



School Improvement Plan

Wyoming Intermediate

Wyoming Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Demographic data is collected by the school improvement team after each fall count.

Perception data (parents, staff and student surveys) are administered in March

Program and process data is collected in December.

Student achievement data (State, Subgroup, Local) is collected throughout the year on the data dashboard.

School improvement and Grade Level Chairs have discussions on the data. Staff review, analyze, and then share all information in newsletters, staff meetings, and on the district website.

Data is communicated with parents during PTO Meetings and Parent Meetings.

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?

Demographic Data

Student Demographics

Wyoming Intermediate School is located in an urban community in Kent County.

It is comprised of 5th and 6th grade students

For the 2016-2017 School Year we had 655 students

Ethnic Groups include: Caucasian 242, Multi 58, Native Am. 2, Hispanic 293, Asian 9, African Am. 75

Free and Reduced percentage is: 80%

Student with disabilities make up: 91 Students

There are 9 of homeless students

The number of males is: 324

The number of females is: 354

The number of English Language Learners is: 144

There are 2 foster care students

The number of migrant students is 0

Top to Bottom Ranking

2011-2012 30%

2012-2013 23%

2013-2014 23%

2014-2015 N/A

2015-2016 N/A

WIS is neither a focus or reward school.

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Staff Demographics

The staff is made up of

- 2 Administrators
- 2 Office Assistants
- 1 SSW
- 1 Psychologist
- 4 Paraprofessionals
- 1 Behavioral Specialist
- 2 Academic Coaches
- 35 Teachers

Number of years teaching experience and percent of teaching staff:

- Over 15 years teaching experience - 9
- 9-15 years teaching experience - 12
- 4-8 years teaching experience - 9
- 0-3 years teaching experience - 5

- 8 teachers have Bachelors
- 26 teachers have Masters
- 1 teachers have Ed Specialist or Doctorate

Community Demographics

The City of Wyoming is hardly your typical city. Rather than spreading out from an original point of settlement, this community grew from the outside in. And today its downtown is a three-and-a-half mile stretch of five-lane 28th Street, one of Michigan's busiest roadways.

Though commercial establishments are scattered throughout Wyoming today, the greatest concentration is along 28th Street. Wyoming City Hall is there, too---directly across the busy street from Rogers Plaza, the first shopping mall in Kent County.

Early in its first year as a city, Wyoming officials sifted through contest entries and selected a motto---'City of Vision and Progress.' It has proved to be an appropriate choice. The city appears to have had 20/20 vision and continues to make great progress.

Wyoming's population continues to grow. Today, Wyoming is Michigan's 16th largest community with west Michigan's third largest industrial tax base. The City has grown to 72,125 strong with a diverse cultural base, seven school districts, a balance of older and modern homes, retail variety and an abundance of parkland. All this takes place in a region that is proud, independent, and growing while still competitive. Population in 2014: 74,826 (100% urban, 0% rural). Population change since 2000: +7.9%

Males: 37,872 (50.6%)

Females: 36,954 (49.4%)

Median resident age: 32.8 years

Michigan median age: 39.6 years

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

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

Wyoming city income, earnings, and wages data: Estimated median house or condo value in 2013: \$89,400 (it was \$91,700 in 2000)

School Improvement Plan

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Perception Data (2015-2016) Results of perception data show the following strengths and needs

Staff Perception Data

Strengths

1. Staff feels that there is a high level of support in the building
2. Staff feels that there are plenty of resources available to do their job

Needs

1. Staff felt that communication needed to improve
2. Staff feels that the students management systems needed to improve.

Parent Perception Data

Strengths

1. Parents feel like the school cares for their children
2. Parents feel like the school is a safe place to learn

Needs

1. Parents feel like there should be additional opportunities for kids to get academic support at school
2. Parents feel like there should be additional clubs after school.

Student Perception Data

Strengths

1. Students feel cared for at school
2. Students feel that there is at least one adult that they can talk to

Needs

1. Students report having been bullied at school
2. Students feel there is too much homework

Achievement Data

STATE

5th State Math - 33% Proficient

5th Grade Math - 19% Proficient

5th Grade Math Discrepancies - Special Ed, LEP, African American, Hispanic

State Reading - 51% Proficient

5th Grade Reading - 40% Proficient

5th Grade Reading Discrepancies - LEP, and Special Ed

State Social Studies - 18% Proficient

5th Grade Social Studies - 26% Proficient

5th Grade Social Studies Discrepancies - LEP

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6th State Math 32% Proficient

6th Grade Math - 25% Proficient

6th Grade Math Discrepancies - LEP, Special Education, African American

State Reading - 45% Proficient

6th Grade Reading - 40% Proficient

6th Grade Reading Discrepancies - Special Education, LEP, African American, Hispanic, Multi-Cultural

LOCAL

5th Grade Math - 82% Students tested below grade level on the Delta Test in the Fall of 2016

5th Grade Reading - On the CCR test 51% of males failed it compared to 36% of females.

5th Grade Social Studies - Pre-tests indicate that 77% of our students did not pass the social studies pre-test and that gaps exists in all subgroups when compared to caucasian.

6th Grade Math - 42% Students Tested are below grade Level on the delta test and that our African American subgroup is performing 31 points below the average

6th Grade Reading - 46% of our students did not pass the 1st CCR Assessment. There is a large gap between girls 34% did not pass and 60% of 6th grade boys did not pass.

Programs and Process Data Ed Yes Results

The following Standards were evaluated as being "Partially Implemented"

Standard 3 Assessment - Student Involvement in the Assessment Process

Standard 4 Instructional Leadership - A Vision for Learning

Standard 10 Engagement - Learning Opportunities

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.

School goals align with the findings of the needs assessment. Multiple types and sources of data were used (perception, achievement, process and demographic) to conduct the assessment. The data is collected district wide and housed on our management system. Each academic content area has identified at least 3 student achievement data sources. The district has created and maintains a data dashboard which tracks data sources in real time and makes it available to stakeholders throughout the year.

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?

Strategies to address goals will be implemented in every classroom, by every teacher and for every student (Tier 1). Children who are under performing have been identified through district at-risk software and given additional extended opportunities to achieve through identified Tier

2 and Tier 3 interventions.

