



School Improvement Plan

Parkview Elementary School

Wyoming Public 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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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?

Demographic data about Parkview Elementary is collected through the district data dashboard. Staff demographic data is collected by Wyoming Public School's human resource department and relevant information is shared with the principal. Community demographic data is collected online through citydata.com.

Perception data (Parent and Staff Stakeholder Surveys) is collected through surveys. Parents are encouraged to complete a survey during their visit to parent/teacher conferences in February. The link is also made available to parents so they can complete the survey if they do not attend their child's conference. Second through fourth grade students are surveyed near the end of the school year during their technology class. They complete an online survey.

Programs and Process data (Ed Yes report) are completed in ASSIST by Katie Jobson in March.

Student Achievement data (State, Subgroup, Local) is collected and reflected upon quarterly by the school improvement team. Data is shared with school staff at a staff meeting at least quarterly.

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?

1. Perception Data (2016-17)

Results from staff survey indicate challenges are:

- A. Leadership creating a place that feels safe for students and staff
- B. Staff feeling supported when conflict with parents occur
- C. Staff feeling recognized for good work

Results from staff survey indicate strengths are:

- A. Principal is an effective instructional leader
- B. Leadership has positive, appropriate relationships with staff, students, and parents

Results from student survey indicate challenges are:

- A. Only 21.93% of students feel that most kids follow the rules at school.
- B. When asked if you feel an adult at school cares about you, 24% answered sometimes and 8% answered no.

Results from student survey indicate strengths are:

- A. Students like the monthly behavior celebrations.
- B.

Results from parent survey indicate challenges are:

- A. Not all parents feel there is adequate communication.
- B. Some parents feel their child's academic needs are not being adequately met.

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Results from parent survey indicate strengths are:

- A. Parents feel Parkview is a safe place for their child.
- B. Parents feel Parkview is a welcoming, caring environment.

2.Student Achievement

Local Data

Reading

DIBELS

2014-15

(percent of students meeting benchmark)

61% of all students

75% of Kindergarten

55% of first grade

67% of second grade

50% of third grade

50% of female

50% of male

0% of special education

52% of EL

100% of Asian

NA% of Native American

50% of African American

52% of Hispanic

25% of Multi-Racial

48% of Caucasian

NA% of Homeless

NA% of Foster

53% of fourth grade

50% of female

56% of male

25% of special education

33% of EL

NA% of Asian

NA% of Native American

50 % of African American

49% of Hispanic

50% of Multi-Racial

69% of Caucasian

NA% of Homeless

NA% of Foster

2015-16

SY 2017-2018

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51% of all students

67% of Kindergarten

46% of first grade

65% of second grade

46% of third grade

49% of female

52% of male

40% of special education

26% of EL

50% of Asian

NA% of Native American

46% of African American

43% of Hispanic

56% of Multi-Racial

48% of Caucasian

33% of Homeless

NA% of Foster

34% of fourth grade

40% of female

27% of male

0% of special education

27% of EL

0% of Asian

NA% of Native American

0% of African American

34% of Hispanic

0% of Multi-Racial

45% of Caucasian

0% of Homeless

NA% of Foster

2016-17

60% of all students

71% of Kindergarten

53% of first grade

55% of second grade

62% of third grade

74% of female

51% of male

42% of special education

58% of EL

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NA% of Asian

NA% of Native American

85% of African American

65% of Hispanic

50% of Multi-Racial

38% of Caucasian

100% of Homeless

NA% of Foster

56% of fourth grade

47% of female

64% of male

20% of special education

26% of EL

50% of Asian

NA% of Native American

57% of African American

51% of Hispanic

50% of Multi-Racial

73% of Caucasian

SRI

2014-15 end of year data -- number of students proficient

45% of all students

NA% of Kindergarten

16% of first grade

45% of second grade

47% of third grade

53% of female

41% of male

27% of special education

46% of EL

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

29% of African American

44% of Hispanic

50% of Multi-Racial

61% of Caucasian

72% of fourth grade

65% of female

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80% of male

37% of special education

54% of EL

33% of Asian

NA% of Native American

71% of African American

67% of Hispanic

89% of Multi-Racial

82% of Caucasian

2015-16

49% of all students

NA% of Kindergarten

15% of first grade

53% of second grade

51% of third grade

46% of female

56% of male

31% of special education

40% of EL

33% of Homeless

NA% of Foster

50% of Asian

NA% of Native American

57% of African American

54% of Hispanic

67% of Multi-Racial

33% of Caucasian

73% of fourth grade

80% of female

65% of male

30% of special education

61% of EL

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

57% of African American

66% of Hispanic

80% of Multi-Racial

88% of Caucasian

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2016-17

51% of all students

NA% of Kindergarten

25% of first grade

49% of second grade

66% of third grade

69% of female

62% of male

42% of special education

48% of EL

NA% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

79% of African American

60% of Hispanic

100% of Multi-Racial

69% of Caucasian

64% of fourth grade

59% of female

69% of male

18% of special education

40% of EL

33% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

50 % of African American

62% of Hispanic

78% of Multi-Racial

67% of Caucasian

Results Summary: Parkview's reading data varies by grade level and year. Our third grade DIBELS and SRI data shows overall progress over the past three years, while the fourth grade SRI data shows an overall decline.

Overall, Caucasian students consistently outscore other sub-groups. Averages show that there are needs to be addressed with overall core instruction before addressing the needs of particular sub-groups.

Writing

2014-15

WR:2 no data available

WR:3 no data available

WR:4 no data available

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2015-16

WR:2 35%

WR:3 44%

WR:4 47%

2016-17

WR:2 44%

WR:3 60%

WR:4 55%

Results Summary -- With missing data, it is tough to say for sure that it is a trend, but it seems that writing scores are increasing. However, there are many students not meeting the proficient range for narrative, informational, and opinion writing when looking at the totals.

