



School Improvement Plan

Oriole Park Elementary School

Wyoming Public Schools

Ms. Jennifer Slanger, Principal
1420 40TH ST SW
WYOMING, MI 49509-4306

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Demographic data is collected by the SI team in the spring. This includes data for staff, students, and community.

Perception data (parent and staff surveys) are administered and completed in May.

Program and Process data (SSR) are completed in ASSIST by the SI Team and staff in March.

Student achievement data (State, local, and subgroup) is gathered & reflected on quarterly by the SI team.

School Improvement members have discussions about data. Staff review, analyze, and then share information on the school and district websites.

A parent is a member on the SI team to provide input and feedback to the SI team.

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

COMMUNITY DEMOGRAPHIC DATA (<http://www.city-data.com/zips/49519.html>)

Population in 2014: 74,826 (100% urban, 0% rural). Population change since 2000: +7.9%

Males: 37,872 (50.6%)

Females: 36,954 (49.4%)

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%

Median resident age: 32.8 years

Michigan median age: 39.6 years

Estimated median household income in 2013: \$47,731 (it was \$43,164 in 2000)

Estimated per capita income in 2013: \$23,242 (it was \$19,287 in 2000)

Estimated median house or condo value in 2013: \$89,400 (it was \$91,700 in 2000)

STUDENT DEMOGRAPHIC DATA

Oriole Park Elementary is located in Wyoming and services 358 students in K-4th grade. Ethnic groups include: Hispanic (108), African American (30), White (180), and two or more (31).

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The number of students who received Free and/or Reduced Lunch was 277.

The number of males was 191.

The number of females was 167.

The number of students who qualify for special education was 62.

The number of English Learners was 52.

The number of students in foster care was 2.

The number of students who are homeless was 1.

The number of migrant students was 0.

Oriole Park has not received any of the following designations: Reward, Focus, or Priority.

Top to Bottom Rankings are as follows:

2011-2012 = 45th percentile

2012-2013 = 42nd percentile

2013-2014 = 59th percentile

2014-2015 = NA

2015-2016 = NA

2016-2017 = NA

2017-2018 = NA

STAFF DEMOGRAPHIC DATA

1 principal

1 psychologist

1 social worker

.8 speech and language pathologist

3 para-educators

3 interventionists

16 classroom teachers (includes MiCI and MoCI teachers)

1 resource room teacher

4 specials teachers

4 teachers have been teaching less than 5 years; 2 have been teaching between 6-10 years; 4 have been teaching between 11-15 years; 2 have been teaching between 16-20 years; and 8 have been teaching more than 20 years. 4 teachers have their BA; 11 have their MA; 4 have their MA+30; and 1 has their EdD.

STUDENT ACHIEVEMENT DATA

The School Improvement team gathered, discussed and analyzed student achievement data.

State Data: M-Step

2016-2017 M-Step

ELA

3rd - 37% proficient (State Average: 44%; District Average: 29%)

Subgroup (percent proficient): Female - 54%; Male - 21%; Economically Disadvantaged - 27%; White - 47%

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4th - 36% proficient (State Average: 44%; District Average: 30%)

Subgroup (percent proficient): Female - 41%; Male - 32%; Economically Disadvantaged - 25%; EL - 15%; Hispanic - 7%; White - 49%

Math

3rd - 54% proficient (State Average: 47%; District Average: 41%)

Subgroup (percent proficient): Female - 54%; Male - 54%; Economically Disadvantaged - 44%; White - 64%

4th - 36% proficient (State Average: 42%; District Average: 22%)

Subgroup (percent proficient): Female - 36%; Male - 37%; Economically Disadvantaged - 29%; EL - 7%; Hispanic - 15%; White - 44%

2015-2016 M-Step

ELA

3rd - 36% proficient (State Average: 69%; District Average: 50%)

Subgroup (percent proficient): Female - 36%; Male - 33%; EL - 42%; Economically Disadvantaged - 25%; Hispanic - 27%; White - 47%

4th - 46% proficient (State Average: District Average:)

Subgroup (percent proficient): Female: 45%; Males - 48%; EL - 10%; Economically Disadvantaged - 31%; Hispanic - 24%; White - 62%

Math

3rd - 44% (State Average: 61%; District Average: 50%)

Subgroup (percent proficient): Female - 48%; Male - 41%; EL - 46%; Economically Disadvantaged - 40%; Hispanic - 23%; White - 60%

4th - 40% (State Average: 61%; District Average: 44%)

Subgroup (percent proficient): Female - 36%; Male - 48%; EL - <5%; Economically Disadvantaged - 33%; Hispanic - 20%; White - 53%

2014 - 2015 M-Step

ELA

3rd - 61% (State Average: 74%; District Average: 52%)

Subgroup (percent proficient): Female - 53%; Male - 79%; EL - 30%; Economically Disadvantaged - 58%; Hispanic - 41%; White - 80%

4th - 44% (State Average: 68%; District Average: 44%)

Subgroup (percent proficient): Female - 55%; Male - 27%; EL - less than 10 students; Economically Disadvantaged - 34%; Hispanic - 20%;

White - 52%

Math

3rd - 53% (State Average: 49%; District Average: 45%)

Subgroup (percent proficient): Female - 45 %; Male - 68%; EL -10%; Economically Disadvantaged - 50%; Hispanic - 35%; White - 70%

4th - 38% (State Average: 41%; District Average: 30%)

