



# **School Improvement Plan**

West Elementary School

Wyoming Public Schools

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**2017-18 West Elementary School Improvement Goals**

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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**

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

# **Title I 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?**

The CNA includes data from all four measurement areas-- student achievement, programs and process, perceptions and demographic data.

Demographic data - collected by the School Improvement team on a quarterly basis

Perception data- Parent and stakeholder surveys are conducted and analyzed in November and February

Student Achievement Data - Is consistently collected and then analyzed on a quarterly basis by way of Reflection reports to the building and district teams and building staff. This includes content chair discussions with grade levels, staff meetings, and also shared out in newsletters as well.

Process data - Content area program evaluations were conducted

Parents continue to be stakeholders on the School Improvement process.

### **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?**

West Elementary (non Priority, Focus or Reward) is located in the Kent Intermediate school district, in the city of Wyoming, MI with a population of approximately 74,826 people, with an average of 50.6% males and 49.4% female (as of the 2014 information). The enrollment for West elementary has remained relatively stable over the past three (3) years, averaging 456 students. The free/reduced student population has remained stable (approx. 78%) as well. The most recent top to Bottom ranking stands at 29%. Within the last year, the city reported an increase in the unemployment rate from approximately 3.6% to 5.10%. The mean household income is approximately \$47,731.00.

For the most recent (2017) school year, West Elementary continues to demonstrate a very diverse population, with 516 students enrolled. Of the enrolled students, the following are the demographics of the students:

Free/Reduced - 79%

Special Education students - 15%

English Language Learner students - 27%

At-Risk students - 85%

African American students - 18%

Hispanic students - 40%

White students - 31%

Other ethnicities - 9.4%

Female students - 242

Male students - 274

Foster students -1

Homeless students - 7

Migrant students -3

The overall percentage of student attendance for the year was 96%, however, 16% (71.36) of the students demonstrated difficulties with 5-9 (all day) absences each quarter. More so than transiency (8%), truancy has presented as a significant challenge, whereas we have students  
SY 2017-2018

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that have missed over eight (8) weeks of school during the academic year.

Staff Demographics include:

Bachelors - 8 staff members

Masters - 22 staff members

Ed.S - 1 staff member

Classroom allocations:

Kindergarten - 4 classes

1st grade - 4 classes

2nd grade - 5 classes

3rd grade - 3 classes

4th grade - 4 classes

Resource - 1.5 teachers

Social Worker - 1

School Psychologist -1

Speech Therapist -1

Secretary -1

Reading Interventionist - 1

Administrator -1

PE -1

Music-1

Art-1

Technology -1

Teaching Experience:

6 teachers - 5 years or less

3 teachers - 6-15 years

20 teachers - +16 years

Administrator --+25 years

Program and Process Data (EdYes Results)

Areas of focus:

Standard 2D- Effective Instruction

Standard 6P - Communication Systems

Standard 8U- Purposeful Planning

(Fall 2017) Perception (Parent survey) data:

115 participants

Strengths:

Safe, supportive environment

Appropriate learning environment

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Areas of Growth:

Consistent communication

More parent involvement opportunities

(Spring 2016) Building Staff Perception Data

21/29 participants

Strengths:

Desire to collaborate

Strong, knowledgeable educators

Area(s)

More work needed to understand how to use data to drive instruction

How do we better impact math achievement

How do we continue to work on our culture of a divided staff?

Staff should be more focused on putting kids first

Student Achievement

On the Scholastic Reading Inventory (criterion-based) assessment for 1st - 4th grade students, difficulties continue to be demonstrated, as there was a 7% decrease in the students scoring as proficient. With the exception of students with IEP's, there were also noted decrease in all other subgroups as well. For students with IEP's, there was actually a 3% increase in the students who scored as proficient from the previous year.

In reference to the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Diagnostic, 66% of the students scored at Benchmark (K-4th grades).

Even with the implementation of a new math resource (Go Math), data indicates that 72% of the students scored as proficient in grades 1st - 4th. This indicates a 27% increase from the previous year.

All subgroups demonstrated significant growth as well, with an average of 32% growth for all groups (e.g. SE, LEP, Homeless, Black, Hispanic, White students).

State (summative) test results for 3rd and 4th grade reading and math, and 4th grade Science are not available at this point.

### **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 reviewed the four (4) types of data (process and process, perception, demographic and student achievement data). Goals are strategies are chosen based on the given data.

The team consistently met over the course of the school year to support the analysis and diagnosis of data to support instruction and learning. Needs analysis (based on data review) consistently takes places throughout the year to drive and support instruction and learning.

