Washington, DC: The National Academies Press.

Tier: Tier 1

| Activity - Science/Engineering Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|--------------------|--|
| Staff readiness will include sustained professional development that explores the implementation of research based science and engineering practices. | Professional Learning | Tier 1 | Getting Ready | 08/31/2015 | 06/13/2016 | \$1000 | Title I Schoolwide | Teachers, Learning Specialist, Principal |

| Activity - 8 Science and Engineering Practices | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|---------------|------------|------------|-------------------|--------------------|--|
| Educators will engage students in integrating the 8 science and engineering practices/ Accelerate Learning program | Curriculum Development | Tier 1 | Getting Ready | 08/31/2015 | 06/13/2016 | \$1850 | Title I Schoolwide | Teachers, Learning Specialist, Principal |

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| Activity - Science/ Informational Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Educators will engage students in the comprehension of science / informational text. | Direct Instruction | Tier 1 | Implement | 08/31/2015 | 06/13/2016 | \$0 | No Funding Required | Teachers, Learning Specialist, Principal |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|----------------------------|--------|-----------|------------|------------|-------------------|---|
| Field Trip/Community participation | The school will host various field trip experiences for students that support emphasis on positive behavior i.e. Youth Court participation, Leadership Teams, Volunteer teams, college tours emphasizing need to have positive behavior and learning practices that help with college entrances, etc | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Principal, social worker, teachers, Learning Specialist |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|---|
| Increase phonemic awareness | Students will engage in the following activities to increase phonemic awareness: Word comparison, rhyming, sentence segmentation, syllable segmentation and blending, onset-rime blending and segmentation, blending and segmenting individual phonemes, phoneme deletion and manipulation. | Direct Instruction | Tier 1 | Monitor | 09/04/2012 | 06/13/2016 | \$0 | Teachers |
| Improve phonics skills | Students will engage in the following activities to improve phonics skills: letter sound association, decoding, word recognition, sight word reading, reading connected to text. | Direct Instruction | Tier 1 | Monitor | 09/03/2013 | 06/13/2016 | \$0 | Teachers |
| Teacher Book Study | Teachers will engage in a book study that focuses on using Talk Moves during mathematics instruction. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Teachers, CIA's, Learning Specialist, Principal |
| Math Journaling | Students will display understanding of fractions and numbers on the number line through the use of Math Journals. | Monitor | Tier 1 | Getting Ready | 09/09/2013 | 06/13/2016 | \$0 | Teachers |

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| Improve fluency | Students will engage in the following activities to improve fluency: phrasing attending to ending punctuation, read and reread to increase familiarity, reread and self correct while reading, read with phrasing, expression and inflection, listen to fluent oral reading and practice increasing oral reading fluency, self-correct word recognition errors. | Direct Instruction | Tier 1 | Monitor | 09/03/2013 | 06/13/2016 | \$0 | Teachers |
| Improve vocabulary skills | Students will engage in the following activities to improve vocabulary skills: Concept naming and use, concept categorization, vocabulary development and use (Marzano & Pickering Six-Step Process for Teaching Vocabulary) | Direct Instruction | Tier 1 | Monitor | 09/03/2013 | 06/13/2016 | \$0 | Teachers |
| Math Intervention Block | The school will implement bi-monthly Professional Learning Teams for a minimum of one hour. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/13/2016 | \$0 | Teachers, Learning Specialist, Principal |
| Science/ Informational Text | Educators will engage students in the comprehension of science / informational text. | Direct Instruction | Tier 1 | Implement | 08/31/2015 | 06/13/2016 | \$0 | Teachers, Learning Specialist, Principal |
| Teacher Model | Teacher will teach/model the Thinking Map organizers. | Implementation | Tier 1 | Implement | 09/01/2014 | 06/13/2016 | \$0 | Teachers, Learning Specialist |
| Tiered instruction | Students not meeting benchmark, as identified by data, will receive additional tiered instruction. (RTI) Tier II intense differentiated instruction will be delivered in flexible groups. Tier III direct explicit instruction will be delivered three times a week for 15 minutes. Specific groups include the use of the Leveled Literacy Intervention (LLI) guided reading system. | Direct Instruction | Tier 1 | Monitor | 09/04/2012 | 06/13/2016 | \$0 | Teachers, Core Instructional Assistants (CIA's), Reading Interventionist, Learning Specialist |
| Cross-curricular writing | Teachers will engage students in information writing in content area and cross-curricular writing pieces . | Implementation | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Teachers, Learning Specialist, Principal |
| 90 minute uninterrupted literacy block | Students will participate in a daily 90 minute uninterrupted literacy block that includes: working with words, story warm-up, reading workshop, writing workshop, and guided reading. | Direct Instruction | Tier 1 | Monitor | 09/04/2012 | 06/13/2016 | \$0 | Teachers |
| PBIS Time-out Organizer | Students will use the Thinking Map organizer as a Positive Behavior Support (PBIS) "time-out" problem-solving organizer. | Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Teaching Staff, Learning Specialist, Principal |

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| Student Thinking Map Activity | Student will use the Thinking Map to organize or produce informational/expository writing pieces. | Implementation | Tier 1 | Implement | 09/09/2013 | 06/13/2016 | \$0 | Teachers, Learning Specialist |
| Professional Learning Communities | Teachers will use Professional Learning Communities/Teams to collaborate for effective fractions lessons | Professional Learning | Tier 1 | Monitor | 09/11/2013 | 06/13/2016 | \$0 | Teachers, Learning Specialist, Principal |

