



School Improvement Plan

Parkview Elementary School

Wyoming Public Schools

Mrs. Kathryn Jobson
2075 LEE ST SW
WYOMING, MI 49519-1738

TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	28
Component 3: Instruction by Highly Qualified Staff.....	29
Component 4: Strategies to Attract Highly Qualified Teachers.....	30
Component 5: High Quality and Ongoing Professional Development.....	31
Component 6: Strategies to Increase Parental Involvement.....	32
Component 7: Preschool Transition Strategies.....	34
Component 8: Teacher Participation in Making Assessment Decisions.....	35
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	36
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 37	
Evaluation:.....	40

Parkview 2018-19 SI Plan

Overview.....	42
Goals Summary.....	43
Goal 1: 100% of K-4 students will be proficient (80% or higher) or show growth of 48 percentage points on the district math screener by June of 2019 in their grade level focus area of the Common Core State Standards.....	44
Goal 2: 100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2019.....	45
Goal 3: 100 Percent of students grades 2-4 will be proficient (80% or higher) or show growth on district standards EC_:1, CI_:1, and HI_:1.....	47
Goal 4: All students at Parkview Elementary will act in a safe, respectful, and responsible manner.....	49
Goal 5: 100% of students will demonstrate proficiency and /or each student will show a 10 percentage point growth in narrative writing as measured by the end of the year grade level WPS district writing assessment.....	51
Goal 6: All students at Parkview Elementary School will have fewer than 5 absences.....	52
Goal 7: 100% of students will demonstrate proficiency and /or each student will show a 10 percentage point growth in reading as measured by DIBELS, SRI, Fountas and Pinnell, and M-STEP (for grades 3 & 4).....	53
Activity Summary by Funding Source.....	57

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

Perception data (Parent and Staff Stakeholder Surveys) is collected through surveys. Parents are encouraged to complete a survey during their visit to parent/teacher conferences in February. Second through fourth grade students are surveyed near the end of the school year during their technology class. They complete an online survey.

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

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

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

1. Perception Data
(2017-18)

Results from staff survey were not shared with the principal

Results from student survey indicate challenges are:

- A. Only 18% of students feel that most kids follow the rules at school.
- B. 24% of students do not feel comfortable asking for help when they don't understand something.

Results from parent survey indicate challenges are:

- A. Academic needs of their children are being met
- B. Parents having input into parent programs at Parkview

(2016-17)

Results from staff survey indicate challenges are:

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

Results from staff survey indicate strengths are:

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

School Improvement Plan

Parkview Elementary School

Results from student survey indicate challenges are:

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

Results from student survey indicate strengths are:

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

Results from parent survey indicate challenges are:

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

Results from parent survey indicate strengths are:

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

2.Student Achievement

Local Data

Reading

DIBELS

2014-15

(percent of students meeting benchmark)

61% of all students

75% of Kindergarten

55% of first grade

67% of second grade

50% of third grade

50% of female

50% of male

0% of special education

52% of EL

100% of Asian

NA% of Native American

50% of African American

52% of Hispanic

25% of Multi-Racial

48% of Caucasian

NA% of Homeless

NA% of Foster

53% of fourth grade

50% of female

56% of male

25% of special education

School Improvement Plan

Parkview Elementary School

33% of EL

NA% of Asian

NA% of Native American

50 % of African American

49% of Hispanic

50% of Multi-Racial

69% of Caucasian

NA% of Homeless

NA% of Foster

2015-16

51% of all students

67% of Kindergarten

46% of first grade

65% of second grade

46% of third grade

49% of female

52% of male

40% of special education

26% of EL

50% of Asian

NA% of Native American

46% of African American

43% of Hispanic

56% of Multi-Racial

48% of Caucasian

33% of Homeless

NA% of Foster

34% of fourth grade

40% of female

27% of male

0% of special education

27% of EL

0% of Asian

NA% of Native American

0% of African American

34% of Hispanic

0% of Multi-Racial

45% of Caucasian

0% of Homeless

NA% of Foster

School Improvement Plan

Parkview Elementary School

2016-17

60% of all students

71% of Kindergarten

53% of first grade

55% of second grade

62% of third grade

74% of female

51% of male

42% of special education

58% of EL

NA% of Asian

NA% of Native American

85% of African American

65% of Hispanic

50% of Multi-Racial

38% of Caucasian

100% of Homeless

NA% of Foster

56% of fourth grade

47% of female

64% of male

20% of special education

26% of EL

50% of Asian

NA% of Native American

57% of African American

51% of Hispanic

50% of Multi-Racial

73% of Caucasian

2017-18

68% of all students

88% of Kindergarten

60% of first grade

65% of second grade

67% of third grade

77% of female

63% of male

50% of special education

47% of EL

NA% of Asian

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Parkview Elementary School

NA% of Native American
40% of African American
65% of Hispanic
75% of Multi-Racial
100% of Caucasian
100% of Homeless
NA% of Foster

62% of fourth grade
72% of female
53% of male
10% of special education
52% of EL
NA% of Asian
NA% of Native American
67% of African American
62% of Hispanic
50% of Multi-Racial
58% of Caucasian
0% of Homeless
NA% of Foster

SRI

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

45% of all students
NA% of Kindergarten
16% of first grade
45% of second grade

47% of third grade
53% of female
41% of male
27% of special education
46% of EL
NA% of Homeless
NA% of Foster
0% of Asian
NA% of Native American
29% of African American
44% of Hispanic
50% of Multi-Racial
61% of Caucasian