Data relative to student achievement, population demographics, and school program data were collected from a variety of state and local assessments. We compiled the data, analyzed the trends, answered the questions and came to conclusions as a team. The results of the comprehensive needs assessment (CNA) were then shared with the staff at a meeting to develop goals that were tied to the highest priorities. New data about subgroup populations was given special attention, especially the ELL students, in order to be sure that the needs of those children were also being met in addition to the general school population. The CNA includes data from all four measurement areas student achievement, programs and process, perceptions and demographic data. Each section of our Comprehensive Needs Assessment includes a summary and some examples of each type of data collected.

#### **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 for all students are Tier I strategies listed in the School Improvement plan (what is reflected in your plan -goals & strategies)

The goals for at-risk students are Tier II and Tier III in the SIP (e.g. Support of Reading Interventionist, summer school, support of academic interventionists, Resource room support etc.)

Beyond core instruction, as dictated by data, goals support Tier II strategies to address meeting the needs of disadvantaged and struggling students include designated 30 minute (content area) interventions that are driven by data. Tier II supports might also include the support of academic interventionist, the Social Worker, and Kent School Services Network ( a community-based agency).

Tier III strategies might include Resource Room (Special Education) support.

As driven by data, goals are consistently monitored and adjusted to support competencies, skills, and attributes that students should possess according to individual and group data, as well as grade level projections. Teachers consistently met during Professional Learning Communities (PLC's) to create, monitor and adjust goals based on subgroups (e.g. bottom 30%, EL, IEP, etc . . ).

## **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 school improvement plan for West Elementary is very purposefully written to include strategies that will help our students come closer to meeting the state standards. A careful review of our data and review of current research helps us as we develop these strategies. Some additional school-wide strategies that West is implementing that contribute to it's ongoing success are: Capturing Kids Hearts, Thinking Maps (a component of SIOP), Tier II support, English Language support, (data-driven) intervention blocks and an emphasis on reading and writing across the curriculum.

Also included in the process is purposeful and targeted core (Tier I) 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).**

Specific strategies are supported to strengthen core instruction, as well as to enhance and differentiate Tier II instruction. These opportunities will work to support increasing instructional outcomes by supporting (data-driven) targeted groups, which will be based on rapid responses from the teachers (driven by frequent progress monitoring- quantity). Teacher collaboration will also serve to support increasing instructional quality as well.

Additional (data-driven) professional development opportunities aligned to desired (student) learning will also be available for all staff this year. We are also seeking the opportunity to tighten instructional opportunities by better structuring the instructional framework of the school day as well.

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

As supported by the (data-driven) academic needs of the building, all of our strategies in the school-wide plan align with the findings of our needs assessment, as they work collaboratively to:

- contextualized instruction (e.g., aligning content with the student's need of support)
- early support programs for at-risk students
- strengthen comprehensive and integrated instruction and programs
- continual practices to modify instruction to support teaching and learning

### **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.**

Several strategies in the school-wide plan for West Elementary provide various levels of intervention for the students for whom the data reveals would benefit from this service. Tier II Interventions, as driven by individual teacher, horizontal and vertical collaborative opportunities support targeted instruction based on results-oriented outcomes. This is also supported by frequent progress monitoring.

instruction.

Community partnerships, and district ancillary supports are also available to support and assist students and families.

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

West Elementary staff meet weekly to analyze data collected at each grade level (PLC's). Contractual collaboration time also allows for result oriented cycles of inquiry to drive teaching and learning. Opportunities also exist for vertical data studies as well. during this time, grade levels set, monitor and adjust goals based on data to support student achievement. Student Study team meetings (which include the teacher, Psychologist, Social Worker, Speech Therapist, Principal, and Occupational therapist) are also conducted on a consistent basis to support the needs of all learners.

### 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	As required by the district, only highly qualified paraprofessionals are hired.	

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	Teacher applicants must demonstrate qualification proficiencies before being considered in the applicant pool.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

There were no retirements, and one (0.5 FTE) resignation.

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

Years in experience range from one to thirty-three years of teaching experience. Education ranges from Bachelors to Educational Specialist degrees.

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

- Highly supportive and experienced staff
- Peer collaboration time
- Active PTO
- Technology rich building (2 computer labs, 3 Chrome carts, classroom iPads)
- Active new teacher mentoring

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

- Pay for masters degree by compensating for 2 classes/semester
- Very competitive salary scale
- Additional pay for additional professional contributions
- Very generous benefit package

### **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?**

N/A

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## 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.

District math professional development

Building level content area professional development as dictated by data throughout the school year

Michigan Education conference

Michigan Reading Association

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

District level professional development will occur throughout the year, as the result of the adoption of a new core math program. As driven by data and teacher input, new learning to support Tiered instruction will also take place with additional PD opportunities for staff offered additionally to that of the district. Professional learning will also be sustained by the implementation of newly formed Math Teams to support the process.

There is also a District ELA team which consists of representation of all of the elementary schools. Efforts are also underway to allow for each Elementary teacher to be trained in reference to the NGXS (Science) curriculum.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Professional Learning opportunities are presented during staff meetings two (2) times monthly. At this time, school and district dates for content driven professional learning have not been established.	