Subgroup (percent proficient): Female - 42%; Male - 32%; EL - less than 10 students; Economically Disadvantaged - 27%; Hispanic - 20%;

White - 45%

Scholastic Reading Inventory

2017-2018

SY 2018-2019

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2nd - 75% proficient

Subgroup (percent proficient): Female - 48%; Male - 47%; Special Ed - 0%;

Hispanic - 54%; White - 83%

3rd - 64% proficient

Subgroup (percent proficient): Female - 63%; Male - 65%; Hispanic - 62%; EL - 50%;

White - 71%

4th - 78% proficient

Subgroup (percent proficient): Female - 84%; Male - 72%; Special Ed - 67%; Hispanic - 50%; White - 89%

2016-2017

2nd - 79% proficient

Subgroup (percent proficient): Female - 62%; Male - 68%; Special Ed - 36%; White - 74%; African American - 50%; Asian - 85%; Hispanic - 52%; 2+ Races - 48%; EL - 45%

3rd - 62% proficient

Subgroup (percent proficient): Female - 70%; Male - 47%; Special Ed - 28%; White - 70%; African American - 18%; Asian - 50%; Hispanic - 37%; 2+ Races - 33%; EL - 42%

4th - 81% proficient

Subgroup (percent proficient): Female - 78%; Male - 61%; Special Ed - 36%; White - 79%; African American - 54%; Asian - 100%; Hispanic - 50%; 2+ Races - 74%; EL - 43%

2015-2016

2nd - 87% proficient

Subgroup (percent proficient): Female - 85%; Male - 88%; Special Ed - 60%; White - 87%

3rd - 90% proficient

Subgroup (percent proficient): Female - 93%; Male - 87%; Special Ed - 70%; EL - 77%; Hispanic - 85%; White - 92%

4th - 90% (percent proficient)

Subgroup (percent proficient): Female - 89%; Male - 91%; Special Ed - 100%; Hispanic - 83%; White - 97%

Reading - DIBELS

2017-2018

K - 62% proficient

1st - 53% proficient

2nd - 66% proficient

3rd - 58% proficient

4th - 63% proficient

2016-2017

K - 52%

SY 2018-2019

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1st - 46%

2nd - 69%

3rd - 64%

4th - 61%

2015-2016

K - 65%

1st - 55%

2nd - 69%

3rd - 51%

4th - 65%

DELTA Math- Spring Grade Level Test

2017-2018

K - 40% proficient

1st - 44% proficient

2nd - 51% proficient

3rd - 61% proficient

4th - 17% proficient

2016-2017

K - 33%

1st - 80%

2nd - 82%

3rd - 75%

4th - 45%

2015-2016

K - 70%

1st - 85%

2nd - 82%

3rd - 61%

4th - 27%

PERCEPTION DATA

Staff - Results from the staff survey indicate strengths are:

1. Satisfaction in the belief that the principal is an effective instructional leader
2. Staff feel valued.

Results from the staff survey indicate needs are:

1. Low level of satisfaction in the belief that teachers increase student achievement through the use of student achievement data.

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Parent - Results from the parent survey indicate strengths are:

1. Parents feel welcome at Oriole Park.
2. Parents feel that the principal promotes and supports an environment of increased student achievement.
3. Parents feel they are informed of their child's progress and believe their academic needs are being met.
4. Parents feel teachers show respect for students.

Results from the parent survey indicate needs are:

1. Ensuring the academic needs are being met for students who are achieving above grade level expectations.
2. Safety & supervision on the playground.

Student - Results from the student survey indicate are:

1. Overall, students feel respected by the adults at Oriole Park.
2. Overall, students feel safe at Oriole Park.

Results from the student survey indicate needs are:

1. Continue to support the safety and respect through True Success Character Education.

SCHOOL PROGRAMS/PROCESS DATA (SSR)

The following areas were identified as growth areas: assessment and curriculum coherence.

The following areas were identified as strengths: effective instructional practices; learning environment, results-focused instructional leadership; and a safe and supportive learning environment.

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 types of data to connect the needs to the goals. This included demographic data, programs and process data, and student achievement data. Goals and strategies were chosen based on building data as measured by the M-Step, as well as local achievement data. A goal was developed for each of the core content areas.

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 of the students are tier 1 in the SIP.

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

The goals will ensure that additional support and/or different/unique instructional and intervention strategies will be utilized for those students who are at-risk.

Component 2: Schoolwide Reform Strategies

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

Oriole Park Elementary strives for academic success for all students. As such the following initiatives have been adopted: Capturing Kids' Hearts, Thinking Maps (a strategy used across all content areas), SIOP (a strategy used across all content areas), an emphasis on reading and writing across the curriculum, and professional learning opportunities throughout the school year focusing on explicit instruction and reading. Three interventionists were included in OP's SI plan to support the most at-risk students in reading and math at the K-2 levels.

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).

High quality, ongoing professional development was provided at the district level throughout the course of the 16-17 school year focusing on math talks and questioning practices. The goal of this PD was to increase the rigor of our instructional techniques in the hopes that our students would begin to think and respond more deeply.

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

In order to continue to improve our instructional effectiveness, teachers will have the opportunity to engage in district offered professional development over the course of the school year. This will include K-3 phonics instruction, K-4 math talks, K-4 questioning PD, and the utilization of three interventionists at the K-2 level.

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.

