



School Improvement Plan

West Elementary School

Wyoming Public Schools

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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	12
Component 3: Instruction by Highly Qualified Staff	14
Component 4: Strategies to Attract Highly Qualified Teachers	15
Component 5: High Quality and Ongoing Professional Development	17
Component 6: Strategies to Increase Parental Involvement	18
Component 7: Preschool Transition Strategies	21
Component 8: Teacher Participation in Making Assessment Decisions	22
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	23
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	24
Evaluation:	26

West Elementary 2018 School Improvement Plan

Overview 29

Goals Summary 30

 Goal 1: Students will become proficient readers 31

 Goal 2: Students will be proficient in the area of math..... 35

 Goal 3: Students will be proficient in writing 37

 Goal 4: Students will be proficient in Social Studies..... 38

 Goal 5: Students will be proficient in Science 39

 Goal 6: Students will attend school all day every day..... 40

 Goal 7: All students will support appropriate school behavior..... 41

Activity Summary by Funding Source..... 44

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?

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

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

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

Student Achievement Data - Is consistently collected and then analyzed at each SI meeting and on a quarterly basis by way of Reflection reports to the building and district teams and building staff. This includes content chair discussions with grade levels, staff meetings.

Process data - Content area program evaluations were conducted

Parents continue to be stakeholders on the School Improvement process.

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

West Elementary (non Priority, Focus or Reward) is located in the Kent Intermediate school district, in the city of Wyoming, MI with a population of approximately 74,826 people, with an average of 50.6% males and 49.4% female (as of the 2014 information). The enrollment for West elementary has averaged 540 students for the past two years. The free/reduced student population has remained stable (approx. 78%) as well. The most recent top to Bottom ranking stands at 29%. Within the last year, the city reported an increase in the unemployment rate from approximately 3.6% to 5.10%. The mean household income is approximately \$47,731.00.

For the most recent (2018) school year, West Elementary continues to demonstrate a very diverse population, with 540 students enrolled. Of the enrolled students, the following are the demographics of the students:

Free/Reduced - 67%

Special Education students - 11%

English Language Learner students - 26%

At-Risk students - 99%

African American students - 20%

Hispanic students - 40%

White students - 27%

Other ethnicities -10%

Female students - 247

Male students - 287

Foster students -1

Homeless students - 10

Migrant students -3

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

School Improvement Plan

West Elementary School

Staff Demographics include:

Bachelors - 8 staff members

Masters - 22 staff members

Classroom allocations:

Kindergarten - 4 classes

1st grade - 5 Classes

2nd grade - 4 classes

3rd grade - 5 classes

4th grade - 4 classes

Resource - 2 teachers

Social Worker - 1

School Psychologist -1

Speech Therapist -1

Secretary -1

Reading Interventionist - 2

Administrator -1

PE -1

Music-1

Art-1

Technology -1

Behavior Interventionist 1

Teaching Experience:

7 teachers - 5 years or less

5 teachers - 6-15 years

19 teachers - +16 years

Administrator --+15 years

(Fall 2017) Perception (Parent survey) data:

115 participants

Strengths:

Safe, supportive environment

Appropriate learning environment

Visibility of Administrator

Areas of Growth:

Consistent communication

More parent involvement opportunities

School Improvement Plan

West Elementary School

(Spring 2018) Building Staff Perception Data

21/29 participants

Strengths:

Desire to collaborate

Strong, knowledgeable educators

Staff build strong relationships with students

Area(s)

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

How do we better impact math achievement

Implementation of new science, social studies, and literacy curriculum

Increased collaboration with instructional coaches

Spring 2018 Student Achievement Data

Scholastic Reading Inventory

Overall: 41% proficient

Subgroup Proficiency African American- 36% proficient; Hispanic- 33%% proficient , Special Education-16%, 2+, 51% White- 55 %

K

1- 15%

2- 37%

3 - 45%

4 - 47%

Spring 2018 Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Diagnostic,

Overall: 61% of the students scored at Benchmark (K-4th grades).