Component 2: Schoolwide Reform Strategies

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

- Thinking Maps
- Write From the Beginning
- District Instructional Model
- Close and Critical Reading (CCR) - 15 min. per day 5 times per week
- Math 90 Min a Day
- ELA 90 Min a Day
- 1.5 instructional blocks in social studies (5th) and science (6th)
- Character Education - approx. 20 minutes 3-4 times per week

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

The following are fully utilized within Wyoming Intermediate School to help all students reach state standards:

- English Language Learners (ELL) Teacher and paraprofessional to support English Language Learners
- Read 180 and System 44 software in ELL, Special Education, and one general education classroom (5th and 6th grade) per teaching team to use with students with the most needs daily
- Delta math tracking with intervention time
- Fraction Nation, Reflex Math and Compass Learning are used during intervention time
- Reading comprehension strategies emphasizing content vocabulary
- Close and Critical Reading Strategies used with all students daily
- Continued implementation of Thinking Maps and Pathways to Proficiency
- Implementation of Write From the Beginning writing program with ELL, Special Education, and general education students
- Implementation of District Instructional Model

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

The following strategies in the school-wide plan providing interventions for students needing the most instructional support include:

- Read 180 software used with students performing below grade level
- System 44 software used with students need the highest level of intervention in the area of reading
- Reflex Math software used with students who have not mastered basic math facts
- Child Study meetings to develop a plan for students struggling academically or behaviorally; team includes the general education teacher, special education teacher, principal, psychologist, and appropriate student services staff depending on need (speech/language, social worker, occupational therapist, ELL teacher/paraprofessional)

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.

The strategies used to provide a level of intervention for student who need instructional support include:

- Read 180 and System 44 Instruction for general education, special education, and English Language Learners reading below level as indicated by SRI scores
- Delta Math Assessments to pinpoint skills student's need intervention with to get to grade level
- Close and Critical Reading to support students with comprehension skills

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

The school determines if students needs are being met by:

- Teachers using SRI and Read 180 data at least quarterly to determine if students are progressing in reading at an appropriate rate and to adjust reading instructional groups
- Teachers use Delta Math Assessments to determine and/or adjust math intervention instructional groups
- Follow up child study meeting to review plan and progress with interventions put in place
- Local assessments
- Staff monitors student grades

Title I School-wide Diagnostic Report - Wyoming Intermediate SI Plan

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	District hires only Highly Qualified Paraprofessionals	

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	The district only hires Highly Qualified Teachers	

Component 4: Strategies to Attract Highly Qualified Teachers

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

4 out of 38 teachers (12%) Medium turn over rate due to retirement.

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

Number of years teaching experience and percent of teaching staff:

Over 15 years teaching experience - 9

9-15 years teaching experience - 12

4-8 years teaching experience - 9

0-3 years teaching experience - 5

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

- Competitive salary
- Health Benefits
- Professional Development
- Mentor Training
- Peer Collaboration Time
- PTO that provides funding and grant opportunities
- One to one technology for students (chromebooks)

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

- Competitive salary
- Health Benefits
- Professional Development
- Collaboration days for teachers.
- District and Building PD
-

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.

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

2016-2017 Proposed Professional Development Plan

- Questioning Strategies
- Write From the Beginning
- Online Blood Borne Pathogens Training
- Close and Critical Reading (CCR)
- True Success (Character Program)

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

Professional development is sustained and ongoing through future professional development building upon the knowledge and skills acquired at previous professional developments. Professional development, staff meetings, content area meetings, and team meetings allow staff to dialogue about professional development, share what they learned, and how they are implementing in their instruction.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	True Success Training Compass Learning Training Read 180 training Questioning Strategies Training	

Component 6: Strategies to Increase Parental Involvement

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

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

The building also hired a Bilingual Parent Liaison (25 hours a week) to connect more frequently with parents.

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

Parents are asked to:

- Agree with and sign Parent Compact
- Attend Parent Teacher conferences
- Share information with school staff regarding unique family or child situations that may affect their child in the learning environment
- Read newsletters, notes, and other communication and respond/discuss questions/concerns with school when appropriate
- Attend School Open House
- Attend school activities (ex. Fine Arts Night, field trips, etc.)
- Attend IEP meetings
- Share concerns with staff about their child and work with school personnel to resolve issues

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

- Parents are asked to participate in a parent survey yearly (hard copy, and translated).
- Bilingual Parent Liaison also meets with parents both formally and informally to gather input.
- Suggestion forms in quarterly newsletters
- Inviting parent input at building school improvement meetings

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 Plan

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

Wyoming Intermediate Staff will:

- Provide a safe, positive learning environment

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- Staff shows they care about students and the uniqueness of students are their families
- Parent Liaison connects with parents to increase involvement.

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

Parents are surveyed yearly to gather information on all aspects of the plan.

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

Results and evaluation data will be used by the School Improvement Team to evaluate the efficacy of current activities and target intervention strategies for parent activities.

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

The School-Parent Compact was developed with the school improvement team, staff, and parents. All stakeholders were given the opportunity to provide input and review the document before finalizing.

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

The parent compact is presented to each parent at PT Conferences in the fall. The teacher explains the document in detail. Staff then use the parent compact to help guide the discussion about the student's progress in school and how to increase achievement with parents and students throughout the year.

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

Wyoming Intermediate School does not serve middle or high school students

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	X	Parent Compact Parent Compact Sp.

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

- M-Step Results are sent home in a parent friendly letter which explains the results in detail.
- SRI (Scholastic Reading Inventory) and Delta assessment results are available for parents in multiple languages.
- Read 180 and System 44 assessment/progress parent information is available for parents in multiple languages.

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- Report cards in Spanish are provided to parents who indicate they need translation.
- Translators are also available to translate at parent teacher conferences and any other parent meetings.
- English Language Learner staff send information to parents in their native language regarding ELL services.
- Results are discussed at parent teacher conferences when parents have the opportunity to ask questions and clarify information.

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 strategies include:

- visits from Intermediate Principal to meet with 4th Grade Students
- visits to the Intermediate School by the 4th grade students
- Summer parent orientation
- WIS Principal visit to elementary PTO Meetings.
- 4th Grade input on entrance posters

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?

N/A

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?

