



School Improvement Plan

Gladiola Elementary School

Wyoming Public Schools

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2018/19 Goals and Plan

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 Goal 1: Reading: 100% of students will be proficient or college ready readers. 37

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 Goal 3: Math: 100% of students will be proficient in math. 42

 Goal 4: Science: 100% of students will demonstrate proficiency in science processes and content. 45

 Goal 5: Social Studies: 100% of students will be proficient in their knowledge of social studies content. 46

 Goal 6: Attendance: 100% of students will attend school each day. 47

 Goal 7: Behavior: All students will demonstrate positive school behavior. 48

Activity Summary by Funding Source 50

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?

When? Who? and What was the process?

Perception data is collected in fall and spring.

Demographic data is collected

Programs and Process data is collected in ongoing reflection during staff meetings and School Improvement meetings.

Student Achievement data is collected 3 times per year following testing: fall, winter, and spring.

School Improvement and Content Chairs have discussions around both implementation and impact data in ongoing bi-weekly meetings.

Chairs and principal walk staff through the findings and create opportunities to reflect and respond at bi-weekly staff meetings.

We have 3 parents who serve in key feedback opportunities during SI. Parents included in SI Team help analyze program and process data, parent engagement, and community demographics.

The findings are brought back to staff meetings and the Gladiola Communication Plan assures information is going out to staff and stakeholders.

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?

City of Wyoming Demographics

White (51, 723) 69%

Hispanic (15, 564) 21%

African American (3,462) 4.7%

Asian (1,759) 2.4%

MultiRacial (1,638) 2.2%

American Indian (190) .3%

Other (20) .03%

Demographic data: Student

For the 2017-18 school year we had 396 students K-4.

At-Risk (291 students)

Ethnic groups include:

white (111),

Hispanic (209 students),

SY 2018-2019

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African American (48 students),
Asian (7 students)
multiracial (21 students).
Gender: male(199 students),
female (197 students).
EL learners (126 students).
Free/Reduced (246 students).
Special Education (44),
Homeless (3),
Migrant (0)
Foster care (?)

Gladiola was a Distinguished Title school for Special Populations 2016-17 school year.

Top to Bottom Rankings

2011/2012 20% percentile
2012/2013 28% percentile
2013/2014 45% percentile
2014/2015 = NA
2015/2016 = 36% percentile
2016/2017 = Not Available

Staff Demographic Data

The staff is made up of

1 administrator
1 secretary
1 Social Worker
1 shared school psychologist
1 speech therapist
2 paraprofessionals (1 general ed and 1 special ed)
21 teachers consisting of: 15-grade level teachers, 1 Special Ed, 1 Music, 1 Tech, 1 Media, 1 Art, 1 Physical Wellness,
1 Behavior interventionist

5 having taught 5 years or less
5 having taught 6-15 years
11 having taught more than 15 years

3 have a Bachelors
9 have a Masters
9 have a Masters + 30

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- 3 have a ZA endorsement
- 2 have EL endorsements
- 1 has Gifted and Talented endorsement

Perception data (2016-17)

Results from Staff Survey indicate needs for:

1. Improved Communication by leadership
2. Clearer vision

Results for Staff Survey indicate strengths are:

1. The instructional expertise of leadership
2. Approachable and trustworthy leadership

Results from Parent Survey indicate needs for:

1. more opportunities to volunteer
2. more enrichment opportunities

Results for Parent Survey indicate strengths are:

1. Satisfaction with building programs
2. Satisfaction with teacher and staff

Results from Student Survey indicate needs for:

1. Improving How students are treated by friends.
2. Improving how students feel about homework

Results for Student Survey indicate strengths are:

1. Satisfaction with teachers and attending the school.
2. Satisfaction with reading and math as subjects

Local Assessment Student Achievement

SRI

3rd Grade

- 2014/15 50% proficiency by Subgroups: Hispanic (43%) White (67%) Black (32%) Multiracial (31%), Asia (50%)
- 2015/16 47% proficiency by Subgroups: Hispanic (52%) White (63%) Black (37%) Multiracial (76%), Asia (47%)
- 2016/17 46% proficiency by Subgroups: Hispanic (44%) White (71%) Black (44%) Multiracial (71%), Asia (75%)
- 2017/18 45% proficiency by Subgroups: Hispanic (49%) White (56%) Black (32%) Multiracial (25%), Asia (0%)

4th Grade

- 2014/15 67% proficiency by Subgroups Hispanic (52%) White (62%) Black (56%) Multiracial (68%), Asia (0%)
- 2015/16 57% proficiency by Subgroups Hispanic (53%) White (71%) Black (39%) Multiracial (41%), Asia (50%)
- 2016/17 60% proficiency by Subgroups Hispanic (58%) White (54%) Black (72%) Multiracial (72%), Asia (67%)
- 2017/18 59% proficiency by Subgroups: Hispanic (50%) White (69%) Black (50%) Multiracial (67%), Asia (67%)

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MStep Data ELA

3rd Grade Proficiency ELA

2014-15 34.5 % by Subgroup: Hispanic (25.7%), White (46.0%), Black (<10%), Multiracial (<10%), Asia (<10%)

2015-16 41.6% by Subgroup: Hispanic (36.8%), White (54.2%), Black (<10%), Multiracial (<10%), Asian (<10%)

2016-17 26% by Subgroup: Hispanic (17%), White (46%), Black (18%), Multiracial (33%), Asian (67%)

4th Grade Proficiency ELA

2014-15 29.2 % by Subgroup Hispanic (24.4%) White (50.0%) Black (<10%) Multiracial (<10%), Asia (<10%)

2015-16 37.8% by Subgroup Hispanic (29.4%) White (54.8%) Black (<10%) Multiracial (<10%), Asia (<10%)

2016-17 39% by Subgroup Hispanic (33%), White (53%), Black (37%), Multiracial (33%), Asian (67%)

3rd Grade

There is a discrepancy between the proficiency level of students in connection with the local building Scholastic Reading Inventory (SRI) and MStep. The 2016/17 school year shows 3rd graders achieving 45% proficiency on SRI. MStep of the same year shows 26% proficiency.

There exists a 20% gap. 2016/17 school year reveals a 60% proficiency on DIBELS and MStep reveals 26%. There is a 34% discrepancy.

Local Assessments should be predictors of achievement on State tests. Where is the disconnect?

4th Grade

There is a discrepancy between the proficiency level of students in connection with the local building Scholastic Reading Inventory (SRI) and MStep. The 2016/17 school year shows 3rd graders achieving 59% proficiency on SRI. MStep of the same year shows 39% proficiency.

There exists a 20% gap. 2016/17 school year reveals a 64% proficiency on DIBELS and MStep reveals 39%. There is a 25% discrepancy.

Local Assessments should be predictors of achievement on State tests. Where might the disconnect lay? Is there a better test to predict MSTEP achievement?