Math

Delta Math (percent proficient)

2014-15

32% of all students

29% of Kindergarten

46% of first grade

38% of second grade

17% of third grade

17% of female

17% of male

7% of special education

17% of EL

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

12% of African American

16% of Hispanic

12% of Multi-Racial

20% of Caucasian

25% of fourth grade

22% of female

28% of male

25% of special education

17% of EL

NA% of Homeless

NA% of Foster

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NA% of Asian

NA% of Native American

15% of African American

25% of Hispanic

31% of Multi-Racial

27% of Caucasian

2015-16

28% of all students

26% of Kindergarten

56% of first grade

43% of second grade

11% of third grade

7% of female

15% of male

18% of special education

9% of EL

0% of Homeless

NA% of Foster

25% of Asian

NA% of Native American

8% of African American

8% of Hispanic

15% of Multi-Racial

17% of Caucasian

17% of fourth grade

14% of female

20% of male

19% of special education

18% of EL

0% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

0% of African American

19% of Hispanic

8% of Multi-Racial

9% of Caucasian

2016-17

54% of all students

26% of Kindergarten

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62% of first grade

86% of second grade

68% of third grade

60% of female

76% of male

40% of special education

63% of EL

67% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

62% of African American

66% of Hispanic

100% of Multi-Racial

82% of Caucasian

47% of fourth grade

47% of female

40% of male

30% of special education

35% of EL

50% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

50% of African American

51% of Hispanic

30% of Multi-Racial

45% of Caucasian

Results Summary -- The third and fourth grade test was adapted for the 2016-17 end of school testing period, thus skewing the data in that area. Aside from that, there still seemed to be a general upward trend in the data over the past three years. Sub groups did not consistently over or under-perform other subgroups. Only one grade level in the past three years had over 80% of students scoring proficient on the end of year assessment, so overall, work needs to be done to the core before addressing particular needs of subgroups.

Science (percent scoring proficient on LF:1)

2014-15 no data available

2015-16 74%

2016-17 63%

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Results Summary: The majority of students are proficient on the life science standard.

Social Studies (percent scoring proficient)

2014-15

CI.1 no data available

CI.2 no data available

HI.1 no data available

2015-16

CI.1 72%

CI.2 83%

HI.1 71%

2016-17

CI.1 76%

CI.2 80%

HI.1 85%

Results Summary: The majority of students score proficient on social studies standards CI.1, CI.2, and HI.1.

State Data:

2015-16 M-STEP (percent of students scoring proficient)

3rd grade

ELA Parkview 40% State 46%

40% of male

40% of female

19% of special education

24% of EL

0% of Homeless

50% of Asian

NA% of Native American

62% of African American

33% of Hispanic

44% of Multi-Racial

38% of Caucasian

Math Parkview 45% State 45%

71% of male

45% of female

58% of special education

37% of EL

0% of Homeless

50% of Asian

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NA% of Native American

46% of African American

41% of Hispanic

67% of Multi-Racial

43% of Caucasian

4th grade

ELA Parkview 33% State 44%

18% of male

47% of female

10% of special education

16% of EL

100% of Asian

NA% of Native American

0% of African American

29% of Hispanic

0% of Multi-Racial

52% of Caucasian

Math Parkview 35% State 50%

32% of male

35% of female

38% of special education

10% of EL

100% of Homeless

0% of Asian

NA% of Native American

17% of African American

32% of Hispanic

0% of Multi-Racial

52% of Caucasian

Science Parkview 2% State

0% of male

4% of female

0% of special education

0% of EL

0% of Asian

NA% of Native American

0% of African American

2% of Hispanic

0% of Multi-Racial

3% of Caucasian

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2016-17 M-STEP -- Awaiting results

3rd grade

ELA Parkview State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___% of Native American

___% of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

Math Parkview State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___% of Native American

___% of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

4th grade

ELA Parkview State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___% of Native American

___% of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

Math Parkview State

___% of male

___% of female

___% of special education

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___ % of EL

___ % of Asian

___ % of Native American

___ % of African American

___ % of Hispanic

___ % of Multi-Racial

___ % of Caucasian

Science Parkview State

___ % of male

___ % of female

___ % of special education

___ % of EL

___ % of Asian

___ % of Native American

___ % of African American

___ % of Hispanic

___ % of Multi-Racial

___ % of Caucasian

3.School Programs/Process

The strand of greatest need is Teaching for Learning.

Areas within the rubric identified by staff as either beginning or partially implemented

4.Demographic Data

Student Demographics for the 2016-17 school year (based on first count day data).

Parkview Elementary has 391 students in grades K-4

Ethnic groups include Asian Americans (0%), African American (14%), Hispanic (53%), Multi-Racial (9%), and Caucasian (23%), Native Americans (0%)

82% of students receive free/reduced meals

14% of students are identified as special education

2% of students are homeless (7)

46% of student are female and 54% of students are male

32% of students are English Learners

0% of students are migrants

0% of students are in foster care

Staff Demographic Data

The staff is made up of:

1 administrator

1 full time secretary plus one 2 hour/day bilingual office assistant

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1 social worker

.4 school psychologist split between Parkview and 2 other buildings

.8 speech pathologist

.2 occupational therapist

4 paraprofessionals

20 teachers consisting of 18 grade level teachers, .6 music teacher, .6 technology teacher, .6 physical education teacher, .6 art teacher, .6 media teacher, 1 special education teacher, 1 English Learner teacher

Additional staff in the building that are not employees of Wyoming Public Schools, but support Parkview students: 1 community school coordinator, 1 Department of Health and Humans Services Caseworker, 1 mental health clinician, 1 Mind Meets Music teacher, 1 TEAM 21 coordinator

___ teachers have taught 5 years of less

___ teachers have taught 6-15 years

___ teachers have taught more than 16 years

___% of teachers have a Bachelors

___% of teachers have a Masters

___% of teachers have an Ed Specialist or Doctorate

School Demographic Data

Parkview's top to bottom ranking for the 2016-2017 school year was -- awaiting results

Parkview's top to bottom ranking for the 2015-16 school year was -- N/A

Parkview's top to bottom ranking for the 2014-15 school year was -- N/A

Parkview's top to bottom ranking for the 2013-14 school year was 20%.