72% of fourth grade

School Improvement Plan

Parkview Elementary School

65% of female

80% of male

37% of special education

54% of EL

33% of Asian

NA% of Native American

71% of African American

67% of Hispanic

89% of Multi-Racial

82% of Caucasian

2015-16

49% of all students

NA% of Kindergarten

15% of first grade

53% of second grade

51% of third grade

46% of female

56% of male

31% of special education

40% of EL

33% of Homeless

NA% of Foster

50% of Asian

NA% of Native American

57% of African American

54% of Hispanic

67% of Multi-Racial

33% of Caucasian

73% of fourth grade

80% of female

65% of male

30% of special education

61% of EL

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

57% of African American

66% of Hispanic

80% of Multi-Racial

88% of Caucasian

School Improvement Plan

Parkview Elementary School

2016-17

51% of all students

NA% of Kindergarten

25% of first grade

49% of second grade

66% of third grade

69% of female

62% of male

42% of special education

48% of EL

NA% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

79% of African American

60% of Hispanic

100% of Multi-Racial

69% of Caucasian

64% of fourth grade

59% of female

69% of male

18% of special education

40% of EL

33% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

50 % of African American

62% of Hispanic

78% of Multi-Racial

67% of Caucasian

2017-18 end of year data -- number of students proficient

48% of all students

NA% of Kindergarten

20% of first grade

56% of second grade

49% of third grade

47% of female

50% of male

School Improvement Plan

Parkview Elementary School

50% of special education

20% of EL

100% of Homeless

NA% of Foster

0% of Asian

0% of Native American

37% of African American

44% of Hispanic

67% of Multi-Racial

78% of Caucasian

75% of fourth grade

79% of female

71% of male

40% of special education

59% of EL

0% Homeless

NA% Foster

NA% of Asian

NA% of Native American

77% of African American

74% of Hispanic

75% of Multi-Racial

0% Pacific Islander

83% of Caucasian

Results Summary: Parkview's reading data varies by grade level and year. Our third grade DIBELS data shows overall progress over the past three years, but SRI is more flat-lined, while the fourth grade DIBELS and SRI data shows a great deal of variability.

Overall, Caucasian students consistently outscore other sub-groups. The trend is that males underperform females and our EL learners also consistently score below the average. Averages show that there are needs to be addressed with overall core instruction before addressing the needs of particular sub-groups.

Writing

2014-15

WR:2 no data available

WR:3 no data available

WR:4 no data available

2015-16

WR:2 35%

WR:3 44%

WR:4 47%

2016-17

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Parkview Elementary School

WR:2 44%

WR:3 60%

WR:4 55%

2017-18 Percent Proficient

WR:2

55% K

60% 1st

55% 2nd

55% 3rd

43% 4th

WR::3

65% K

69% 1st

53% 2nd

55% 3rd

83% 4th

WR:4

39% K

42% 1st

59% 2nd

55% 3rd

16% 4th

Results Summary -- Some data may be missing in this data. As different grades test in different quarters, it is somewhat confusing to get an overall final picture of the writing scores. However, it does not seem that strength in one area of writing is carrying over to other areas.

Students generally do not do as well with opinion writing (WR:4) as they do in both narrative and information. Informational seems to be the strongest area.

Math

Delta Math (percent proficient)

2014-15

32% of all students

29% of Kindergarten

46% of first grade

38% of second grade

17% of third grade

17% of female

17% of male

7% of special education

17% of EL

School Improvement Plan

Parkview Elementary School

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

12% of African American

16% of Hispanic

12% of Multi-Racial

20% of Caucasian

25% of fourth grade

22% of female

28% of male

25% of special education

17% of EL

NA% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

15% of African American

25% of Hispanic

31% of Multi-Racial

27% of Caucasian

2015-16

28% of all students

26% of Kindergarten

56% of first grade

43% of second grade

11% of third grade

7% of female

15% of male

18% of special education

9% of EL

0% of Homeless

NA% of Foster

25% of Asian

NA% of Native American

8% of African American

8% of Hispanic

15% of Multi-Racial

17% of Caucasian

17% of fourth grade

School Improvement Plan

Parkview Elementary School

14% of female
20% of male
19% of special education
18% of EL
0% of Homeless
NA% of Foster
0% of Asian
NA% of Native American
0% of African American
19% of Hispanic
8% of Multi-Racial
9% of Caucasian

2016-17

54% of all students
26% of Kindergarten
62% of first grade
86% of second grade

68% of third grade
60% of female
76% of male
40% of special education
63% of EL
67% of Homeless
NA% of Foster
NA% of Asian
NA% of Native American
62% of African American
66% of Hispanic
100% of Multi-Racial
82% of Caucasian

47% of fourth grade
47% of female
40% of male
30% of special education
35% of EL
50% of Homeless
NA% of Foster
0% of Asian
NA% of Native American
50% of African American
51% of Hispanic

School Improvement Plan

Parkview Elementary School

30% of Multi-Racial

45% of Caucasian

2017-18 (Becomes Benchmark Screener- current grade level)

36% of all students

35% of Kindergarten

47% of first grade

32% of second grade

34% of third grade

35% of female

34% of male

12% of special education

38% of EL

100% of Homeless

NA% of Foster

100% of Asian

0% of Native American

0% of African American

45% of Hispanic

17% of Multi-Racial

22% of Caucasian

17% of fourth grade

18% of female

16% of male

20% of special education

17% of EL

0% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

0% of African American

19% of Hispanic

0% of Multi-Racial

0% of Pacific Islander

33% of Caucasian

Results Summary -- The third and fourth grade test was adapted for the 2016-17 end of school testing period, thus skewing the data in that area. The test was then changed to the Benchmark Screener for the 2017-18 school year. There seems to be a strong correlation between the scores on the current grade level data from the Benchmark Screener given at the end of the year and the M-STEP results. Looking at the data from the Benchmark Screener, The data from the African American Subgroup is particularly concerning. Males and females seem to perform about equally.

School Improvement Plan

Parkview Elementary School

Science (percent scoring proficient on LF:1)

2014-15 no data available

2015-16 74%

2016-17 63%

2017-18 84%

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

Social Studies (percent scoring proficient)

2014-15

CI.1 no data available

CI.2 no data available

HI.1 no data available

2015-16

CI.1 72%

CI.2 83%

HI.1 71%

2016-17

CI.1 76%

CI.2 80%

HI.1 85%

2017-18

CI.1 70%

CI.2 83%

HI.1 87%

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

State Data:

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

3rd grade

ELA Parkview 40% State 46%

40% of male

40% of female

19% of special education

24% of EL

School Improvement Plan

Parkview Elementary School

0% of Homeless

50% of Asian

NA% of Native American

62% of African American

33% of Hispanic

44% of Multi-Racial

38% of Caucasian

Math Parkview 45% State 45%

71% of male

45% of female

58% of special education

37% of EL

0% of Homeless

50% of Asian

NA% of Native American

46% of African American

41% of Hispanic

67% of Multi-Racial

43% of Caucasian

4th grade

ELA Parkview 33% State 44%

18% of male

47% of female

10% of special education

16% of EL

100% of Asian

NA% of Native American

0% of African American

29% of Hispanic

0% of Multi-Racial

52% of Caucasian

Math Parkview 35% State 50%

32% of male

35% of female

38% of special education

10% of EL

100% of Homeless

0% of Asian

NA% of Native American

17% of African American

32% of Hispanic

School Improvement Plan

Parkview Elementary School

0% of Multi-Racial

52% of Caucasian

Science Parkview 2% State

0% of male

4% of female

0% of special education

0% of EL

0% of Asian

NA% of Native American

0% of African American

2% of Hispanic

0% of Multi-Racial

3% of Caucasian

2016-17 M-STEP -- Awaiting results

3rd grade

ELA Parkview 34% (per data dashboard, 31% per email of results 8/29/2018) State 44%