OP has adopted the following strategies: Capturing Kids' Hearts, Thinking Maps, and SIOP. The school wide plan includes three interventionists. These certified teachers will provide support to the most at-risk students.

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

The SI team will review data to determine if our at-risk students are making progress when provided with additional academic support. Progress monitoring data will be collected and analyzed.

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	All of the instructional paraprofessionals meet the NCLB requirements for highly qualified.	

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	All of the teachers at Oriole Park meet the NCLB requirements for being a highly qualified teacher.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Overall, the teacher turnover rate is low at Oriole Park Elementary. Going into the 2018-19 school year, we will maintain our current staffing.

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

4 teachers have been teaching less than 5 years; 2 have been teaching between 6-10 years; 4 have been teaching between 11-15 years; 2 have been teaching between 16-20 years; and 8 have been teaching more than 20 years. 4 teachers have their BA; 11 have their MA; 4 have their MA+30; and 1 has their EdD.

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

- PTO support
- Classroom funds for field trips
- Dinner provided on the evenings of parent-teacher conferences
- Mentor support for new teachers
- Chromebook carts to share among all K-4 classrooms at Oriole Park Elementary

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

- Capturing Kids' Heart training and implementation
- Professional development
- Early release days for teacher collaboration time
- Competitive salary and benefit packages
- New teacher PLC meetings

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?

NA

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.

To support ongoing professional learning, our content specific instructional coaches will provide math, literacy, and science learning opportunities. Additionally, cycles of professional learning will involve all staff members in their ability to provide high quality math instruction as it relates to rigor and coherence.

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

Professional learning is sustained by providing opportunities for staff to collaborate and dialogue about instructional practices on a regular basis. Specific focus areas for the 2018-19 school year include: K-4 teachers implementation of Reader's Workshop and continued math PD as it relates to rigor and coherence.

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

Component 6: Strategies to Increase Parental Involvement

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

OP's SI team has a parent rep that attended meetings over the course of the school year. Additionally, parents were informed of some of the SI planning during PTO meetings/parent nights. An annual parent survey is used by the SI team to improve the school-wide program for parents, students and staff. The annual survey, which is a part of the CNA, shows consistent strong support for OP over the past several years.

Of the total families at OP, 30 surveys were completed. Data showed a high level of satisfaction with OP. The strengths are overwhelmingly with the teachers, with parents describing them as caring, available, and masterful. The principal was praised by the parents describing the administrator as approachable, caring, promoting an environment of safety for students and promoting/supporting an environment that results in increased achievement.

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

Weekly classroom newsletters and school newsletters from the office are provided to our families; quarterly report cards; bi-yearly parent teacher conferences; open-house school visitation (for delivering state content expectations); social workers and support staff accessible as needed; child study meetings include parents (as applicable); a 4-way learning agreement based on academics, behavior and homework is signed by parent, teacher, principal, and student.

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

OP's SI team has a parent rep who attended meetings. Parents were informed of some of the SI planning during PTO meetings/family nights. An annual parent survey is used by the SI team to improve the school-wide programming for at-risk students. Additionally, parents complete an annual survey. The SI team reviews this data to determine areas of needing improvement.

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		Parent Involvement Policy

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

Oriole Park 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. Timely responses are given to parental questions, concerns, and recommendations. Oriole Park provides coordination, technical

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assistance and other support necessary to develop

effective parental participation activities to improve academic achievement. An annual evaluation of the parental involvement plan (a parent survey) will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.

The Principal shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

A. Convenes an annual meeting at a convenient time to which parents of participating children are invited.

The building principal will explain the parents' rights to be involved and the school's obligation to develop an involvement plan at this meeting;

B. Will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. Will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. Will provide participating students' parents with

1. timely information about the Title I programs;

2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;

3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develops jointly, with parents, a school-parent compact which outlines the responsibilities of the school staff, the parents and the students for academic improvement, including the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment.

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

Parents will be asked to complete a survey at the conclusion of each parent/family event to seek feedback from parents on what went well and what we can improve upon. Additionally, perception data is secured at the end of the school year.

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

The results of the evaluation will be used to improve the school wide program by tailoring future parent/family events so that they are aligned with our school wide goals, in which our parents can help support.

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

The compact was developed by a team of administrators, parents and teachers. The compact is based on academics, behavior and homework.

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

The compact is reviewed at fall parent-teacher conferences.

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

All elementary buildings in the district use the same parent compact, therefore the elementary provides consistent communication to parents across the district as they move up to the middle/high school.

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.

Oriole Park newsletters, curriculum brochures, and informational packets are available in English and Spanish. Translators are readily available for parent-teacher conferences, child study meeting, and IEP meetings. A 4-way parent compact (learning agreement) based on academics, behavior, and homework is signed by the student, parent, principal, and teacher at the beginning of the school year (this is provided in both English and Spanish).

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 children are invited to attend a kindergarten visitation day in the spring to participate in the kindergarten classroom.
- Preschool children are invited to attend a fall Smart Start prior to beginning of the school year to welcome them into kindergarten, tour the school, and transition the students into kindergarten.
- Transition meetings are held with the preschool teacher and incoming school for those students leaving the early childhood special education program.

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?

At spring visitation, registration, and at open house, parents are given a copy of the kindergarten standards being taught.

Component 8: Teacher Participation in Making Assessment Decisions

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

Each school has a representative for each content area and feedback is often routed through that representative. Revisions of academic assessments happen over the summer when needed. Grade level teams may meet before school, after school, or during common planning time to discuss assessments.