Parkview's top to bottom ranking for the 2012-13 school year was 21%

Parkview was a Reward School for the 2016-17 school year.

Parkview earned a yellow score for the 2016-17 school year.

Parkview earned a N/A score for the 2015-16 school year.

Parkview earned a N/A score for the 2014-15 school year.

Parkview earned a lime score for the 2013-14 school year.

Community Demographic Data for Wyoming, MI

74,826 people live in Wyoming, MI

43% of the population are renters (as compared to 29% state-wide), the cost of living is below the US average.

89.6% of the population has a high school diploma, 22% have a Bachelors or higher, 5% have a graduate degree

9% are unemployed

11.5% are divorced

White (51, 723) 69%

Hispanic (15, 564) 21%

African American (3,462) 4.7%

Asian (1,759) 2.4%

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MultiRacial (1,638) 2.2%

American Indian (190) .3%

Other (20) .03%

Black race population percentage significantly below state average.

Hispanic race population percentage significantly above state average.

Median age below state average.

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.

Staff looked at the four types of data that are required. This included demographic data, perception data, programs and process data, and student achievement data.

Goals and strategies were chosen based upon identified needs and initiatives and systems that are supported by research.

The following goals and strategies were developed.

Reading

All students at Parkview Elementary will become proficient readers

Teachers will utilize a tiered reading structure which includes a strong Tier I with the Essential Early Literacy Skills, the implementation of a common phonics program in grades K-2, and the pre-adoption implementation of the Lucy Calkins Units of Study in grades 1, 2, and 3. Tier II and Tier III reading supports will be available for struggling students. Students will work with teachers to set goals for their reading. This strategy supports our EL students.

Writing

All students at Parkview Elementary will become proficient writers.

Teachers will utilize the Write from the Beginning and Beyond writing program in their writing instruction. This strategy supports our EL students.

Math:

All students at Parkview Elementary will become proficient mathematicians.

Rigorous instructional methods will be used to produce deep thinking and understanding about mathematics concepts. This strategy supports our EL students.

Science

All students at Parkview Elementary will become proficient in science.

A district science consultant will work with teachers to teach science units that incorporate deep thinking and application through the structure of claim, evidence, reason. In addition, all K-4 teachers will attend Next Generation Science Standard training by the end of the year. This strategy supports our EL students.

Social Studies

All students at Parkview Elementary will be proficient in social studies.

Social Studies content will be integrated into technology class. Teachers will use Thinking Maps to make sense of the information. This

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strategy supports our EL students.

Attendance

All students at Parkview Elementary will attend school all day, every day.

Student attendance will be monitored and when needed, additional intervention will take place, or if a student's attendance is good, it will be celebrated.

Behavior

All students at Parkview Elementary will act in a safe, respectful, and responsible manner.

Common behavior expectations and tools will be utilized across the building. A positive behavior system will continue to be used across the building. Capturing Kids Hearts strategies will be implemented to build relationships with students.

(Needs identified in the Comprehensive Needs Assessment were used to create the goals for Parkview's school improvement plan. The need for consistency is addressed through the reading goal of the learning and implementation of Essential Instructional Practices in Early Literacy as well as the adoption of Go Math and its implementation in our math goal. The discipline concerns are addressed through the goal for all students to be safe, respectful, and responsible. This includes the adoption of True Success which will bring with it a common language that goes more in-depth and the continuation of a common PBIS.)

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?

The goals and strategies for all students are Tier I strategies in the SIP.

The goals and strategies for at-risk students are Tier 2 and Tier 3 in the SIP.

The majority of our student population fall into the category of disadvantaged, so it is critical that our Tier I components of our plan are strong and keep in mind their unique needs. The use of common instructional practices and resources address core instruction. Our tiered instructional plan for academics and behavior build in additional supports for students who might need it.

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 adoption and implementation of The Essential Instructional Practices in Early Literacy and Go Math support core instruction, which hopefully helps all students improve academically. We are also adopting Reading Horizon's phonics program for grades K-2 and have two grade levels pre-adopting the Lucy Calkins units of study (a workshop approach). These programs also support students' academic success. The tiered instructional structure for math and reading supports those that may not reach the state's standards without additional, intentional instruction.

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).

The first way we increase the quality and quantity of instruction is to be consistent. This decreases the time wasted in adjusting to different vocabulary and methods of teaching the same thing. It also reduces gaps that may otherwise be present. Secondly, we have tools to help us pinpoint a child's needs in math and align them to online instruction and practice.

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

Our needs assessment showed that we needed to improve our core academic instruction. We are addressing this in both reading and math through consistent, clear expectations and resources. In the area of a safe and orderly environment, a tiered system of addressing behavior needs will address unique needs of individuals beyond the strong core system that is in place.

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.

Parkview Elementary has an EL teacher and paraprofessional to support our significant number of students learning English. Intervention time using LLI or 95% Group materials is include in our reading portion of the SI Plan. This is supported by a paraprofessional and an academic interventionist. Parkview's math goal also includes a tier 2 intervention block for students who need additional support. It is supported by a paraprofessional, two academic interventionists, and online tools through Go Math and Compass Learning.