DELTA math screener year end proficiency

3rd Grade

2014/15 39% proficiency

2015/16 26% proficiency

2016/17 80% proficiency

District Math Screener Proficiency - (shift to a District Screener "At Current Grade Level")

2017-18 43% by Subgroup: Hispanic (54%) White (46%) Black (9%) Multiracial (41%), Asia (0%)

MStep Data Math

3rd Grade Proficiency Math

2014-15 44.8% by Subgroup: Hispanic (28%) White (46%) Black (9%) Multiracial (83%), Asia (67%)

2015-16 42.9% by Subgroup: Hispanic (47%) White (42%) Black (33%) Multiracial (20%), Asian (50%)

2016-17 37% by Subgroup: Hispanic (28%) White (46%) Black (9%) Multiracial (83%), Asian (67%)

The District Benchmark Screener appears to be a good predictor of success on the state test -MSTEP. Subgroups do line up as readil

4th Grade

2014/15 16% proficiency

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2015/16 13% proficiency

2016/17 80% proficiency

District Math Screener Proficiency - (shift to a District Screener "At Current Grade Level")

2017-18 11% by Subgroup: Hispanic (7%) White (16%) Black (5%) Multiracial (11%), Asia (33%)

4th Grade Proficiency Math

2014-15 36.1 % by Subgroup: Hispanic (34%) White (27%) Black (12%) Multiracial (0%), Asia (67%)

2015-16 42.7% by Subgroup: Hispanic (44%) White (58%) Black (25%) Multiracial (14%), Asia (50%)

2016-17 39% by Subgroup: Hispanic (34%) White (27%) Black (12%) Multiracial (0%), Asia (67%)

There is a discrepancy between the proficiency level of students in connection with the local building Delta math screener and MStep. The 2014/15 school year shows 3rd graders achieving at 39% on Delta. MStep of the same year shows 44.8% proficiency. There exists a 5.8% gap. 2015/16 school year reveals a 26% proficiency on Delta and MStep reveals 41.6%. There is a 16% discrepancy.

There is a discrepancy between the proficiency level of students in connection with the local building Delta math screener and MStep. . The 2014/15 school year shows 4th graders achieving at 16% on Delta. MStep of the same year shows 36.1% proficiency. There exists a 16% gap. 2015/16 school year reveals a 73% in SRI and MStep 37.8%. There is a discrepancy of 35%.

School Programs/Process (EdYes Results)

The areas identified by stakeholders

-

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

The school reviewed the 4 types of data to connect needs to goals. This included demographic, perception, program and process, and student achievement data.

Goals/Strategies were chosen based on demographic shifts that have been occurring in the past decade and based on the needs of a more veteran staff demographic who did not realize the shift in demographics. It revealed a rising demographic in socioeconomically challenged population resulting in a need to develop identities, values, behaviors, and skills required of "Urban Educators".

Perceptions revealed a passion for the students and the community among staff. It also revealed mounting frustration with student behaviors and how to respond.

Student surveys were in keeping. They revealed a fondness for the school and staff. They also revealed a frustration with "friends treating them nicely".

Parent surveys revealed positive relationships with teachers and staff. Parents wanted improved and consistent communication from

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teachers and staff - there were too many modes of communication. Email was preferred.

The staff completed program evaluations of Interventionists and English Language support to determine the effectiveness of those strategies with students. Our growing EL population supported a continued EL teacher. Proficiency in math and a newly adopted Math Curriculum provided evidence for Math Interventionist and Coach.

Academic goals were examined in language arts and math. Staff examined trends, bottom 30% populations and growth rates to make decisions about shifts that needed to occur in core instructional techniques and resources. The staff identified a need for clear and consistent techniques and high expectations identified in Teach Like a Champion.

Identified:

1. Changing demographic EL and SES population
2. Growing veteran staff identities, skills, relational capacity
3. Clarity in communication of processes reflected in the Gladiola Communication Plan
4. Need and supports in EL and Math
5. A developing gap between the high and low achieving students

Data:

Demographic report (staff and community)

Surveys (teachers, students, community)

Programs (Evaluation Tools)

Processes (Systems review)

Academic Achievement (MStep, SRI, DIBELS, District Math Screener, Attendance rates, Behavior reporting, identified Standards in Science and Social Studies and demographic break downs).

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 are for all students are Tier 1 in the SIPlan as reflected in newly adopted curriculums.

The goals for at-risk are for Tier 2 and Tier 3 in the SIPlan as reflected in the support of classroom teachers with EL students and Interventionists in math and reading.

We have additional resources for those disadvantaged students as well as activities that assist parents with help us meeting our goals, community partnerships: Family Outreach nights, Michigan UNited (Hispanic families/immigrants), Social Worker, School Psychologist, full time Resource room teacher, para professional support of Resource room students, a formal Child Study process, Team 21, partnerships with Helping Hands food ministries, School Supply Santa, Cherry Health, and Back to School Shoes program.

Component 2: Schoolwide Reform Strategies

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

Viable Curriculums:

Thinking Maps (a greater use in all curricular areas)

- Reading Response to Intervention (30 minutes, four days per academic week) Also, adding in an additional Tier to provide deeper support (Tier II+)

GoMath Curriculum

MATh, Literacy, and Science Coaches

Positive Behavior Supports: Capturing Kids Hearts, Teach Like a Champion, True Success character development program

Daily 5 Language Arts framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently.

NGSS Science Unit - one per grade level.

Monitoring and supporting students and families with daily attendance

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 following strategies are fully utilized within Gladiola Elementary School to help all students reach state standards:

- English Language Learners (EL) Teacher and paraprofessional for English Language Learners increases the quality of instruction in lessons designed to enhance students oral language development in conversation and academic dialogues.

- Continued use of Math intervention program during .6 percent of the school week to support quality instruction designed to grow students' conceptual knowledge of concepts.

- Reading comprehension strategies identified in the CAFE website provide increased time in literacy and direct and targeted intervention in Comprehension, Accuracy, Fluency, and or Express use of Vocabulary.

- Response to Intervention - Reading (30 minutes, 4 days per week) provides targeted re-exposure and teaching by classroom teacher TIER II and Interventionist TIER III increasing the quantity of direct explicit teaching and the quality of the target.

- Continued Implementation of Thinking Maps to support quality of thinking for students in writing and planning.

-Continued Capturing Kids Hearts to develop the quality of relationships between staff and students.

- Use of Teach Like a Champion as a tool to unify expectations and techniques to increase the quality of communication in narrating procedures and supporting student success in common instructional exercises that support student thinking and discourse.

- Revision of Curriculum Maps will provide a more quality tool connected to purpose (standards) and provide more instruction dedicated to vocabulary development and use of precise discipline focused language in student conversations and discourse.

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

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Goals/Strategies were chosen based on demographic shifts that have been occurring in the past decade and based on the needs of a more veteran staff demographic who did not realize the shift in demographics. It revealed a rising demographic in socioeconomically challenged population resulting in a need to develop identities, values, behaviors, and skills required of "Urban Educators".

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Programs (Evaluation Tools)

Processes (Systems review)

Academic Achievement (MStep, SRI, DIBELS, District Math Screener, Attendance rates, Behavior reporting, identified Standards in Science and Social Studies and demographic break downs).

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.

There are 3 major strategies which provide a level of intervention for students who need the most support.

The EL Teacher supports the needs of the English Language learners in instruction informed by building assessments (SRI, DIBELS, and District MATH Screener) and the WIDA. Using these tools the EL teacher is able to build lessons that support oral language development and vocabulary acquisition. This support happens daily in lessons that provide the most support to WIDA Levels 1-3 and identified "newcomers" to the language and country.

A building Math Interventionist supports the needs of nonproficient math students as identified in the District Math Screener and in chapter tests. The District Math Screener provides a comprehensive snapshot of procedural skills and competency in numeration. Large skill deficits identify the students who need the most instructional support and specific targets.