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

Oriole Park teachers are involved with data analysis for the purpose of improving student academic achievement. Teachers have a variety of formative assessment data used daily and weekly to monitor individual student progress. This level of data is used throughout the year to identify specific skills and knowledge for which targeted students may need extra support. Extra support is given through formal and informal interventions.

Formal quarterly reports for individual students and by classroom provide information on progress with core curriculum standards for teachers to make instructional adjustments. A combination of district standards assessment data and standardized data, such as M-Step, DIBELS, Delta math, and SRI, are used to determine student success, program effectiveness, and building level improvement strategies. This information is essential to establishing an effective school improvement plan, specifically the strategies to reach the goals, and evaluating success. These results are utilized by the building level school improvement team as data for making informed decisions regarding curriculum, instructional practices and assessment.

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.

Oriole Park students experiencing difficulty are identified using the district standards assessments, DIBELS, SRI, Delta math, and other assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for at-risk students. Oriole Park teachers plan and facilitate daily interventions, with the assistance of an assigned highly qualified para-educator. Students still in need of additional support are brought to a Student Study Team (CST) meeting for the purpose of developing further strategies to improve overall achievement of state standards. These interventions are a designated block of time for differentiated instruction in areas of phonemic awareness, phonics, reading fluency, reading comprehension and writing.

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?

Oriole Park teachers build differentiation into the practice of daily instruction through the use of Guided Reading groups, flexible grouping, teaching to different learning styles, cross grade level partnering, and exposing students to different teaching styles.

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

Oriole Park teachers build differentiation into the practice of daily instruction through the use of Guided Reading groups, flexible grouping, teaching to different learning styles, cross grade level partnering, and exposing students to different teaching styles.

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

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

- Title I
- Title II
- Title III
- Section 31a
- General Fund
- Special Ed Fund
- PTO Fund
- Homeless Liaison
- 21st Century Funds
- Early Literacy Grant
- Free and Reduced Lunch Program
- Achievement Centered Leadership Grant

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 Data is paid for with general funds.

Component 2 = School Reform Strategies are paid for with general funds for PD, for resources and some parent involvement. Title II Part A funds are used for PD specific to the building. Title I Part A funds are used to pay for 2 interventionists, a social worker, and parent involvement. Title III funds are used to pay for English Learner support staff for the consortium. The Early Literacy Grant pays for DIBELS testing, The Reading Strategies book, and a literacy coach. The 21st Century Grant pays for summer school and after school programs.

Component 3 = Highly Qualified Staff are paid with general funds.

Component 4 = Attracting and Retaining Quality Staff are paid with general funds, Title I Part A, Early Literacy Grant, and PTO funds.

Component 5 = High Quality and On-Going PD is paid with general funds, Title II Part A funds, Title I Part A, and Section 31a.

Component 6 = Parent Involvement Strategies is paid with Title I Part A funds, general funds, and PTO funds.

Component 7 = Preschool Strategies is paid with general funds.

Component 8 = Teachers Making Assessment Decisions is paid with general funds.

Component 9 = Timely and Additional Assistance is paid with Title I Part A, Title II Part A, Section 31a, and the 21st Century Grant.

Component 10 = Coordination of Programs and Resources is paid with general funds.

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

Violence Prevention Program - True Success character education program, OK to Say, Cyber Safety, and Capturing Kids' Hearts.

Nutrition Program - Free and Reduced Lunch Program, Free Breakfast Program, and District Wellness Policy

Housing Program - We have a homeless liaison that supports families who meet that threshold.

Head Start - District partners with Head Start to prepare preschool age children for kindergarten.

Adult Education - Wyoming Public Schools offer local Adult Ed programming for adults in the community.

Vocational & Technical Education - Provided to high school students by the Kent ISD (KCTC).

Job Training - Is offered to high school students through internships in the community businesses.

Evaluation:

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

The Oriole Park staff will annually evaluate the implement the SI plan and programs for the school wide process. The SI team meets annually at the end of the school year to evaluate the progress made. There are multiple levels at which we review data and make decisions for the upcoming year. Monthly grade level meetings (or staff meetings) take place in order to evaluate M-Step and other data. Data is specifically reviewed at least on a quarterly basis for all students and for those at-risk students, accommodations/modifications are made. Data will show us which goals need to be dropped, changed, or altered.

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.

Throughout the school year, the SI team meets twice per month and reviews/analyzes data quartly. During the 4th quarter, the SI team meets to comprehensively review the SI plan. Many data resources reflect the degree of teacher implementation and student achievement levels. Sub-group data is also reviewed. If data reflects growth, the strategies are carried over to the next year. If growth is not shown, then goals are adjusted accordingly.

On a cyclical basis, the SI committee analyzes and summarizes M-Step (when data is available) and standards data in their content area, reviews the effectiveness of current strategies and makes adjustments as necessary in a continuous improvement process. Each of these steps is reviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies. Teacher input, feedback, and suggestions are encouraged to help build the most comprehensive plan possible.

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.

During the 4th quarter, the SI team meets to comprehensively review the SI plan. Many data resources reflect the degree of teacher implementation and student achievement levels. Sub-group data is also reviewed. If data reflects growth, the strategies are carried over to the next year. If growth is not shown, then goals are adjusted accordingly. Additionally, program evaluations are completed on each strategy we have allocated grant funds to.