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

Parkview Elementary utilizes common assessments, nationally normed assessments, and a state assessment which we compare to benchmarks and state and local results to determine if the needs of students are being met.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. This is checked when paraprofessionals are taken through the hiring process.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All teachers at Parkview Elementary meet the NCLB requirements for highly qualified. This is checked when teachers are interviewed.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have one new classroom teacher, after losing three and replacing only one. We also have two specials teachers who will be replaced. We will have a total of three new teachers out of a total teaching staff of 25.

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

Overall, we have a teaching staff with a high level of experience. However, two teachers retired this past year, reducing the overall experience level.

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

- Parkview has included teachers when possible on the interview committee.
- We work to create an inclusive environment where teachers feel supported and want to work.
- PTO is a supportive organization in the building, funding teacher requests often.
- The building has technology for teachers to use -- a computer lab, classroom sets of iPads, Chromebook carts.

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

- There has been a shift in WPS to try to post positions early in the hiring cycle to have access to the best candidates.
- A new HR director has been hired to focus on staff relations.
- New teacher trainings throughout the year.
- Competitive staff 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?

Improving tier 2 and tier 3 support for behaviors will hopefully slow some of the turnover.

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.

Teachers will receive professional learning in the areas of Go Math and Essential Early Literacy practices. They will also receive training in True Success. Those teachers implementing the Reading Horizons phonics program and pre-adopting the Lucy Calkins units of study will receive training in those areas. All teachers will be training in Next Generation Science by the end of the year. We will also review Capturing Kids Hearts components and behavior management techniques.

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

We have a part time math, literacy, and science coach who will help to provide on-going, job-embedded support for teachers' new learning.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Portions of the plan are complete. Coordination is still taking place with the science coach to determine the level of professional development needed. Once that is determined the rest of the plan will be filled in. The main focus for professional development during scheduled time would include learning about the 5D+ rubric as a way to become familiar with the tool and expectations as well as to explore strong practices. The focus for our building will be on learning targets. Behavior support tools will also be a focal point.	Parkview Professional Development Calendar 2017-18

Component 6: Strategies to Increase Parental Involvement

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

We will utilize survey data, seek parent representation on the SI Team, and collect feedback on the plan from the PTO.

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

Parent volunteers are sought to run the Wolf Den. There will be home connections to the new math resource. Parents will attend the literacy night and math & science night.

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

We will seek parent representation on the SI Team.

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		Parkview Parent Involvement Plan

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

There are a variety of ways in which we are connecting with parents. We are primarily establishing strong two-way communication with these stakeholders.

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

As a yearly component of the SI planning process, the components of the plan are reflected upon. Turnout for events is measured. Feedback is collected in some of the instances.

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

The information is part of the data utilized to reflect upon the current plan and suggestions may be utilized to improve events or communication.

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

It has been used consistently year-to-year.

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

If it feels as though all parties are not holding up their responsibility, it may be used to remind parties of the support they agreed to give the student. In the future, teachers will have parents sign these at parent-teacher conferences after going over them.

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

not applicable

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parkview Parent Compact/ Four Way Agreement

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

State reports are sent home, sharing student's progress with their family. It is sent home in the language in which it is received.

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?

- Transition meetings are held for students coming out of the special education preschool program.
- Kindergarten Round-Up is held for preschoolers.
- Preschool students are invited to a school tour each Spring
- Kindergarten Smart Start (a shortened Kindergarten day prior to the school year which a parent attends with the child and includes busing and lunch) is provided shortly before the start of school to transition students into Kindergarten.
- Preschool students are invited to attend select student events either through connection with the preschool programs at Huntington Woods or through siblings attending.

Fourth grade students transition out of Parkview. Their transition is aided through:

- The principal of the intermediate building visits Parkview each spring and speaks to the outgoing fourth graders.
- The fourth graders visit the intermediate building in the spring

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?

- Parents of preschoolers who are registering their child receive a brochure listing Kindergarten expectations.
- Parents participate in Smart Start where sessions are held to address parents.
- Parents join the tour during the preschool visit and have the opportunity to hear the information shared with preschoolers and to ask questions.

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?

Each school has a representative for each content area and feedback is often routed through that representative. Revisions of academic assessments happen over the summer where needed. Teachers also have access to district content-area coaches and they relay information through the coaches when then relay it to the district curriculum person.

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

First and foremost, teachers look at the data of their individual students. Beyond that, teachers are members of the school improvement team, a group which makes schoolwide decisions based upon data. Each teacher is a member of a content area team which looks at data from one content area with the SI chair for that content area. In addition, grade level teams meet approximately monthly to look at data and consider the instructional impacts, making adjustments as needed. In addition, collaborative days are provided by the district so that teachers have additional time to discuss data as teams as they determine a need to do so.

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.

DIBELS and a benchmark math screener are used to identify students who are not meeting benchmarks. Additional information is obtained through the PASI and Quick Phonics Screener and specific skill areas are identified for the student to work on. Rtl groups are developed from this data.

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?

Interventions groups run for approximately three weeks and then new data is collected and regrouping occurs.

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

Teachers work with students in small reading groups based upon reading ability. They often pull small groups or individuals aside to assist when they see a student is struggling. Students will begin to utilize Go Math and Compass Learning to assign online assignments geared toward each individual student's needs.

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

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

Title I

Title II

Title III

Section 31a

21st Century Grant

Reading Now Network -- grant from Steelcase

PTO funds

general funds

Free/Reduced Lunch Program

Kids Food Basket

KSSN

Mind Meets Music

Early Literacy Grant

special education 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.