## **Component 6: Strategies to Increase Parental Involvement**

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

West Elementary follows all Board policies related to Parent Involvement in Title I (policy 22261.01) and Parent Involvement in the School Program (policy 2112) as well as designing a specific programs and practices that specifically meets the needs of our parents/guardians in supporting our child(ren) in the educational process.

Parents have many formal and informal opportunities to provide input in the School-wide Plan. School Improvement meetings, parent meetings, parent conferences, as well as informal conversation with the principal and teachers are all avenues used by parents and respected by staff to provide information that is taken into consideration when writing the school-wide plan.

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

Parents are invited to participate with the building and district level School Improvement Team. Communication of specifics are then relayed to parents via

- Bi-weekly classroom and monthly school newsletters
- Quarterly report cards sent to the home
- Bi-yearly parent-teacher conferences
- Open-house school visitation (for delivering state content standards)
- Social workers, and support staff are accessible as needed
- Child Study meetings as applicable
- A parent-child-school compact,

This will be further supported by:

- Curriculum Nights/Open House are held on various dates to inform parents of:
  - \* curriculum including curriculum brochures,
  - \* informational packets - including behavior and homework policy
  - \* before and after school opportunities (through KSSN)
  - \* sign-in's are collected
- Parent/Teacher Conferences available in English and Spanish
- Literacy nights every other year
- math nights every other year
- West's TEAM 21 after-school program.
- The Child Study Process
- Bi-weekly classroom and monthly school newsletters
- Quarterly report cards sent to the home
- Bi-yearly parent-teacher conferences

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

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Parents at West Elementary are involved with the evaluation of the school-wide plan in a variety of ways. A parent survey offered two (2) times per year is used by the school to improve the school-wide program for parents, students, and staff. Survey results are shared with all parents through the school newsletter. The annual parent survey, which is part of the comprehensive needs assessment, shows consistent, strong parental support for West Elementary over the past several years.

Parent/guardian input is also welcomed by way of participation with the School Improvement 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		

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

Parent Involvement, as outlined in Section 1118 of the ESEA is supported by Literacy Night, Math Night, and parent support programs through the KSSN (Kent School Services Network) throughout the school year.

The School Improvement Team shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. West Elementary expects the parents to be involved in the program, including their participation in the development of the plan;
- B. Meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the building may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. West Elementary will provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. West Elementary parents will be involved in the planning, review, and improvement of the Title I program;
- F. Information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. West Elementary parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. Timely responses will be given to parental questions, concerns, and recommendations;

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

The parent involvement component of the school-wide plan is evaluated in a variety of ways. A biannual parent survey is used by the school to improve the school-wide program for parents, students, and staff. Survey results are shared with all staff parents through the Parent/Community newsletter.

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

Survey results are shared with all parents through the building Parent/Community newsletter and at PTO meetings. This feedback from the biannual parent survey, feedback from parent/teacher conferences, discussion at PTO meetings, and other informal data is reviewed by the school Improvement team. The team then modifies parent activities for the following year to meet the needs of the parents and students.

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

The school-parent compact at West Elementary was developed using a collaborative process between parents, teachers and administration. A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. This document is called a Parent compact and it is shared and reviewed for input and revision based upon parent input at our September PTO meeting as well as the SI team meeting which includes parents.

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

The parent compact is given out and reviewed with parents at fall parent/teacher conferences. This provides teachers with the opportunity to clarify the expectations of all parties involved in the child's learning process, as well as an opportunity for parents to ask questions and seek clarification/support for needs they may have for their child.

**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.**

All West Elementary newsletters, curriculum brochures, and informational packets are available in English and Spanish. Translators are readily available for Parent/Teacher Conferences, Child Study meetings, and IEP meetings to meet the individual needs of the families. A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English.

## **Component 7: Preschool Transition Strategies**

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

West Elementary School stakeholders understand the importance of communicating not only within the building, but between buildings, departments and community agencies that support student growth and learning and also reduces duplication of services. By using technology, a continuous student profile is available to staff in order to monitor individual student support and progress while attending our school.

West Elementary School enrolls students from all of our buildings and our Early Childhood Center Huntington Woods, as well as tuition based preschool program housed within the building.. The following activities are used to help with the transition of these students:

- \* Spring transition activities for parents and students in May.
- \* Principal visits Early Childhood Center to get student and for registration in May.
- \* Principal meets with future parents of Huntington Woods (preschool program) and the in-house preschool program to get their input in May.
- \* Future students visit West Elementary to take a tour of the building anytime by calling the office.
- \* Fall "Smart Start" where students meet with their teachers and get additional information.
- \* In-house preschool families are consistently invited to participate in activities and receive building communications throughout the school year.
- \* Preschool programs are invited to school activities and/or events

UPDATED

### **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?**

During the Smart Start and registration opportunities, parents are given a copy of the preschool and kindergarten standards.