34% of male

28% of female

27% of special education

24% of EL

0% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

46% of African American

35% of Hispanic

25% of Multi-Racial

23% of Caucasian

3rd grade

Math Parkview 37% State 47%

23% of female

50% of male

27% of special education

35% of EL

100% Homeless

NA% Foster

NA% of Asian

NA% of Native American

23% of African American

36% of Hispanic

School Improvement Plan

Parkview Elementary School

75% of Multi-Racial

38% of Caucasian

4th grade

ELA Parkview 27% State 44%

24% of female

30% of male

0% of special education

0% of EL

0% of Homeless

0% of Asian

NA% of Native American

25% of African American

26% of Hispanic

30% of Multi-Racial

40% of Caucasian

Math Parkview 22% per data dashboard (20% per data sent via email from Craig Hoekstra 8/29/18) State 42%

16% of female

27% of male

0% of special education

5% of EL

0% Homeless

0% of Asian

NA% of Native American

25% of African American

17% of Hispanic

0% of Multi-Racial

33% of Caucasian

Science Parkview 5% State

0% of female

10% of male

0% of special education

0% of EL

0% of Homeless

0% of Asian

NA% of Native American

0% of African American

5% of Hispanic

0% of Multi-Racial

3% of Caucasian

School Improvement Plan

Parkview Elementary School

2017-18 M-STEP -- Awaiting results

3rd grade

ELA Parkview State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___% of Native American

___% of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

Math Parkview State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___% of Native American

___% of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

4th grade

ELA Parkview State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___% of Native American

___% of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

Math Parkview State

___% of male

___% of female

___% of special education

School Improvement Plan

Parkview Elementary School

___% of EL

___% of Asian

___% of Native American

___% of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

The science test was moved out of the fourth grade

3.School Programs/Process

The strand of greatest need is Leadership for Learning and School, Family, Community Relations

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

Leadership for Learning

Vision for Learning

Safe and Supportive Environment

Shared Leadership for Learning

Communication Systems

Intentional Practices

Resource Allocation

School, Family, Community Relations

Cultural Responsiveness

Learning Opportunities

Partnerships

4.Demographic Data

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

Parkview Elementary has 391 students in grades K-4

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

82% of students receive free/reduced meals

14% of students are identified as special education

2% of students are homeless (7)

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

32% of students are English Learners

0% of students are migrants

0% of students are in foster care

Staff Demographic Data

The staff is made up of:

School Improvement Plan

Parkview Elementary School

1 administrator

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

1 social worker

.4 school psychologist split between Parkview and 2 other buildings

.9 speech pathologist

.0 occupational therapist

4 interventionists

18.5 teachers consisting of 16 grade level teachers, .6 music teacher, .6 technology teacher, .6 physical education teacher, .6 art teacher, .6 media teacher, 1 special education teacher, 1.5 English Learner teacher

Additional staff in the building that are not employees of Wyoming Public Schools, but support Parkview students: .5 community school coordinator, 1 Department of Health and Humans Services Caseworker, 1 mental health clinician, 1 TEAM 21 coordinator

___ teachers have taught 5 years of less

___ teachers have taught 6-15 years

___ teachers have taught more than 16 years

___% of teachers have a Bachelors

___% of teachers have a Masters

___% of teachers have an Ed Specialist or Doctorate

School Demographic Data

Parkview's top to bottom ranking for the 2017-18 school year was -- awaiting results

Parkview's top to bottom ranking for the 2016-2017 school year was -- N/A

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

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

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

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

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

Parkview earned a N/A score for the 2017-18 school year

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

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

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

Community Demographic Data for Wyoming, MI

73,434 people live in Wyoming, MI

33% of the population are renters (as compared to 24% state-wide), the cost of living is below the US average.

84% of the population has a high school diploma, 15% have a Bachelors or higher, 6% have a graduate degree

___% are unemployed

The poverty rate is about the same in Wyoming as the state and slightly higher than the US rate.

11.5% are divorced

School Improvement Plan

Parkview Elementary School

White (60,407) 82%

Hispanic (14, 362) 20%

African American (4,085) 6%

Asian (2,362) 3%

MultiRacial (2,598) 4%

Native (761) 1%

Other (3221) 4%

Black race population percentage significantly below state average.

Hispanic race population percentage significantly above state average.

Median age below state average.

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

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

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

The following goals and strategies were developed.

Reading

100% of students will demonstrate proficiency and/or each student will show a 10 percentage point growth in reading as measured by DIBELS, SRI, Fountas and Pinnell, and M-STEP (for grades 3&4).

Instructional Coaches

Differentiated Instruction as a Result of District Assessments

Phonics Instruction

EL Support

Academic Interventionists

Parent Component

Writing

100% of K-4 students will be proficient or show growth of of 10 percentage points in narrative writing as measured by the end of the year grade level WPS district writing assessment.

Thinking Maps

Common Classroom Experiences

Math:

100% of K-4 students will be proficient or show growth of 48 percentage points on the district math screener by June of 2019 in their grade level focus area of the Common Core State Standards..

Intervention

Instructional Coaches

Instruction Aligned to the Common Core State Standards

School Improvement Plan

Parkview Elementary School

Science

100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2019.

Science and Engineering Practices

Instructional Coach

Science Night

Social Studies

100% of students in grades 2-4 will be proficient or show growth on district standards EC:1, CI:1, and HI:1.

Thinking Maps

Integrating into Technology

Questioning Strategies

PBL for 1 unit

Attendance

All students at Parkview Elementary School will have fewer than 5 absences.