Teachers participate in one of the four content area teams (ELA, Math, Science, Social Studies). It is the responsibility of the content area team to review assessments and make revisions as necessary based on assessment results and student needs specific to their content area. Staff give suggestions and/or concerns regarding assessments to the content area department chair to be addressed. X

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

Teachers have access to many forms of achievement data. Teachers meet in their respective content areas after each quarter analyze data required by school improvement goals (Building Reflection forms). Based on the data, staff adjust their instruction to meet student needs. Teachers also meet with their teaching team to discuss reading and math intervention groups using SRI, Delta, Read 180/System 44 data, and local data to make adjustments based on student's performance. Formative assessments are used by staff to determine if students understand content, then make adjustments in instruction based on student's understanding of the content.

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.

- SRI used to determine students needing reading intervention (Read 180, System 44)
- Delta Math used to determine students needing intervention in the area of math.
- IEP or 504 Plans for students qualifying for the services
- Child Studies - monthly to address student needs with a team including the building principal, general education teacher, school psychologist, social worker, and other staff identified (Speech and Language Pathologist, Occupational Therapist, etc.). A plan of action is developed and may include any of the following strategies: classroom accommodations, mentors, referral to community agencies, instructional plans, etc.
- ELL Teacher and paraprofessional support students scoring below a 4 on the WIDA and teacher recommend students qualifying EL who may need more support
- 21st Century Learning Center (after school program) - students identified at risk receive additional assistance by "Team 21" staff. Students are identified through child studies, parent and teacher recommendation
-

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?

For students not consistently making progress with achievement, teachers use a child study process to develop a required plan of assistance. The assistance may include any of the following:

- classroom accommodations
- team teaching
- mentors
- community agencies
- supplemental class (es)
- instructional plans
- student plans
- IEP's
- Section 504 Plans.

The team includes the general education teacher, special education teacher, principal, psychologist, other support staff (Social Work, Speech and Language Pathologist, Occupational Therapist, etc.) and parent as the student's need warrant. Wyoming Intermediate School implemented Read 180 and System 44 reading intervention programs for students progressing below grade level. It is implemented 5 times a week for at least 90 min. per day. Math interventions are implemented with the student's math teacher 30 min. per day 5 days a week. An English Language Learner (ELL) teacher and paraprofessional are available to support bilingual students with academics. We are a 21st Century Learning Center (after school program). which identifies at risk students to receive additional assistance by "Team 21 " staff. Classroom teachers are available outside of school hours for additional tutoring, support, and administration of assessments as needed by

students.

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

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

- Scaffolding Content
- Thinking Maps and Pathway to Proficiency strategies
- Using a variety of ways to deliver and respond to content (voice recorders, computers, posters, power points, etc.)
- Planned grouping of students
- Student dialogue
- Small group instruction
- BEEP Instructional Model (District Instructional Model)
- Questioning Strategies

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.

- District General Fund -
- Title I Schoolwide Funds -
- Title II A -
- Title III -
- Sec. 31a -
- 21st Century Learning Center Grant -
- ISD Funding and Grants -
- Internal Building Accounts -
- PTO Funds -
- Free and Reduced Lunch Program
- Homeless Funds
- Western Michigan ACL Grant
- Education Trust Teacher Leadership Grant

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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 with General Funds
Component 2 = Reform Strategies are paid from General Funds, Title II Part A Funds, Title III, Sec. 31A, Education Trust and WMU ACL Teacher Leadership Grant, 21 Century Grant
Component 3 = HQ Staff is paid for from General Funds, Title I, Sec. 31a,
Component 4 = Attracting High Quality Staff is paid for from General Funds, Title I, Sec 31,
Component 5 = Professional Development is paid for from Title II, General Funds, WMU and Education Trust Grant,
Component 6 = Parent Involvement is paid from Title I, PTO, Funds, General Funds,
Component 7 = Preschool and Transition Strategies are paid for from General Funds, PTO Funds
Component 8 = Teachers making assessment decisions is paid for from Funds, Title I, Title II,
Component 9 = Timely and additional assistance is paid from Funds, Title I, 21 Century,
Component 10 = Federal, State and Local Resource Coordination and Resources is paid for using General Funds.
Evaluation is paid for through General Funds.

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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.

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Violence Prevention Program - TruSuccess Program

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

Housing Program - Homeless Liaison to help families with housing

Head Start - N/A

Adult Education - Partnership with KISD to offer Adult Education

Vocational and Technical Education - Wyoming Public Schools participates in the Kent ISD Programs

Job Training - Employability Skills are embedded within the curriculum. On the job training is offered in the high school.

Evaluation:

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

Wyoming Intermediate School stakeholders complete the School Systems Review required by the state, content area departments compile and analyze data several times during the school year, and teaching teams analyze achievement and local assessment results continually throughout the school year. Parent and student perceptions are collected at least once per year and used to improve student achievement.

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

- Completing the School System Review with stakeholders
- Analyzing data (M-Step, SRI, Delta, local data) to determine student progress toward increasing student achievement (including sub groups)
- Review Title I Plan and determine how to use Title I funds to support the school improvement plan
- Content area departments analyze data collected and evaluate the implementation of the goals, strategies, and activities included in the school improvement plan
- Determine areas of strengths and weaknesses to be addressed in the revised plan for the upcoming school year

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

Teachers review student data at least quarterly to ensure instruction is meeting the needs of all students. The results are used to drive instruction. The entire staff and content area department teams analyze data collected each quarter through Data Warehouse and Building Reflection Forms, and make adjustments to the curriculum, instruction, and/or assessments depending on student needs. Content area teams also review their strategies and activities to ensure staff are following through on them.

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?