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

During the 4th quarter, the SI team meets to comprehensively review the SI plan. Many data resources reflect the degree of teacher implementation and student achievement levels. Sub-group data is also reviewed. If data reflects growth, the strategies are carried over to the next year. If growth is not shown,

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then goals are adjusted accordingly.

On a cyclical basis, the SI committee analyzes and summarizes M-Step (when data is available) and Standards data in their content area, reviews the effectiveness of current strategies and makes adjustments as necessary in a continuous improvement process. Each of these steps is reviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies. All the work is placed on holding boards in an effort to make the work visible to all. In this way of working it is possible to collaborate through synergizing.

2018-2019 Goals

Overview

Plan Name

2018-2019 Goals

Plan Description

2018-2019 Goals

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	100% of students will demonstrate proficiency and/or each student will show a 10% growth in reading as measured by end of the year grade level WPS district reading assessments and M-STEP (3rd & 4th grades) by 6/2019.	Objectives: 1 Strategies: 1 Activities: 10	Academic	\$91090
2	100% of K-4 students will be proficient (80%) or show growth of 61% (from Fall to Spring) on the grade level district math screener by 6/2019.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$74966
3	100% of students will demonstrate proficiency (80%) and/or each student will show a 10% growth in narrative writing by 6/2019 as measured by end of the year grade level WPS district writing assessment.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
4	100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by 6/2019.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$25065
5	100% of students grades 2-4 will be proficient (80% or higher) or show growth on district social students assessments by 6/2019.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
6	100% of K-4 students will attend school all day, every day.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	100% of K-4 students can demonstrate positive behavior and there will be a decrease in discipline incidents.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$48361

Goal 1: 100% of students will demonstrate proficiency and/or each student will show a 10% growth in reading as measured by end of the year grade level WPS district reading assessments and M-STEP (3rd & 4th grades) by 6/2019.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or will show growth in reading, in English Language Arts by 05/31/2019 as measured by Fountas & Pinnell (K-4) & DIBELS (K-4)..

Strategy 1:

Teachers will provide direct instruction utilizing best practices to teach reading. - Teacher will explicitly teach reading strategies using the Readers Workshop to support students' growth in reading.

Category: English/Language Arts

Research Cited: -Summary of the US National Reading Panel Report

-Teaching Children to Read, 2002 Research and Policy, International Reading Association, Vocabulary, Instructional Rounds instruction leads to gains in comprehension. Pre-teaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension and the ability to write.

National Reading Panel US Department of Education (2001)-Research on Reading Comprehension tells us that readers who comprehend well are also good decoders; teach decoding and word recognition strategies, time spent reading and writing is highly correlated with comprehension, provide for a lot of in-class reading and process writing, outside of class reading, independent reading; encourage students to read more and read widely-develop a passion for reading; and students need to be specifically taught how to write within a process (which should include editing and revision skills).

Tier: Tier 1

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Learning Walks will be built into the school day where teachers can visit each other's classrooms and watch lessons. Teachers will have an opportunity to participate in up to 3 LW this school year. These will be debriefed and a form will be filled out for documentation. These documents will be in the teacher's SI folder.</p> <p>Instructional Rounds will be built into the school day where teachers can visit each other's classrooms and watch grade level partner's lessons. These will be debriefed and a form will be filled out for documentation. These documents will be in the teacher's SI folder.</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff
Activity - Reading AZ/RAZ Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will provide computer usage for students to access RAZ.	Technology	Tier 2	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff
Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionists will utilize data to determine phonics intervention at the K-2 level.	Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$30000	Section 31a	All teaching staff will work with the ELA interventionist.
Activity - Part-Time Bilingual/At-Risk Support Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A para will work under the direct supervision of a classroom teacher to provide focused support to identified at-risk students.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$15027	Section 31a	All teaching staff and the para educator
Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coach will help support instructional practices in a balanced literacy model.	Other - Curriculum/Instructional Coach	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff
Activity - Classroom Leveled Library Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will support at-risk students in the area of reading through the use of reading materials targeted at their grade level. These students have been identified as reading one to two grade levels below their current grade. These reading resources will ensure at-risk students have text that is at their independent reading level. Leveled reading materials will be used to support students who are reading more than one grade level behind.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$15274	Title I Part A	Current 1st and 3rd grade teachers.
Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are partners in education through supporting at-home reading and math programs. During this parent night, parents will learn about our tech resources to support reading and math (RAZ Kids, Reflex Math) at home and engage in educationally relevant activities with their child.	Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$789	Title I Part A	All staff
Activity - Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will provide daily explicit phonics instruction which will include feedback during dictation using the Reading Horizons Curriculum.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	K-3 teachers
Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support at-risk students in the area of math by providing supplemental math support to an identified small group of at-risk students.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.
Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic interventionist will provide support to identified at-risk students in the area of reading and/or math.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$30000	Title I Part A	Academic interventionist; all teaching staff.

Goal 2: 100% of K-4 students will be proficient (80%) or show growth of 61% (from Fall to Spring) on the grade level district math screener by 6/2019.

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Measurable Objective 1:

100% of All Students will demonstrate a proficiency or show growth in mathematics in Mathematics by 05/31/2019 as measured by the grade level district math screener..

Strategy 1:

Comprehensive Mathematics Instruction - Teachers will align instruction to the CCSS-M using Go Math! aligned with the Achieve the Core Guidance Documents. Teachers will implement all instructional components during their math block. (number routines, core instruction, intervention).