Low SES have emerged as a major subgroup. Educating students of poverty requires unique skills and unified techniques to eliminate stressors. Children of poverty are far more likely to come to school with multiple stressors resulting in over reaction to classroom stressors that occur when struggles occur with content or unclear procedures. The primary strategy will be use of Capturing Kid Hearts to develop relational capacity in teachers and students. Capturing Kids Hearts Capturing Kids' Hearts shows teachers how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. In addition, this year the staff will develop more uniform routines and instructional techniques with Teach Like a Champion, again working through the lens of consistency and highly narrated and supported procedures reduce stressors leading to disconnect, frustration and anger. Deliberate changes in teacher words and actions can, over time, produce dramatic improvements in student achievement.

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

Built in data collection through an articulated schedule that gathers formative assessment data.

SI Meetings bi-weekly. These meetings are facilitated by Content Chairs made up of teacher leaders who analyze data pulled and housed in the district's Data Warehouse. This comprehensive tool provides district data on SRI, DIBELS, MStep, WIDA and identified content standards. Consistent monitoring of these data points helps the Team to determine if needs are being met.

School Improvement Support Team meetings where Central Administration goes through the building on Instructional Rounds gathering evidence connected to School Improvement observation of strategies. Observation of these strategies informs the visible use of the strategies from an outside perspective. The SIST also provides additional insights on Student Impact data.

District School Improvement meetings provide additional inter rater reliability on strategies and impact data across buildings.

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	The Wyoming Public District hires only qualified applicants. All candidates' qualifications are previewed before they are invited to interview.	

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	Wyoming Public Schools only hires qualified candidates. The district HR director screens candidates for necessary credentials before interviewing.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

All staff returned this year. We added an additional section of first grade to support an influx of first-grade students. She returned to her previous building upon the end of the school year.

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

Keri Adamly 20+ years of teaching Masters +30

Mindy Harris

17

Masters +30 w/EL Endorse

4th grade Teachers

Charon Leal

2

B.S.

2nd grade

Dawn Judge

25

B.S Masters

3rd grade

Rene Bair

2 yr / 9 teaching

B.S Masters, gifted endorsement

4th grade

Kim Swiger

26 yrs

B.S.Masters in EL Ed. +145 hrs

3rd grade

Autumn Fields

20 yrs

BA +30 Masters ED Lead

3rd grade

Kristi Baumbach

12

BA, Masters, EL Endorse

Math Intervention Math Coach

Madaleen Cook

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27

B.S, Masters Reading, +30

1st grade

Jennifer Weenum

1 yr/ 9 Teaching

B.S

Media Specialist

Judy Fisk

27

B.S Early Child Endorsement

Kinder Teacher

Sara Beld

15

B.S Masters

2nd grade

Dawn Vermulm

4

Para

Jennifer Blackburn

17

B.S Masters, Masters Counseling+30

2nd grade

Karen Ward

22

B.S Masters Masters +30 ZA Endorsement

Kinder Teacher

Zach Mosher

1

B.S

Reading Intervention

Wendy Williams

20

B.A Master Reading +30 ZA Endorsement

SPED Teacher

Julie Dykstra

13

B.S Masters ZA Endorsement

1st grade

Theresa Almonte

15

Masters +30 W/EL Endorsement

1st grade

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Erin Kerr

11yr/ 20 Practice

Masters +30 MA CCC

Speech Pathologist

Amy Hendrickson

20

Masters +30 LMSW

Social Worker

Lysa Dawn Stockwell

20

Masters

4th grade

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

Mentor teachers

Per collaboration PLCs

Staff Collaboration Days

Active PTO Team Gladiola

Technology: Chromebooks, iPads, data projector, wireless Internet,

Competitive salary and benefits

Shared Leadership focus

Professional Learning opportunities

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

Competitive salary, health benefits, reimbursement for classes, professional development.

Mentor program

New teacher Professional Development

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?

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Staff will receive professional learning this year in Capturing Kids Hearts for those staff members new to the district or wanting a refresher on knowledge and skills.

- Readers Notebooks
- Readers Workshop for Early Adopters (5 teachers)
- Techniques represented in Teach Like a Champion.
- K-2 staff will receive training in the district phonics program.
- Reading Horizons phonics program
- Adaptive Schools

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

The staff has received the following professional development aligned with the comprehensive needs assessment and the goals of the school improvement plan:

- Capturing Kids Hearts will be sustained and ongoing through the year in a Cycle of Professional Learning in our first 6 weeks that will be taking place in staff meetings. It will be launched with a PD opportunity on August 10th. This PD day will also provide an opportunity to launch the techniques detailed in Teach Like a Champion.

K-2 staff will be supported by district Literacy coaches on a consultation basis.

Readers Workshop will be fully adopted by K-2 Staff. There will be ongoing Professional Learning periodically through the year. Coaches are available for personal and small group support.

Ongoing support with GoMath and lesson plan formation using the lens of Aspects of Rigor and Major Works of the Grade. Coaches support teachers individually or in small group settings as needed. The Coach will also work with Interventionists to standardize an Intervention program: Bridges.

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	3. The school's Professional Learning Plan is complete.	Yes	The staff has received the following professional development aligned with the comprehensive needs assessment and the goals of the school improvement plan: -CKH - Reading Horizons phonics program - Teach Like a Champion techniques - Restorative Practice	

Component 6: Strategies to Increase Parental Involvement

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

Parents are part of the School Improvement process and are asked to provide input through direct conversations around data and in the design of the perception survey.

Key parental input guides the development of the plan at strategic SI meetings.

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

Parents are invited to Building School Improvement Meetings and asked/encouraged to take part in a parent survey. The plan is made available through the district website and in hard copy form. We welcome all input from parents.

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

- Reading and Curriculum Night September
- Attendance at Parent-Teacher conferences
- Attendance at key SI Team meetings
- Share information with school staff regarding unique family or child situations that may affect their child in the learning environment
- Read newsletters, notes, and other communications and respond/discuss with school when appropriate as one way to establish and build a strong home-to school connection.
- Attend School Open House
- Attend IEP meetings
- Share concerns about their child and work together with school personnel to resolve problems
- Curriculum Brochures available in the office and online

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	The plan is attached.	

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

Scheduled activities that promote improved awareness of standards, assessments, and research connected to raised expectations and student achievement, open feedback, and involvement in planning and actions forward.

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

Survey results around questions connected to access to curriculum, understanding of expectations, and open feedback results.

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

The survey data will be used to measure targets in improving behavior, attendance, and student achievement by raising parental expectations through open communications.

Possible outcomes:

*Improved scheduling and atmosphere for parents/guardians during classroom visits and participation in activities

*Help parents support learning and positive behavior at home with similar methods that are used at school: Capturing Kids Hearts, True Success, and using questions to open up thinking.

Parents or Guardians are asked to encourage their child's development and progress at school informed by higher expectations.

*Review and discuss schoolwork and homework, including offering assistance when needed

Staff and Building Culture:

- Improved a safe, positive learning environment

- Staff care and support of all students and respect the uniqueness of students and their families

- Delivery of high quality curriculum and instructional techniques that facilitate discourse and self-management.

- Encouragement of individual learners

- Timely and ongoing communication of academic progress and attendance through report cards, progress reports, phone calls, email, and parent flexible meetings.

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

Gladiola Elementary School Improvement team evaluates and reviews parent input on a continual basis to include:

- Suggestions received in the office and parent meetings are reviewed by the team and assessed for merit.

- Communicated to Central Administration for revision

- Communicated at Open House and conferences

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

The parent teacher compact is presented at Conferences where the parent, teacher, and student sign of on the responsibilities that are expected of each individual.