Staff using specialized programs such as Read 180 continually review student data and make adjustments to ensure increased achievement. Teachers are held accountable by submitting data to content area department chairs as part of the evaluation process. The school improvement team analyzes results each spring to adjust goals, strategies, and activities based on findings in the data. Recommendations are then presented to all stakeholders. School Improvement Support Team (SIST) provide feedback from observations, building reflection forms, and building feedback forms periodically through out the year to ensure SI is focused on the their SI Plan.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 4: Instructional Strategies

- 1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

- 2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

- 3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

- 4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

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

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

8. How does the school provide individual student academic assessment results in a language parents can understand?

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

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

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

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

2018-2019 School Improvement Plan

Overview

Plan Name

2018-2019 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	All students at Wyoming Intermediate School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$102590
2	All students at Wyoming Intermediate School will become proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$29906
3	All students at Wyoming Intermediate School will become proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
4	All students at Wyoming Intermediate will become proficient in science.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$35195
5	All students at Wyoming Intermediate School will proficient writers.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$761
6	Wyoming Intermediate School will Achieve an Attendance Goal of 95% or Higher	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1379

Goal 1: All students at Wyoming Intermediate School will become proficient readers.

Measurable Objective 1:

A 15% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/31/2019 as measured by scoring a 3 or 4 on the state assessment.

Strategy 1:

Reading Comprehension - All teachers will explicitly teach reading comprehension strategies in the Guided Reading block of language arts instruction on a daily basis. Reading comprehension strategies including identifying relationships, cause/effect, drawing conclusions, making inferences, compare/contrast, and using context clues will be taught and modeled by teachers and utilized by students as a part of daily reading instruction.

Category: English/Language Arts

Research Cited: Summary of the U.S. National Reading Panel Report Teaching Children to Read, 2002. Summary of the US National Reading Panel Report Teaching Children to Read, 2002 Research and Policy, International Reading Association. "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

National Reading Panel, US Department of Education (2000). "Research on Reading Comprehension tells us that:

- *Readers who comprehend well are also good readers
- *Teach decoding and word recognition strategies
- *Time spent reading and writing is highly correlated with comprehension
- *Provide for lots of in-class reading and process writing, outside of class reading, independent reading
- *Encourage students to read more and read widely - develop a passion for reading
- *Students need to be specifically taught how to write within a process (to include revising and editing skills)

Herman, J. L. (2010). Coherence: Key to Next Generation Assessment Success (AACC Report).

Los Angeles, CA: University of California.

read180.scholastic.com/reading-intervention-program/research/.../313

http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf

Research Cited: Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how

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to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading," By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp

Tier: Tier 1

Activity - System 44/Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring BR-300 lexile on SRI will receive direct instruction on Scholastic System 44 program. Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program. Teachers will implement the program as prescribed by Scholastic. Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950.	Direct Instruction	Tier 2	Monitor	08/22/2018	05/31/2019	\$6000	Title I Part A	One English Language Teacher per Team, Special Education, Teachers, and ELL Teacher.
Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will reinforce close and critical reading strategies through classroom instruction 15 minutes per day 5 times per week. Staff will assign and grade one CCR per quarter to be evaluated in language arts and graded with a common rubric and entered into the grade book each quarter in a timely manner.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	All English Language Instructional Staff
Activity - Parent Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Activities designed to increase parent involvement and communication, included but not limited to: Literacy Night Fine Arts Night Dojo Parent Vue	Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$1434	Title I Part A	Parents and School Staff
Activity - Extended Day Tutoring-Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading instruction to be offered 4 x after school to students that are below grade level in reading. Instruction/tutoring will be provided by the Homeroom teacher using either the Read 180 Program, Houghton Mifflin leveled readers, or available materials appropriate to readers as determined by student need. 24 teachers x 30 p/h x 28 = 20160 / 2 subject areas in SI Plan	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$13856	Title I Part A	Teachers
Activity - Extended Day Busing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Busing to be offered 4 x a week to transport students home from extended day programming	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$9280	Title I Part A	Transportation Dept.
Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers to offer summer school in the area of Reading instruction to Tier 2 Students	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$7360	Title I Part A	Teachers, Principal
Activity - Extended Year Bussing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District to offer busing for summer school extended year programming.	Academic Support Program	Tier 2	Implement	08/22/2017	05/31/2018	\$1600	Title I Part A	Transportation Department
Activity - Classroom Visual Poster Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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65% of our students are visual learners. The poster maker supplies will allow teachers to create and develop classroom teaching aides that help guide and reinforce student instruction.	Materials, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$1000	Section 31a	Teachers and Media Specialist
Activity - Extended Year Supervision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A supervisor will be hired to work with students and parents during the summer program in the area of behavior, and attendance.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	Title I Part A	Summer School Teachers and administration.
Activity - Reading Intervention Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex, Moby Max, and Flocabulary, software programs will be used daily to reinforce reading concepts and skills during reading intervention time.	Technology	Tier 2	Implement	08/22/2018	05/31/2019	\$8000	Section 31a, Title I Part A	Tech department, teachers, and Administration
Activity - Read 180 R-Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
R-Books to support Read 180 Reading Intervention Software.	Academic Support Program	Tier 2	Monitor	08/24/2018	05/31/2019	\$6000	Title I Part A	Teachers
Activity - Chromebooks and Headphones	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
110 Chromebooks and 100 headphones to replace antiquated devices for the delivery of the Read 180 Intervention software for all students reading two or more grades below grade level.	Academic Support Program	Tier 2	Monitor	08/20/2018	05/31/2019	\$26250	Title I Part A	Teachers

Strategy 2:

Common Instructional Practices - Teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement.

Category: English/Language Arts

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and

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Curriculum Development, 2004

Research Cited: The BEEP framework is what effective teachers already do. This is not another unconnected strategy, program of the year or flavor of the month. School-wide fidelity can significantly improve student learning. Engage our Learners with a Quality - BEGINNING – to set the stage for learning? ENGAGEMENT – help our students own their own learning? ENDING – how do we know they learned what we taught? PRACTICE – provide for guided practice, independent practice and check for student understanding throughout the lesson?" Dr. Gary M. Fields, Senior Consultant, Leadership for Learning The use of bell ringers in a classroom have great educational value as they relate to literacy. Bell ringers are used as warm-ups designed to productively engage students in any classroom activity. A bell ringer is considered as an educational strategy and a classroom management tool aimed to prepare students and enable them to learn from the moment they enter the room, especially as they relate to literacy -Techniques: Connecting Education & Careers; Sep2011

Tier: Tier 1

Activity - Daily Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff
Activity - ELL Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 - ELL Paraprofessional to support ELL student with understanding instruction, providing assistance with academic tasks and additional practice and administering assessments the ELL and general education classrooms.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$15185	Title I Part A	ELL Paraprofessional(s), ELL Teacher, Instructional staff with ELL students requiring extra support
Activity - Thinking Maps/Pathways to Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff
Activity - Social Work Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Parent Involvement, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2018	05/31/2019	\$6625	Section 31a	Administration, teachers, and social worker.