Category: Mathematics

Research Cited: Teaching Student-Centered Mathematics - VandeWalle and Lovin, June 6, 2005

Instructional Rounds in Education - City, Elmore, Fiarman, and Teitel, 2009

Common Core Standards

Making Content Comprehensible for English Learners: The SIOP Model (3rd Edition) by Jana J. Echevarria, MaryEllen Vogt and Deborah J. Short(May 5, 2007)

-Summary of the US National Reading Panel Report

-Teaching Children to Read, 2002 Research and Policy, Internatoinal Reading Association, Vocabulary instruction leads to gains in comprehension. Pre-teaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension and the ability to write.

National Reading Panel US Department of Education (2001)-Research on Reading Comprehension tells us that readers who comprehend well are also good decoders; teach decoding and word recognition strategies, time spent reading and writing is highly correlated with comprehension, provide for a lot of in-class reading and process writing, outside of class reading, independent reading; encourage students to read more and read widely-develop a passion for reading.

Tier: Tier 1

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in up to 3 LW this year. Learning Walks will be built into the school day where teachers can visit each others classrooms and watch lessons. These will be debriefed and a form will be filled out for documentation. These documents will be in the teacher's SI binder.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teachers.

Activity - Learning Targets and Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure learning Targets and Success Criteria are aligned to CCSS.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.

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Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be able to utilize Reflex Math to help students improve math fluency.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$1850	Title I Part A	All teaching staff.
Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are partners in education through supporting at-home reading and math programs. During this parent night, parents will learn about our tech resources to support reading and math (RAZ Kids, Reflex Math) at home and engage in educationally relevant activities with their child.	Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.
Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support at-risk students in the area of math by providing supplemental math support to an identified small group of at-risk students.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$5597	Title I Part A	All teaching staff.

Strategy 2:

Academic Interventionist - Math Interventionist will Implement Bridges Intervention for identified at-risk students.

Category: Mathematics

Tier: Tier 2

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Interventionists will Implement Bridges Intervention.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$67519	Section 31a	Math Interventionist; all teaching staff.

Strategy 3:

Math Instructional Coach - The elementary math coach will provide coaching support for teachers in grades K-4 to improve math instructional practices.

Category: Mathematics

Tier: Tier 1

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Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches or teacher leader will provide professional development/training to teachers. Instructional coaches or teacher leader will collaborate with teachers in coaching cycles.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.

Goal 3: 100% of students will demonstrate proficiency (80%) and/or each student will show a 10% growth in narrative writing by 6/2019 as measured by end of the year grade level WPS district writing assessment.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or will show growth in process writing. in Writing by 05/31/2019 as measured by end of the year WPS district writing assessments. .

Strategy 1:

An emphasis on pre-writing and revising and editing - By providing daily writing instruction, teachers will instruct in pre-writing skills using Thinking Maps, Write from the Beginning, and conferencing regularly with students to revise and edit through publication.

Category: English/Language Arts

Research Cited: Thinking Maps: A Language for Learning, Jane Buckner, Ed.S.

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

The Writing Diner by Tim Hargis

Scaffolded Writing Instruction by Douglas Fisher and Nancy Frey (2007)

Making Content Comprehensible for English Learners: The SIOP Model (3rd Edition) by Jana J. Echevarria

Tier: Tier 1

Activity - Grade Level Emphasis on Conferencing and Revision In Order to Improve Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During writing instruction, teachers will provide instruction on revision and conferencing.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff

Activity - Thinking Maps (a component of SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate and instruct the use of Thinking Maps as part of the writing process.	Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff

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Activity - Write from the Beginning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement and apply the WFTB writing strategies to strengthen writing instruction.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.
Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in up to 3 learning walks: (mid-first quarter, end of second quarter, & mid-to-end of third quarter). Learning walks will provide data to reflect upon instructional practices with the goal to foster a more collaborative teaching culture and to learn from our teaching colleagues.	Professional Learning, Teacher Collaboration	Tier 1		08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.

Goal 4: 100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by 6/2019.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or show growth in their understanding as demonstrated on the WPS science assessments. in Science by 05/31/2019 as measured by WPS district assessments..

Strategy 1:

NGSS Science Instruction - Throughout the NGSS-aligned unit(s), the teacher will:
Provide science instruction at least 4-5 times a week (alternating with social studies)
Incorporate
KLEWS chart and/or data summary table
Claim and evidence
Thinking Maps
Charts and graphs data analyzation
Questioning opportunities (teacher-student and student-student)
Include pictures or student work documenting integration of each of the above items

Category: Science

Research Cited: Building Academic Vocabulary by Robert J. Marzano Integrated Thematic Instruction by Susan Kovalik

Making Content Comprehensible for English Learners: The SIOP Model (3rd Edition) by Jana J. Echevarria

Tier: Tier 1

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Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in up to 3 learning walks:: (mid-first quarter, end of second quarter, & mid-to-end of third quarter). Learning walks will provide data to reflect upon instructional practices with the goal to foster a more collaborative teaching culture and to learn from our teaching colleagues.	Professional Learning	Tier 1		08/22/2017	06/01/2018	\$0	No Funding Required	All teaching staff.
Activity - District Science Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified teacher will provide support to upper and lower elementary teachers with regard to planning and implementing the district science curriculum.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	Other	All teaching staff.
Activity - Analyze Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaches will provide weekly instruction on how to analyze various charts and graphs, with an emphasis in science.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff
Activity - District Science Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district science coach will support our new learning in NGSS and support our shift in instructional practices.	Other - Curriculum/Instructional Coach	Tier 1	Implement	08/22/2017	06/01/2018	\$25065	Section 31a	District Science Coach
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate and instruct the use of Thinking Maps as part of science instruction.	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.