1. Component 1: Comprehensive Needs Assessment is paid for through:
general funds.

2. Component 2: Reform Strategies are paid for through:

general funds for PD, resources and materials, some parent involvement.

Title I Part A funds pay for people to support the intervention process; the Mind Meets Music program; and parent programming. .

Title II funds are used to pay for professional development determined by the district with input from Parkview.

Title III funds are used to pay for staff to support EL students.

21st Century Grant funds are used to pay for after school and summer school program

Early Literacy Grant funds are used to pay for a literacy coach, PD in the area of literacy, books to support literacy teaching

Section 31a funds are used to pay for people to support intervention, EL staff, KSSN, and a behavior interventionist.

Reading Now Network -- grant from Steelcase is used to increase classroom libraries

PTO funds are used to assist with funding classroom materials, field trips

KSSN personnel will support efforts to reduce absenteeism and discipline

Mind Meets Music will support music programs twice/week in K-2 classrooms to improve literacy

Special Education Funds support special education student programming

Component 3: Highly Qualified Staff are paid through:

SY 2017-2018

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School Improvement Plan

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general funds

Title IA funds

section 31A

Component 4: Attracting and Retaining Highly Qualified Staff is paid for through:

general funds

PTO funds

Title II funds

Early Literacy Grant

Component 5: Professional Development is paid for through:

general funds pay for conferences

Title I pays for none of our PD at this time

Section 31a pays for a math coach, science coach, and literacy coach

Early Literacy Grant pays for a literacy coach

Title II pays for professional development sessions

Component 6: Parent Involvement is paid for through:

Title I

general funds

21st Century Grant

PTO funds

Component 7: Preschool Transition Strategies is paid for through:

general funds

Component 8: Teachers Making Assessment Decisions is paid for through:

general funds

Section 31a

Title I

Early Literacy Grant

Component 9: Timely and Additional Assistance is paid for through:

Title I

Section 31a

21st Century Grant

Component 10: Coordination of Federal, State, and Local Funds and Resources

general funds is paid through:

Evaluation is paid for through:

general funds

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.

Violence Prevention Program: Okay 2 Say; KSSN mental health clinician; Capturing Kids Hearts; True Success; Cyber Safety Class

Nutrition Program: Free and Reduced Lunch Program; District Wellness Policy

Housing Programs: Homeless Liasion

Head Start: district partners with Head Start to prepare preschool aged children for Kindergarten

Adult Education: Wyoming Public Schools offers adult education for the surrounding community

Vocational and Technical Education: provided to high school students by the Kent ISD and the program is call KTCT

Job Training: offered to high school students through Job Corp internships

Evaluation:

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

Throughout the year, the members of the SI Team collect data and analyze and present what it means in terms of the success of the school improvement plan. They compare the data to the goals they set for all students, as well as the progress being made by subgroups. Changes are made to the school improvement plan based upon this analysis, with the plan being rewritten as needed at the end of each school year.

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.

Parkview compares the results from the M-STEP with their goals, the performance of other schools with similar demographics, the district, and the state. In this way, it is determined whether growth seems adequate. They also look at the results from DIBELS, SRI, and Delta Math, looking for trends across data.

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

We look to see if fewer students are falling into the lowest categories of achievement on M-STEP, Delta Math, DIBELS, and SRI assessments.

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?

During the school year, members of the School Improvement Team share the quarterly data and determine actions that need to be taken to adjust the plan mid-year.

Once SI members have analyzed the data toward the end of the year, they look for areas of strength and weakness. They compare this to the strategies and activities put in place and consider what they know about best practice and implementation, brainstorm possible causes. A multi-flow map is a helpful tool to look at the causes and effects of specific strategies and activities. From there, the plan is created by adding, deleting, or adjusting current strategies, activities, and objectives. The items that cost money are prioritized in case there is not funding for all items. A draft of the plan is shared with staff and their input is considered, along with the budget to finalize the plan.

Parkview 2017-18 SI Plan

Overview

Plan Name

Parkview 2017-18 SI Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Parkview Elementary School will become proficient mathematicians.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$45750
2	All students at Parkview Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$339496
3	All students at Parkview Elementary will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$26400
4	All students at Parkview Elementary School will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	All students at Parkview Elementary will act in a safe, respectful, and responsible manner.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$26500
6	All students at Parkview Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	All students at Parkview Elementary School will attend school all day, every day.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$35000

Goal 1: All students at Parkview Elementary School will become proficient mathematicians.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in calculation and problem solving in Mathematics by 06/01/2018 as measured by the Mathematics Benchmark Screener.

Strategy 1:

Rigor in Mathematics Instruction - Rigorous instructional methods will be used to produce deep thinking and understanding about mathematics concepts. This strategy supports our EL students.

Category: Mathematics

Research Cited: National Council of Teachers of Mathematics -- "What Does Research Say the Benefits of Discussion in Mathematics Class Are?", National Council of Teachers of Mathematics -- "The Principles and Standards for School Mathematics"

Tier: Tier 1

Activity - Shared Best Practice Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include common elements during their math instruction including math talk, review, clear learning objective, discussion, probing questions, formative assessment, and gradual release. These practices will be supported by previous learning from the Calvin math grant. They will implement a math workshop model. In addition, a math coach will provide support as teachers work to increase their understanding and implementation of best practice.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/28/2017	06/01/2018	\$45750	Section 31a	Teachers, principal, math coach
Activity - Mathematics Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-4 who are struggling with mastering mathematics standards will be placed in a Tier II intervention group taught by a paraprofessional or interventionist.	Academic Support Program	Tier 2	Implement	09/18/2017	05/18/2018	\$0	No Funding Required	Principal, paraprofessional, interventionist, K-4 grade teachers

Goal 2: All students at Parkview Elementary will become proficient readers.