## **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?**

Using the school and district's data warehouse, the school improvement team consistently reviews the data of student scores on state and district assessments throughout the school year. The School Improvement team (content chairs) then share the findings with their grade levels and other staff, resulting in the teachers working together to create common methods/interventions to improve student success. All teachers have access to the data on the district's warehouse and are encouraged to continually use the data to guide their instruction.

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

A variety of data sources are used to identify students experiencing difficulty mastering the district or State's academic achievement standards. (Bi)weekly PLC meetings, quarterly school-wide data reviews (School Improvement Reflection Reports by Content Chairs), and planned teacher collaboration opportunities are avenues that are consistently used for the purpose and intent of analyzing and reviewing data.

## **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.**

Student data is unpacked at each grade level, and consistently reviewed during weekly grade level PLC opportunities, for the purpose and intent to drive instructional practices as well as flexible grouping opportunities for students. Frequent assessments then support intervention planning and instruction for targeted students,, or the need for enrichment for others. This is also supported through the Child Study Team process.

### **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?**

Grade levels meet weekly in professional learning communities (PLC's) to monitor and analyze student data (by grade level, classes, subgroups, and individual students). (Ongoing) Flexible grouping to support instruction then is driven by data to support students experiencing academic difficulty. The building also supports the use of a Reading Interventionist, as well as a district interventionists to support the areas of reading and math. Child Study Teams may also be held to support plans of assistance for identified students.

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

Data analysis and review during staff meetings, grade level PLC's, district quarterly reviews, School Improvement Team meetings, and individual teacher analysis support guided instruction and intervention opportunities to support the differentiation of instruction in all classrooms.

## **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 Part A

General Fund

Section 31A

Free/Reduced Breakfast/lunch program

PTO funds

Title III

Title II

ACL (Western Michigan University) grant

KSSN funding

Early Literacy Grant 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.**

Component 1-Comprehensive Needs Assessment (general funds)

Component 2 - Reform Strategies (general fund - PD, resources and some degree of parent involvement,

Title II- for building specific professional development,

Title I A- Reading Interventionist,

Title III - Tier II & III English learner support

Section 31A - Interventionist support & EL support

Early Literacy Grant - Literacy resources, ISD support

21st Century Grant - after school and summer school programs

Component 3- Highly Qualified staff

general funds, Title I -A, Title III, Section 1A, Special Education funds,

Component 4- Attracting/Retaining Staff

General funds

PTO funds

Title II (PD opportunities)

Title I

Component 5 - Professional Development

Title II

Title I

Section 31A

Component 6 - Parent Involvement

Title I

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PTO funds

General funds

Component 7 - Preschool Transition

General funds

Component 8 - Teacher Decision Making

Section 31 A

Component 9 - Timely & Additional Assistance

Title I

Title III

Section 31A

General funds

Component 10 - Federal, State and Local funds Resources & Coordination

Title I

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.**

Bullying & Character Education - True Success, Cyber Safety & Capturing Kids Heart programs

Nutrition Programs - Free/Reduced Lunch, Free breakfast & District Wellness policy

Housing Programs - Homeless Liaison and Community Mental Health Programs (KSSN)

Head Start - District partners with HS to prepare preschool aged children for kindergarten

Adult Education - WPS offers adult education for the surrounding communities

Vocational & Technical Education - provided to students through the ISD

Job Training - (High school students) Job Corps and other opportunities are offered through community business internships

## **Evaluation:**

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

Evaluation of the implementation of the school-wide plan and programs is initially conducted through the building level school improvement team, which meets monthly, with the purpose and intent to evaluate progress made during the school year.

Weekly grade level meetings (PLC's) also take place in order to evaluate student data.

As an ongoing part of implementing the strategies for each school improvement goal, data is specifically reviewed on at least a quarterly basis to identify students that are furthest from achieving the standards. Modifications in strategies and instructional practices are made, if necessary, in an effort to continually find effective methods to accelerate the learning for these lowest achieving students.

This process is also inclusive of building level content chairs sharing data and results on a quarterly basis with the staff.

### **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.**

Quarterly, the building SI team meets with the district's support team to monitor and review data, and to therefore conduct a comprehensive evaluation of the strategies and activities. When available, this also includes the MSTEP being one of the primary sources of data. Subgroup data is also reviewed as part of this process. If student achievement data reflects growth, strategies and activities are carried over into the next school year. If student achievement data does not show significant gains, the whole staff analyzes this area to determine future research based strategies.

