



District Improvement Plan

Wyoming Public Schools

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Wyoming Board of Education asked that the District Plan for School Improvement be developed by the District School Improvement Team, facilitated by the Director of Instruction. School Improvement chairs (one per school site selected by the principal) and building SI members, one from each content area (at each school and selected by their peers) are recognized through a collaborative process with Union Leadership to assure roles, responsibilities and more are understood. This group consists of teachers, building administrators, support staff, students, parents, central office personnel, Board members, and community members who represent all facets of our community. Through their collaborative effort, this plan is written and implemented based upon review of the data, research of best practices, and formulation of a viable/quality plan. This team will collaboratively make recommendations and review procedures to achieve the district's mission and board goals. It is written based on following the Board's Goals and each site's building goals in order to support school efforts to improve student achievement. In addition, the district data as determined by the CNA is utilized to direct efforts that may not come forward by the individual schools.

Wyoming Public Schools initiatives are guided by the vision, philosophy, and beliefs of the people who work for or are living in the district. From these core values, the district mission and goals were established. From these the strategies, timelines, responsibilities, and budget recommendations will address the priorities necessary to be successful in implementing the mission and goals. This group meets on a monthly basis during the school year to discuss progress on district and building strategies and accompanying student data along with other learning/content as determined necessary by the participants. The information from these meetings are provided to all school staff through minutes placed in an email to all staff.

The Wyoming community expects, likes and needs to be involved in this development, implementation, and evaluation of the plan. Therefore the plan includes an explanation of everyone's role in the process. Employees are empowered with opportunities, information, support, time, and resources which enable them to change and improve their environment, through a collaborative and consensus based model for decision-making. Active problem solving, resolution, implementing strategies, and evaluation of programs based on research and best practice will be the model for building and district level teams to follow. Parents and community members are identified and continually provided opportunities for input into all facets of the process.

The District School Improvement (DSI) team is a group that meets on a monthly basis or more as needed as a formal group and through alternative electronic means communicates around progress of the plan, whether it be concerns, data to review, evaluation of efforts, or other. In addition, each school site provides data to their peers related on findings in attendance, behavior, literacy, mathematics, and more and fields questions related to outcomes and practices. A dashboard has been implemented that provides even greater access and transparency with data for evaluating progress and driving next steps.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data (evaluation), ongoing review of the progress of the plan, and autonomy to change/develop the plan based upon their conclusions, discussion, and suggestions for improvement. All members are treated as equal partners. At meetings, each person is given a variety of means, written or oral, to provide input into any and all information and tasks. That includes being a critical reviewer of the strategies chosen, data results, evaluation conclusions, and next steps.

The Wyoming Public Schools District School Improvement Team and Building Improvement Teams, continually strive to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality research programs. It assures all compliance items, whether through State or Federal expectation are understood and followed in development and throughout implementation of the plan. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

At the building level, although there is a Building School Improvement (BSI) team, the entire staff work together monthly at building level meetings during the school year related to curriculum alignment, implementation of goal strategies, and continuous evaluation of overall improvement of student achievement. This involves new learning related to proper development, instructing, and assessing the curriculum. In addition each building school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment, data evaluation, and strategy implementation meetings. The entire building staff meets twice a month in regular staff meetings/department meetings with curriculum issues and our school improvement plan as standing items.

Whether at the building level, district, or in the community, everyone is provided many opportunities, no matter their position, to provide insights into current efforts or projected efforts through electronic or verbal means in a formal setting, periodic surveys, or other. A final review of the DSI plan occurs before final implementation.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The District Improvement Plan (DIP) is written and reviewed with all members of the district school improvement (DSI) team continuously throughout the year at monthly DSI meetings with minutes provided to the unattending staff and community with updates on the district website for comments or other from staff and public. In addition, each school presents their initial data findings and proposed goals/strategies as part of the process, the initial kick-off. This information, along with Board Goals and district data drive the continuous review of the plan, evaluation (late winter/early spring), and development (spring) of the plan. Draft #1 and then #2 are sent to staff and the community for input up to mid-June. Upon completion, the plan is sent out for one final review to the full School Board, staff, and parents/community for further input and suggestions in multiple languages in June.

Upon finalization, the initial plan is submitted to the State (late June) and placed on the district website in multiple languages for the following year. In addition, the plan is referenced at the building and district level in publications and other communications during the upcoming year as the DIP drives efforts and resources in the upcoming year's improvement efforts. If necessary, revisions are made in the fall or immediately as appropriate. This happens again mid-year with adjustments in plans and funding.

In addition, during the school year, a variety of methods are used to present the progress on goals, strategies, and data results. This

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happens on quarterly reports, but can include additional data based on other types of data including Dibels, SRI, SMI, MEAP, MME, and more and its relation to the DSI goals. During the second semester each school site and the district must evaluate its strategies, including fidelity of implementation and successes.