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Measurable Objective 1:

A 10% increase of First, Second, Third and Fourth grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2018 as measured by the SRI test as compared to the beginning of the year..

Strategy 1:

Tiered Instruction Supported by Goal Setting - Teachers will utilize a tiered reading structure which includes a strong Tier I with the Essential Early Literacy Skills, the implementation of a common phonics program in grades K-2, and the pre-adoption implementation of the Lucy Calkins Units of Study in grades 1, 2, and 3. Tier II and Tier III reading supports will be available for struggling students. Students will work with teachers to set goals for their reading. This strategy supports our EL students.
Category: English/Language Arts

Research Cited: Robert Marzano -- "Classroom Instruction that Works", Rachel Brown Chidsey -- "Response to Intervention: Principles and Strategies for Effective Practice", Reading First Panel from U.S. Government, Eric Jensen -- "Teaching with Poverty in Mind", Maslow's Hierarchy of Needs, Joyce Epstein -- "School, Family, and Community Partners", General Education Leadership Network -- "Essential Instructional Practices in Early Literacy"

Tier: Tier 1

Activity - Essential Instructional Practices in Early Literacy Grades K-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about and implement the Essential Instructional Practices in Early Literacy with support from a literacy coach, including professional development throughout the year. Their learning will be supported by cycles of inquiry as grade level teams.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/01/2018	\$63333	Section 31a	Teaching Staff, Principal, Literacy Coaches, Community School Coordinator and mental health clinician intern, social worker, and behavior interventionist

Activity - Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students set quarterly reading goals. They will reflect on the goal with each student, discussing how to reach the goal initially, then how they were able to accomplish their goal.	Academic Support Program	Tier 1	Monitor	08/24/2017	06/01/2018	\$0	Title I Schoolwide	Teachers, Principal

School Improvement Plan

Parkview Elementary School

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$267314	Section 31a, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide, Section 31a, Section 31a, Section 31a	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Activity - Mind Meets Music	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mind Meets Music, an interactive music program designed to develop brain capacity for reading and writing, will take place twice weekly in each Kindergarten through second grade classroom for 30 minutes each session..	Academic Support Program	Tier 1	Evaluate	09/18/2017	05/18/2018	\$8849	Title I Schoolwide	Principal, teaching staff, MMM teaching artist
Activity - Inquiry Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level groups of teachers will meet approximately every 6 weeks to look at data and discuss instructional impact, making a plan for instruction as a result. The cycle will include coaching on Essential Early Literacy Skills.	Teacher Collaboration	Tier 1	Implement	09/11/2017	05/28/2018	\$0	No Funding Required	Principal, EdTrust Coach, Social Worker, Community School Coordinator, Behavior Interventionist, Mental Health Clinician Intern, Teaching Staff, Literacy Coach

Goal 3: All students at Parkview Elementary will become proficient in science.

Measurable Objective 1:

A 10% increase of Second, Third and Fourth grade students will demonstrate a proficiency in understanding concepts in Science by 06/01/2018 as measured by the district science standards in which they are utilizing claim, evidence, and reason..

Strategy 1:

Claim, Evidence, and Reason - A district science consultant will work with teachers to teach science units that incorporate deep thinking and application through the structure of claim, evidence, reason. In addition, all K-4 teachers will attend Next Generation Science Standard training by the end of the year. This strategy supports our EL students.

Category: Science

Research Cited: Robert Marzano -- "Classroom Instruction that Works", work done by the National Research Council and the American Association for the Advancement of Science

Tier: Tier 1

Activity - Claim, Evidence, Reason	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin teaching lessons (at least one unit) that utilize the claim, evidence, reason format with support from the district science coach. Upper elementary teachers will attend training in teaching the Next Generation Science Standards using this format.	Other - Instructional Design	Tier 1	Getting Ready	08/21/2017	06/01/2018	\$26400	No Funding Required, Section 31a	Teachers District Science Coach Science Chair Principal

Goal 4: All students at Parkview Elementary School will be proficient in social studies.

Measurable Objective 1:

90% of Second, Third and Fourth grade students will demonstrate a proficiency in understanding concepts in Social Studies by 06/01/2018 as measured by district standards CI:1, CI:2, and HI:1.

Strategy 1:

Incorporation of Content and Thinking Maps - Social Studies content will be integrated into technology class. Teachers will use Thinking Maps to make sense of the information. This strategy supports our EL students.

Category: Social Studies

Research Cited: Dr. David Hyerle -- "Student Successes with Thinking Maps (Second Edition)", Center for Applied Linguistics -- "The SIOP Model: A Professional

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Development Framework for a Comprehensive Schoolwide Intervention", Robert Marzano -- "Classroom Instruction that Works",

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Maps into their social studies lessons to help students make sense of the content. They will work toward students applying Thinking Maps independently.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/01/2018	\$0	No Funding Required	teachers, literacy coach
Activity - Incorporation of social studies content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology teacher will incorporate science and social studies content into her lessons.	Other - incorporation of content	Tier 1	Implement	08/01/2017	06/01/2018	\$0	Title I Schoolwide	technology teacher, principal

Goal 5: All students at Parkview Elementary will act in a safe, respectful, and responsible manner.

Measurable Objective 1:

demonstrate a behavior of being safe, respectful, and responsible by 06/01/2018 as measured by a 20% decrease in the number of discipline reports.

Strategy 1:

School-wide Positive Behavior Support System - Common behavior expectations and tools will be utilized across the building. A positive behavior system will continue to be used across the building. Capturing Kids Hearts strategies will be implemented to build relationships with students.