Subgroup Proficiency African American- 52%, Special Education- 36% Hispanic- 48%, 2+- 73% White- 69%

K- 65%

1- 58%

2- 64%

3- 66%

4- 49%

Spring 2018 ELA M-Step Percent Proficiency

3rd Grade 25.7%

African American- 15.8%, Special Education- 0%, 2+- 12.5%, Hispanic- 17%, White- 52%

4th Grade: 24%

African American- 10%, Special Education- 7.7%, 2+- 25%, 2+ 28.6%, Hispanic- 29%, White- 29%

Math: Spring 2018

Overall: 60%

Subgroup: African American- 50%, Special Education- 39%, 2+- 60%, Hispanic- 17%, White- 52%

K- 84%

School Improvement Plan

West Elementary School

1- 69%

2- 48%

3- 64%

4- 30%

Spring 2018 M-Step Mathematics

3rd Grade 35.5%

African American- 21%, Special Education- 14.3%, 2+- 12.5%, Hispanic- 35.2%, White- 56%

4th Grade: 22%

African American- 15%, Special Education- 7.7%, 2+- 25%, 2+ 28.6%, Hispanic- 23.5%, White- 25.9%

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

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

We continue to support and ensure that all students have access to quality tier 1 instruction and we have aligned our intervention schedules so that students needed math intervention, literacy intervention, or EL intervention are not missing core instruction. Teachers are implementing Readers workshop to support and assessing students quarterly with Fountas and Pinnell in an effort to gather needed data to drive individualized instruction.

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

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

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

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

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

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

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

School Improvement Plan

West Elementary School

As driven by data, goals are consistently monitored and adjusted to support competencies, skills, and attributes that students should possess according to individual and group data, as well as grade level projections.

Component 2: Schoolwide Reform Strategies

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

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

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

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

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

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

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

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

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

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

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

instruction.

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

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

West Elementary is part of the HIL grant and a focus area for West will be to collaborate more intentionally around how to tailor strategies to engage each and every learner. Opportunities also exist for vertical data studies as well. during this time, grade levels set, monitor and adjust goals based on data to support student achievement. Student Study team meetings (which include the teacher, Psychologist, Social Worker, Speech Therapist, Principal, and Occupational therapist) are also conducted on a consistent basis to support the needs of all learners. Instructional coaches support the use of data to drive instruction.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	As required by the district, only highly qualified paraprofessionals are hired.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Teacher applicants must demonstrate qualification proficiencies before being considered in the applicant pool.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

West had one resignation at the start of 2017 and one retirement at the end of 2018

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

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

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

- Highly supportive and experienced staff
- Peer collaboration time
- Active PTO
- Technology rich building (2 computer labs, 5 Chrome carts, classroom iPads)
- Active new teacher mentoring
- New teacher PLC's for three years

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

- Very competitive salary scale
- Additional pay for additional professional contributions
- Generous benefit package
- Continued focus on celebrating and supporting teachers for the important work they do each and every day. We have designated district staff celebrations an appreciation days.

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

N/A

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.

Instructional coaches provide support for science, math, ELA and EL

There is a district PD plan that supports the alignment and implementation of all instructional practices

West Michigan HIL Grant- West is part of a grant to focus on teacher collaboration and student engagement around the use of essential practices in early and elementary education.

PD is offered to help us move towards being a trauma informed school.

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

A district aligned PD plan has been created to support alignment and implementation of core instructional practices. Instructional coaches meet weekly to review PD plans, review content area goals, and offer support for instructional staff. Professional development is tailored according to the data and needs of the building/district.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes.	2018-2021 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

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

Parents have many formal and informal opportunities to provide input in the School-wide Plan. School Improvement meetings, parent meetings, parent conferences, parent surveys as well as informal conversation with the principal and teachers are all avenues used by parents and respected by staff to provide information that is taken into consideration when writing the school-wide plan. We encourage parent engagement at West and we have a parent that participates on our SI team.

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

West has a parent rep that serves on our SI team. Information related to the plan is shared with parents via:

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

This will be further supported by:

- Curriculum Nights/Open House are held on various dates to inform parents of:
 - * curriculum including curriculum brochures,
 - * informational packets - including behavior and homework policy
 - * before and after school opportunities (through KSSN)
 - * sign-in's are collected
- Parent/Teacher Conferences available in English and Spanish
- Literacy nights every other year
- West's TEAM 21 after-school program.
- The Child Study Process

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

Parents at West Elementary are involved with the evaluation of the school-wide plan in a variety of ways. A parent survey offered two (2) times per year is used by the school to improve the school-wide program for parents, students, and staff. Survey results are shared with all parents through the school newsletter. The annual parent survey, which is part of the comprehensive needs assessment, shows consistent.
SY 2018-2019

School Improvement Plan

West Elementary School

strong parental support for West Elementary over the past several years.