2018-19 WPS District School Improvement Plan

Overview

Plan Name

2018-19 WPS District School Improvement Plan

Plan Description

Updated plan for DIP June 25, 2018

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 in Wyoming Public Schools will be proficient at grade level in writing.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$1274757
2	All students in Wyoming Public Schools will be proficient at grade level in mathematics.	Objectives: 2 Strategies: 2 Activities: 15	Academic	\$1680127
3	All students in Wyoming Public Schools will be proficient at grade level in science.	Objectives: 2 Strategies: 4 Activities: 10	Academic	\$535764
4	All students in Wyoming Public Schools will be proficient at grade level in social studies.	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$1208
5	All students in Wyoming Public Schools will be proficient at grade level in reading.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$1876425
6	All students will increase in the academic, social and other skills needed to be successful in all content areas so that they can be career and college ready.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$662398
7	Professional Learning	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$46051

Goal 1: All students in Wyoming Public Schools will be proficient at grade level in writing.

Measurable Objective 1:

A 7% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 State content standards in writing in English Language Arts by 05/31/2019 as measured by State M-Step and MME assessments..

Strategy 1:

Tier I - Writing Across the Curriculum - Teachers will provide daily purposeful writing instruction including cross-curricular topics using Thinking Maps as well as other writing tools that will assist the process to increase student writing skills. Students will be able to demonstrate, through intentional modeling, how to bridge organization of the thinking map to a grade-level proficient piece of writing. As a result of data review, necessary accommodations will be made for our English Learners and African-American students.

Category: English/Language Arts

Research Cited: 6+1 Traits of Writing by Ruth Culham

Comprehensive Literacy Resources for Grades 3-6 Teachers by Miriam Trehearne pages 329-400

Write from the Beginning

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollack. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.

"Scaffold Writing Instruction-Teaching With a Gradual Release Framework" by Douglas Fisher and Nancy Frey, Copyright 2007 by Douglas Fisher and Nancy Frey, Publisher Scholastic Inc.

"6+1 Traits of Writing" by Ruth Culham Copyright 2003 by Northwest Regional Educational Laboratory, Publisher Scholastic Inc.

Thinking Maps

Teaching with Poverty in Mind - Eric Jensen

Tier: Tier 1

Activity - Daily Intentional Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Daily writing in all content areas will occur throughout the course of the school year. All teachers will teach their students the writing process—pre-writing, drafting, editing, revising, publishing, and reflection. Modeling daily writing using a variety of Thinking Maps, teaching daily mini-lessons, peer conferencing, daily cross-curricular writing activities/opportunities, SIOP Model, opportunities to showcase the writing process and final writings to a variety of audiences.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Teaching staff and administration
Schools: All Schools								

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Teaching staff and administration
Schools: All Schools								

Activity - School Improvement Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Support Team: In an effort to support the school improvement work at each site, school visits and specific feedback on its progression, next steps and alignment to longitudinal academic growth. Lead by Craig Hoekstra and Harry Knol. School Improvement Support Team Consultant, principal mentor, and systems development consultant. To provide one-on-one professional development to administrative and teaching staff on an ongoing basis through on-site visits, dialogue, and detailed reporting. Follow up training/support for building principals after SI visits and teachers after evaluations. Paid out of Title II.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$61112	Title II Part A	Craig Hoekstra, Steve Seward, Kent ISD, Central Office, SI Teams, Building Principals, District Teaching Staff.
Schools: All Schools								

Measurable Objective 2:

A 8% increase of Fifth, Eighth and Eleventh grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency State writing content standards in English Language Arts by 05/31/2019 as measured by State M-Step and MME assessments.

Strategy 1:

Tier II: Timely and Additional Assistance - Students that have been identified not to meet grade level expectations (specifically the identified sub groups), will receive

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additional writing support through writing interventions and intentional data reviews of ongoing development and progress.

Category: English/Language Arts

Research Cited: Least Restrictive Environment (LRE): A Simplified Guide to Key Legal Requirements. (2009). PACER Center. Sheridan, S.M. Welch, M., & Orme, S.E. (1996). Is Consultation Effective? A review of outcome research. Remedial and Special Education, 17(6), 341-354. Early Childhood Education. A Joint Position Statement of the Division for Early Childhood (EC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute and National Professional Development Center on Inclusion. Jackson, L.B., Ryndak, D. L., & Wehmeyer, M.L. (2008-2009). The Dynamic Relationship Between Context, Curriculum, and Student Learning: A case for inclusive education as a research-based practice. Research & Practice for Persons with Severe Disabilities. Vol. 33-4. No. 4-1. 175-195.

Tier: Tier 2

Activity - Writing Intervention Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources for ELA for students that have not passed State assessments will be developed and used as needed. These materials will specifically be used to address the achievement gaps through intentional interventions. Supported by literacy coaches. Schools: Wyoming Junior High, Wyoming High School, Wyoming Intermediate	Academic Support Program			08/22/2018	05/31/2019	\$212645	Section 31a	Teaching staff and administration
Activity - Social Work Service	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staffing full-time Social Workers at each level has afforded the organization to be proactive as well as to have systems and staffing in place to best meet the social, emotional and academic needs of students. This proactive approach has resulted in better serving our students and families. Schools: All Schools	Behavioral Support Program	Tier 2		08/22/2018	05/31/2019	\$1001000	General Fund	Social workers and administration

Goal 2: All students in Wyoming Public Schools will be proficient at grade level in mathematics.