Community Messaging

Tiered Attendance Support

Behavior

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

Schoolwide PBIS

Behavior Support Personnel

(Needs identified in the Comprehensive Needs Assessment were used to create the goals for Parkview's school improvement plan. The need for addressing strong core instruction includes a common explicit phonics curriculum and the introduction of NGSS-aligned science units. The use of instructional coaches to support teacher implementation of best practices also support strong core instruction. The discipline concerns are addressed through the goal for all students to be safe, respectful, and responsible. This includes the adoption of True Success and the addition of restorative practices).

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

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

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

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

Component 2: Schoolwide Reform Strategies

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

The adoption and implementation of explicit phonics instruction and NGSS-aligned science units support core instruction, which hopefully helps all students improve academically. We have also adopted the Lucy Calkins units of study (a workshop approach) for grades K-4 and Go Math. These programs also support students' academic success. The tiered instructional structure for math and reading support those that may not reach the state's standards without additional, intentional instruction.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The first way we increase the quality and quantity of instruction is to be consistent. This decreases the time wasted in adjusting to different vocabulary and methods of teaching the same thing. It also reduces gaps that may otherwise be present. Secondly, we have coaches to support teacher growth in instructional practices across content areas. Finally, we have implemented a tiered system of instruction to support students who may have gaps that need to be filled.

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

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

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Parkview Elementary has an EL teacher and paraprofessional to support our significant number of students learning English. Intervention time using phonics-based materials is include in our reading portion of the SI Plan. This is supported by 2.66 academic interventionists. Parkview's math goal also includes a tier 2 intervention block for students who need additional support. It is supported by 2.66 academic interventionists, and online tools through Go Math and Compass Learning.

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

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

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. This is checked when paraprofessionals are taken through the hiring process.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers at Parkview Elementary meet the NCLB requirements for highly qualified. This is checked when teachers are interviewed.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have one teacher who was at Parkview and left to teach at another school for a year. She and another returning teacher will be teaching a grade level different from what they taught previously. We will have a total of no new teachers out of a total teaching staff of 21.

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

Overall, we have a teaching staff with a high level of experience. There are four teachers who are still in the probationary (less than 5 years) period.

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

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

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

- There has been a shift in WPS to try to post positions early in the hiring cycle to have access to the best candidates.
- The HR director has been hired to focus on staff relations.
- New teacher trainings occur throughout the year.
- Competitive staff salaries
- Teachers and building staff are recognized by the district at the kick-off event and teacher appreciation week. They receive food and tokens of appreciation.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Improving tier 2 and tier 3 support for behaviors support teacher retention.

Component 5: High Quality and Ongoing Professional Development

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

Teachers received training in explicit phonics instruction. They will receive additional training in True Success. Those teachers adopting the Lucy Calkins units of study will receive training. Training will take place in restorative practices so that staff is speaking a common language and can support conflict-resolution circles that will be held by the facilitator. Additionally, coaches will support teachers across content areas with job-embedded PD.

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

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

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Our Professional Learning Plan is being developed in conjunction with the district and so we are waiting for the district PD offerings to be solidified.	

Component 6: Strategies to Increase Parental Involvement

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

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

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

Parent volunteers are sought to run the Wolf Den. There will be home connections to the new math resource. Parents will attend the literacy night and math & science night. Parents will be asked to commit to take actions to support students and to set student goals at Steps to Success meetings during the school year.

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

We will seek parent representation on the SI Team.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parkview Parent Involvement Plan

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

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

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

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

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

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

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

It has been used consistently year-to-year.

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

Teachers have parents sign these at the fall parent-teacher conferences after going over them. Later in the school year, if it feels as though all parties are not holding up their responsibility, it may be used to remind parties of the support they agreed to give the student.

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

not applicable

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

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

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

Component 7: Preschool Transition Strategies

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

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

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

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

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

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

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

First and foremost, teachers look at the data of their individual students. Beyond that, teachers are members of the school improvement team, a group which makes schoolwide decisions based upon data. In addition, grade level teams meet approximately every six weeks to look at data and consider the instructional impacts, making adjustments as needed. In addition, collaborative days are provided by the district so that teachers have additional time to discuss data as teams as they determine a need to do so.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

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

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Interventions groups run until the unit for that skills has been completed and then new data is collected and regrouping occurs.

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

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

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

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

Title I

Title II

Title III

Section 31a

21st Century Grant

Reading Now Network -- grant from Steelcase

PTO funds

general funds

Free/Reduced Lunch Program

Kids Food Basket

Hand to Hand

KSSN

special education funds

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

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

Component 2: Reform Strategies are paid for through:
general funds for PD, resources and materials, some parent involvement.

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

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

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

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

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

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

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

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

KSSN personnel will support efforts to reduce absenteeism and discipline

Kids Food Basket will support efforts to reduce distractions and absenteeism

Hand to Hand will support efforts to reduce distractions and absenteeism

Special Education Funds support special education student programming

Component 3: Highly Qualified Staff are paid through:

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Parkview Elementary School

general funds

Title IA funds

section 31A

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

general funds

PTO funds

Title II funds

Early Literacy Grant

Component 5: Professional Development is paid for through:

general funds pay for conferences

Title I pays for none of our PD at this time

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

Early Literacy Grant pays for a literacy coach

Title II pays for professional development sessions

Component 6: Parent Involvement is paid for through:

Title I

general funds

21st Century Grant

PTO funds

Component 7: Preschool Transition Strategies is paid for through:

general funds

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

general funds

Section 31a

Title I

Early Literacy Grant

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

Title I

Section 31a

21st Century Grant

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

general funds

Evaluation is paid for through:

general funds

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

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

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

Housing Programs: Homeless Liasion

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

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

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

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

Evaluation:

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

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

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

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

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

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

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

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

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

Parkview 2018-19 SI Plan

Overview

Plan Name

Parkview 2018-19 SI Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	100% of K-4 students will be proficient (80% or higher) or show growth of 48 percentage points on the district math screener by June of 2019 in their grade level focus area of the Common Core State Standards.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$133909
2	100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2019.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$317
3	100 Percent of students grades 2-4 will be proficient (80% or higher) or show growth on district standards EC :1, CI :1, and HI :1.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
4	All students at Parkview Elementary will act in a safe, respectful, and responsible manner.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$30825
5	100% of students will demonstrate proficiency and /or each student will show a 10 percentage point growth in narrative writing as measured by the end of the year grade level WPS district writing assessment.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	All students at Parkview Elementary School will have fewer than 5 absences.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
7	100% of students will demonstrate proficiency and /or each student will show a 10 percentage point growth in reading as measured by DIBELS, SRI, Fountas and Pinnell, and M-STEP (for grades 3 & 4).	Objectives: 1 Strategies: 6 Activities: 8	Organizational	\$270511

Goal 1: 100% of K-4 students will be proficient (80% or higher) or show growth of 48 percentage points on the district math screener by June of 2019 in their grade level focus area of the Common Core State Standards.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or a growth of 48 percentage points in their grade level focus areas of the Common Core State Standards in Mathematics by 06/01/2019 as measured by the Mathematics Benchmark Screener.