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

Gladiola Elementary School does not serve middle or high school students.

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

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

Critical communications are translated before they go home.

Staff is made available to translate at parent teacher conferences and any/all parent meetings. English Language Learners (ELL Staff) send information to parents in their native language regarding EL services. Results are also discussed at parent-teacher conferences where parents have the opportunity to ask questions and clarify information.

Results are shared in parent-friendly terms and explanations avoiding "educational jargon".

Text-Readability is considered when crafting communications for EL parents and parents with limited literacy.

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?

Preschool programs are housed in the district ECSE building. Preschool parents and students are invited to elementary buildings in the spring and summer. Kinder Smart Start is set up specifically for new students. Those students also ride the buses during Kinder Smart Start and participate in a variety of activities that welcome them and walk them through a typical day.

ECSE students are also invited to participate in Family Nights in buildings such as Movie Night, Halloween parade, and Turn-Off-Your TV week.

In connection with students transitioning to Intermediate building (4th to 5th), students are taken to an orientation day, the Intermediate building administrator comes to communicate expectations and ready students for success. There is also a time set up for 4th grade teachers and special education teachers to build class lists with the input of Intermediate teams to ensure success.

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 are provided with brochures that communicate academic expectations. Parents are invited into Smart Start for personal one-on-one Q & A sessions in connection to building safety and security, academic expectations, and procedures.

The ECSE program also sets up a parent night to support parents asking questions about the transition and kindergarten expectations.

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?

The Gladiola Communication Plan establishes a path of communication for Improvement decisions. Common local assessments are developed and/or investigated in collaborative district instructional committee work. Members of the school, often content chairs and specialists, participate in these collaborative district committees bringing feedback and perspectives from individual buildings.

The School Improvement Team gathers this information and that information goes out to grade levels and other key personnel for input if warranted, which in turn is brought back to the SI Team and back to the district instructional committee work. The final decision resides in the recommendations made by the district and superintendent of curriculum.

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

Teachers have access to many forms of achievement data: DIBELS, Running Records, Phonics screeners, the District Math Screener, chapter tests from GoMath, locally generated assessments measuring standards in the content areas, standardized writing rubrics, attendance, and behavior reporting software.

School Improvement gathers and analyzes data at bi-weekly meetings. Each content chair is responsible for communicating implementation data and student impact data to the SI Team where the larger team looks for patterns. Those data conversations inform celebrations and targeted additional support to individuals or teams.

In addition, teachers met in benchmark meetings 3 times per year (fall, winter, and spring) in grade levels inquiry teams with additional stakeholders (interventionists, coaches, school social worker, principal, English Language teacher, school psychologist, etc) to assess trends and set establish coordinated TIER II and TIER III targets for students based on strengths and deficits. These cycles of professional learning are progress monitored in data and observations by the building administrator and the team.

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.

Teachers met in benchmark meetings 3 times per year (fall, winter, and spring) in grade levels inquiry teams with additional stakeholders (interventionists, coaches, school social worker, principal, English Language teacher, school psychologist, etc) to assess trends and set establish coordinated TIER II and TIER III targets for students based on strengths and deficits. These cycles of professional learning are progress monitored in data and observations by the building administrator and the team.

When monitoring in Benchmark and progress monitoring identifies students who are not making consistent progress with achievement, teachers use a child study process to develop a required plan of assistance. The assistance could include classroom accommodations, team teaching, supplemental class(es), mentor, community agencies, and more as noted in IEP's, Section 504 Plan, student plans, and/or instructional plans.

Note: Gladiola Elementary School has daily math and language arts interventions which are designated blocks of time for targeted instruction in the areas of reading fluency, reading comprehension, vocabulary development, enumeration fluency, and writing. We are a 21st Century Learning Center (after-school program Team 21).

During the after school program, identified at risk students receive additional help by "Team 21" Staff. Classroom teachers are available outside of school hours for additional tutoring, support, and assessment as needed by students.

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?

Gladiola is implementing Workshop approaches to the instruction which employ the gradual release of responsibility to students: mini lessons, partnered engagement around a target, and significant blocks of independent work time applying the targeted skill. Tier II students are identified in the partnered engagement and supported so that they might move into independent work. TIER III students are identified as students requiring an additional support beyond the TIER II leveled support. That TIER III instruction is the classroom teacher and/or the academic interventionist for that subject area. Blocks of time to work with those TIER III students are developed following data pulls in specific content areas.

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

Students needs are addressed through differentiated instruction in the classroom using some of the following strategies:

- Clear communication of targets and success criteria
- Considerations for differentiation (resources, pacing, environment, grouping, demonstrations of achievement)
- Gradual release of instruction to students (support as needed for each target in an instructional day)
- Scaffolding content
- Preexposure to content and vocabulary

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- Technology to support practice of skills and collaboration
- Use different modes (visual, auditory, bodily kinesthetic) of delivering content and responding to content
- Planned grouping of students
- Resource room support to mainstreamed students in general education 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.

Coordination of Federal, State, and local programs are coordinated through our district Superintendents office to ensure compliance.

Title I

Title II

Title III

Section 31a

Free and Reduced Lunch Program

General Fund

PTO funds

Homeless Funds

21st Century 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 paid for with general fund.

Component 2: Reform Strategies paid for with general funds for PD, for resources, for some parent involvement,

Title I A funds are used to pay for a portion of the EL teacher salary, math interventionist, and family events. Science and Literacy coaches

Title II are used to pay for professional development registration fees,

Section 31a account is used to pay for of the math interventionist's salary, the reading paraprofessional, materials to grow core capacity in writing and interventions in reading.

Literacy Fund used to pay for Literacy coaches.

Component 3: Highly qualified staff are paid for with general fund and Title I and section 31a funds.

Component 4: Attracting and Retaining Qualified Staff: PTO funds used to attract and retain highly qualified staff.

Component 5: Professional Development is paid for with gen funds, Title II and Section 31a

Component 6: Parent Involvement is paid for with Title I and PTO funding.

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Component 7: Preschool Transition Planning...general ed fund

Component 8: Teachers Making Assessment Decisions is paid for with

Component 9: Timely and Additional Assistance is paid for with

Component 10: Federal, State and Local Funds and Resources is used to pay for

- Title I Schoolwide Funds
- Title II A
- Title III
- Section 31A
- 21st Century Learning Center Grant
- PTO Funds
- Internal Building Accounts
- Literacy Funding Grants : Early Literacy Grant
- Special 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 Prevention Program: Capturing Kids Hearts and TrueSuccess

Nutrition Programs: Free and Reduced Lunch and District Wellness Policy

Housing Programs: Homeless Liaisons

Head Start: The district partners to prepare school age children for kindergarten.

Adult Education: Wyoming provides Adult Education focused around the community

Vocational and Technical Education is provided through the high school students through the KISD and the program is called KCTC.

Technical Education and On the Job Training, Job Core, Internships, CBI training special educations (CI) students

OK2SAY-bullying intervention program

Evaluation:

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

- Bi-weekly through School Improvement Team meetings
- Central Administration: School Improvement Support committee meetings 3 times per year
- Central Administration: District School Improvement meetings monthly
- Completing the School Systems Review Rubric with staff and building school improvement team.
- Periodic monitoring and analyzation of implementation and impact data (MStep, DIBELS, SRI, and local assessments) to determine student progress toward increasing achievement (including sub-groups) and possible instructional support to teachers/stakeholders
- Review Title I Plan and determine how to use Title I funds to support the school improvement plan
- Content area departments analyze data collected and evaluate the implementation of the goals, strategies, activities, etc.
- Evaluation through the 5 Dimensions of Teaching and Learning tool through Pivot

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.