Goal 5: 100% of students grades 2-4 will be proficient (80% or higher) or show growth on district social students assessments by 6/2019.

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Measurable Objective 1:

100% of All Students will demonstrate a proficiency or show growth in their understanding of social studies content in Social Studies by 05/31/2019 as measured by WPS district assessments..

Strategy 1:

Social Studies Comprehension - Students will be taught a variety of strategies/activities in order to demonstrate understanding of social studies content.

Category: Social Studies

Research Cited: Building Academic Vocabulary by Robert J. Marzano

Integrated Thematic Instruction by Susan Kovalik

Making Content Comprehensible for English Learners: The SIOP Model (3rd Edition) by Jana J. Echevarria

Tier: Tier 1

Activity - Thinking Maps (a component of SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps will be used at least once for each identified social studies strand.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff

Activity - Questioning strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a teacher reflection on the utilization of questioning strategies. Students will become deeper thinkers, they will be active participants in the learning process, and will explain their thinking to improve their SS skills as measured on the district assessments.	Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.

Activity - Learning Targets and Criteria for Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lessons on grade level standards. The daily learning target will align to the standards. Teachers will present and align the success criteria. Students will be able to rephrase the learning target in their own words. Students will use the success criteria to communicate what they learned.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.

Activity - Project Based Activity - Grades 2-4	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide one Project Based Learning opportunity. Students will participate in a Project Based Learning Activity. At the end of the unit, students can demonstrate their learning through a teacher provided activity: Examples: journal, summary, Google presentation, Tri-fold documentation board.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All teaching staff.
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Goal 6: 100% of K-4 students will attend school all day, every day.

Measurable Objective 1:

100% of All Students will demonstrate a behavior to support attendance at school in English Language Arts by 05/31/2019 as measured by WPS district attendance guidelines..

Strategy 1:

District Attendance Process/Guidelines - Teacher Practice - Inform parents via handbook, open house, website of attendance policy at the beginning of they year. Office will contact families with an attendance letter when a student misses 5, 10, 15, and/or 15+ days of school. Per the updated county-wide truancy guidelines, referral to the truancy officer at the designated truancy threshold.

Category: School Culture

Research Cited: 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 - Attendance Letters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance letters are sent home to parents at 5, 10, 15, and 15+ days of missed school.	Policy and Process, Parent Involvement, Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All staff.

Goal 7: 100% of K-4 students can demonstrate positive behavior and there will be a decrease in discipline incidents.

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Measurable Objective 1:

100% of All Students will demonstrate a behavior that is positive to decrease discipline incidents. in Practical Living by 05/31/2019 as measured by a decrease in discipline incidents.

Strategy 1:

Behavior Interventionist - The behavior interventionist support students through creating positive behavior support plans and supporting students through crises.

Category: Other - Behavior Support

Tier: Tier 2

Activity - Positive Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The behavior interventionist will support students through the use of positive behavior support plans and/or classroom lessons.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$30000	Section 31a	Behavior Interventionist; All teaching staff.

Strategy 2:

School Social Worker - Social worker support to provide behavioral support and intervention for identified at-risk students.

Category: Other - Behavior Support

Tier: Tier 2

Activity - Positive Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social worker support to provide behavioral support and intervention for identified at-risk students.	Parent Involvement, Behavioral Support Program	Tier 2		08/22/2018	05/31/2019	\$18361	Section 31a	Social Worker; All teaching staff.

Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social worker and teaching staff will implement 2/more True Success lessons each week.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	Social worker; all teaching staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Supports	Social worker support to provide behavioral support and intervention for identified at-risk students.	Parent Involvement, Behavioral Support Program	Tier 2		08/22/2018	05/31/2019	\$18361	Social Worker; All teaching staff.
Academic Interventionist	Teachers and interventionists will utilize data to determine phonics intervention at the K-2 level.	Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$30000	All teaching staff will work with the ELA interventionist.
Positive Behavior Supports	The behavior interventionist will support students through the use of positive behavior support plans and/or classroom lessons.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$30000	Behavior Interventionist; All teaching staff.
District Science Coach	The district science coach will support our new learning in NGSS and support our shift in instructional practices.	Other - Curriculum/Instructional Coach	Tier 1	Implement	08/22/2017	06/01/2018	\$25065	District Science Coach
Math Intervention	Math Interventionists will Implement Bridges Intervention.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$67519	Math Interventionist; all teaching staff.
Part-Time Bilingual/At-Risk Support Para	A para will work under the direct supervision of a classroom teacher to provide focused support to identified at-risk students.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$15027	All teaching staff and the para educator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Learning Targets and Success Criteria	Teachers will ensure learning Targets and Success Criteria are aligned to CCSS.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff.
Thinking Maps (a component of SIOP)	Thinking Maps will be used at least once for each identified social studies strand.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff
Phonics Instruction	K-3 teachers will provide daily explicit phonics instruction which will include feedback during dictation using the Reading Horizons Curriculum.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	K-3 teachers
Extended Learning Opportunity	Teachers will support at-risk students in the area of math by providing supplemental math support to an identified small group of at-risk students.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	All teaching staff.
Learning Walks	<p>Learning Walks will be built into the school day where teachers can visit each other's classrooms and watch lessons. Teachers will have an opportunity to participate in up to 3 LW this school year. These will be debriefed and a form will be filled out for documentation. These documents will be in the teacher's SI folder.</p> <p>Instructional Rounds will be built into the school day where teachers can visit each other's classrooms and watch grade level partner's lessons. These will be debriefed and a form will be filled out for documentation. These documents will be in the teacher's SI folder.</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff
Learning Walks	Teachers will have the opportunity to participate in up to 3 LW this year. Learning Walks will be built into the school day where teachers can visit each other's classrooms and watch lessons. These will be debriefed and a form will be filled out for documentation. These documents will be in the teacher's SI binder.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teachers.
Questioning strategies	Teachers will complete a teacher reflection on the utilization of questioning strategies. Students will become deeper thinkers, they will be active participants in the learning process, and will explain their thinking to improve their SS skills as measured on the district assessments.	Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	All teaching staff.
True Success	The social worker and teaching staff will implement 2/more True Success lessons each week.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Social worker; all teaching staff.