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

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

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

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

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

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

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

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

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

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

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

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

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

The parent compact is provided as a part of our annual registration process. The compact is explained and clarification is provided to parents. It is also presented at P/T conferences. This provides teachers with the opportunity to clarify the expectations of all parties involved in the child's learning process, as well as an opportunity for parents to ask questions and seek clarification/support for needs they may have for their child.

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

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		School- Parent Compact

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

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

Component 7: Preschool Transition Strategies

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

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

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

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

UPDATED

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

During the Smart Start and registration opportunities, parents are given a copy of the preschool and kindergarten standards. There is communication between Kindergarten teachers and Pre-school programs. Pre-school teachers are invited and have visited Kindergarten classrooms to watch and see what students are expected to be able to do in Kindergarten. This will help pre-school teachers teach foundational skills as well as acceptable social behaviors.

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

A variety of data sources are used to identify students experiencing difficulty mastering the district or State's academic achievement standards. Monthly SI data reviews, quarterly school-wide data reviews (School Improvement Reflection Reports by Content Chairs), and teacher collaboration opportunities are avenues that are consistently used for the purpose and intent of analyzing and reviewing data. Assessments in literacy and math are given multiple times throughout the year to help progress monitor and make needed adjustments.

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

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

Student data is unpacked at each grade level for the purpose and intent to drive instructional practices as well as flexible grouping opportunities for students. Frequent assessments then support intervention planning and instruction for targeted students, or the need for enrichment for others. This is also supported through the Child Study Team process. A combination of district aligned assessments and state assessments are reviewed and used to determine student success, program effectiveness and building level improvement plans. Some district assessments are designed to be aligned to state assessments.

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

Grade levels meet twice quarterly to monitor and analyze student data (by grade level, classes, subgroups, and individual students). (Ongoing) Flexible grouping to support instruction then is driven by data to support students experiencing academic difficulty. The building also supports the use of two Reading Interventionist, to math interventionists and two instructional coaches to support the areas of reading and math. Child Study Teams may also be held to support plans of assistance for identified students.

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

West Elementary teachers build differentiation into the practice of daily instruction through the use of guided reading groups, flexible grouping, and teaching to different learning styles. On going support is provided to teachers through instructional coaches to help teachers differentiate.

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

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

Title I Part A

General Fund

Section 31A

Free/Reduced Breakfast/lunch program

Special Education Funds

PTO funds

Title III

Title II

HIL Grant- Early Literacy Grant funds

KSSN funding

Homeless Liason

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

Component 1-Comprehensive Needs Assessment (general funds)

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

Title II- for building specific professional development,

Title I A- Academic Interventionist,

Title III - Tier II & III English learner support

Section 31A - Interventionist support & EL support

Early Literacy Grant - Literacy resources, ISD support

21st Century Grant - after school and summer school programs

Component 3- Highly Qualified staff

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

Component 4- Attracting/Retaining Staff

General funds

PTO funds

Title II (PD opportunities)

Title I

Component 5 - High Quality Professional Development

Title II

Title I

Section 31A

School Improvement Plan

West Elementary School

Component 6 - Parent Involvement

Title I

PTO funds

General funds

Component 7 - Preschool Transition

General funds

Component 8 - Teacher Assessment Decision Making

Paid for with general funds

Component 9 - Timely & Additional Assistance

Title I

Title III

Section 31A

General funds

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

Title I

General funds

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

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

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

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

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

Adult Education - WPS offers adult education for the surrounding communities

Vocational & Technical Education - provided to students through the ISD

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

Evaluation:

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

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

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

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

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

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

The SI team meets twice per month to review data and in May the team completes a comprehensive review of the plan.

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

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

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

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

West Elementary 2018 School Improvement Plan

Overview

Plan Name

West Elementary 2018 School Improvement 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	Students will become proficient readers	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$251678
2	Students will be proficient in the area of math.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$54000
3	Students will be proficient in writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	Students will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	Students will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Students will attend school all day every day	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$35300
7	All students will support appropriate school behavior	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$73767

Goal 1: Students will become proficient readers

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and or show a 10% growth in reading in English Language Arts by 05/31/2019 as measured by WPS district reading assessments and M-Step (3rd and 4th Grade).