Measurable Objective 1:

10% of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency in content standards in Mathematics by 05/31/2019 as measured by State assessments.

Strategy 1:

Strategy 1: Tier I - Progress Monitoring Student Data - All staff who teach mathematics will implement and modify instruction aligned with assessments to best meet

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the individual needs of students while math content is explored and experienced. - All staff who teach mathematics will modify instruction and assessments throughout the year to monitor topics related to applied math with basic number sense and measurement based on best practice research. Math content and assessments will be vertically aligned to the Common Core and instructors will utilize data to drive structure and strategies of the classroom to adjust and meet the needs of all students. Math classes will include more hands-on activities, which can also serve as formative assessments, to ensure that students understand the foundational math concepts at each grade level and alignment to the rigor necessary for success in later math courses, as well as college/career ready rigor levels.

Category: Mathematics

Research Cited: "Best Practice, New Standards for Teaching and Learning in America's Schools", Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde

"A Handbook for Classroom Instruction That Works" Robert Marzano, Jennifer S. Norford, Diane E.

Paynter, Debra J. Pickering, and Barbara B. Gaddy

"Student Successes With Thinking Maps", David Hyerle

Teaching Children to Read, 2002 Research and Policy, International Reading Association

National Reading Panel U.S. Department of Education, 2000

Best Practice, New Standards for Teaching and Learning in America's Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde

Comprehensive Literacy: Resources for Grades 3-6 Teachers by Miriam Trehearne

Building Academic Vocabulary by Robert J. Marzano and Debra J. Pickering

Bringing Words to Life by Isabel Becca.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollack. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners. Schools: All Schools	Professional Learning			08/22/2018	05/31/2019	\$322334	Section 31a	Teaching staff and principals
Activity - Core Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the CCSS. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students. Led by math coaches. Schools: All Schools	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Instructional staff, consultant, building principal, math coaches.
Activity - SAT Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for understanding and implementing elements necessary for alignment to SAT expectations and integration into classroom instruction and assessment practices Schools: Wyoming High School	Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$500	General Fund	Principal, core content staff leaders (4)
Activity - Instructional Modeling/Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math coaches supporting Tier I instruction by way of coaching cycle, learning walks, and best practice modeling. Schools: All Schools	Professional Learning	Tier 1		08/22/2018	05/31/2019	\$0	General Fund	Administrative and instructional staff
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved Schools: Wyoming Junior High, Wyoming High School	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$55000	Section 31a	Principal, social worker, asst. principal, deans, staff.
Activity - Ten Marks Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention math program that allows student access to build needs skills not yet achieved based on outcomes. Schools: Wyoming High School	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$4000	Title I Part A	Instructional staff, math coach, principal.

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Activity - Additional Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school math support. Schools: Wyoming High School	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$10191	Title I Part A	Staff, math coach, principal.

Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on grade level expectations in Mathematics by 05/31/2019 as measured by State M-Step and MME assessments.

Strategy 1:

Strategy 2: Tier II and III- Timely and Additional Assistance - K -12 instruction will include interventions to students who have demonstrated not mastering the State's Content Standards/Expectations. - Tier II and III- Timely and Additional Assistance - K -12 instruction will include interventions to students who have demonstrated not mastering the State's Content Standards/Expectations.

Elementary Schools: Interventions at each grade level to provide supplemental instruction to identified students in a small group setting to raise achievement gap of students.

Intermediate and Junior High: The Math 180 program will be used with students that have been identified to be below grade level content expectations. Additionally, designated intervention blocks of time have been established throughout the school week to provide intentional and specific intervention.

High School: Involve identified students in credit recovery that have experienced failure in courses.

Category: Mathematics

Research Cited: "Teaching with Poverty in Mind" - Eric Jensen

Capturing Kids Hearts (CKH), Flippen Group

- Lenz, B. Keith, Deshler, Donald, and Brenda Kissam. Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools. Pearson, 2003.

- Woodruff, S., Schumaker, J.B. and Deshler, D.D. (2002). The Effects of an Intensive Reading Intervention on the Decoding Skills of High School Students with Reading Deficits. (Research Report No. 15). Lawrence, KS: University of Kansas Center for Research on Learning.