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Project Based Activity - Grades 2-4	Teachers will provide one Project Based Learning opportunity. Students will participate in a Project Based Learning Activity. At the end of the unit, students can demonstrate their learning through a teacher provided activity: Examples: journal, summary, Google presentation, Tri-fold documentation board.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff.
Learning Targets and Criteria for Success	Teachers will create lessons on grade level standards. The daily learning target will align to the standards. Teachers will present and align the success criteria. Students will be able to rephrase the learning target in their own words. Students will use the success criteria to communicate what they learned.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff.
Learning Walks	Teachers will have the opportunity to participate in up to 3 learning walks: (mid-first quarter, end of second quarter, & mid-to-end of third quarter). Learning walks will provide data to reflect upon instructional practices with the goal to foster a more collaborative teaching culture and to learn from our teaching colleagues.	Professional Learning, Teacher Collaboration	Tier 1		08/22/2018	05/31/2019	\$0	All teaching staff.
Instructional Coaching	Instructional coaches or teacher leader will provide professional development/training to teachers. Instructional coaches or teacher leader will collaborate with teachers in coaching cycles.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff.
Analyze Charts and Graphs	Teachers will provide weekly instruction on how to analyze various charts and graphs, with an emphasis in science.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff
Attendance Letters	Attendance letters are sent home to parents at 5, 10, 15, and 15+ days of missed school.	Policy and Process, Parent Involvement, Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All staff.
Learning Walks	Teachers will have the opportunity to participate in up to 3 learning walks: (mid-first quarter, end of second quarter, & mid-to-end of third quarter). Learning walks will provide data to reflect upon instructional practices with the goal to foster a more collaborative teaching culture and to learn from our teaching colleagues.	Professional Learning	Tier 1		08/22/2017	06/01/2018	\$0	All teaching staff.
Write from the Beginning	Teachers will implement and apply the WFTB writing strategies to strengthen writing instruction.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff.

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Grade Level Emphasis on Conferencing and Revision In Order to Improve Writing	During writing instruction, teachers will provide instruction on revision and conferencing.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff
Thinking Maps (a component of SIOP)	Teachers will demonstrate and instruct the use of Thinking Maps as part of the writing process.	Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	All teaching staff
Parent Night	Parents are partners in education through supporting at-home reading and math programs. During this parent night, parents will learn about our tech resources to support reading and math (RAZ Kids, Reflex Math) at home and engage in educationally relevant activities with their child.	Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$0	All teaching staff.
Literacy Coach	Literacy coach will help support instructional practices in a balanced literacy model.	Other - Curriculum/Instructional Coach	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All teaching staff
Reading AZ/RAZ Kids	K-2 teachers will provide computer usage for students to access RAZ.	Technology	Tier 2	Implement	08/22/2018	05/31/2019	\$0	All teaching staff
Thinking Maps	Teachers will demonstrate and instruct the use of Thinking Maps as part of science instruction.	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All teaching staff.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
District Science Consultant	A certified teacher will provide support to upper and lower elementary teachers with regard to planning and implementing the district science curriculum.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	All teaching staff.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reflex Math	Teachers will be able to utilize Reflex Math to help students improve math fluency.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$1850	All teaching staff.
Extended Learning Opportunity	Teachers will support at-risk students in the area of math by providing supplemental math support to an identified small group of at-risk students.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$5597	All teaching staff.

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Classroom Leveled Library Resources	Teachers will support at-risk students in the area of reading through the use of reading materials targeted at their grade level. These students have been identified as reading one to two grade levels below their current grade. These reading resources will ensure at-risk students have text that is at their independent reading level. Leveled reading materials will be used to support students who are reading more than one grade level behind.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$15274	Current 1st and 3rd grade teachers.
Parent Night	Parents are partners in education through supporting at-home reading and math programs. During this parent night, parents will learn about our tech resources to support reading and math (RAZ Kids, Reflex Math) at home and engage in educationally relevant activities with their child.	Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$789	All staff
Academic Interventionist	Academic interventionist will provide support to identified at-risk students in the area of reading and/or math.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$30000	Academic interventionist; all teaching staff.