### **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.**

At the end of each quarter, as well as a comprehensive review during the 4th quarter, the SI team meets to conduct a comprehensive evaluation of the strategies and activities. Multiple data resources that reflect degree of teacher implementation and level of student achievement are reviewed. Subgroup data is also reviewed as part of this process. If student achievement data reflects growth, strategies and activities are carried over into the next school year. If student achievement data does not show significant gains, the whole staff analyzes this area to determine future research based strategies. A part of the data review is to look at the data for the lowest performing students to see how much progress they have made over the year (quarterly review of this data occurs throughout the year). The expectation is that these lowest performing students will makes more than a year's growth in a year's 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?**

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The building School Improvement Team meets at least two (2) times per month to monitor and review data, strategies and instructional practices to support instruction and learning. As the plan is considered a dynamic document, it is heavily driven by process. Process and Outcome data are consistently reviewed, which supports revising the document throughout the school year. This process is also supported by quarterly visits and reviews from the district School Improvement Support Team.

# **2017-18 West Elementary School Improvement Goals**

## **Overview**

### **Plan Name**

2017-18 West Elementary School Improvement Goals

### **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	Students will become proficient readers	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$234213
2	Students will be proficient in the area of math.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$26550
3	Students will be proficient in writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Students will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Students will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Students will attend school all day every day	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$35000
7	All students will support appropriate school behavior	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: Students will become proficient readers

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency reading in English Language Arts by 05/31/2018 as measured by DIBELS.

### (shared) Strategy 1:

Daily Interventions - ". Administer the DRA assessment to all students to identify the individual reader's strengths and weaknesses.

- Create an individualized intervention plan for each non-proficient reader by strategically selecting highly effective strategies found in The Reading Strategies Book.
- Progress monitor students with an intervention plan on a monthly basis using DIBELS progress monitoring materials, fluency passages, or running records.
- Participate in monthly grade level meetings to review student reading data, monitor progress, and set goals.

Category: English/Language Arts

Research Cited: Marzano, R., Picering, N., Pollack, J. (2001) Classroom Instruction that Works: Research-based Strategies that Increase Student Achievement. ASCD. Alexandria, VA.

Growing Readers: Units of Study in the Classroom by Kathy Collins

The Cafe Book: Engaging All Students in Daily Literary Assessment and Instruction by Gail Boushey and Joan Moser

Reading A to Z

Tier: Tier 2

Activity - Students will . . . .	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will . . . · Participate in intervention groups daily if not proficient in reading. · Be able to articulate the strategies they are learning and their personal reading goals."	Parent Involvement	Tier 2	Implement	08/22/2017	05/31/2018	\$0		All K-4 teachers, Principal, District Literacy Coach(es), Central office. Resources previously addressed.

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### Strategy 2:

Intervention support - Strategy: Classroom teachers will provide daily intervention to all non-proficient readers.

Category: English/Language Arts

Research Cited: Research Cited: Marzano, R., Picering, N., Pollack, J. (2001) Classroom Instruction that Works: Research-based Strategies that Increase Student Achievement. ASCD. Alexandria, VA.

Growing Readers: Units of Study in the Classroom by Kathy Collins

The Cafe Book: Engaging All Students in Daily Literary Assessment and Instruction by Gail Boushey and Joan Moser

Serravallo, J. (2015). The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Heinemann.

Portsmouth, NH

Tier: Tier 2

Activity - Assessment & Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer the DRA assessment to all students to identify the individual reader's strengths and weaknesses.  Create an individualized intervention plan for each non-proficient reader by strategically selecting highly effective strategies found in The Reading Strategies Book.  Progress monitor students with an intervention plan on a monthly basis using Dibels progress monitoring materials, fluency passages, and running records.  Participate in monthly grade level meetings to review student reading data, monitor progress, and set goals.	Direct Instruction, Other, Academic Support Program, Teacher Collaboration	Tier 1		08/22/2017	05/31/2018	\$0	General Fund	Classroom teachers, District Literacy Coach(es).
Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Interventionists will provide direct instruction and reading support to students in Tier 2 and Tier 3	Direct Instruction	Tier 2		08/22/2017	05/31/2018	\$54000	Title I Part A	All instructional staff will work with Interventionists
Activity - Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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K,1,2 Teachers will provide daily explicit phonics Instruction	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1		08/22/2017	05/31/2018	\$0	General Fund	K,1,2 Teachers and Literacy Coaches
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Activity - EL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be used to identify and target students in need of EL support in reading. Teachers will differentiate instruction through content, processes, assessments, and learning environments. EL teachers will push into classrooms to offer a differentiated learning experience or they will pull students out to participate in small group learning based on identified needs.	Direct Instruction, Academic Support Program	Tier 2		08/22/2017	05/31/2018	\$179084	Section 31a	2 Highly Qualified EL teachers and 1 EL Paraprofessional

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West will sponsor a parents night, which will support and inspire parents and guardians to assist their students in reading and writing.	Parent Involvement, Materials	Tier 1		08/22/2017	05/31/2018	\$1129	Title II Part A	Teaching Staff, Principal, Instructional Coaches

## Goal 2: Students will be proficient in the area of math.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency with standards in Mathematics by 05/31/2018 as measured by the WPS district assessment.