Tier: Tier 2

Activity - Math 180 Program Instructors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind. Schools: Wyoming Junior High	Academic Support Program			08/22/2018	05/31/2019	\$80152	Section 31a, Title I Part A, Section 31a, General Fund	Junior High Staff and principal.
Activity - Math 180 Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 materials will be used as a supplementary intervention for students one grade level behind utilizing a block (extended time) math class. Schools: Wyoming Junior High	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$8400	Section 31a, Title I Part A	Junior High Staff and principal
Activity - 21st Century Grant (T.E.A.M. 21)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$825000	Other	21st Century leadership, building principals, and superintendent.
Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	General Fund	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Activity - Elementary Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Math interventionists to work directly with students based on academic math deficiencies. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$258243	Section 31a, Section 31a, Title I Part A, Section 31a	Instructional Staff, math interventionist, and administration.
Activity - Math Professional Development/Math Intervention Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement (Ten Marks Math, Number Talks and Compass). Schools: West Elementary School, Oriole Park Elementary School	Professional Learning	Tier 2	Implement	08/22/2018	05/31/2019	\$22490	Title I Part A, Section 31a	Principals, Instructional Staff
Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member to additionally support students second semester in smaller classes/additional time Schools: Oriole Park Elementary School, Wyoming Junior High, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$58317	Title I Part A	Principal, math teacher
Activity - Learning Center Career Support Plus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition Coordinator to place students in real-life situations to support skill development related to academic and behavior skill development as well as job/career place skills Schools: Wyoming High School	Academic Support Program, Behavioral Support Program, Career Preparation /Orientation	Tier 3	Implement	08/22/2018	05/31/2019	\$32500	Title I Part A	Principal, Dean, and Transition Coordinator

Goal 3: All students in Wyoming Public Schools will be proficient at grade level in science.

Measurable Objective 1:

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9% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 increase in student achievement in Science as demonstrated on State assessments. in Science by 05/31/2019 as measured by demonstrating a proficiency in all areas of science relating to curriculum development specific to the students' grade level.

Strategy 1:

Strategy 1: Tier I - Improving Direct Science Instruction - Teachers will implement reading comprehension strategies during science as well as monitor quarterly the comprehension rate in that content area through an assessment. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of science. Teachers/Staff will use Close and Critical Reading or other focused reading/literacy strategies to foster academic improvement in the area of science. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in science.

- K-12 NGSS Science Committee
- One-sentence summaries of reading passages in science
- Marzano vocabulary strategy
- Ten Times Two
- See/Think/Wonder
- Asking and Answering Questions with Pair and Share
- Tear and Share
- Teachers will create ACT type practice tests aligned with current HSCE's.
- Testing strategies, along with content application will be a focus of these assessments.
- Thinking MAPs/Path to Proficiency (component of SIOP)
- SIOP

Teachers of grades 2 - 12 will incorporate grade-level appropriate writing in science that aligns with common core expectations.

At-Risk Strategies (this includes all students)

- Strengthening of Skills instructional strategies for all identified students who are currently demonstrating lack of achievement in science.
- Create more opportunities for recovery of failures within the school day - "capture" those students in need of help and make recovery the norm for all failing students.
- Extended/expanded times after school/school year related to additional learning time and the opportunity to EXPERIENCE more science, such as TEAM 21, Robotics, Science Olympiad, and more.

Category: Science

Research Cited: Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriam Trehearne

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association

Building Academic Vocabulary by Robert J. Marzano and Debra J. Pickering

Bringing Words to Life by Isabel Beck

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Best Practice, New Standards for Reaching and Learning in America's Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155

Writing in Science: How to Scaffold Instruction to Support Learning, Betsy Rupp Fulwiler

Designing Effective Science Instruction: What Works in Science Classrooms, Anne Tweed

Integrating Science With Reading Instruction Grades 3-6 (Hands-on Science Units Combined With Reading Strategy Instruction), Trish Callella and Marilyn Marks

Science Instruction in the Middle and Secondary Schools: Developing Fundamental Knowledge and Skills, Eugene L. Chiappetta and Thomas R. Koballa (Author)

Capturing Kids Hearts (CKH), Flippen Group

Teaching with Poverty in Mind - Eric Jensen

Ainsworth, L., & Viegut, D (2006). Common formative assessments: How to connect standards-based instruction and assessment. Thousand Oaks, CA: Corwin Press, pg 38

Stiggins, Rick. Assessment Manifesto: A Call for the Development of Balanced Assessment Systems. Portland: Rick Stiggins, 2008. Print.

Hall, Tracey, Nicole Strangman, and Anne Meyer. "Differentiated Instruction and Implications for UDL Implementation." NCAC Publications (2009). CAST. Web. 08 Mar. 2010.
<http://www.cast.org/publications/ncac_diffinstructudl.html>.

Popham, W. James. Transformative Assessment. Alexandria: Association for Supervision and Curriculum Development, 2008. Print. pp IX, 5

Summarizing and Note Taking (Using Battle Creek Science Writing Journals)

Marzano, Robert (2001). Classroom Instruction that Works. Upper Saddle River: Pearson. Pgs 29-48.