Completing the School Process Rubric with staff and building school improvement team.

- Analyze data (MStep, DIBELS, SRI, District standard's assessments, and chapter tests) to determine student progress toward increasing achievement (including sub-groups) at bi-weekly SI Team Meetings, and biweekly staff meetings
- Review Title I Plan and determine how to use Title I funds to support the school improvement plan
- Content area departments analyze data collected and evaluate the implementation of the goals, strategies, activities, etc.
- Determine areas of strength and weakness to address in the revised plan for the upcoming year.

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.

Teachers along with all stakeholders review data at least 3 strategic times in the year (Data Meetings) to ensure instruction is meeting all students needs. They use the results to drive instruction. Data in reading, math, and behavior are evaluated, goals are set for identified TIER 1, TIER II and TIER III students and coordinating strategy.

Core Department Teams also review their strategies and activities to ensure staff is supported and using the program with fidelity.

The schoolwide programs are connected to specific student impact data. Teams analyze the impact data as well as implementation data (educator perception surveys and observation) to determine the effectiveness of a strategy/program. Program evaluations by the SI team determine the program's effectiveness and a recommendation is made to the building principal to continue, revise, further support staff, or discontinuance of the program/strategy.

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 schoolwide programs are connected to specific student impact data. Teams analyze the impact data as well as implementation data (educator perception surveys and observation) to determine the effectiveness of a strategy/program. Program evaluations by the SI team determine the program's effectiveness and a recommendation is made to the building principal to continue, revise, further support staff, or discontinuance of the program/strategy.

Data Meetings ensure that groups are fluid based on data, goals are realistic and tied to Impact data results, and that there is clarity in the expectation by all stakeholders (gen ed teacher, interventionists, EL support and paras)

Staff using specialized programs (GoMath, the District MATH Screener, SRI, Write from the Beginning,...) continually look at student data and make adjustments to ensure increased achievement. Teachers are held accountable by submitting data to core department chairs as well as part of the evaluation process. School Improvement Team analyzes results each spring to adjust goals, strategies, and activities based on findings. Recommendations are then presented to all stakeholders groups.

2018/19 Goals and Plan

Overview

Plan Name

2018/19 Goals and 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	Reading: 100% of students will be proficient or college ready readers.	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$28950
2	Writing: 100% of students will proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$5085
3	Math: 100% of students will be proficient in math.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$67218
4	Science: 100% of students will demonstrate proficiency in science processes and content.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	Social Studies: 100% of students will be proficient in their knowledge of social studies content.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Attendance: 100% of students will attend school each day.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Behavior: All students will demonstrate positive school behavior.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$5896

Goal 1: Reading: 100% of students will be proficient or college ready readers.

Measurable Objective 1:

A 10% increase of Third and Fourth grade students will demonstrate a proficiency on MSTEP in Reading by 05/31/2019 as measured by MSTEP Language Arts Assessment .

(shared) Strategy 1:

Standards Based Lessons and Targets - Teachers will ensure that lessons are developed from the Common Core State Standards ensuring high expectations. Lesson plans will reflect the standard and depth of rigor in the designed student task. The teacher will communicate the target(s) through verbal and visual strategies, checking for student understanding and referencing the target throughout the lesson.

Category: English/Language Arts

Research Cited: High Impact Teaching Strategies: Excellence in Teaching and Learning

Published by the Department of Education and Training

Melbourne June 2017

<https://www.education.vic.gov.au/documents/school/teachers/support/highimpactteachstrat.pdf>

Tier: Tier 1

Activity - Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This viable curriculum will be used to ensure clear daily targets and coordinated student tasks.	Materials, Direct Instruction, Professional Learning	Tier 1	Implement	08/20/2018	05/31/2019	\$0	No Funding Required	Gen Ed Teacher, Literacy Coaches, Principal, Superintendent

(shared) Strategy 2:

Differentiated Instruction as a Result of District Assessment - The teachers will administer the Fountas and Pinnell assessments to all students quarterly to identify the individual reader's strengths and weaknesses. The teachers will also create an individualized plan for each reader by strategically selecting highly effective strategies found in The Reading Strategies Book or mini-lessons during independent/partner reading time in Workshop.

Category: English/Language Arts

Research Cited: Relevant Research for Writing and Reading Workshop, Word Study

<http://readingandwritingproject.org/about/research-base>

Tier: Tier 2

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Activity - Fountas and Pinnell assessment kits The Reading Strategies Book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect initial and ongoing information on students reading habits to determine the zone of proximal development to determine the specific instructional steps.	Supplemental Materials	Tier 1	Implement	08/20/2018	05/31/2019	\$0	No Funding Required	Gen Ed Teachers, Coaches, Principal, Superintendent
Activity - Parent Information Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold an event to share the components of the Reading Workshop with parents.	Parent Involvement, Community Engagement	Tier 1	Implement	09/03/2018	09/28/2018	\$2450	Title I Schoolwide	General Ed Teachers, Literacy Coaches, Interventionists, Principal

(shared) Strategy 3:

Reading Interventionist - Reading academic interventionists will provide phonics intervention and literacy assessment support.

Category: English/Language Arts

Research Cited: School Interventions That Work: Targeted Support for Low-Performing Students

https://edworkforce.house.gov/uploadedfiles/testimonyt_lovell_appendix.pdf

Tier: Tier 3

Activity - TIER III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Interventionists will, in collaboration with the general education teacher, design and deliver targeted lessons in areas of deficit to identified students.	Academic Support Program	Tier 3	Monitor	08/20/2018	05/31/2019	\$26500	Section 31a	Gen Ed Teacher, Interventionist, Literacy Coaches, Principal, Superintendent

(shared) Strategy 4:

EL Support - The English Language teacher will work to support the English Language Learner needs growing proficiency in English and also as an interventionist targeting the specific needs as shown in Local and State Assessments.

Category: English/Language Arts

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Research Cited: Memo: Supporting English Learners and treating bilingualism as an asset

<https://www.brookings.edu/blog/brown-center-chalkboard/2016/12/20/supporting-english-learners-and-treating-bilingualism-as-an-asset/>

Tier: Tier 3

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL Teacher will work with small groups of EL students to grow Oral Language and targeted skills.	Academic Support Program	Tier 1	Monitor	08/20/2018	05/31/2019	\$0	No Funding Required	Gen Ed Teacher, EL Teacher, and Principal

Measurable Objective 2:

78% of All Students will demonstrate a proficiency in DIBELS in Reading by 05/31/2019 as measured by students achieving a composite score placing them in the "Core" instructional range.

(shared) Strategy 1:

Standards Based Lessons and Targets - Teachers will ensure that lessons are developed from the Common Core State Standards ensuring high expectations. Lesson plans will reflect the standard and depth of rigor in the designed student task. The teacher will communicate the target(s) through verbal and visual strategies, checking for student understanding and referencing the target throughout the lesson.