Special Education

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|----------------------------|--------|-----------|------------|------------|-------------------|--|
| CEIS-PBIS Behavior Coach | PBIS coach will work with students identified through PBIS data to decrease disruptive behavior and increase student engagement to reduce the number of students referred for special education. | Behavioral Support Program | Tier 3 | Implement | 09/02/2014 | 06/13/2016 | \$25000 | Special Ed Director, principal, CEIS-PBIS behavior coach, classroom teachers |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|----------------------------|--------|-----------|------------|------------|-------------------|---|
| Student Behavior Support Sessions | Student Supporters will support Tier 2 students through large group, small group and individualized support to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Behavior /Academic Mentor-Counselor, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote school attendance. | Behavioral Support Program | Tier 2 | Implement | 09/02/2014 | 06/13/2016 | \$5000 | Social workers, Mentors, Teachers, Title 1 Learning Specialist, Principal |
| Parent Support | The school/district will host trainings for parents to help them support their children's positive behavior. Sessions will address how behavior impacts achievement, bullying - identifying when your child is being bullied or is bullying, ways to help enhance positive behavior and eliminate non productive school behavior. Outside consultants and school teams will provide training. | Parent Involvement | Tier 2 | Implement | 08/19/2014 | 06/13/2016 | \$1000 | Administrators, mentors, counselors, social workers |

Title I Schoolwide

School Improvement Plan

Wick Elementary School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------|--------|---------------|------------|------------|-------------------|--|
| Preschool Transition Activities | Preschool students will gain knowledge of concepts and basics numbers during preschool transition / kindergarten orientation | Academic Support Program | Tier 1 | Implement | 07/29/2013 | 06/13/2016 | \$300 | Principal Kindergarten Teachers Learning Specialist |
| After School Tutoring | Students will engage in small group instruction with a focus on the 5 components of reading. | Academic Support Program | Tier 2 | Monitor | 11/01/2014 | 06/13/2016 | \$8800 | After School Staff |
| Thinking Maps | Staff will implement the use of Thinking Maps during math instruction. The staff will monitor implementation through monthly gallery walks, where thinking maps are displayed. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/13/2016 | \$1000 | Teachers, Learning Specialist, Principal |
| Technology Integration | Students will use technology(Compass, Study Island, IXL) to gain knowledge and practice basic math facts. | Technology | Tier 1 | Monitor | 09/09/2014 | 06/13/2016 | \$1800 | Teachers, Learning Specialist, Principal |
| Math Intervention Block | The school will implement bi-monthly Professional Learning Teams for a minimum of one hour. The staff will administer formative Rhymes n' Times assessments every fourth lesson during the Math Intervention Block. | Academic Support Program | Tier 2 | Monitor | 10/01/2012 | 05/27/2016 | \$300 | Teachers Learning Specialist Core Instructional Assistants |
| 8 Science and Engineering Practices | Educators will engage students in integrating the 8 science and engineering practices/ Accelerate Learning program | Curriculum Development | Tier 1 | Getting Ready | 08/31/2015 | 06/13/2016 | \$1850 | Teachers, Learning Specialist, Principal |
| Six Traits | Teachers will engage students in using the 6 components of the trait writing including: ideas, organization, voice, word choice, sentence fluency, and conventions. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Teachers, Learning Specialist, CIA's, Resource Teachers |
| Thinking Maps | Students will participate and deepen their knowledge of text features and structures through the use of Thinking Maps. Classroom samples of these maps will be displayed for a scheduled staff gallery walk each month. | Academic Support Program | Tier 1 | Monitor | 09/01/2014 | 06/13/2016 | \$1000 | Teachers |
| Science/Engineering Professional Development | Staff readiness will include sustained professional development that explores the implementation of research based science and engineering practices. | Professional Learning | Tier 1 | Getting Ready | 08/31/2015 | 06/13/2016 | \$1000 | Teachers, Learning Specialist, Principal |
| Social Studies | Teachers will incorporate reading strategies that advance students' content knowledge of ELA, science and social studies | Curriculum Development | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$0 | Teachers, Learning Specialist, CIA's |

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| Technology | Students will learn and apply reading skills through the Compass Odyssey and Study Island programs. | Technology | Tier 1 | Monitor | 09/01/2014 | 06/13/2016 | \$2000 | Teachers |
| Science Text | Teachers will incorporate reading strategies that will advance students content knowledge of ELA and science and across the curriculum. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$1500 | Teachers, Learning Specialist, Resource Teachers |
| STEM | Teacher will implement engineering and robotic activities to improve problem solving skills. | Implementation | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$2000 | Teachers, Title 1 Learning Specialist, CIA's |
| Math Star Test | All staff will administer weekly math stars tests. The school will recognize math star achievement monthly by awarding tangible incentives. | Monitor | Tier 1 | Monitor | 09/02/2014 | 06/13/2016 | \$600 | Cassroom teacher Learning Specialist Students |
| Preschool transition | Families will participate in a kindergarten orientation at the school level. Preschoolers will receive instruction, activities and resources during reading month. | Academic Support Program | Tier 1 | Monitor | 03/01/2015 | 06/13/2016 | \$1000 | Learning Specialist, Kindergarten Teachers |
| Leader in Me | Leader in Me - Year 2 | Other - Leader in Me | Tier 1 | Implement | 09/02/2014 | 06/13/2016 | \$6000 | Teachers, Learning Specialist, CIAs, Principal |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|----------------------------|--------|-----------|------------|------------|-------------------|---|
| Student Behavior Support Sessions | Student Supporters will support Tier 2 students through large group, small group and individualized support to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Behavior /Academic Mentor-Counselor, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote school attendance. | Behavioral Support Program | Tier 2 | Implement | 09/02/2014 | 06/13/2016 | \$20000 | Social workers, Mentors, Teachers, Title 1 Learning Specialist, Principal |