Tier: Tier 1

Activity - Direct Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will incorporate (NGSS) the following reading comprehension strategies into their daily teaching of science while instructing students with grade level content as student success is measured overtime: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> 1. Staff will review, as common content teachers, the impact of reading comprehension in their delivery in science. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the science classroom. 3. Staff will utilize the literacy/content coach to provide support for vocabulary strategies and Close and Critical or other focused reading and writing strategies. They will evaluate and reflect on the implementation of the strategies in their own planning. 4. Every junior and senior needing to take the MME will take PSAT test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 5. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the science area. 6. Students will write regularly in science classes in grades 3 - 12 to ensure that they can express themselves using content language in ways defined by the common core. 7. Thinking Maps/Pathways to Proficiency and other SIOP strategies 8. K-12 Science Committee will continue to provide needed updates to better instruct students in the core area (ongoing communication/updates will be provided throughout the school year). 9. Staff will implement NGS practices on a daily basis in their instruction <p>Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teaching staff, science consultant, and administration</p>
Activity - Lead Consultant Science and Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Wyoming Public Schools

Lead consultant for science and mathematics. Coach to drive instructional changes at K-12 level in by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the NGSS and science standards. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$134846	Title I Part A	Superintendent, principals and consultant.
Schools: All Schools								

Activity - NGSX Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NGSX training/Professional development (5 days) to broaden the knowledge, lesson design, and instructional science delivery. The focus grade levels span from K-12th grade to improve teacher delivery and student results.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$500	General Fund	K-12th grade science staff, science consultant, and administration.
Schools: All Schools								

Strategy 2:

Strategy 2: Tier II - Timely and Additional Assistance - Supplemental Services will be delivered through intervention blocks (additional focused content learning time outside of the core) during the school day, extended day opportunities, and summer programs for students identified as not meeting grade level expectations or working below grade level with the intent of closing the gap between economically and noneconomically disadvantaged children. Additional supplemental support is provided to students whose first language is not English through a variety of means.

Category: Science

Research Cited: Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriam Trehearne

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association

Building Academic Vocabulary by Robert J. Marzano and Debre J. Pickering

Bringing Words to Life by Isabel Beck

Best Practice, New Standards for Reaching and Learning in America's Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155

Writing in Science: How to Scaffold Instruction to Support Learning, Betsy Rupp Fulwiler

Designing Effective Science Instruction: What Works in Science Classrooms, Anne Tweed

Integrating Science With Reading Instruction Grades 3-6 (Hands-on Science Units Combined With Reading Strategy Instruction), Trish Callella and Marilyn Marks

Science Instruction in the Middle and Secondary Schools: Developing Fundamental Knowledge and Skills,

Eugene L. Chiappetta and Thomas R. Koballa (Author)

Capturing Kids Hearts (CKH), Flippen Group

Teaching with Poverty in Mind - Eric Jensen

Ainsworth, L., & Viegut, D (2006). Common formative assessments: How to connect standards-based instruction and assessment. Thousand Oaks, CA: Corwin Press, pg 38

Stiggins, Rick. Assessment Manifesto: A Call for the Development of Balanced Assessment Systems. Portland: Rick Stiggins, 2008. Print.

Hall, Tracey, Nicole Strangman, and Anne Meyer. "Differentiated Instruction and Implications for UDL Implementation." NCAC Publications (2009). CAST. Web. 08 Mar. 2010.

<http://www.cast.org/publications/ncac_diffinstructudl.html>.

Popham, W. James. Transformative Assessment. Alexandria: Association for Supervision and Curriculum Development, 2008. Print. pp IX, 5

Summarizing and Note Taking (Using Battle Creek Science Writing Journals)

Marzano, Robert (2001). Classroom Instruction that Works. Upper Saddle River: Pearson. Pgs 29-48.

Nonlinguistic Representations (Battle Creek Science Kits)

Inquiry and reflection: Scientifically literate graduates make observations about the natural world, identify patterns in data, and propose explanations to account for the patterns. Scientific inquiry involves the collection of relevant data, the use of logical reasoning, and the application of imagination in devising hypotheses to explain patterns in data. Scientific inquiry is a complex and time-intensive process that is intuitive rather than linear. Habits of mind (curiosity, openness to new ideas, informed skepticism) are part of scientific inquiry. This includes the ability to read or listen critically to assertions in the media, deciding what evidence to pay attention to and what to dismiss, and distinguishing careful arguments from shoddy ones.

Hattie, j., Biggs, J., & Purdie, N. (1996). Effects of learning skills interventions on student learning: Ametaanalysis. Review of Educational Research, 66(2), 99-136.

Lavoie, D.R. (1999). Effects of emphasizing hypothetico-predictive reasoning within science learning cycles on high school students' process skills and conceptual understanding in biology. Journal of research in Science Teaching, 36(10), 1127-1147.

Lavoie, D.R., & Good, R. (1988). The nature and use of prediction skills in iological computer simulation. Journal of Research In Science Teaching, 25, 334-360.

Lawson, A.E. (1988). A better way to teach biology. The American Biology Teacher, 50, 266-278.

Lott, G.W. (1983). The effect of inquiry teaching and advanced organizers upon student outcomes in science education. Journal of Research in Science Teaching, 20(5), 437-451.

Ross, J.A. (1988). Controlling variables: A meta-analysis of training studies. Review of Educational Research, 58(4), 405-437.