Strategy 3:

Classroom Behavioral Support - Behavior Interventionist will provide support to classroom teachers by working with students that are disruptive. This person will use restorative practices along with other strategies to teach appropriate classroom behaviors to students.

Category: English/Language Arts

Tier: Tier 2

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior specialist to work with all classroom teachers to identify and work with students that are exhibiting negative classroom behaviors. They will work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Behavioral Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	Section 31a	All Teachers, Social Worker, Administration

Goal 2: All students at Wyoming Intermediate School will become proficient in mathematics.

Measurable Objective 1:

A 15% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2019 as measured by scoring a 3 or 4 on the state assessment.

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Strategy 1:

Standards of Mathematical Practices - Teachers will implement the 8 mathematical practices/ strategies including: 1. understand and persevere by making sense of the problem 2. use logic and reasoning 3. justify and critique strategies 4. model with mathematics (use models to show work) 5. select appropriate tools to use 6. attend to precision (review calculations) 7. utilize structure to solve problems 8. use patterns

Strategies are indicated in the Go Math curriculum and teachers will present strategies as directed to address daily learning standard.

Category: Mathematics

Research Cited: <http://www.corestandards.org/Math/Practice/>

Tier: Tier 1

Activity - Classroom Questioning 101	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing standards for mathematical practices, teachers/students will develop mathematical thinking through higher-order thinking and questioning. Use questions to continue to see if students make connections, justify and reason with mathematical concepts	Direct Instruction, Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$425	Title II Part A	One math teacher per team, ELL teacher, Special Education teachers. Connie Sullivan to provide 1 day of PD to staff and Teacher Leaders.

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will reinforce close and critical reading strategies to include multiple step procedures and problem solving skills through mathematics instruction to deepen student understanding.	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Mathematics Staff

Strategy 2:

Mathematical Intervention - Teachers will target specific math skills students need to be successful in mathematics through daily interventions.

Category: Mathematics

Research Cited: SIOP - http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf

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<http://www.deltamath.org/learn-more/> (site includes information about the program and results)

Tier: Tier 1

Activity - Math Intervention Software Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex Math, Moby Max, and Compass Learning software programs will be used daily to reinforce mathematical concepts during math intervention time	Academic Support Program, Technology	Tier 2		08/22/2018	05/31/2019	\$3000	Section 31a	Tech Department, teachers, and Administration
Activity - Extended year program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school program \ to pay for direct reading instruction to students that fail or have fallen below grade level in math.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$6000	Title I Part A	Teachers, Administration
Activity - Extended Day Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading instruction to be offered 4 x a week after school to students that are below grade level in reading using the Read 180 Program	Direct Instruction, Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$13856	Title I Part A	Teachers and Administration
Activity - Extended Day Busing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Busing to be offered 4 x a week to transport students home from extended day programming	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Title I Part A	Transportation Department, teachers, and administration
Activity - Number Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students develop a number sense by decomposing and reasoning with numbers mentally and different operations	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	One math coach per building and one math teacher per team
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Activity - Go Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to use and implement the Go Math Curriculum, using the technology available with the program which is aligned to the common core math standards	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All math teachers, special education and ELL staff

Activity - Math Academic Interventionist (2 FTE)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Math Interventionists to provide small group instruction to Tier 2 Students in the area of mathematics.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	Title I Part A	Math Teachers, Math Coach, Principal, Math Interventionist

Strategy 3:

Common Best Instructional Practices - All teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement

Category: Mathematics

Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

Tier: Tier 1

Activity - Math Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the math workshop model daily. Continued work and meetings with math coach and PD on how to implement the math workshop model in math classrooms.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff

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Activity - Daily Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department chair at one meeting per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff
Activity - Thinking Maps/Pathways to Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Teachers will have examples available to share and/or turn in to department chair once per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff
Activity - ELL Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL Para (32 hours a week) will support and assist teachers with the development and delivery of instruction, including the SIOF model, as well as provide direct services to ELL and at-risk students.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	Title I Part A	ELL Teacher
Activity - Social Work Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$6625	Section 31a	teachers, administration and social worker
Activity - Math Coach .5 FTE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Math Coach to provide support for classroom teachers in the areas of best practice and instruction. Math coach will work with classroom teachers and provide modeling, data, and curriculum support to ensure teachers have the support necessary for student success.	Direct Instruction, Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	Title I Part A	Principal, Math Teachers, and Math Coach
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Goal 3: All students at Wyoming Intermediate School will become proficient in social studies.

Measurable Objective 1:

35% of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Social Studies M-Step in Social Studies by 05/31/2019 as measured by students performing at levels 3 and 4 (proficient/advanced) on the M-Step State Test..

Strategy 1:

Reading comprehension strategies that emphasize vocabulary will be taught to students as part of social studies instruction. - Reading strategies will be taught to all students in social studies, emphasizing vocabulary, cause/effect, inference, relationships through close and critical reading tasks, daily bell ringers, instruction, and class tasks.

Category: Social Studies

Research Cited: Summary of the (U.S.) National Reading Panel Report. Teaching Children to Read, 2002 Research and Policy, International Reading Association.

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

Read 180 - www.read180.scholastic.com/reading-intervention-program/research/.../313

Research Cited: Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but

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one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading," By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp

Tier: Tier 1

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will reinforce close and critical reading strategies through classroom social studies instruction. Staff will assign and grade one CCR per quarter to be evaluated in social studies and graded with a common rubric, specific to Social Studies CCR requirements (summary, key words circled) and entered into the grade book.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff

Activity - System 44/Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring BR-300 lexile on SRI will receive direct instruction on Scholastic System 44 program. Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program. Teachers will implement the program as prescribed by Scholastic. Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	One English Language Teacher per team

Strategy 2:

Common Instructional Practices - All teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement.