### Strategy 1:

Daily Essential Questions - Include critical thinking questions (Essential Question from Go Math daily lesson) in daily math lessons and will be recorded in Math Journals or in the Go Math book.

Category: Mathematics

Research Cited: Research Cited: Math Talks USA, TenMarks and Engage NY

Marzano, R., Pickering, N., Pollack, J. (2001). Classroom Instruction That Works: Research- Based Strategies for Increasing

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Student Achievement. ASCD. Alexandria, VA

Tier: Tier 1

Activity - Tier I Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a daily focus on the Common Core State Standards and the three levels of rigor associated with these standards. Teachers will provide targeted differentiation in content, processes, assessments, and learning environments based on students need. Students will answer critical thinking questions and show their thinking. Students will record their thinking 2-3 times in Go Math book or math notebook so they can conceptualize their thinking and teachers can monitor progress.	Direct Instruction	Tier 1	Implement	08/22/2017	05/31/2018	\$0	General Fund	Classroom teachers, District Math Coach, Central Office
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have 30 minute designated time for math interventions 4 days a week.  Use data to determine teaching points, strategies, or math concepts to be taught during small group intervention.  Complete log of strategies used during daily interventions to be brought to monthly grade level team meetings or PLC if applicable	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 2		08/22/2017	05/31/2018	\$0	General Fund	Classroom teachers, District Math Coach, Math team, Math content chair
Activity - Math and Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in the practice of Math and Number Talks during math instruction.	Direct Instruction	Tier 1		08/22/2017	05/22/2018	\$0	No Funding Required	Instructional Staff
Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The interventionist will provide academic support to students in Tier 2 and Tier 3. The interventionist will provide for differentiated instruction through content, processes, assessment, and learning environments.	Direct Instruction, Academic Support Program	Tier 3		08/22/2017	05/31/2018	\$26550	Section 31a	Instructional staff will work with the math interventionist

## Goal 3: Students will be proficient in writing

### Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) in writing in Writing by 05/31/2018 as measured by district writing rubrics.

### Strategy 1:

Thinking Maps - Use Thinking Maps to model and organize thoughts and plans for writing.

Category: English/Language Arts

Research Cited: The Lucy Caulkin's Writer's Workshop

Thinking Maps: A Language for Learning, Ed.S

Thinking Maps: Write....from the Beginning (2000 Edition) Grades K-5 Jane Buckner, Ed.S

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Mentor Sentences daily to improve grammar, descriptive language, and use of conventions. Teachers will instruct students in the writing process using thinking maps. Students will use thinking maps to to connect their thinking process to the writing process. Thinking maps will provide scaffolding for students in the pre-writing process and throughout the revision and rewriting process.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/22/2017	05/31/2018	\$0	No Funding Required	Kindergarten through 4th grade teachers, Principal, Building Reading Interventionist, District Literacy Coach, (Building) Writing Content Chair, Principal

## Goal 4: Students will be proficient in Social Studies

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency with standards in Social Studies by 05/31/2018 as measured by the WPS district economics assessment.

**Strategy 1:**

Direct Instruction - Use project-based learning to support Economic standards.

Category: Social Studies

Research Cited: Marzano, R., Pickering, N., Pollack, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. ASCD. Alexandria, VA.

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>Teach a project-based economic unit based on district economic standards.</li> <li>Teachers will support students in the production of their project.</li> </ul> <p>Students will . . .</p> <ul style="list-style-type: none"> <li>* Students will participate in planning and implementing a product to sell.</li> <li>* Student learning will be measured by the EC standards per grade level.</li> </ul>	Direct Instruction	Tier 1		08/22/2017	05/31/2018	\$0	No Funding Required	K-4 Staff, Social Studies Chair, Principal

## Goal 5: Students will be proficient in Science

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in writing a Science claim and supporting it with one or more sources of evidence in Science by 05/31/2018 as measured by district standards.

**Strategy 1:**

Tier I Science Instruction -

Use observations and evidence recorded in science notebooks to write a claim and support it with evidence.

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Category: Science

Research Cited: National Academies Press (July 30, 2013); Next Generation Science Standards: For States, By States. Spi edition

Tier: Tier 1

Activity - Science Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Science Notebooks to record observations, make predictions, and describe phenomena 3 days a week during science instruction. Use the claim, evidence, (and reasoning at 4th grade) strategy	Direct Instruction, Teacher Collaboration, Materials	Tier 1	Implement	08/22/2017	05/31/2018	\$0	No Funding Required	All staff grades K-4. Science Chair, Principal

  

Activity - NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will have students experience one NGSS unit with support from the district science consultant.	Direct Instruction	Tier 1		08/22/2017	05/31/2018	\$0	No Funding Required	District Science Coach and Instructional staff

## Goal 6: Students will attend school all day every day

### Measurable Objective 1:

collaborate to support regular student attendance by 05/31/2018 as measured by maintaining average monthly attendance percentage of at least 95%.