Strategy 1:

Reading Intervention - Teaching staff will provide daily intervention to all non-proficient readers.

Category: English/Language Arts

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

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

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

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

Tier: Tier 2

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

West Elementary School

Reading Interventionists will provide phonics intervention and literacy assessment support at the K-2 levels	Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$60000	Title I Part A	Two reading interventionists will support tier 2 and 3 students. Academic coaches will support the implementation of the intervention curriculum and activities. All teaching staff will collaborate with reading interventionists.
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Activity - EL Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One EL support staff will work with identified students by pushing in to classrooms to supplement core instruction.	Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$18468	Section 31a	1 HQ EL Paraprofessional

Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5 HQ teachers will provide 2 hours/week of extended literacy and math support after school.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/17/2018	12/21/2018	\$5262	Title I Part A	General Education Staff and Interventionists

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

West Elementary School

EL teachers will supplement classroom instruction through content, processes, assessments, and learning environments.	Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$160565	Section 31a	2 HQ EL Teachers
Activity - Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom leveled library books will be purchased to support students one or more grade levels behind to extend the availability of reading resources during reading workshop and at home.	Materials, Supplemental Materials	Tier 2	Implement	08/22/2018	05/31/2019	\$3679	Title I Part A	Classroom teachers
Activity - Extended Day Busing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participating in extended day learning will have access to a late bus so that all students have access to extended learning opportunities.	Academic Support Program, Direct Instruction	Tier 2		09/17/2018	12/17/2018	\$2100	Title I Part A	Teaching Staff, Principal, Interventionists

Strategy 2:

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

Category: English/Language Arts

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

Lucy Calkins (2015) A Guide to the Reading Workshop- Primary Grades. Heinemann, Portsmouth, NH

Fountas and Pinnell Benchmark Assessments.

Tier: Tier 1

Activity - Monitor implementation of F&P Assessments and Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Elementary School

Academic Coaches and Principal will provide support and monitor implementation of F&P assessments and Reading Workshop. Teachers will have dedicated time to collaborate with each other to grow their practice and develop/choose reading strategies.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	Principal, Academic Coaches, All instructional Staff
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Strategy 3:

Explicit 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: Reading Horizons

Tier: Tier 1

Activity - Monitor implementation of Reading Horizons Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of the instructional strategies will be monitored through teacher collaboration, support from Academic Coaches, and walk throughs and observations.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Academic Coaches, Principal, Instructional Staff

Strategy 4:

Parent Engagement - West Elementary Teachers and Staff will host an open house, parent teacher conferences, and a literacy night to encourage and engage parents in their child's education. Parents will meet their child's teachers, establish communication plans, and learn how to support their child's academic development

Category: Other - Parent Engagement

Tier: Tier 1

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

West Elementary School

West Elementary School: Parent Programming to improve our home-to-school connections as well as understanding of school practices, supporting their child, curriculum and assessment practices, and developing a home/school partnership. West will sponsor multiple parent nights, which will support and inspire parents and guardians to assist their students in reading, writing, and math. Open House- August 21, Cultural Night- September, Literacy Night;-January, Stem Night- March. Parents will be provided snacks, materials, and resources to support their child's academic achievement.	Academic Support Program, Community Engagement, Supplemental Materials, Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$1394	Title I Part A	All Staff, KSSN Staff
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Activity - Parent Programming- Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Elementary School: School Van @ \$35 each for six events, parent teacher conferences and four evening events to help parents challenged by transportation	Behavioral Support Program, Academic Support Program, Community Engagement, Supplemental Materials, Parent Involvement	Tier 1		08/22/2018	05/31/2019	\$210	Title I Part A	KSSN Staff, Teachers, Principal, Social Worker

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and/or show growth of 61% from fall to spring on the grade level district math screener in Mathematics by 05/31/2019 as measured by the WPS district assessment.

Strategy 1:

Intervention - Teachers will use data to determine daily interventions.