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Hall, Tracey, Nicole Stangman, and Anne Meyer. "Differentiated Instruction and Implications for UDL

Tier: Tier 1

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Time/support in time outside of the traditional school day (see other goal activities) Schools: All Schools	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	General Fund	principal, science consultant, teachers

Strategy 3:

Famiy Engagement - Each building site will implement parent involvement opportunities in support of enhanced student achievement such as parent involvement nights, parent training for helping children with academics at home, parental representation on decision making teams, regular two-way parent communication (including ongoing online access) and parent teacher conferences.

Category: Other - Title I Parent Monies

Research Cited: Epstein, Joyce. (2009). School, Family, and Community Partnerships: Your Handbook for Action.

Thousand Oaks, CA. Corwin Press, Inc.

Tier: Tier 2

Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities that support parents in their understanding of what they can do at home to help their child understand and acquire higher level academic skills, including reading of text, posing questions), and comprehension questions will be provided. Activities such as Curriculum Night as well as newsletters and other written communication with parents will provide resources that parents can use at home to support learning. Parent participation will be encouraged by providing child care, snacks/simple meals, math resources for home use, etc. Schools: All Schools	Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$14022	Title I Part A	Building staff and administration

Activity - Parent/Community Support Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Wyoming High School	Community Engagement	Tier 2		08/22/2018	05/31/2019	\$32200	General Fund	Administration
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Activity - Special Education General Funded Allotment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District has taken on a portion of the special education cost using general funds. In doing so, the level of time and/or service has added value to the overall offering this service provides in a least restrictive environment Schools: All Schools	Academic Support Program	Tier 3	Implement	08/22/2018	05/31/2019	\$270000	General Fund	Administration

Activity - Targeted Social Worker Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted Social Worker Services for students identified with significant trauma and/or personal challenges that are causing excessive absences, failing grades, or acting out behaviors. Schools: Wyoming High School	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$84196	Title I Part A	Social worker, director of student services, principal

Measurable Objective 2:

A 9% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency State content standards in Science by 05/31/2019 as measured by Science the State M-Step and MME assessments...

Strategy 1:

Timely and Additional Assistance - Inclusion of Students with Disabilities - Special Education staff collaborating with the general education staff to provide instruction and support within the general education setting.

Category: Science

Research Cited: Least Restrictive Environment (LRE): A Simplified Guide to Key Legal Requirements. (2009). PACER Center. Sheridan, S.M. Welch, M., & Orme, S.E. (1996). Is Consultation Effective? A review of outcome research. Remedial and Special Education, 17(6), 341-354. Early Childhood Education. A Joint Position Statement of the Division for Early Childhood (EC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute and National Professional Development Center on Inclusion. Jackson, L.B., Ryndak, D. L., & Wehmeyer, M.L. (2008-2009). The Dynamic Relationship Between Context, Curriculum, and Student Learning: A case for inclusive education as a research-based practice. Research & Practice for Persons with Severe Disabilities. Vol. 33-4. No. 4-1. 175-195.

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Wyoming Public Schools

Tier: Tier 3

Activity - Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 instruction will include timely and additional interventions to students who are not mastering the NGSS Expectations. Paraprofessionals will be used in the classrooms to assist classroom teachers with re-teaching strategies to the identified students. Costs are found in the reading goal. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	General Fund	Teaching staff and administration

Activity - Multiple sources and formats of information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present students with multiple sources of Science content information and experiences in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time. Schools: All Schools	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Teaching staff and administration

Goal 4: All students in Wyoming Public Schools will be proficient at grade level in social studies.**Measurable Objective 1:**

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 improved achievement in social studies in Social Studies by 05/31/2019 as measured by State assessments.

Strategy 1:

Improved Achievement in Social Studies - K -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to

foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies. - One-sentence summaries of reading passages in science

- Marzano vocabulary strategy

District Improvement Plan

Wyoming Public Schools

- Ten Times Two
- See/Think/Wonder - Asking and Answering Questions with Pair and Share - Tear and Share
- Thinking Maps (a component of SIOP)
- SIOP - Teachers will create ACT type practice tests aligned with current Standards Testing strategies, along with content application will be a focus of these assessments. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five-question, three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress. Teachers in grades 3 - 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations. At-Risk Strategies (this includes all students)
- Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are one or more grade levels behind in reading.
- Create more opportunities for recovery of failures within the school day - "capture" those students in need of help and make recovery the norm for all failing students.

Parent Strategies

- Parents to be notified on academic progress of student through quarterly report cards, mid quarter progress reports, teacher direct contact and use of Parent Gateway (school records portal).
- At any time, by request, parents can arrange a meeting with staff to discuss student progress and intervention strategies.
- Social Studies resources provided at evenings activities related to understanding learning target concepts and resources to help families support their learning within social studies.

Category: Social Studies

Research Cited: As a result of our students' deficiencies in literacy, we have targeted strategies that improve literacy as one step in improving our students' overall academic achievement. The strategies described in the books and articles cited below target changes in instructional methods and utilize brain-based research.

Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriam Trehearne

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

Building Academic Vocabulary by Robert J. Marzano and Debre J. Pickering

Bringing Words to Life by Isabel Beck

Best Practice, New Standards for Reaching and Learning in America's Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155

Differentiated Instruction for Social Studies: Instructions and Activities for the Diverse Classroom, Wendy

District Improvement Plan

Wyoming Public Schools

Wilson (Author), Jack Papadonis (Author)

Social Studies Instruction Incorporating the Language Arts, JoyAnne Hauge Morin

Tier: Tier 1

Activity - Direct Instruction - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> 1. Staff will review as common content teachers the impact of reading comprehension in their delivery in social studies. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the social studies classroom. 3. Department and SI team will review random selections of work to ensure that reading comprehension strategies are being embedded and making a difference with student achievement in social studies. 4. Staff will allow literacy coach to come into the social studies classroom and model instruction of Close and Critical reading strategies. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning. 5. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable to the school improvement strategies. 6. Every junior and senior needing to take the MME will take a common ACT practice test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 7. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the social studies area. 8. Students will write regularly in Social Studies classes in grades 3 - 12 to ensure that they can express themselves using social studies content as defined by the Common Core. <p>Schools: All Schools</p>	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Teaching staff and administration

Activity - Tier I Reading Comprehension and Writing in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>2nd -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies.</p> <ul style="list-style-type: none"> - One-sentence summaries of reading passages in science - Marzano vocabulary strategy - Ten Times Two - See/Think/Wonder - Asking and Answering Questions with Pair and Share - Tear and Share - Thinking Maps (a component of SIOP) - SIOP - Teachers will create ACT type practice tests aligned with current HSCE's. Testing strategies, along with content application will be a focus of these assessments. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five-question, three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress. Teachers in grades 3 - 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations. At-Risk Strategies (this includes all students) - Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are one or more grade levels behind in reading. - Create more opportunities for recovery of failures within the school day - "Capture" those students in need of help and make recovery the norm for all failing students. Parent Strategies - Parents to be notified on academic progress of student through quarterly report cards, mid quarter progress reports, teacher direct contact and use of Parent Gateway (school records portal). - At any time, by request, parents can arrange a meeting with staff to discuss student progress and intervention strategies. - Social Studies resources provided at evenings activities related to understanding learning target concepts and resources to help families support their learning within social studies. <p>Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teaching staff and administration</p>
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Strategy 2:

Parent Involvement - District staff will implement parent involvement strategies in support of enhanced student achievement such as parent involvement nights, parent training for helping children with academics at home, parental representation on decision making teams, regular two-way parent communication (including ongoing online access) and parent teacher conferences. These will be provided at all school sites and provide support in all four content areas. Activities that support parents in their understanding of what they can do at home to help their child understand and acquire higher social studies skills, selection of informational text, core content standards, and comprehension questions will be provided. Activities such as Curriculum Night and Social Studies Night, as well as newsletters and other written communication with parents will provide resources that parents can use at home to support learning. Parent participation will be encouraged by providing child care, snacks/simple meals, and math resources for home use.

Category: Social Studies

Research Cited: Epstein, Joyce. (2009). School, Family, and Community Partnerships: Your Handbook for Action.

Thousand Oaks, CA. Corwin Press, Inc.

Tier: Tier 2

Activity - Parent Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Curriculum Nights to support parents in all Four Core Areas. Funding: See Reading Parent Involvement. Schools: All Schools	Academic Support Program, Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Title I Part A, General Fund	Teachers and administration

Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency on State content standards in Social Studies by 05/22/2019 as measured by the State M-Step and MME assessments.

Strategy 1:

Tier II: Timely and Additional Assistance - Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are in the identified subgroup one or more grade levels behind in reading, which impacts this content mastery. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five question,

three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress.

Teachers in grades K - 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations.

- Create more opportunities for recovery of failures within the school day - "capture" those students in need of help and make recovery the norm for all failing students.

Category: Social Studies

Research Cited: Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriam Trehearne

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

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Vocabulary by Robert J. Marzano and Debre J. Pickering

Bringing Words to Life by Isabel Beck

Best Practice, New Standards for Reaching and Learning in America's Schools, Second Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155

Differentiated Instruction for Social Studies: Instructions and Activities for the Diverse Classroom, Wendy

Wilson (Author), Jack Papadonis (Author) Social Studies Instruction Incorporating the Language Arts, JoyAnne Hauge Morin

Tier: Tier 2

Activity - Intervention Instructional Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Services will be delivered through recovery blocks (additional focused content learning time outside of the core) during the school day, extended day opportunities, and summer programs for students identified as not meeting grade level expectations or working below grade level with the intent of closing the gap between the identified sub groups. Additional supplemental support is provided to students whose first language is not English through a variety of means. Schools: All Schools	Academic Support Program			08/22/2018	05/31/2019	\$0	General Fund	Teaching staff and administration

Activity - Multiple sources and formats of information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present students with multiple sources of information in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time. Schools: All Schools	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	Teaching staff and administration

Activity - Extended Day Time Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards. Schools: Wyoming Junior High, Wyoming High School	Academic Support Program	Tier 2		08/22/2018	05/31/2019	\$0	Title I Part A	Teaching staff and administration

Activity - Homeless Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Homeless program support for transportation, necessary education resources, and more related to students qualifying under McKinney Vento.	Other - special assistance as required and needed to ensure equality of instructional experience	Tier 2		08/22/2018	05/31/2019	\$1208	Title I Part A, General Fund	Social worker, principal, homeless liaison.
Schools: All Schools								

Goal 5: All students in Wyoming Public Schools will be proficient at grade level in reading.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 State's reading content standards in English Language Arts by 05/31/2019 as measured by the M-Step and MME..