Strategy 1:

Intervention - Math intervention will be provided to struggling students by interventionists using Bridges Intervention materials.

Category: Mathematics

Tier: Tier 2

Activity - Data use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to determine interventions.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	teachers, interventionists

Activity - Common intervention tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math interventionists will receive training on the Bridges Math Intervention materials and then utilize Bridges math Intervention materials in small group intervention.	Academic Support Program	Tier 2	Implement	08/22/2018	06/01/2019	\$0	No Funding Required	Principal, math coach, interventionists, K-4 grade teachers

Strategy 2:

Instructional Coaches - Instructional coaches will provide professional development/training for teachers. They will collaborate with teachers in coaching cycles.

Category: Mathematics

Research Cited: Instructional Coaching: A Partnership Approach to Improving Instruction by Jim Knight

Tier: Tier 1

School Improvement Plan

Parkview Elementary School

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will provide professional development/training to teachers and will collaborate with teachers in coaching cycles.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$133592	Section 31a	instructional coach, teachers, principal

Strategy 3:

Instruction aligned to Common Core State Standards - Learning targets and success criteria will be aligned to the Common Core State Standards. Teachers will utilize Go Math aligned with Achieve the Core Guidance Documents. Teachers will implement all instructional components in math (number routines, core instruction, and intervention).

Category: Mathematics

Research Cited: Visible Learning for Mathematics: What Works Best to Optimize Student Learning by John Hattie, Douglas Fisher, and Nancy Frey

Tier: Tier 1

Activity - Instruction aligned to Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets and success criteria will be aligned to the Common Core State Standards. Teachers will use Go Math aligned with Achieve the Core Guidance Documents. Teachers will implement all instructional components in math (number routines, core instruction, and intervention).	Curriculum Development, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	teachers, instructional coach, principal

Strategy 4:

Parent Involvement - Families will be invited to a math night. During the event, strategies and materials will be shared with them to help them support their student at home and they will engage in activities to build enthusiasm around mathematics.

Category: Mathematics

Tier: Tier 1

Activity - Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to a math night. Materials and strategies will be shared to help them support their student at home, and activities will take place to create enthusiasm around math.	Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$317	Title I Schoolwide	Math chair, teaching staff, principal

Goal 2: 100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2019.

Measurable Objective 1:

100% of All Students will increase student growth in understanding concepts in Science by 06/01/2019 as measured by an improved score on the post-test for the NGSS-aligned unit as compared to the pre-test for the unit..

Strategy 1:

Science and Engineering Practices - Developing and Using Models

Constructing Explanations

Engaging in Argument from Evidence

Category: Science

Research Cited: Make Just One Change by Dan Rothstein and Luz Santana; "KLEWS to Explanation Building in Science" by Kimber Herschberger and Carla Zembal-Saul in Science and Children; What's Your Evidence by Carla Zembal-Saul, Katherine L. McNeill, and Kimber Herschberger; Supporting Grades 5-8 Students in Constructing Explanations in Science by Katherine L. McNeill and Joseph F. Krajcik

Tier: Tier 1

Activity - Science Engineering Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the NGSS-aligned unit(s), each K-4 teacher will incorporate the following into each NGSS-aligned science unit: KLEWS chart and/or data summary table, phenomenon based lessons, student talk, gallery walks, and claim-evidence-reason.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$0	No Funding Required	Teachers District Science Coach Science Chair Principal

Strategy 2:

Instructional Coach - Science instruction will be supported by an instructional coach.

Category: Science

Research Cited: The Art of Coaching," by Elena Aguilar

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Parkview Elementary School

Science instruction will be supported by instructional coaching.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	science coach, building coach, principal, classroom teachers K-4
--	-----------------------	--------	-----------	------------	------------	-----	---------------------	--

Strategy 3:

Science Night - A parent event will be held in the evening to help parents learn about content expectations, understand new/different instructional strategies, view learning demonstrations and walk away with strategies to help their children at home.

Category: Science

Tier: Tier 1

Activity - Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parkview Elementary School: Parenting Involvement: Literacy, Math, and Science Nights. These 3 evening event(s) will help parents about content (literacy, mathematics, and science) expectations, new/different instructional strategies, and learning demonstrations at school and strategies to help their children at home.	Parent Involvement	Tier 1		08/22/2018	05/31/2019	\$317	Title I Schoolwide	Science chair, science committee, principal

Goal 3: 100 Percent of students grades 2-4 will be proficient (80% or higher) or show growth on district standards EC_:1, CI_:1, and HI_:1.

Measurable Objective 1:

100% of Second, Third and Fourth grade students will demonstrate a proficiency in understanding social studies concepts or show growth in Social Studies by 06/01/2019 as measured by district standards EC:1, CI:1, and HI:1.

Strategy 1:

Thinking Maps - Teachers will use Thinking Maps to make sense of the information. This strategy supports our EL students.

Category: Social Studies

Research Cited: Dr. David Hyerle -- "Student Successes with Thinking Maps (Second Edition)", Center for Applied Linguistics -- "The SIOP Model: A Professional Development Framework for a Comprehensive Schoolwide Intervention", Robert Marzano -- "Classroom Instruction that Works",

Tier: Tier 1

School Improvement Plan

Parkview Elementary School

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Maps into their social studies lessons to help students make sense of the content. They will work toward students applying Thinking Maps independently.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	teachers, principal

Strategy 2:

Integration into Technology Class - The technology teacher will incorporate at least one social studies standard per year/ per grade level.

Category: Social Studies

Tier: Tier 1

Activity - Integration into Technology Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology teacher will integrate a social studies standard at least one time per grade level/ per year	Direct Instruction	Tier 1	Monitor	08/22/2018	05/22/2019	\$0	No Funding Required	technology teacher

Strategy 3:

Questioning Strategies - Teachers will utilize questioning strategies (teacher-student and student-student) during social studies instruction.