Category: Mathematics

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

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

School Improvement Plan

West Elementary School

Student Achievement. ASCD. Alexandria, VA

Tier: Tier 2

Activity - Tier I Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a daily focus on the Common Core State Standards and the three levels of rigor associated with these standards. Learning targets and success criteria will be aligned to the CCSS. Teachers will implement all instructional components during their math block (number routines, core instruction, intervention) and use Go Math aligned with Achieve the Core Guidance Documents.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Classroom teachers, Instructional coaches
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will have 30 minutes designated for math interventions 5 days a week. Teachers will use data to determine teaching points, strategies, or math concepts to be taught during small group intervention.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$0	General Fund	Classroom teachers, Instructional coaches, Math team, Math content chair
Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The interventionist will provide academic support to students in Tier 2 and Tier 3 using Bridges Math Intervention program. The interventionist will provide for differentiated instruction through content, processes, assessment, and learning environments.	Academic Support Program, Direct Instruction	Tier 3	Implement	08/22/2018	05/31/2019	\$54000	Section 31a	Instructional staff will work with the math interventionist
Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will collaborate with teaching staff in coaching cycles and provide ongoing professional development.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	Principal, Instructional Coaches, Teachers

Goal 3: Students will be proficient in writing

Measurable Objective 1:

100% of All Students will demonstrate student proficiency (pass rate) (80%) and/or each student will show a 10% growth in narrative in Writing by 05/31/2019 as measured by the end of the year grade level WPS district writing assessment..

Strategy 1:

Writing Instruction - Teachers will provide daily writing instruction including mini lessons, modeling, peer conferencing, and cross curricular writing.

Category: English/Language Arts

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

Thinking Maps: A Language for Learning, Ed.S

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

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the writing process using thinking maps. Students will use thinking maps to to connect their thinking process to the writing process. Thinking maps will provide scaffolding for students in the pre-writing process and throughout the revision and rewriting process.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	Kindergarten through 4th grade teachers, Principal, Building Reading Interventionist, District Literacy Coach, (Building) Writing Content Chair, Principal

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

West Elementary School

Participate in up to 3 cross curricular Learning Walks. LW will provide data to reflect upon instructional practices with the goal to foster a more collaborative teaching culture.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	No Funding Required	Instructional coaches, Principal, Teachers
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete data sheets showing baseline and end of the year informational writing data.	Teacher Collaboration, Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$0	No Funding Required	Instructional coaches, Principal, Teachers

Goal 4: Students will be proficient in Social Studies

Measurable Objective 1:

100% of Second, Third and Fourth grade students will demonstrate a proficiency (80% or higher) or show growth in Social Studies by 05/31/2019 as measured by the WPS district economics assessment.

Strategy 1:

Direct Instruction - Provide social studies instruction 4-5 times per week alternating with science. One project based learning activity will be provided for all students in one of the following areas: economics, civics, history.

Category: Social Studies

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

Tier: Tier 1

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

West Elementary School

Teaches will collect and analyze pre/post data for CI :1, EC :1, and HI :1.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	K-4 Staff, Social Studies Chair. Principal
Activity - Alignment to Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets and success criteria will be used for each lesson.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	K-4 Instructional Staff. Social Studies Content Chair

Goal 5: Students will be proficient in Science

Measurable Objective 1:

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

Strategy 1:

Tier I Science Instruction and NGSS aligned unit - Teachers will implement and teach a NGSS aligned unit with support from an instructional coach 4-5 days per week during the science unit (alternating with social studies) with an emphasis on the following science and engineering practices:

#2 developing and using models

#6 constructing explanations

#7 engaging in argument from evidence

Category: Science

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

Tier: Tier 1

Activity - Science and Engineering Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Elementary School

Teachers will implement phenomenon based lessons using S & E practices #2, #6, #7, KLEWS or KLEWS or data summary table (#6, #7), and support students in using claim, evidence, and reasoning - CER (#6). Teachers will monitor and support students in using accountable talk and questioning.	Teacher Collaboration, Materials, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All staff grades K-4. Science Chair, Principal
Activity - Instructional Support and coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive support from our an instructional coach. Implementation will be monitored through gallery walks, learning walks, and the modeling of lessons.	Teacher Collaboration, Materials, Direct Instruction, Walkthrough	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	District Science Coach, principal, science chair, and Instructional staff

Goal 6: Students will attend school all day every day

Measurable Objective 1:

collaborate to support regular student attendance by 05/31/2019 as measured by maintaining average monthly attendance percentage of at least 95%.

Strategy 1:

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

The attendance team will meet with parents who are missing 10% or more of the school year. The goal of the meeting will be to establish positive attendance patterns and remove potential barriers to regular attendance.

Share attendance with families at conferences. KSSN will support the office in contacting families via attendance letter (and phone calls) when a student reaches 5,10, & 15 absences. .