Category: Other - behavior

Research Cited: Eric Jensen -- "Teaching with Poverty in Mind", OSEP Center on Positive Behavior Interventions and Supports: Effective Schoolwide Interventions (Part of the US Department of Education),

Tier: Tier 1

Activity - Teaching Schoolwide Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will take students to stations within the first week of school that instruct students on the procedures and rules for each identified area of the building. Teachers will review procedures after Christmas Break and Spring Break. Expectations for each area of the school will be posted as a reminder.	Behavioral Support Program	Tier 1	Monitor	08/22/2017	04/06/2018	\$0	No Funding Required	Social Worker, Principal, Teachers, PBIS team/Process Champions team, KSSN team, behavior interventionist
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Activity - Common Classroom Behavior Management Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will utilize a Social Contract, Class Dojo, the 4 Questions, Good Things, greet each student by shaking their hand every morning, launch at the end of the day, and common signals.	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	No Funding Required	School Social Worker, Principal, Teachers

Activity - Positive Behavior Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students Dojo Dollars when caught following the school rules and procedures. Teachers will give students a chance to spend their Dojo Bucks at the Wolf Den store 1-2 times monthly. The social worker and PBIS team/Process Champions will organize monthly celebrations for good behavior (80% positive behavior or better, possibly raising that to 85% at the beginning of second semester).	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	No Funding Required	all school staff

Activity - Tier 2 and Tier 3 Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A screener and discipline data will be used to determine students needing Tier 2 or Tier 3 interventions. Grade level teams will meet to look at the data and work on making tiered behavior decisions for students in conjunction with the school psychologist, social worker, principal, and KSSN staff. Students identified will have Positive Behavior Support Plans.	Behavioral Support Program	Tier 2	Getting Ready	09/25/2017	06/01/2018	\$0	No Funding Required	School social worker, behavior support staff member, Community School Coordinator

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Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach at least two lessons from True Success each week. Reinforcement activities will take place approximately every six weeks school-wide. These materials will be used in supporting Tier II and Tier III behavior reflection and skill development as well.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/01/2018	\$0	No Funding Required	Social worker, behavior interventionist, teachers
Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavior interventionist will work to support appropriate behavior by students so that the focus can be on academics.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/01/2018	\$26500	Section 31a	Principal, social worker, community school coordinator

Goal 6: All students at Parkview Elementary will become proficient writers.

Measurable Objective 1:

49% of Third and Fourth grade students will demonstrate a proficiency in narrative, informational, and opinion writing in Writing by 06/01/2018 as measured by the district writing standards.

Strategy 1:

Thinking Maps - Teachers will utilize the Write from the Beginning and Beyond writing program in their writing instruction. This strategy supports our EL students.

Category: English/Language Arts

Research Cited: Center for Applied Linguistics -- "The SIOP Model: A Professional Development Framework for a Comprehensive Schoolwide Intervention, Dr. David Hyerle -- "Student Successes with Thinking Maps",

Tier: Tier 1

Activity - Write from the Beginning and Beyond training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Write from the Beginning and Beyond writing program in their writing instruction.	Direct Instruction	Tier 1	Implement	08/28/2017	06/01/2018	\$0	No Funding Required	Principal, Literacy Coach, Teachers

Goal 7: All students at Parkview Elementary School will attend school all day, every day.

Measurable Objective 1:

demonstrate a behavior Reduce the number of chronically absent students by 06/01/2018 as measured by their attendance rates, so that 10% of Parkview's students or less are chronically absent and increase the number of students with less than 5% absences to 70%..

Strategy 1:

Attendance Monitoring and Celebration - Student attendance will be monitored and when needed, additional intervention will take place, or if a student's attendance is good, it will be celebrated.

Category: Other - attendance

Research Cited: attendancesworks.org

Tier: Tier 1

Activity - Attendance Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance team, consisting of social worker, community school coordinator, DHHS success coach, mental health clinician, and principal, will meet at least three times/month to review the attendance patterns of students. The team will make individual plans based on student need to improve attendance. Plans may include setting up an intervention meeting with the family to try to reduce barriers to strong attendance.	Other	Tier 2	Monitor	08/21/2017	06/01/2018	\$35000	Section 31a	Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker

Activity - Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level competitions will take place monthly based on attendance rates. Additionally, quarterly family attendance events will be held for students with good attendance.	Other - attendance	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	No Funding Required	Community School Coordinator, DHHS Success Coach, Principal

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

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Encourage good hygiene and wellness through hand washing/sanitizing and surface sanitizing.	Other	Tier 1	Getting Ready	08/28/2017	06/01/2018	\$0	No Funding Required	Community School Coordinator, Principal, teachers and school staff, custodial and maintenance staff
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$7032	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Claim, Evidence, Reason	Teachers will begin teaching lessons (at least one unit) that utilize the claim, evidence, reason format with support from the district science coach. Upper elementary teachers will attend training in teaching the Next Generation Science Standards using this format.	Other - Instructional Design	Tier 1	Getting Ready	08/21/2017	06/01/2018	\$26400	Teachers District Science Coach Science Chair Principal
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$35100	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