Category: Social Studies

Tier: Tier 1

Activity - Questioning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-4 teachers will utilize questioning strategies (teacher-student and student-student) during social studies instruction.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	instructional coach, teaching staff

Strategy 4:

Project Based Learning - All K-4 teachers will implement at least one project based learning unit in economics.

Category: Social Studies

Tier: Tier 1

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

School Improvement Plan

Parkview Elementary School

Each K-4 teacher will implement at least on project based learning unit in economics.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	instructional coach, principal, teaching staff
---	--------------------	--------	-----------	------------	------------	-----	---------------------	--

Goal 4: All students at Parkview Elementary will act in a safe, respectful, and responsible manner.

Measurable Objective 1:

demonstrate a behavior of being safe, respectful, and responsible by 05/31/2019 as measured by a 25% decrease in the number of out of school suspensions (75 or fewer).

Strategy 1:

School-wide Positive Behavior Interventions and Supports System - Common behavior expectations and tools will be utilized across the building. A positive behavior system will continue to be used across the building. Capturing Kids Hearts strategies will be implemented to build relationships with students. Students will receive recognition for making positive choices.

Category: Other - behavior

Research Cited: Teaching with Poverty in Mind by Eric Jensen, OSEP Center on Positive Behavior Interventions and Supports: Effective Schoolwide Interventions (Part of the US Department of Education), How Children Succeed by Paul Tough, Made to Stick by Chip and Dan Heath

Tier: Tier 1

Activity - Tier I PBIS system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expectations will be made clear. Teachers will take students to stations within the first week of school that instruct students on the procedures and rules for each identified area of the building. Teachers will review procedures after Christmas Break and Spring Break. Expectations for each area of the school will be posted as a reminder. Teachers will develop social contracts with students to clarify expectations. Positive recognition and rewards will be offered through Dojo Dollars, the Dojo Den, and monthly celebrations for grades 1-4. Common signals and management tools will be used including Give Me 5, The 5 Point Scale, and Class Dojo. Building positive relationships will be emphasized through Capturing Kids Hearts strategies including greeting each student at the door with a handshake, sharing Good Things, and a daily launch.	Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	Social Worker, Principal, Teachers, PBIS team/Process Champions team, KSSN team, behavior interventionist

Activity - Tier 2 and Tier 3 Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Parkview Elementary School

A screener and discipline data will be used to determine students needing Tier 2 or Tier 3 interventions. Grade level teams will meet to look at the data and work on making tiered behavior decisions for students in conjunction with the school psychologist, social worker, principal, and KSSN staff. Students identified will have Positive Behavior Support Plans and the social worker and behavior interventionist will check in with the teacher at least every other week for students with plans. A tier 2/3 team will meet weekly to discuss the systems and students in tier 2 and 3. Tier 2 and 3 interventions will include check-in and check-out, as well as small group sessions.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	School social worker, behavior interventionist, school psychologist, KSSN team, principal
--	----------------------------	--------	-----------	------------	------------	-----	---------------------	---

Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach at least two lessons from True Success each week. Reinforcement activities will take place approximately every six weeks school-wide. These materials will be used in supporting Tier II and Tier III behavior reflection and skill development as well.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	Social worker, behavior interventionist, teachers

Strategy 2:

Behavior Support Personnel - A behavior interventionist will help support students who struggle with successful behavior. A restorative circles facilitator will facilitate restorative circles to help resolve conflict. A mental health clinician will support positive behavior at Parkview by having non-billable hours in addition to her billable hours where she can run small groups and meet to share strategies with staff.

Category: Other - behavior

Research Cited: Restorative Circles in Schools by Bob Costello, Joshua Wachetel, and Ted Wachtel

Tier: Tier 2

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavior interventionist will work full time at Parkview Elementary to assist students who struggle to be successful behaviorally.	Behavioral Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$27000	Section 31a	principal, social worker

Activity - Restorative Practices Facilitator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Parkview Elementary School

Parkview staff will implement restorative practices and we will have a restorative circles facilitator available 3 days/week to help resolve conflicts with students. On-going training in the area of restorative practices will take place so that staff is on the same page as the facilitator.	Behavioral Support Program	Tier 2	Implement	08/28/2018	05/31/2019	\$0	No Funding Required	principal, Linda Fahling, Micah Bell, Alyssa Wesley (all of whom attended training in restorative practices)
--	----------------------------	--------	-----------	------------	------------	-----	---------------------	--

Activity - mental health clinician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The mental health clinician from KSSN will have additional hours that are non-billable to support sharing strategies and school-wide behavior support ideas, as well as run small groups for tier 2 or 3. This is currently funded through the end of December.	Behavioral Support Program	Tier 2	Monitor	08/20/2018	12/28/2018	\$3825	Title I Schoolwide	KSSN coordinator, principal, social worker

Goal 5: 100% of students will demonstrate proficiency and /or each student will show a 10 percentage point growth in narrative writing as measured by the end of the year grade level WPS district writing assessment.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in narrative writing or demonstrate a 10 percentage point growth in Writing by 06/01/2019 as measured by the end of year district writing standard.

Strategy 1:

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - Write from the Beginning and Beyond	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Parkview Elementary School

Teachers will utilize the Write from the Beginning and Beyond writing program in their writing instruction.	Direct Instruction	Tier 1	Monitor	08/23/2018	07/01/2019	\$0	No Funding Required	Principal, writing chair, Teachers
---	--------------------	--------	---------	------------	------------	-----	---------------------	------------------------------------

Strategy 2:

Common classroom experiences - Across grade levels there will be common field trips/class experiences to build background knowledge, develop key vocabulary, and gain personal experiences to help eliminate the gaps in narrative writing.

Category: English/Language Arts

Tier: Tier 1

Activity - Common classroom experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Across each grade level there will be common field trips or class experiences to build background knowledge, develop key vocabulary, and gain personal experiences to help eliminate the gap in narrative writing.	Field Trip	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	Writing chair, grade level teams, principal

Goal 6: All students at Parkview Elementary School will have fewer than 5 absences.

Measurable Objective 1:

demonstrate a behavior reduce the number of chronically absent students by 06/01/2019 as measured by their attendance rates, so that 10% of Parkview's students or less are chronically absent and increase the number of students with less than 5% absences to 70%..

Strategy 1:

Community Messaging - Staff will communicate the importance of attendance.