Per the updated county-wide truancy guidelines, referral to the truancy officer will occur at the designated tardy threshold.

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

Category: School Culture

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

School Improvement Plan

West Elementary School

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

Tier: Tier 1

Activity - Attendance Monitoring and Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance team comprised of KSSN staff, principal, social worker, secretary, and DHHS worker will meet weekly to review attendance data. Families will be contacted by staff at 5% of days missed and a referral from the truancy office will be sent at 10% of school days missed.. Tier 2 and Tier 3 lists will be identified and meetings or home visits scheduled to conduct attendance meeting with families to discuss barriers related to missing school. Attendance improvement plans created and signed. Letters will be sent to families when students miss 10% of school days. Attendance letters provided during conferences as supported by the KSSN program Truancy process supported as needed Provision of in-house services that include home-based supports and mentoring to support the existing framework.	Teacher Collaboration, Other, Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$35000	Section 31a	Principal, social worker, classroom teachers, central office, Kent School Services Network (KSSN).
Activity - Parent Engagement- Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Elementary School: Parent night for identified attendance concerns. KSSN and support staff will host parents to address strategies, systems and more related to improving attendance with positive strategies. Snacks and resources for 100 people at \$3 each	Materials, Behavioral Support Program, Parent Involvement	Tier 2		10/22/2018	10/24/2018	\$300	Title I Part A	KSSN, Principal, Social Worker

Goal 7: All students will support appropriate school behavior

Measurable Objective 1:

collaborate to support a decrease in overall building discipline referrals by 10% by 05/31/2019 as measured by monthly and end of year discipline data.

Strategy 1:

Alignment of behavior supports and common school wide practices - All staff will teach, practice, and reinforce common school wide procedures and expectations with students throughout the school year. These will be reviewed monthly through assemblies.. Staff will follow a behavior matrix to ensure our practices and procedures are in alignment and consistent across the building.

School Improvement Plan

West Elementary School

Category: School Culture

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

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

Emmer, E. T. (1984). Classroom management: Research and implications. (R & D Report No. 6178). Austin, TX: Research and Development Center for Teacher Education, University of Texas. (ERIC Document Reproduction Service No. ED251448).

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

Tier: Tier 2

Activity - Tier II-III behavior support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior interventionists will serve to support the reduction of behavior and discipline issues by working collaboratively with the classroom teachers, the school Social Worker, building principal and parents, mentors, and counselors. Behavior plans will be established and implemented by classroom teachers with support from behavior interventionists and social worker.	Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$57000	Section 31a, Title I Part A	Classroom and Specials teachers, school Social Worker, principal and central office.

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop skills and processes to solve conflict with each other by working with a restorative practices facilitator. Staff will also work to implement classroom circles to build community and reinforce school wide expectations and ways of working through conflict	Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$13824	Section 31a	Principal and Social workers will make referrals to the facilitator. Teaching Staff will support the process by communicating with the social worker, principal, and the facilitator

School Improvement Plan

West Elementary School

Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will teach positive character traits that support positive behaviors. This will happen three times per week and be monitored through data tracking. Principal and social worker will also present and support this work through lunch assemblies.	Teacher Collaboration, Behavioral Support Program, Direct Instruction, Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	All Staff including itinerant, support, and instructional staff
Activity - Common School Wide Expectations and Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will teach, practice, and monitor the common behavioral expectations of the school including the classroom, hallways, playground, cafeteria, restrooms, and on the bus.	Behavioral Support Program	Tier 1		08/22/2018	05/31/2019	\$0	No Funding Required	All Staff
Activity - Mental Health Clinician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and community services provided by a partnership with KSSN and with a Mental Health Clinician will provide counseling and mental health support for identified students. Clinician will work in collaboration with the school psychologist, social worker, and classroom teachers to provide support for three groups of 4 to 6 students once a week for 9 months	Behavioral Support Program	Tier 3		09/04/2018	05/31/2019	\$2943	Section 31a	Katy Dewar-KSSN Mental Health Clinician