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Essential Instructional Practices in Early Literacy Grades K-3	Teachers will learn about and implement the Essential Instructional Practices in Early Literacy with support from a literacy coach, including professional development throughout the year. Their learning will be supported by cycles of inquiry as grade level teams.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/01/2018	\$63333	Teaching Staff, Principal, Literacy Coaches, Community School Coordinator and mental health clinician intern, social worker, and behavior interventionist
Shared Best Practice Expectations	Teachers will include common elements during their math instruction including math talk, review, clear learning objective, discussion, probing questions, formative assessment, and gradual release. These practices will be supported by previous learning from the Calvin math grant. They will implement a math workshop model. In addition, a math coach will provide support as teachers work to increase their understanding and implementation of best practice.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/28/2017	06/01/2018	\$45750	Teachers, principal, math coach
Attendance Meeting	The attendance team, consisting of social worker, community school coordinator, DHHS success coach, mental health clinician, and principal, will meet at least three times/month to review the attendance patterns of students. The team will make individual plans based on student need to improve attendance. Plans may include setting up an intervention meeting with the family to try to reduce barriers to strong attendance.	Other	Tier 2	Monitor	08/21/2017	06/01/2018	\$35000	Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$25275	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

School Improvement Plan

Parkview Elementary School

Behavior Interventionist	A behavior interventionist will work to support appropriate behavior by students so that the focus can be on academics.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/01/2018	\$26500	Principal, social worker, community school coordinator
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$130587	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$35100	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$8868	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

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Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	\$25352	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Incorporation of social studies content	The technology teacher will incorporate science and social studies content into her lessons.	Other - incorporation of content	Tier 1	Implement	08/01/2017	06/01/2018	\$0	technology teacher, principal
Mind Meets Music	Mind Meets Music, an interactive music program designed to develop brain capacity for reading and writing, will take place twice weekly in each Kindergarten through second grade classroom for 30 minutes each session..	Academic Support Program	Tier 1	Evaluate	09/18/2017	05/18/2018	\$8849	Principal, teaching staff, MMM teaching artist
Student Goal Setting	Teachers will help students set quarterly reading goals. They will reflect on the goal with each student, discussing how to reach the goal initially, then how they were able to accomplish their goal.	Academic Support Program	Tier 1	Monitor	08/24/2017	06/01/2018	\$0	Teachers, Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Rewards	Teachers will give students Dojo Dollars when caught following the school rules and procedures. Teachers will give students a chance to spend their Dojo Bucks at the Wolf Den store 1-2 times monthly. The social worker and PBIS team/Process Champions will organize monthly celebrations for good behavior (80% positive behavior or better, possibly raising that to 85% at the beginning of second semester).	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	all school staff
Attendance Incentives	Grade level competitions will take place monthly based on attendance rates. Additionally, quarterly family attendance events will be held for students with good attendance.	Other - attendance	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	Community School Coordinator, DHHS Success Coach, Principal

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Claim, Evidence, Reason	Teachers will begin teaching lessons (at least one unit) that utilize the claim, evidence, reason format with support from the district science coach. Upper elementary teachers will attend training in teaching the Next Generation Science Standards using this format.	Other - Instructional Design	Tier 1	Getting Ready	08/21/2017	06/01/2018	\$0	Teachers District Science Coach Science Chair Principal
Illness Reduction	Encourage good hygiene and wellness through hand washing/sanitizing and surface sanitizing.	Other	Tier 1	Getting Ready	08/28/2017	06/01/2018	\$0	Community School Coordinator , Principal, teachers and school staff, custodial and maintenanc e staff
Write from the Beginning and Beyond training	Teachers will utilize the Write from the Beginning and Beyond writing program in their writing instruction.	Direct Instruction	Tier 1	Implement	08/28/2017	06/01/2018	\$0	Principal, Literacy Coach, Teachers
True Success	Classroom teachers will teach at least two lessons from True Success each week. Reinforcement activities will take place approximately every six weeks school-wide. These materials will be used in supporting Tier II and Tier III behavior reflection and skill development as well.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/01/2018	\$0	Social worker, behavior intervention ist, teachers
Thinking Maps	Teachers will continue to implement Thinking Maps into their social studies lessons to help students make sense of the content. They will work toward students applying Thinking Maps independently.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/01/2018	\$0	teachers, literacy coach
Teaching Schoolwide Procedures	Teachers will take students to stations within the first week of school that instruct students on the procedures and rules for each identified area of the building. Teachers will review procedures after Christmas Break and Spring Break. Expectations for each area of the school will be posted as a reminder.	Behavioral Support Program	Tier 1	Monitor	08/22/2017	04/06/2018	\$0	Social Worker, Principal, Teachers, PBIS team/Proce ss Champions team, KSSN team, behavior intervention ist

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Mathematics Intervention Groups	Students in grades K-4 who are struggling with mastering mathematics standards will be placed in a Tier II intervention group taught by a paraprofessional or interventionist.	Academic Support Program	Tier 2	Implement	09/18/2017	05/18/2018	\$0	Principal, paraprofessional, interventionist, K-4 grade teachers
Tier 2 and Tier 3 Behavior Interventions	A screener and discipline data will be used to determine students needing Tier 2 or Tier 3 interventions. Grade level teams will meet to look at the data and work on making tiered behavior decisions for students in conjunction with the school psychologist, social worker, principal, and KSSN staff. Students identified will have Positive Behavior Support Plans.	Behavioral Support Program	Tier 2	Getting Ready	09/25/2017	06/01/2018	\$0	School social worker, behavior support staff member, Community School Coordinator
Inquiry Team Meetings	Grade level groups of teachers will meet approximately every 6 weeks to look at data and discuss instructional impact, making a plan for instruction as a result. The cycle will include coaching on Essential Early Literacy Skills.	Teacher Collaboration	Tier 1	Implement	09/11/2017	05/28/2018	\$0	Principal, EdTrust Coach, Social Worker, Community School Coordinator, Behavior Interventionist, Mental Health Clinician Intern, Teaching Staff, Literacy Coach
Common Classroom Behavior Management Tools	Each teacher will utilize a Social Contract, Class Dojo, the 4 Questions, Good Things, greet each student by shaking their hand every morning, launch at the end of the day, and common signals.	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	School Social Worker, Principal, Teachers