### Strategy 1:

Teacher practices - Strategies: Inform parents via handbook, open house, website, classroom and building newsletters, etc, of attendance policy at the beginning of the school year.

Share attendance with families at conferences. KSSN will support the office in contacting families via attendance letter (and phone calls) when a student reaches 5,10, & 15 absences. Teachers will continue to contact parents/guardians when a student reaches 3 absences per quarter. Offer assistance to barriers to being at school on time (or remaining until the end of the day).

Per the updated county-wide truancy guidelines, referral to the truancy officer will occur at the designated tardy threshold. Teachers will also continue to contact families  
SY 2017-2018

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when a student reaches 3 and 7 days of absences or tardies.

Staff will document in Synergy when contact has been made home .

Category: School Culture

Research Cited: Roby, Douglas E. (2003). Research on School Attendance and Student Achievement: A Study of Ohio Schools. Educational Research Quarterly ,Vol. 28.1

DeKalb, J. (1999). Student truancy. Eugene, OR: ERIC Clearinghouse on Educational Management, ED429334.

Tier: Tier 1

Activity - KSSN support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families contacted by classroom teacher at 3rd absence per quarter Identify students chronically absent Attendance meeting with families (including Attendance improvement plans) Letters are sent to families at 5, 10 and 15 absences Attendance letters provided during conferences as supported by the KSSN program Truancy process supported as needed Provision of in-house services that include home-based supports and mentoring to support the existing framework.	Parent Involvement, Other, Community Engagement, Teacher Collaboration	Tier 2	Implement	09/05/2017	06/06/2018	\$35000	Section 31a	Principal, social worker, classroom teachers, central office, Kent School Services Network (KSSN).

## Goal 7: All students will support appropriate school behavior

### Measurable Objective 1:

collaborate to support a decrease in overall building discipline referrals by 15% by 06/01/2018 as measured by monthly and end of year discipline data.

### Strategy 1:

Classroom management - Classroom teachers will be assisted in supporting Tier I and II behavior needs within the classroom setting. A Community School Coordinator and a Site-team leader will support the current framework with school services that include counseling, mentoring and home-based services.

Category: School Culture

Research Cited: Marzano, J and Marzano, R. (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher. ASCD. Alexandria, VA.

Glasser, W. (1969). Schools without failure. New York: Harper and Row.

Emmer, E. T. (1984). Classroom management: Research and implications. (R & D Report No. 6178). Austin, TX: Research and Development Center for Teacher

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Education, University of Texas. (ERIC Document Reproduction Service No. ED251448).

Marzano, R. J. (2003a). What works in schools. Alexandria, VA: ASCD.

Tier: Tier 2

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop skills and processes to solve conflict with each other by working with a restorative practices facilitator.	Parent Involvement, Behavioral Support Program	Tier 1		09/06/2017	05/31/2018	\$0	General Fund	Principal and Social workers will make referrals to the facilitator. Teaching Staff will support the process by communicating with the social worker, principal, and the facilitator

Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will teach positive character traits that support positive behaviors.	Parent Involvement, Direct Instruction, Behavioral Support Program, Teacher Collaboration	Tier 1		08/22/2017	05/31/2018	\$0	General Fund	All Staff including itinerant, support, and instructional staff

Activity - Common School Wide Expectations and Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will teach, practice, and monitor the common behavioral expectations of the school including the classroom, hallways, playground, cafeteria, restrooms, and on the bus.	Behavioral Support Program	Tier 1		08/22/2017	05/31/2018	\$0	No Funding Required	All Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Phonics Instruction	K,1,2 Teachers will provide daily explicit phonics instruction	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1		08/22/2017	05/31/2018	\$0	K,1,2 Teachers and Literacy Coaches
Restorative Practices	Students will develop skills and processes to solve conflict with each other by working with a restorative practices facilitator.	Parent Involvement, Behavioral Support Program	Tier 1		09/06/2017	05/31/2018	\$0	Principal and Social workers will make referrals to the facilitator. Teaching Staff will support the process by communicating with the social worker, principal, and the facilitator