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
Data Collection	Teachers will complete data sheets showing baseline and end of the year informational writing data.	Teacher Collaboration, Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$0	Instructional coaches, Principal, Teachers
Thinking Maps	Teachers will instruct students in the writing process using thinking maps. Students will use thinking maps to connect their thinking process to the writing process. Thinking maps will provide scaffolding for students in the pre-writing process and throughout the revision and rewriting process.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Kindergarten through 4th grade teachers, Principal, Building Reading Interventionist, District Literacy Coach, (Building) Writing Content Chair, Principal
Learning Walks	Participate in up to 3 cross curricular Learning Walks. LW will provide data to reflect upon instructional practices with the goal to foster a more collaborative teaching culture.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1		08/22/2018	05/31/2019	\$0	Instructional coaches, Principal, Teachers
Monitor implementation of F&P Assessments and Reading Workshop	Academic Coaches and Principal will provide support and monitor implementation of F&P assessments and Reading Workshop. Teachers will have dedicated time to collaborate with each other to grow their practice and develop/choose reading strategies.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Principal, Academic Coaches, All instructional Staff

School Improvement Plan

West Elementary School

Data Collection	Teaches will collect and analyze pre/post data for CI :1, EC :1, and HI :1.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	K-4 Staff, Social Studies Chair, Principal
Common School Wide Expectations and Procedures	All staff will teach, practice, and monitor the common behavioral expectations of the school including the classroom, hallways, playground, cafeteria, restrooms, and on the bus.	Behavioral Support Program	Tier 1		08/22/2018	05/31/2019	\$0	All Staff
Science and Engineering Practices	Teachers will implement phenomenon based lessons using S & E practices #2, #6, #7, KLEWS or KLEWS or data summary table (#6, #7), and support students in using claim, evidence, and reasoning - CER (#6). Teachers will monitor and support students in using accountable talk and questioning.	Teacher Collaboration, Materials, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All staff grades K-4. Science Chair, Principal
Instructional Support and coaching	Staff will receive support from our an instructional coach. Implementation will be monitored through gallery walks, learning walks, and the modeling of lessons.	Teacher Collaboration, Materials, Direct Instruction, Walkthrough	Tier 1	Implement	08/22/2018	05/31/2019	\$0	District Science Coach, principal, science chair, and Instructional staff
Instructional Coaching	Instructional coaches will collaborate with teaching staff in coaching cycles and provide ongoing professional development.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Principal, Instructional Coaches, Teachers
Alignment to Standards	Learning targets and success criteria will be used for each lesson.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	K-4 Instructional Staff. Social Studies Content Chair

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

West Elementary School

Mental Health Clinician	School and community services provided by a partnership with KSSN and with a Mental Health Clinician will provide counseling and mental health support for identified students. Clinician will work in collaboration with the school psychologist, social worker, and classroom teachers to provide support for three groups of 4 to 6 students once a week for 9 months	Behavioral Support Program	Tier 3		09/04/2018	05/31/2019	\$2943	Katy Dewar-KSSN Mental Health Clinician
Tier II-III behavior support	Behavior interventionists will serve to support the reduction of behavior and discipline issues by working collaboratively with the classroom teachers, the school Social Worker, building principal and parents, mentors, and counselors. Behavior plans will be established and implemented by classroom teachers with support from behavior interventionists and social worker.	Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$27000	Classroom and Specials teachers, school Social Worker, principal and central office.
EL Support Staff	One EL support staff will work with identified students by pushing in to classrooms to supplement core instruction.	Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$18468	1 HQ EL Paraprofessional
Restorative Practices	Students will develop skills and processes to solve conflict with each other by working with a restorative practices facilitator. Staff will also work to implement classroom circles to build community and reinforce school wide expectations and ways of working through conflict	Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$13824	Principal and Social workers will make referrals to the facilitator. Teaching Staff will support the process by communicating with the social worker, principal, and the facilitator

School Improvement Plan

West Elementary School

Attendance Monitoring and Team Meetings	The attendance team comprised of KSSN staff, principal, social worker, secretary, and DHHS worker will meet weekly to review attendance data. Families will be contacted by staff at 5% of days missed and a referral from the truancy office will be sent at 10% of school days missed.. Tier 2 and Tier 3 lists will be identified and meetings or home visits scheduled to conduct attendance meeting with families to discuss barriers related to missing school. Attendance improvement plans created and signed. Letters will be sent to families when students miss 10% of school days. Attendance letters provided during conferences as supported by the KSSN program Truancy process supported as needed Provision of in-house services that include home-based supports and mentoring to support the existing framework.	Teacher Collaboration, Other, Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$35000	Principal, social worker, classroom teachers, central office, Kent School Services Network (KSSN).
Intervention Specialist	The interventionist will provide academic support to students in Tier 2 and Tier 3 using Bridges Math Intervention program. The interventionist will provide for differentiated instruction through content, processes, assessment, and learning environments.	Academic Support Program, Direct Instruction	Tier 3	Implement	08/22/2018	05/31/2019	\$54000	Instructional staff will work with the math interventionist
EL Staff	EL teachers will supplement classroom instruction through content, processes, assessments, and learning environments.	Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$160565	2 HQ EL Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