Category: Social Studies

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

School Improvement Plan

Wyoming Intermediate

http://tccl.rit.albany.edu/knilt/images/d/d0/Interactive_Notebooks_Research.pdf

Tier: Tier 1

Activity - Daily Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department chair at one meeting per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff
Activity - Thinking Maps/Pathways to Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Teachers will have examples available to share and/or turn in to department chair once per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff
Activity - Social Studies Interactive Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruct students emphasizing important vocabulary as well as content. As well as note taking skills to better record and understand content/curriculum.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	5th and 6th Grade Social Studies Staff
Activity - Pre and Post Test Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers administer pre and post test quarterly to determine student needs and progress after instruction.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	5th and 6th Grade Social Studies Staff

Goal 4: All students at Wyoming Intermediate will become proficient in science.

Measurable Objective 1:

A 23% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 05/31/2019 as measured by the State Science Assessment.

Strategy 1:

Informational Reading Strategies - Reading strategies will be taught to all students in physical, life, and earth science, emphasizing vocabulary, cause/effect, inference, relationships through close and critical reading tasks, daily bell ringers, instruction, and class tasks.

Category: Science

Research Cited: Summary of the (U.S.) National Reading Panel Report. Teaching Children to Read, 2002 Research and Policy, International Reading Association.

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

Read 180 - www.read180.scholastic.com/reading-intervention-program/research/.../313

Research Cited: Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading," By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp

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Tier: Tier 1

Activity - System 44/Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring BR-300 lexile on SRI will receive direct instruction on Scholastic System 44 program. Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program. Teachers will implement the program as prescribed by Scholastic. Expected SRI level for 5ht grade is 751-850 and for 6th grade 851-950.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	One English Language Arts teacher from each team, as well as ELL and Special Education teachers.

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will reinforce close and critical reading strategies through classroom instruction. Staff will assign and grade one CCR per quarter to be evaluated in science graded with a common rubric and entered into the grade book in a timely manner.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Core Content Instructional Staff

Strategy 2:

Common Instructional Practices - Teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement.

Category: Science

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

Tier: Tier 1

Activity - Daily Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department chair at one meeting per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff

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Activity - Thinking Maps/Pathways to Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Teachers will have examples available to share and/or turn in to department chair once per quarter. Principal walk throughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff
Activity - Social Work Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Behavioral Support Program	Tier 1		08/22/2018	05/31/2019	\$6625	Section 31a	Social Worker, Teachers and Administrators
Activity - Science Coach .2 FTE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science coach to work with science teacher on NGSX understanding, collaboration, and curriculum development.	Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/22/2018	05/31/2019	\$26000	Section 31a	Principal, Science Teachers and Science Coach
Activity - Mystery Science Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Software to support students needing additional science support.	Academic Support Program	Tier 1	Implement	08/20/2018	05/31/2019	\$500	Title I Part A	Science Teachers

Strategy 3:

Writing Across the Curriculum - Teachers will utilize writing strategies from Write From the Beginning and Beyond program as well as Van Andel Institute model for lab writing (scientific method) in science writing tasks.

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Category: Science

Tier: Tier 1

Activity - Science Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of science notebooks in their instruction and evaluate each quarter based on a common rubric and entered in the grade book as course work. Students will use the notebook for their daily lessons to collect data, make observations, record their claim, evidence, and reasoning. Teachers will put notebook data in the grade book each quarter. District science consultant will assist teachers in using science notebooks as needed.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$2070	General Fund	All Science Teachers
Activity - Claim, Evidence, Reasoning (CER)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give a Claim, Evidence, Reasoning pre-test in quarter 1 and a post-test in quarter 4 using a common rubric. CER will be ongoing in the classroom instruction throughout the year. Teachers will model CER and students will use CER as evidenced in the science notebook. During quarter 2 and 3 a formative assessment of the CER in student notebook will be given using the CER Rubric and data reported in the grade book. 5th- Claim and evidence only. All 4 quarters students are given a formative assessment with a claim and evidence to select from. 6th grade: Claim, evidence, and reason formative assessment will be given all 4 quarters: students will be given a paragraph with the evidence. Students will be given the claim, they will pick the evidence that supports the claim and then students will pick the reason.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	General Fund	All science teachers
Activity - Interpret graphs and data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be give a graph and data formative assessments to students to interpret.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	No Funding Required	All science teachers

Goal 5: All students at Wyoming Intermediate School will proficient writers.

Measurable Objective 1:

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A 5% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 05/31/2019 as measured by scores of 16-20 on local writing assessments.

Strategy 1:

Process Writing - All teachers will explicitly teach writing strategies in the writing block of language arts instruction on a daily basis following Write From the Beginning and Beyond curriculum and assessment rubrics.

Category: English/Language Arts

Research Cited: Summary of the US National Reading Panel Report

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

National Reading Panel, US Department of Education (2000). "Research on Reading Comprehension tells us that:

*Readers who comprehend well are also good readers

*Teach decoding and word recognition strategies

*Time spent reading and writing is highly correlated with comprehension

*Provide for lots of in-class reading and process writing, outside of class reading, independent reading

*Encourage students to read more and read widely - develop a passion for reading

*Students need to be specifically taught how to write within a process (to include revising and editing skills)

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Thinking Maps/Pathways to Proficiency strategies to plan and organize the stages of writing appropriate to the writing prompt required each quarter.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All English Language Arts Instructional Staff

Activity - Writing From the Beginning and Beyond	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explicitly instruct students in the Write from the Beginning and Beyond writing program on a daily basis during the ELA instructional block. Narrative and Expository/Informational genres will be taught and evaluated. Teacher will also follow program recommendation for implementing instruction with fidelity.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All English Language Arts Staff

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Activity - Teacher Mentor Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher mentor text will be used to support writing instruction by incorporating small group activities as well as mini lesson designed to target documented deficit areas.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$761	Title I Part A	Teachers

Strategy 2:

Common Instructional Practices - All teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement.

Category: English/Language Arts

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

Tier: Tier 1

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Wyoming Instructional Model daily. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff

Activity - Daily Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff

Activity - Thinking Maps/Pathways to Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	No Funding Required	All Instructional Staff

Goal 6: Wyoming Intermediate School will Achieve an Attendance Goal of 95% or Higher

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Measurable Objective 1:

demonstrate student proficiency (pass rate) Students will show increased proficiency as a result of being in class everyday by 05/31/2019 as measured by Average Daily Attendance.