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Tier I Math Instruction	There will be a daily focus on the Common Core State Standards and the three levels of rigor associated with these standards. Teachers will provide targeted differentiation in content, processes, assessments, and learning environments based on students need. Students will answer critical thinking questions and show their thinking. Students will record their thinking 2-3 times in Go Math book or math notebook so they can conceptualize their thinking and teachers can monitor progress.	Direct Instruction	Tier 1	Implement	08/22/2017	05/31/2018	\$0	Classroom teachers, District Math Coach, Central Office
True Success	Staff will teach positive character traits that support positive behaviors.	Parent Involvement, Direct Instruction, Behavioral Support Program, Teacher Collaboration	Tier 1		08/22/2017	05/31/2018	\$0	All Staff including itinerant, support, and instructional staff
Intervention	Have 30 minute designated time for math interventions 4 days a week.  Use data to determine teaching points, strategies, or math concepts to be taught during small group intervention.  Complete log of strategies used during daily interventions to be brought to monthly grade level team meetings or PLC if applicable	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 2		08/22/2017	05/31/2018	\$0	Classroom teachers, District Math Coach, Math team, Math content chair
Assessment & Collaboration	Administer the DRA assessment to all students to identify the individual reader's strengths and weaknesses.  Create an individualized intervention plan for each non-proficient reader by strategically selecting highly effective strategies found in The Reading Strategies Book.  Progress monitor students with an intervention plan on a monthly basis using Dibels progress monitoring materials, fluency passages, and running records.  Participate in monthly grade level meetings to review student reading data, monitor progress, and set goals.	Direct Instruction, Other, Academic Support Program, Teacher Collaboration	Tier 1		08/22/2017	05/31/2018	\$0	Classroom teachers, District Literacy Coach(es).

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**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Specialist	Reading Interventionists will provide direct instruction and reading support to students in Tier 2 and Tier 3	Direct Instruction	Tier 2		08/22/2017	05/31/2018	\$54000	All instructional staff will work with Interventionists

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
KSSN support	Families contacted by classroom teacher at 3rd absence per quarter Identify students chronically absent Attendance meeting with families (including Attendance improvement plans) Letters are sent to families at 5, 10 and 15 absences Attendance letters provided during conferences as supported by the KSSN program Truancy process supported as needed Provision of in-house services that include home-based supports and mentoring to support the existing framework.	Parent Involvement, Other, Community Engagement, Teacher Collaboration	Tier 2	Implement	09/05/2017	06/06/2018	\$35000	Principal, social worker, classroom teachers, central office, Kent School Services Network (KSSN).
EL Support	Student data will be used to identify and target students in need of EL support in reading. Teachers will differentiate instruction through content, processes, assessments, and learning environments. EL teachers will push into classrooms to offer a differentiated learning experience or they will pull students out to participate in small group learning based on identified needs.	Direct Instruction, Academic Support Program	Tier 2		08/22/2017	05/31/2018	\$179084	2 Highly Qualified EL teachers and 1 EL Paraprofessional
Intervention Specialist	The interventionist will provide academic support to students in Tier 2 and Tier 3. The interventionist will provide for differentiated instruction through content, processes, assessment, and learning environments.	Direct Instruction, Academic Support Program	Tier 3		08/22/2017	05/31/2018	\$26550	Instructional staff will work with the math interventionist

**Title II Part A**

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Night	West will sponsor a parents night, which will support and inspire parents and guardians to assist their students in reading and writing.	Parent Involvement, Materials	Tier 1		08/22/2017	05/31/2018	\$1129	Teaching Staff, Principal, Instructional Coaches

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NGSS	Each grade level will have students experience one NGSS unit with support from the district science consultant.	Direct Instruction	Tier 1		08/22/2017	05/31/2018	\$0	District Science Coach and Instructional staff
Direct Instruction	<ul style="list-style-type: none"> <li>Teach a project-based economic unit based on district economic standards.</li> <li>Teachers will support students in the production of their project.</li> </ul> <p>Students will . . .</p> <ul style="list-style-type: none"> <li>* Students will participate in planning and implementing a product to sell.</li> <li>* Student learning will be measured by the EC standards per grade level.</li> </ul>	Direct Instruction	Tier 1		08/22/2017	05/31/2018	\$0	K-4 Staff, Social Studies Chair, Principal
Thinking Maps	Students will use Mentor Sentences daily to improve grammar, descriptive language, and use of conventions. Teachers will instruct students in the writing process using thinking maps. Students will use thinking maps to to connect their thinking process to the writing process. Thinking maps will provide scaffolding for students in the pre-writing process and throughout the revision and rewriting process.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/22/2017	05/31/2018	\$0	Kindergarten through 4th grade teachers, Principal, Building Reading Interventionist, District Literacy Coach, (Building) Writing Content Chair, Principal

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Science Notebooks	Use Science Notebooks to record observations, make predictions, and describe phenomena 3 days a week during science instruction. Use the claim, evidence, (and reasoning at 4th grade) strategy	Direct Instruction, Teacher Collaboration, Materials	Tier 1	Implement	08/22/2017	05/31/2018	\$0	All staff grades K-4. Science Chair, Principal
Common School Wide Expectations and Procedures	All staff will teach, practice, and monitor the common behavioral expectations of the school including the classroom, hallways, playground, cafeteria, restrooms, and on the bus.	Behavioral Support Program	Tier 1		08/22/2017	05/31/2018	\$0	All Staff
Math and Number Talks	Teachers will engage students in the practice of Math and Number Talks during math instruction.	Direct Instruction	Tier 1		08/22/2017	05/22/2018	\$0	Instructional Staff