Category: English/Language Arts

Research Cited: High Impact Teaching Strategies: Excellence in Teaching and Learning

Published by the Department of Education and Training

Melbourne June 2017

<https://www.education.vic.gov.au/documents/school/teachers/support/highimpactteachstrat.pdf>

Tier: Tier 1

Activity - Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This viable curriculum will be used to ensure clear daily targets and coordinated student tasks.	Materials, Direct Instruction, Professional Learning	Tier 1	Implement	08/20/2018	05/31/2019	\$0	No Funding Required	Gen Ed Teacher, Literacy Coaches, Principal, Superintendent

(shared) Strategy 2:

Differentiated Instruction as a Result of District Assessment - The teachers will administer the Fountas and Pinnell assessments to all students quarterly to identify the

School Improvement Plan

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individual reader's strengths and weaknesses. The teachers will also create an individualized plan for each reader by strategically selecting highly effective strategies found in The Reading Strategies Book or mini-lessons during independent/partner reading time in Workshop.

Category: English/Language Arts

Research Cited: Relevant Research for Writing and Reading Workshop, Word Study

<http://readingandwritingproject.org/about/research-base>

Tier: Tier 2

Activity - Fountas and Pinnell assessment kits The Reading Strategies Book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect initial and ongoing information on students reading habits to determine the zone of proximal development to determine the specific instructional steps.	Supplemental Materials	Tier 1	Implement	08/20/2018	05/31/2019	\$0	No Funding Required	Gen Ed Teachers, Coaches, Principal, Superintendent

Activity - Parent Information Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold an event to share the components of the Reading Workshop with parents.	Parent Involvement, Community Engagement	Tier 1	Implement	09/03/2018	09/28/2018	\$2450	Title I Schoolwide	General Ed Teachers, Literacy Coaches, Interventionists, Principal

(shared) Strategy 3:

Reading Interventionist - Reading academic interventionists will provide phonics intervention and literacy assessment support.

Category: English/Language Arts

Research Cited: School Interventions That Work: Targeted Support for Low-Performing Students

https://edworkforce.house.gov/uploadedfiles/testimonyt_lovell_appendix.pdf

Tier: Tier 3

Activity - TIER III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Reading Interventionists will, in collaboration with the general education teacher, design and deliver targeted lessons in areas of deficit to identified students.	Academic Support Program	Tier 3	Monitor	08/20/2018	05/31/2019	\$26500	Section 31a	Gen Ed Teacher, Interventionist, Literacy Coaches, Principal, Superintendent
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(shared) Strategy 4:

EL Support - The English Language teacher will work to support the English Language Learner needs growing proficiency in English and also as an interventionist targeting the specific needs as shown in Local and State Assessments.

Category: English/Language Arts

Research Cited: Memo: Supporting English Learners and treating bilingualism as an asset

<https://www.brookings.edu/blog/brown-center-chalkboard/2016/12/20/supporting-english-learners-and-treating-bilingualism-as-an-asset/>

Tier: Tier 3

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL Teacher will work with small groups of EL students to grow Oral Language and targeted skills.	Academic Support Program	Tier 1	Monitor	08/20/2018	05/31/2019	\$0	No Funding Required	Gen Ed Teacher, EL Teacher, and Principal

Goal 2: Writing: 100% of students will proficient writers.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in narrative, expository, and persuasive writing in English Language Arts by 06/09/2017 as measured by the wholistic score generated using grade level specific district writing rubrics .

Strategy 1:

Purposeful Literacy Block - Support through planning and to provide 60+ minutes of direct, purposeful, explicit, and systematic instruction daily in writing. Teachers will provide daily purposeful writing instruction including cross-curricular topics using Thinking Maps. Students will be able to demonstrate, through intentional modeling, how to bridge organization of the thinking map to a grade-level proficient piece of writing. Daily purposeful writing will drive lesson design, instructional delivery and needed next steps for longitudinal growth. Teach daily mini lessons; Model daily writing; Peer conferencing; Cross curricular writing activities; SIOP model; Complete the writing process using Thinking Maps.

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As a result of data review, necessary accommodations will be made for our English Learners and African-American students.

Category: English/Language Arts

Research Cited: Thinking Maps: A Language for Learning is published. Co-authored by David Hyerle and Chris Yeager

Structuring Your Literacy Classroom: A Balanced Literacy Block (K to 5) http://teachingasleadership.org/sites/default/files/Related-Readings/EL_Ch8_2011.pdf

Tier: Tier 1

Activity - Daily Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide 60 minutes of direct, purposeful, explicit, and systematic instruction in writing daily. - Grade level/District wide writing prompts - Using a variety of Thinking Maps and planning devices - Complete data sheet after grading writing and meet as a grade level/cross grade level to discuss strengths and weaknesses including activities to address those areas. - Daily cross-curricular writing activities/opportunities - Developing students' use of writing rubrics/checklists.	Academic Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	General Fund	Teachers and/or qualified school staff. Professional Development Consultant, Deb Larson (Thinking Maps)
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing wheels with writing goals for classroom display so students have ownership of the writing process/expectations. Deb Larson (Writing consultant) will consult with staff as needed through ongoing professional development.	Direct Instruction, Professional Learning	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	General Fund	Principal, SI Team, and staff.
Activity - Instructional Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Workshop Units of Study Resource to support the instructional model of gradual release and to differentiate instructional practice.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/01/2018	\$5085	Section 31a	SI Team, staff and principal

Goal 3: Math: 100% of students will be proficient in math.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the District Math Screener in Mathematics by 06/01/2018 as measured by receiving a score of 80% or higher .

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Strategy 1:

Rtl - Teachers will provide instruction targetted at Tier 2 and TIER 3 students daily determined by data collected and analyzed from daily formative assessments and the District Math Standards Screener.

Category: Mathematics

Research Cited: S. Baker, R. Gersten, DS Lee - The Elementary School Journal, 2002 - JSTOR

Tier: Tier 2

Activity - Intervention Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Bridges Intervention Resource to target specific holes/deficits and prescribe the specific instruction to close the holes	Supplemental Materials, Academic Support Program	Tier 3	Implement	08/21/2017	06/01/2018	\$3000	Title I Part A	SI Team, staff, and principal

Activity - Elementary Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One math interventionist will work directly with students to provide focused support to identified at risk students that are not meeting grade level expectations in the area of mathematics. The student support will be directly organized and identified through the building math achievement data.	Academic Support Program	Tier 3	Monitor	08/21/2017	06/01/2018	\$64218	Section 31a	Principal, Math Interventionist, Gen Ed. Teachers.

(shared) Strategy 2:

Instructional Coach - Teachers will use an instructional coach, specific emphasis will be placed on coaching cycles by supporting continuous improvement in order to increase student growth.

Category: Mathematics

Research Cited: Coaching for Instructional Improvement:

Themes in Research and Practice

by Beth Boatright, PhD and Chrysan Gallucci, PhD

https://www.k-12leadership.org/sites/default/files/kappan_article1.pdf

Tier: Tier 1

Activity - Coaching in Cycles of Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional coaches will provide professional development/training to teachers Instructional coaches will collaborate with teachers in coaching cycles	Professional Learning, Academic Support Program	Tier 1	Implement	08/20/2018	05/31/2019	\$0	Section 31a	Gen Ed Teachers, Math Coaches, Principal, Superintendent
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(shared) Strategy 3:

Standards Based Lessons and Targets - The Lessons are based on grade level standards. The daily learning target(s) align to the standard. Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction. Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.

Category: Mathematics

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop plans that include daily targets and tasks using the GoMath curriculum and accompanying resources.	Direct Instruction	Tier 1	Monitor	08/20/2018	05/31/2019	\$0	No Funding Required	General Education Teachers, Math Coaches, and Principal

Measurable Objective 2:

A 10% increase of Third and Fourth grade students will demonstrate student proficiency (pass rate) in math performance in Mathematics by 06/01/2018 as measured by MStep proficiency and advanced proficiency scores.