Category: Other - attendance

Research Cited: attendanceworks.org

Tier: Tier 1

Activity - Strive for Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Parkview Elementary School

Communication regarding the importance of attending school will be shared with the community, particularly Kindergarten families, and will utilize the Strive for Five tagline and materials.	Other - attendance	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker
---	--------------------	--------	-----------	------------	------------	-----	---------------------	---

Strategy 2:

Tiered Attendance Support - Attendance will be monitored and supported in a tiered structure. Tier 1 supports will reach all students/families. Tier 2 & 3 supports will include interventions and eventually truancy.

Category: Other - attendance

Research Cited: attendanceworks.org

Tier: Tier 2

Activity - Attendance Parties	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family attendance parties will be held to celebrate those with good attendance (less than 5% absences) or as a reward for meeting an attendance goal (for those who were struggling with attendance).	Other	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	KSSN staff, principal, school staff
Activity - interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be held with those families whose attendance is poor. Intervention plans will be developed. If no progress is made, the truancy process may be started through KISD.	Other	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	KSSN, principal

Goal 7: 100% of students will demonstrate proficiency and /or each student will show a 10 percentage point growth in reading as measured by DIBELS, SRI, Fountas and Pinnell, and M-STEP (for grades 3 & 4).

Measurable Objective 1:

increase student growth by at least 10 percentage point by 06/01/2019 as measured by M-STEP and DIBELS.

School Improvement Plan

Parkview Elementary School

Strategy 1:

Instructional Coaches - Instructional coaches will be available to support teacher learning in the areas of general pedagogy as well as instructional practices specific to English Language Arts. All teachers will engage with an instructional coach in some way throughout the school year.

Category: English/Language Arts

Tier: Tier 1

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coaches will work with instructional staff to support best practices in literacy instruction including the implementation of Lucy Calkin's Units of Study and explicit phonics instruction. General pedagogy will be supported by a building instructional coach.	Professional Learning	Tier 1	Monitor	08/20/2018	05/31/2019	\$0	Title I Schoolwide	Literacy coaches, instructional coach, building principal

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

Tier: Tier 1

Activity - Differentiated Instruction as a Result of District Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Direct Instruction	Tier 1	Implement	09/24/2018	05/31/2019	\$0	Title I Schoolwide	Classroom teachers, principal

Strategy 3:

Phonics Instruction - K-3 teachers will provide daily explicit phonics instruction which will include feedback during dictation using the Reading Horizons Curriculum. The Wyoming Quick Phonics Screener will be administered quarterly to monitor growth and plan for instruction.

Category: English/Language Arts

Research Cited: Essential Practices in Early and Elementary Literacy from the General Education Leadership Network at MAISA collaborative.

Tier: Tier 1

School Improvement Plan

Parkview Elementary School

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. The Wyoming Quick Phonics Screener will be administered quarterly to monitor growth and plan for instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	05/31/2019	\$0	No Funding Required	Literacy coaches, teaching staff, principal, interventionists

Strategy 4:

EL Support - The EL staff will supplement classroom instruction through content, processes, assessments, and learning environments.

Category: English/Language Arts

Research Cited: Supporting English Learners in the Reading Workshop by Lindsey Moses

Tier: Tier 2

Activity - EL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.5 EL teachers will supplement classroom instruction through content, processes, assessments, and learning environments.	Academic Support Program	Tier 2	Monitor	09/04/2018	05/31/2019	\$170254	Section 31a	EL staff, principal

Activity - EL Support para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL para will supplement classroom instruction through content, processes, assessments, and learning environments	Academic Support Program	Tier 2	Monitor	09/04/2018	05/31/2019	\$26756	Title I Schoolwide	EL staff, principal

Strategy 5:

Academic Interventionist - Reading academic interventionists will provide intervention (primarily in phonics) and literacy assessment support.

Category: English/Language Arts

Tier: Tier 2

Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Academic Interventionists will provide literacy intervention (primarily in phonics) and literacy assessment support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$46183	Title I Schoolwide	teaching staff, interventionists, principal

School Improvement Plan

Parkview Elementary School

Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading academic interventionists will provide reading intervention (primarily in phonics) and literacy assessment support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$27000	Section 31a	interventionists, teaching staff, principal

Strategy 6:

Parent Component - Staff will support and inspire parents and guardians to assist their students in literacy.

Category: English/Language Arts

Tier: Tier 1

Activity - Steps to Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support parents and guardians in understanding grade level expectations and committing to a method to support their child's learning.	Parent Involvement	Tier 1		01/10/2019	01/10/2019	\$318	Title I Schoolwide	SI Team, Reading Committee, school staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices Facilitator	Parkview staff will implement restorative practices and we will have a restorative circles facilitator available 3 days/week to help resolve conflicts with students. On-going training in the area of restorative practices will take place so that staff is on the same page as the facilitator.	Behavioral Support Program	Tier 2	Implement	08/28/2018	05/31/2019	\$0	principal, Linda Fahling, Micah Bell, Alyssa Wesley (all of whom attended training in restorative practices)
Integration into Technology Class	The technology teacher will integrate a social studies standard at least one time per grade level/ per year	Direct Instruction	Tier 1	Monitor	08/22/2018	05/22/2019	\$0	technology teacher
Write from the Beginning and Beyond	Teachers will utilize the Write from the Beginning and Beyond writing program in their writing instruction.	Direct Instruction	Tier 1	Monitor	08/23/2018	07/01/2019	\$0	Principal, writing chair, Teachers
Questioning Strategies	All K-4 teachers will utilize questioning strategies (teacher-student and student-student) during social studies instruction.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	instructional coach, teaching staff
Phonics Instruction	K-3 teachers will provide daily explicit phonics instruction which will include feedback during dictation using the Reading Horizons Curriculum. The Wyoming Quick Phonics Screener will be administered quarterly to monitor growth and plan for instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	05/31/2019	\$0	Literacy coaches, teaching staff, principal, interventionists
Science Engineering Practices	Through the NGSS-aligned unit(s), each K-4 teacher will incorporate the following into each NGSS-aligned science unit: KLEWS chart and/or data summary table, phenomenon based lessons, student talk, gallery walks, and claim-evidence-reason.	Direct Instruction	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$0	Teachers District Science Coach Science Chair Principal