Strategy 1:

Truancy Process - The strategy will be implemented by the Assistant Principal

Category: Learning Support Systems

Research Cited: Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes

Applied

Survey Research

. May 2011

ii Chang and Romero, Present,

Engaged & Accounted For: The Critical

Importance of Addressing Chronic Absence in the Early Grades,
National

Center for Children in Poverty: September 2008,

http://www.nccp.org/publications/pub_837.html (accessed July, 2009).

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Chang & Romer

Tier: Tier 2

Activity - Attendance Letters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive attendance letters at 5, 10, and 15, absences. At 10 absence a meeting between the parents and school administration will be required.	Parent Involvement	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	Section 31a	Assistant Principal
Activity - Watchdogs Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Community Watchdog Program. Program uses Dads to supervise student areas before, during and after school, to be sure areas are kept safe and orderly.	Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	05/31/2019	\$1379	Title I Part A	Assistant Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Year Supervision	A supervisor will be hired to work with students and parents during the summer program in the area of behavior, and attendance.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	Summer School Teachers and administration.
ELL Para	ELL Para (32 hours a week) will support and assist teachers with the development and delivery of instruction, including the SIOP model, as well as provide direct services to ELL and at-risk students.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	ELL Teacher
Read 180 R-Books	R-Books to support Read 180 Reading Intervention Software.	Academic Support Program	Tier 2	Monitor	08/24/2018	05/31/2019	\$6000	Teachers
Extended Day Tutoring-Reading	Reading instruction to be offered 4 x after school to students that are below grade level in reading. Instruction/tutoring will be provided by the Homeroom teacher using either the Read 180 Program, Houghton Mifflin leveled readers, or available materials appropriate to readers as determined by student need. 24 teachers x 30 p/h x 28 = 20160 / 2 subject areas in SI Plan	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$13856	Teachers
ELL Paraprofessional	1 - ELL Paraprofessional to support ELL student with understanding instruction, providing assistance with academic tasks and additional practice and administering assessments the ELL and general education classrooms.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$15185	ELL Paraprofessional(s), ELL Teacher, Instructional staff with ELL students requiring extra support

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Reading Intervention Software	Reflex, Moby Max, and Flocabulary, software programs will be used daily to reinforce reading concepts and skills during reading intervention time.	Technology	Tier 2	Implement	08/22/2018	05/31/2019	\$4000	Tech department, teachers, and Administration
Extended Day Math Program	Reading instruction to be offered 4 x a week after school to students that are below grade level in reading using the Read 180 Program	Direct Instruction, Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$13856	Teachers and Administration
Extended Year	Teachers to offer summer school in the area of Reading instruction to Tier 2 Students	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$7360	Teachers, Principal
System 44/Read 180	Students scoring BR-300 lexile on SRI will receive direct instruction on Scholastic System 44 program. Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program. Teachers will implement the program as prescribed by Scholastic. Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950.	Direct Instruction	Tier 2	Monitor	08/22/2018	05/31/2019	\$6000	One English Language Teacher per Team, Special Education, Teachers, and ELL Teacher.
Watchdogs Program	Implementation of Community Watchdog Program. Program uses Dads to supervise student areas before, during and after school, to be sure areas are kept safe and orderly.	Behavioral Support Program	Tier 2	Getting Ready	08/22/2018	05/31/2019	\$1379	Assistant Principal
Mystery Science Software	Software to support students needing additional science support.	Academic Support Program	Tier 1	Implement	08/20/2018	05/31/2019	\$500	Science Teachers
Extended year program	Summer school program \ to pay for direct reading instruction to students that fail or have fallen below grade level in math.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$6000	Teachers, Administration
Math Coach .5 FTE	Math Coach to provide support for classroom teachers in the areas of best practice and instruction. Math coach will work with classroom teachers and provide modeling, data, and curriculum support to ensure teachers have the support necessary for student success.	Direct Instruction, Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	Principal, Math Teachers, and Math Coach

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Chromebooks and Headphones	110 Chromebooks and 100 headphones to replace antiquated devices for the delivery of the Read 180 Intervention software for all students reading two or more grades below grade level.	Academic Support Program	Tier 2	Monitor	08/20/2018	05/31/2019	\$26250	Teachers
Extended Day Busing	Busing to be offered 4 x a week to transport students home from extended day programming	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Transportation Department, teachers, and administration
Teacher Mentor Texts	Teacher mentor text will be used to support writing instruction by incorporating small group activities as well as mini lesson designed to target documented deficit areas.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$761	Teachers
Extended Day Busing	Busing to be offered 4 x a week to transport students home from extended day programming	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$9280	Transportation Dept.
Math Academic Interventionist (2 FTE)	2 Math Interventionists to provide small group instruction to Tier 2 Students in the area of mathematics.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	Math Teachers, Math Coach, Principal, Math Interventionist
Extended Year Bussing	District to offer busing for summer school extended year programming.	Academic Support Program	Tier 2	Implement	08/22/2017	05/31/2018	\$1600	Transportation Department
Parent Component	Activities designed to increase parent involvement and communication, included but not limited to: Literacy Night Fine Arts Night Dojo Parent Vue	Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$1434	Parents and School Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Reading	Instructional staff will reinforce close and critical reading strategies through classroom instruction 15 minutes per day 5 times per week. Staff will assign and grade one CCR per quarter to be evaluated in language arts and graded with a common rubric and entered into the grade book each quarter in a timely manner.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All English Language Instructional Staff

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Science Notebooks	Teachers will incorporate the use of science notebooks in their instruction and evaluate each quarter based on a common rubric and entered in the grade book as course work. Students will use the notebook for their daily lessons to collect data, make observations, record their claim, evidence, and reasoning. Teachers will put notebook data in the grade book each quarter. District science consultant will assist teachers in using science notebooks as needed.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$2070	All Science Teachers
Claim, Evidence, Reasoning (CER)	<p>Teachers will give a Claim, Evidence, Reasoning pre-test in quarter 1 and a post-test in quarter 4 using a common rubric. CER will be ongoing in the classroom instruction throughout the year. Teachers will model CER and students will use CER as evidenced in the science notebook. During quarter 2 and 3 a formative assessment of the CER in student notebook will be given using the CER Rubric and data reported in the grade book.</p> <p>5th- Claim and evidence only. All 4 quarters students are given a formative assessment with a claim and evidence to select from.</p> <p>6th grade: Claim, evidence, and reason formative assessment will be given all 4 quarters: students will be given a paragraph with the evidence. Students will be given the claim, they will pick the evidence that supports the claim and then students will pick the reason.</p>	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All science teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Reading	Instructional staff will reinforce close and critical reading strategies through classroom instruction. Staff will assign and grade one CCR per quarter to be evaluated in science graded with a common rubric and entered into the grade book in a timely manner.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Core Content Instructional Staff