Strategy 1:

Rtl - Teachers will provide instruction targetted at Tier 2 and TIER 3 students daily determined by data collected and analyzed from daily formative assessments and the District Math Standards Screener.

Category: Mathematics

Research Cited: S. Baker, R. Gersten, DS Lee - The Elementary School Journal, 2002 - JSTOR

Tier: Tier 2

Activity - Intervention Resources	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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Use the Bridges Intervention Resource to target specific holes/deficits and prescribe the specific instruction to close the holes	Supplemental Materials, Academic Support Program	Tier 3	Implement	08/21/2017	06/01/2018	\$3000	Title I Part A	SI Team, staff, and principal
Activity - Elementary Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One math interventionist will work directly with students to provide focused support to identified at risk students that are not meeting grade level expectations in the area of mathematics. The student support will be directly organized and identified through the building math achievement data.	Academic Support Program	Tier 3	Monitor	08/21/2017	06/01/2018	\$64218	Section 31a	Principal, Math Interventionist, Gen Ed. Teacher s.

Goal 4: Science: 100% of students will demonstrate proficiency in science processes and content.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in grade level expectations in Science by 06/09/2017 as measured by a median score of 80% or more on standards in Earth, Physical and Life Science..

Strategy 1:

Purposeful Planning and Instruction - Provide 40 minutes of direct purposeful explicit and systematic instruction connected to Standards, Science and Engineering Practices, and Cross Cutting Concepts during periods district science kits where science units are being taught. It will be informed by a year-long curriculum map including Standards Vocabulary (the language of the discipline), Due: October 3rd.

Necessary accommodations will be made for our English Learners and African-American students based on data review,

Category: Science

Research Cited: A Framework for K-12 Science SHARE

CONTRIBUTORS

<http://nap.edu/13165>

CONTRIBUTORS

<http://nap.edu/13165>

Tier: Tier 1

School Improvement Plan

Gladiola Elementary School

Activity - Inquiry-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At a minimum, complete one inquiry-based lesson per semester using a Thinking Map with writing and two science investigations. - Thinking Maps - Celebration of Learning Night - SIOP Model - Intentional Vocabulary Instruction - Project-Based Learning - Scientific Method - Scholastic News	Academic Support Program	Tier 1	Implement	08/21/2017	06/01/2018	\$0	Other	Gen Ed. Teachers and qualified school staff
Activity - Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each quarter, the content chair and SI will review the data to determine the overall impact of science strategies and activities connected to Implementation data and Student Impact data	Academic Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	General Fund	Principal, SI Team, Gen. Ed Teachers. Resource Teacher
Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will Construct detailed Curriculum Maps that include: pacing, assessment dates, Standards, Science and Engineering Principles, Cross-Cutting Concepts, and content Vocabulary with associated definitions and/or pictures.	Materials	Tier 1	Implement	08/21/2017	06/01/2018	\$0	No Funding Required	Teachers, SI Chair, and Principal

Goal 5: Social Studies: 100% of students will be proficient in their knowledge of social studies content.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level expectations in Social Studies by 05/31/2018 as measured by the median score of 80% or more on social studies standards in Economics, Geography, Civics, and History..

Strategy 1:

Instructional Practices - Provide 40 minutes of direct purposeful explicit and systematic instruction daily during periods where social studies units are being taught.

Implement a quarterly curriculum map per standard per grade level. As a cross-curricular connection, utilize at least one Thinking Map with writing in each of the five

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strands of Social Studies (Geography, Civics, Economics, History, and Society). 2 student centered experiences (one per semester). Based on data review, necessary accommodations will be made for our English Learners and African-American students.

Category: Social Studies

Research Cited: Thinking Maps, Marzano

Tier: Tier 1

Activity - Content Area Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide 40 minutes of direct purposeful explicit and systematic instruction daily during periods where social studies units are being taught.ber) - SIOP Model - Thinking Maps - Project-Based Learning - Real-World Connection - Scholastic News	Academic Support Program		Monitor	08/21/2017	06/01/2018	\$0	General Fund	Principal, SI Team and Teachers
Activity - Project Based Unit of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a PBL unit of study culminating in a presentation to students/staff/families.	Curriculum Development	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	No Funding Required	Teachers, SI Chairs, Principal

Goal 6: Attendance: 100% of students will attend school each day.

Measurable Objective 1:

demonstrate a behavior of attending school each day. by 06/09/2017 as measured by average monthly student attendance..

Strategy 1:

Family Communication and Outreach - The staff at Gladiola will through multiple communication means detail the connection between attendance and success. In addition the school social worker in collaboration with the building principal and SI will examine data and provide targeted assistance to individual students and their families.

- * Inform parents via handbook, open house, website, etc. of attendance policy at the beginning of the school year and communicate attendance's link to success.
- Continue to share student attendance with families at conferences and set targets for better attendance.
- Continue to celebrate perfect attendance (contingent on tardies, as well)
- Contact families when a student reaches 5 absences or tardies, 10, 15, etc. and set targets for improvement.
- Offer assistance with 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.

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Category: School Culture

Research Cited: Every School Day Counts

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009804>

Tier: Tier 1

Activity - Data Review SIST	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine attendance rates and trends as part of a collaborative process in SI as well as the School Improvement Support Team.	Teacher Collaboration, Policy and Process	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Social Worker, SI TEam, Gen Ed Staff, and Central Admin

Goal 7: Behavior: All students will demonstrate positive school behavior.

Measurable Objective 1:

demonstrate a behavior of positive interactions between students, their peers, and staff by 06/09/2017 as measured by a decrease in the number of student incidents as reported within Synergy. .

Strategy 1:

Positive Behavior Systems - The staff is committed to fostering and supporting a safe and orderly school community. Programs have been adopted which provide a common language and expectations of each adult and student.

Maintain Positive Behavior Support:

Capturing Kids Hearts (Social Contract, Good Things, Launch)

Wolf Tickets, and

The leader of the Pack.

Monitor the True Success character program

Category: School Culture

Research Cited: School-wide Positive Behavior Support: Basics George Sugai & Robert Horner

Center on Positive Behavioral Interventions and Supports

University of Connecticut & University of Oregon

(Ver. December 3, 2006)

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Tier: Tier 1

Activity - Behavior Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain use of common criteria for writing incident referrals using the District Policies within the Gladiola Behavior Flowchart : ticket to another room, •Continue use of the Principal, Social Worker, and Behavior Interventionist to intervene on Level 2 and 3 behaviors.	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	No Funding Required	Principal, Social Worker, Behavior Interventionist, Teachers, support staff
Activity - PBS Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Renewed launch of Capturing Kids Hearts to enhance relational capacity staff-to-staff and staff-to-student True Success to support character development: Respect, Wisdom, Gratitude, Self-Control, Grit, Courage, Encouragement, Compassion and Integrity .	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	No Funding Required	Principal, Social Worker, Teachers and adult support staff.
Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the TrueSuccess Character program which uniquely provides evidence-based educational tools and training to simultaneously equip kids with behavior and literacy skills that are essential to unleash potential in school, work and life.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Gen Ed Teachers, Social Worker, Support Staff, and Volunteers
Activity - Teach Like a Champion Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a day of professional learning understanding the needs of Urban populations associated with additional stressors and identify techniques that promote clarity and clear learning routines in the classroom that promote a culture of learning. Teachers will continue to use the techniques within the book all year.	Professional Learning	Tier 1	Implement	08/21/2017	06/01/2018	\$5896	Section 31a, Title II Part A	All staff, teachers, principal.