West Elementary School

Parent Programming-Transportation	West Elementary School: School Van @ \$35 each for six events, parent teacher conferences and four evening events to help parents challenged by transportation	Behavioral Support Program, Academic Support Program, Community Engagement, Supplemental Materials, Parent Involvement	Tier 1		08/22/2018	05/31/2019	\$210	KSSN Staff, Teachers, Principal, Social Worker
Tier II-III behavior support	Behavior interventionists will serve to support the reduction of behavior and discipline issues by working collaboratively with the classroom teachers, the school Social Worker, building principal and parents, mentors, and counselors. Behavior plans will be established and implemented by classroom teachers with support from behavior interventionists and social worker.	Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$30000	Classroom and Specials teachers, school Social Worker, principal and central office.
Extended Day Busing	Students participating in extended day learning will have access to a late bus so that all students have access to extended learning opportunities.	Academic Support Program, Direct Instruction	Tier 2		09/17/2018	12/17/2018	\$2100	Teaching Staff, Principal, Interventionists
Leveled Readers	Classroom leveled library books will be purchased to support students one or more grade levels behind to extend the availability of reading resources during reading workshop and at home.	Materials, Supplemental Materials	Tier 2	Implement	08/22/2018	05/31/2019	\$3679	Classroom teachers
Parent Engagement-Attendance	West Elementary School: Parent night for identified attendance concerns. KSSN and support staff will host parents to address strategies, systems and more related to improving attendance with positive strategies. Snacks and resources for 100 people at \$3 each	Materials, Behavioral Support Program, Parent Involvement	Tier 2		10/22/2018	10/24/2018	\$300	KSSN, Principal, Social Worker

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Parent Programming	West Elementary School: Parent Programming to improve our home-to-school connections as well as understanding of school practices, supporting their child, curriculum and assessment practices, and developing a home/school partnership. West will sponsor multiple parent nights, which will support and inspire parents and guardians to assist their students in reading, writing, and math. Open House- August 21, Cultural Night-September, Literacy Night;-January, Stem Night-March. Parents will be provided snacks, materials, and resources to support their child's academic achievement.	Academic Support Program, Community Engagement, Supplemental Materials, Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$1394	All Staff, KSSN Staff
Reading Interventionist	Reading Interventionists will provide phonics intervention and literacy assessment support at the K-2 levels	Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$60000	Two reading interventionists will support tier 2 and 3 students. Academic coaches will support the implementation of the intervention curriculum and activities. All teaching staff will collaborate with reading interventionists.
Extended Day Learning	5 HQ teachers will provide 2 hours/week of extended literacy and math support after school.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/17/2018	12/21/2018	\$5262	General Education Staff and Interventionists

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

West Elementary School

True Success	Staff will teach positive character traits that support positive behaviors. This will happen three times per week and be monitored through data tracking. Principal and social worker will also present and support this work through lunch assemblies.	Teacher Collaboration, Behavioral Support Program, Direct Instruction, Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All Staff including itinerant, support, and instructional staff
Intervention	Classroom teachers will have 30 minutes designated for math interventions 5 days a week. Teachers will use data to determine teaching points, strategies, or math concepts to be taught during small group intervention.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 2	Implement	08/22/2018	05/31/2019	\$0	Classroom teachers, Instructional coaches, Math team, Math content chair
Tier I Math Instruction	There will be a daily focus on the Common Core State Standards and the three levels of rigor associated with these standards. Learning targets and success criteria will be aligned to the CCSS. Teachers will implement all instructional components during their math block (number routines, core instruction, intervention) and use Go Math aligned with Achieve the Core Guidance Documents.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Classroom teachers, Instructional coaches
Monitor implementation of Reading Horizons Instruction	The implementation of the instructional strategies will be monitored through teacher collaboration, support from Academic Coaches, and walk throughs and observations.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Academic Coaches, Principal, Instructional Staff