School Improvement Plan

Parkview Elementary School

Data use	Teachers will use data to determine interventions.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	teachers, interventionists
Thinking Maps	Teachers will continue to implement Thinking Maps into their social studies lessons to help students make sense of the content. They will work toward students applying Thinking Maps independently.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	teachers, principal
True Success	Classroom teachers will teach at least two lessons from True Success each week. Reinforcement activities will take place approximately every six weeks school-wide. These materials will be used in supporting Tier II and Tier III behavior reflection and skill development as well.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Social worker, behavior interventionist, teachers
interventions	Meetings will be held with those families whose attendance is poor. Intervention plans will be developed. If no progress is made, the truancy process may be started through KISD.	Other	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	KSSN, principal
Instructional Coach	Science instruction will be supported by instructional coaching.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$0	science coach, building coach, principal, classroom teachers K-4
Tier I PBIS system	Expectations will be made clear. Teachers will take students to stations within the first week of school that instruct students on the procedures and rules for each identified area of the building. Teachers will review procedures after Christmas Break and Spring Break. Expectations for each area of the school will be posted as a reminder. Teachers will develop social contracts with students to clarify expectations. Positive recognition and rewards will be offered through Dojo Dollars, the Dojo Den, and monthly celebrations for grades 1-4. Common signals and management tools will be used including Give Me 5, The 5 Point Scale, and Class Dojo. Building positive relationships will be emphasized through Capturing Kids Hearts strategies including greeting each student at the door with a handshake, sharing Good Things, and a daily launch.	Behavioral Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	Social Worker, Principal, Teachers, PBIS team/Process Champions team, KSSN team, behavior interventionist

School Improvement Plan

Parkview Elementary School

Common classroom experiences	Across each grade level there will be common field trips or class experiences to build background knowledge, develop key vocabulary, and gain personal experiences to help eliminate the gap in narrative writing.	Field Trip	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Writing chair, grade level teams, principal
Attendance Parties	Family attendance parties will be held to celebrate those with good attendance (less than 5% absences) or as a reward for meeting an attendance goal (for those who were struggling with attendance).	Other	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	KSSN staff, principal, school staff
Project Based Learning	Each K-4 teacher will implement at least on project based learning unit in economics.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	instructional coach, principal, teaching staff
Instruction aligned to Common Core State Standards	Learning targets and success criteria will be aligned to the Common Core State Standards. Teachers will use Go Math aligned with Achieve the Core Guidance Documents. Teachers will implement all instructional components in math (number routines, core instruction, and intervention).	Curriculum Development, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	teachers, instructional coach, principal
Tier 2 and Tier 3 Behavior Interventions	A screener and discipline data will be used to determine students needing Tier 2 or Tier 3 interventions. Grade level teams will meet to look at the data and work on making tiered behavior decisions for students in conjunction with the school psychologist, social worker, principal, and KSSN staff. Students identified will have Positive Behavior Support Plans and the social worker and behavior interventionist will check in with the teacher at least every other week for students with plans. A tier 2/3 team will meet weekly to discuss the systems and students in tier 2 and 3. Tier 2 and 3 interventions will include check-in and check-out, as well as small group sessions.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	School social worker, behavior interventionist, school psychologist, KSSN team, principal
Strive for Five	Communication regarding the importance of attending school will be shared with the community, particularly Kindergarten families, and will utilize the Strive for Five tagline and materials.	Other - attendance	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker

School Improvement Plan

Parkview Elementary School

Common intervention tool	Math interventionists will receive training on the Bridges Math Intervention materials and then utilize Bridges math Intervention materials in small group intervention.	Academic Support Program	Tier 2	Implement	08/22/2018	06/01/2019	\$0	Principal, math coach, interventionists, K-4 grade teachers
--------------------------	--	--------------------------	--------	-----------	------------	------------	-----	---

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development	Instructional coaches will provide professional development/training to teachers and will collaborate with teachers in coaching cycles.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$133592	instructional coach, teachers, principal
Behavior Interventionist	A behavior interventionist will work full time at Parkview Elementary to assist students who struggle to be successful behaviorally.	Behavioral Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$27000	principal, social worker
Academic Interventionist	Reading academic interventionists will provide reading intervention (primarily in phonics) and literacy assessment support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$27000	interventionists, teaching staff, principal
EL Support	1.5 EL teachers will supplement classroom instruction through content, processes, assessments, and learning environments.	Academic Support Program	Tier 2	Monitor	09/04/2018	05/31/2019	\$170254	EL staff, principal

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Direct Instruction	Tier 1	Implement	09/24/2018	05/31/2019	\$0	Classroom teachers, principal
Math Night	Families will be invited to a math night. Materials and strategies will be shared to help them support their student at home, and activities will take place to create enthusiasm around math.	Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$317	Math chair, teaching staff, principal

School Improvement Plan

Parkview Elementary School

EL Support para	EL para will supplement classroom instruction through content, processes, assessments, and learning environments	Academic Support Program	Tier 2	Monitor	09/04/2018	05/31/2019	\$26756	EL staff, principal
Steps to Success	Teachers will support parents and guardians in understanding grade level expectations and committing to a method to support their child's learning.	Parent Involvement	Tier 1		01/10/2019	01/10/2019	\$318	SI Team, Reading Committee, school staff
Academic Interventionist	Reading Academic Interventionists will provide literacy intervention (primarily in phonics) and literacy assessment support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$46183	teaching staff, interventionists, principal
mental health clinician	The mental health clinician from KSSN will have additional hours that are non-billable to support sharing strategies and school-wide behavior support ideas, as well as run small groups for tier 2 or 3. This is currently funded through the end of December.	Behavioral Support Program	Tier 2	Monitor	08/20/2018	12/28/2018	\$3825	KSSN coordinator, principal, social worker
Science Night	Parkview Elementary School: Parenting Involvement: Literacy, Math, and Science Nights. These 3 evening event(s) will help parents about content (literacy, mathematics, and science) expectations, new/different instructional strategies, and learning demonstrations at school and strategies to help their children at home.	Parent Involvement	Tier 1		08/22/2018	05/31/2019	\$317	Science chair, science committee, principal
Instructional Coaches	Literacy coaches will work with instructional staff to support best practices in literacy instruction including the implementation of Lucy Calkin's Units of Study and explicit phonics instruction. General pedagogy will be supported by a building instructional coach.	Professional Learning	Tier 1	Monitor	08/20/2018	05/31/2019	\$0	Literacy coaches, instructional coach, building principal