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
Thinking Maps	Writing wheels with writing goals for classroom display so students have ownership of the writing process/expectations. Deb Larson (Writing consultant) will consult with staff as needed through ongoing professional development.	Direct Instruction, Professional Learning	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Principal, SI Team, and staff.
Daily Writing Instruction	Provide 60 minutes of direct, purposeful, explicit, and systematic instruction in writing daily. - Grade level/District wide writing prompts - Using a variety of Thinking Maps and planning devices - Complete data sheet after grading writing and meet as a grade level/cross grade level to discuss strengths and weaknesses including activities to address those areas. - Daily cross-curricular writing activities/opportunities - Developing students' use of writing rubrics/checklists.	Academic Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	Teachers and/or qualified school staff. Professional Development Consultant, Deb Larson (Thinking Maps)
Data Reviews	At the end of each quarter, the content chair and SI will review the data to determine the overall impact of science strategies and activities connected to Implementation data and Student Impact data	Academic Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	Principal, SI Team, Gen. Ed Teachers. Resource Teacher
Content Area Instruction	Provide 40 minutes of direct purposeful explicit and systematic instruction daily during periods where social studies units are being taught.ber) - SIOP Model - Thinking Maps - Project-Based Learning - Real-World Connection - Scholastic News	Academic Support Program		Monitor	08/21/2017	06/01/2018	\$0	Principal, SI Team and Teachers

Title I Schoolwide

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Information Component	Teachers will hold an event to share the components of the Reading Workshop with parents.	Parent Involvement, Community Engagement	Tier 1	Implement	09/03/2018	09/28/2018	\$2450	General Ed Teachers, Literacy Coaches, Interventionists, Principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Resources	Use the Bridges Intervention Resource to target specific holes/deficits and prescribe the specific instruction to close the holes	Supplemental Materials, Academic Support Program	Tier 3	Implement	08/21/2017	06/01/2018	\$3000	SI Team, staff, and principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Mapping	Teachers will Construct detailed Curriculum Maps that include: pacing, assessment dates, Standards, Science and Engineering Principles, Cross-Cutting Concepts, and content Vocabulary with associated definitions and/or pictures.	Materials	Tier 1	Implement	08/21/2017	06/01/2018	\$0	Teachers, SI Chair, and Principal
Data Review SIST	Examine attendance rates and trends as part of a collaborative process in SI as well as the School Improvement Support Team.	Teacher Collaboration, Policy and Process	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Principal, Social Worker, SI TEam, Gen Ed Staff, and Central Admin
Behavior Process	Maintain use of common criteria for writing incident referrals using the District Policies within the Gladiola Behavior Flowchart : ticket to another room, •Continue use of the Principal, Social Worker, and Behavior Interventionist to intervene on Level 2 and 3 behaviors.	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	Principal, Social Worker, Behavior Interventionist, Teachers, support staff

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Readers Workshop	This viable curriculum will be used to ensure clear daily targets and coordinated student tasks.	Materials, Direct Instruction, Professional Learning	Tier 1	Implement	08/20/2018	05/31/2019	\$0	Gen Ed Teacher, Literacy Coaches, Principal, Superintendent
PBS Programs	Renewed launch of Capturing Kids Hearts to enhance relational capacity staff-to-staff and staff-to-student True Success to support character development: Respect, Wisdom, Gratitude, Self-Control, Grit, Courage, Encouragement, Compassion and Integrity	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	Principal, Social Worker, Teachers and adult support staff.
True Success	Implementation of the TrueSuccess Character program which uniquely provides evidence-based educational tools and training to simultaneously equip kids with behavior and literacy skills that are essential to unleash potential in school, work and life.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Principal, Gen Ed Teachers, Social Worker, Support Staff, and Volunteers
Project Based Unit of Study	Teachers will develop a PBL unit of study culminating in a presentation to students/staff/families.	Curriculum Development	Tier 1	Monitor	08/21/2017	06/01/2018	\$0	Teachers, SI Chairs, Principal
Fountas and Pinnell assessment kits The Reading Strategies Book	Teachers will collect initial and ongoing information on students reading habits to determine the zone of proximal development to determine the specific instructional steps.	Supplemental Materials	Tier 1	Implement	08/20/2018	05/31/2019	\$0	Gen Ed Teachers, Coaches, Principal, Superintendent
Direct Instruction	The EL Teacher will work with small groups of EL students to grow Oral Language and targeted skills.	Academic Support Program	Tier 1	Monitor	08/20/2018	05/31/2019	\$0	Gen Ed Teacher, EL Teacher, and Principal
Direct Instruction	Teachers will develop plans that include daily targets and tasks using the GoMath curriculum and accompanying resources.	Direct Instruction	Tier 1	Monitor	08/20/2018	05/31/2019	\$0	General Education Teachers, Math Coaches, and Principal

Title II Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teach Like a Champion Resource	Teachers will participate in a day of professional learning understanding the needs of Urban populations associated with additional stressors and identify techniques that promote clarity and clear learning routines in the classroom that promote a culture of learning. Teachers will continue to use the techniques within the book all year.	Professional Learning	Tier 1	Implement	08/21/2017	06/01/2018	\$5328	All staff, teachers, principal.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry-Based Learning	At a minimum, complete one inquiry-based lesson per semester using a Thinking Map with writing and two science investigations. <ul style="list-style-type: none"> - Thinking Maps - Celebration of Learning Night - SIOP Model - Intentional Vocabulary Instruction - Project-Based Learning - Scientific Method - Scholastic News 	Academic Support Program	Tier 1	Implement	08/21/2017	06/01/2018	\$0	Gen Ed. Teachers and qualified school staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teach Like a Champion Resource	Teachers will participate in a day of professional learning understanding the needs of Urban populations associated with additional stressors and identify techniques that promote clarity and clear learning routines in the classroom that promote a culture of learning. Teachers will continue to use the techniques within the book all year.	Professional Learning	Tier 1	Implement	08/21/2017	06/01/2018	\$568	All staff, teachers, principal.
Instructional Resource	Writing Workshop Units of Study Resource to support the instructional model of gradual release and to differentiate instructional practice.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/01/2018	\$5085	SI Team, staff and principal

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Elementary Math Interventionist	One math interventionist will work directly with students to provide focused support to identified at risk students that are not meeting grade level expectations in the area of mathematics. The student support will be directly organized and identified through the building math achievement data.	Academic Support Program	Tier 3	Monitor	08/21/2017	06/01/2018	\$64218	Principal, Math Interventionist, Gen Ed. Teachers.
Coaching in Cycles of Professional Learning	Instructional coaches will provide professional development/training to teachers Instructional coaches will collaborate with teachers in coaching cycles	Professional Learning, Academic Support Program	Tier 1	Implement	08/20/2018	05/31/2019	\$0	Gen Ed Teachers, Math Coaches, Principal, Superintendent
TIER III Instruction	The Reading Interventionists will, in collaboration with the general education teacher, design and deliver targeted lessons in areas of deficit to identified students.	Academic Support Program	Tier 3	Monitor	08/20/2018	05/31/2019	\$26500	Gen Ed Teacher, Interventionist, Literacy Coaches, Principal, Superintendent