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System 44/Read 180	Students scoring BR-300 lexile on SRI will receive direct instruction on Scholastic System 44 program. Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program. Teachers will implement the program as prescribed by Scholastic. Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	One English Language Teacher per team
Writing From the Beginning and Beyond	Teachers will explicitly instruct students in the Write from the Beginning and Beyond writing program on a daily basis during the ELA instructional block. Narrative and Expository/Informational genres will be taught and evaluated. Teacher will also follow program recommendation for implementing instruction with fidelity.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All English Language Arts Staff
Thinking Maps/Pathways to Proficiency	All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Teachers will have examples available to share and/or turn in to department chair once per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Go Math Curriculum	Continue to use and implement the Go Math Curriculum, using the technology available with the program which is aligned to the common core math standards	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All math teachers, special education and ELL staff
Thinking Maps/Pathways to Proficiency	All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Math Workshop Model	Teachers will utilize the math workshop model daily. Continued work and meetings with math coach and PD on how to implement the math workshop model in math classrooms.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All Instructional Staff
Pre and Post Test Standards	Teachers administer pre and post test quarterly to determine student needs and progress after instruction.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	5th and 6th Grade Social Studies Staff

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Interpret graphs and data	Teachers will be give a graph and data formative assessments to students to interpret.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All science teachers
Thinking Maps/Pathways to Proficiency	All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Teachers will have examples available to share and/or turn in to department chair once per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Daily Bell Ringers	All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department chair at one meeting per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Close and Critical Reading	Instructional staff will reinforce close and critical reading strategies through classroom social studies instruction. Staff will assign and grade one CCR per quarter to be evaluated in social studies and graded with a common rubric, specific to Social Studies CCR requirements (summary, key words circled) and entered into the grade book.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Number Routines	Students develop a number sense by decomposing and reasoning with numbers mentally and different operations	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	One math coach per building and one math teacher per team
Close and Critical Reading	Instructional staff will reinforce close and critical reading strategies to include multiple step procedures and problem solving skills through mathematics instruction to deepen student understanding.	Academic Support Program	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Mathematics Staff
Thinking Maps/Pathways to Proficiency	All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff

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Thinking Maps	Students will use Thinking Maps/Pathways to Proficiency strategies to plan and organize the stages of writing appropriate to the writing prompt required each quarter.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All English Language Arts Instructional Staff
Daily Bell Ringers	All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department chair at one meeting per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All Instructional Staff
Daily Bell Ringers	All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department chair at one meeting per quarter. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Daily Bell Ringers	All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Thinking Maps/Pathways to Proficiency	All instructional staff will use Thinking Maps/Pathways to Proficiency as part of their instruction to aid students with organizing their thinking (weekly). Examples of thinking maps and student work will be evident in the classrooms. Teachers will have examples available to share and/or turn in to department chair once per quarter. Principal walk throughs and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
System 44/Read 180	Students scoring BR-300 lexile on SRI will receive direct instruction on Scholastic System 44 program. Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program. Teachers will implement the program as prescribed by Scholastic. Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950.	Academic Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	One English Language Arts teacher from each team, as well as ELL and Special Education teachers.

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Social Studies Interactive Notebook	Instruct students emphasizing important vocabulary as well as content. As well as note taking skills to better record and understand content/curriculum.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	5th and 6th Grade Social Studies Staff
Wyoming Instructional Model	Teachers will utilize the Wyoming Instructional Model daily. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Monitor	08/22/2018	05/31/2019	\$0	All Instructional Staff
Daily Bell Ringers	All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	All Instructional Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Letters	Students will receive attendance letters at 5, 10, and 15, absences. At 10 absence a meeting between the parents and school administration will be required.	Parent Involvement	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	Assistant Principal
Social Work Assistant	Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Behavioral Support Program	Tier 1		08/22/2018	05/31/2019	\$6625	Social Worker, Teachers and Administrators
Science Coach .2 FTE	Science coach to work with science teacher on NGSX understanding, collaboration, and curriculum development.	Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/22/2018	05/31/2019	\$26000	Principal, Science Teachers and Science Coach

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Social Work Assistant	Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Parent Involvement, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2018	05/31/2019	\$6625	Administration, teachers, and social worker.
Behavior Interventionist	Behavior specialist to work with all classroom teachers to identify and work with students that are exhibiting negative classroom behaviors. They will work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Behavioral Support Program	Tier 2	Monitor	08/22/2018	05/31/2019	\$0	All Teachers, Social Worker, Administration
Math Intervention Software Support	Reflex Math, Moby Max, and Compass Learning software programs will be used daily to reinforce mathematical concepts during math intervention time	Academic Support Program, Technology	Tier 2		08/22/2018	05/31/2019	\$3000	Tech Department, teachers, and Administration
Social Work Assistant	Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors.	Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$6625	teachers, administration and social worker
Reading Intervention Software	Reflex, Moby Max, and Flocabulary, software programs will be used daily to reinforce reading concepts and skills during reading intervention time.	Technology	Tier 2	Implement	08/22/2018	05/31/2019	\$4000	Tech department, teachers, and Administration
Classroom Visual Poster Maker	65% of our students are visual learners. The poster maker supplies will allow teachers to create and develop classroom teaching aides that help guide and reinforce student instruction.	Materials, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$1000	Teachers and Media Specialist

Title II Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Questioning 101	Implementing standards for mathematical practices, teachers/students will develop mathematical thinking through higher-order thinking and questioning. Use questions to continue to see if students make connections, justify and reason with mathematical concepts	Direct Instruction, Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$425	One math teacher per team, ELL teacher, Special Education teachers. Connie Sullivan to provide 1 day of PD to staff and Teacher Leaders.