Strategy 1:

Tier I - Parental Involvement. - Staff at each building level has planned with parents, activities (including specialized reading curriculum and supporting your children nights) for parents to involve them in their child's learning and practical ways of engagement/improvement at home. Staff provides tools and resources parents will need for success. This includes curriculum nights, Watch Dogs, School Night Out, College preparation night, SMART Start, parent resource night, and EL support night.

Funded by Title I Parent allocation.

Category: English/Language Arts

Research Cited: Epstein, Joyce. (2009). School, Family, and Community Partnerships: Your Handbook for Action. Corwin Press. Joyce and her colleagues discuss the 6 keys of parent involvement needed by school to have a well-balanced family engagement program. Communication, Decision Making, Community Collaboration, Learning at Home, Volunteering, and Parenting.

Tier: Tier 1

Activity - Building Site Planned Parent Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.</p> <p>Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming High School, Wyoming Intermediate</p>	Parent Involvement			08/22/2018	05/31/2019	\$0	Title I Part A	Teaching staff and administration
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Activity - PNP Parent Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Private School parents are provided support to help their children by participating at the PS event and/or through resources provided to them in knowing the expectations and how to support their child in their learning.</p> <p>Schools: All Schools</p>	Parent Involvement			08/22/2018	05/31/2019	\$303	Title I Part A	Title I Director, Building Principals, PNP Liaison

Activity - Pailaien Parent Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parent Classes for EL parents to develop their personal skills with supporting their child's (and their own) effectiveness and success in school and the community</p> <p>Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate</p>	Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$3500	Section 41	EL Staff, principals

Strategy 2:

Tier II and III - Timely and Additional Assistance - K-12 instruction will include timely and additional interventions to students who are not mastering the State's Content Standards / Expectations - Differentiated additional support based on data to students through expert teacher, additional time with an adult, additional opportunities to reteach, and to expand skill level in methods beyond the classroom.

Category: English/Language Arts

Research Cited: .Woodruff, S., Schumaker, J.B. and Deshler, D.D. (2002). The Effects of an Intensive Reading Intervention on the Decoding Skills of High School Students with Reading Deficits. (Research Report No. 15).

Lawrence, KS: University of Kansas Center for Research on Learning.

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Building Academic Vocabulary: Robert J. Marzano and Debra J. Pickering (Author)
 Capturing Kids Hearts (CKH), Flippen Group
 Teaching with Poverty in Mind - Eric Jensen
 Harvey, S. & Goudvis, A. (2000). Strategies That Work: Teaching Comprehension to enhance understanding. Portland, ME: Stenhouse.
 Professional Learning Communities:
 Eaker, Robert, DuFour, Rebecca, DuFour, Richard, & Karhanek, Gayle. (2004). Whatever It Takes: How Professional Communities Respond When Kids Don't Learn. Solution Tree.
 Wakelyn, David. Policies to Improve Instruction and Learning in High Schools. NGA Center for Best Practices, 28 Oct. 2008. Web. 14 Mar. 2010.
<http://www.nga.org/Files/pdf/0810IMPROVEINSTRUCTION.PDF>
 Tier: Tier 2

Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist (serving Glad, OP, West, WJH) will use RTI/SRI data to identify students needing a layer of intervention to bring them above the minimum proficiency (benchmark) level. The interventionist will organize groups in a manner that will work directly with targeted students in a small group setting. Also, supporting EL students as well. Schools: Wyoming Junior High	Academic Support Program		Implement	08/22/2018	05/31/2019	\$60042	Title I Part A	Interventionalist, instructional staff, and school principal
Activity - Paraeducator (intervention Support)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraeducators (Glad, Parkview, WIS, West) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program			08/22/2018	05/31/2019	\$93487	Title I Part A	Classroom Teachers, Intervention Teacher, and Building Principal
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home. Schools: Wyoming Junior High, Wyoming High School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$11900	Title I Part A	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
Activity - Supplemental Literacy Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books. Schools: Wyoming High School, Wyoming Intermediate	Academic Support Program		Implement	08/22/2018	05/31/2019	\$14321	Title I Part A	Teachers, Intervention Teachers, Building Principal
Activity - Private School Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher time provided to private schools to deliver supplementary support in literacy (and math) throughout the school year (including E2020) Schools: All Schools	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$29931	Title I Part A	Title I Director, instructional Staff (private school contracted), PNP Principal
Activity - Graduation Rate/Academic Support Deans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2018-19 school year as a result of increased attendance levels during the previous school year. Schools: Wyoming Junior High, Wyoming High School, Wyoming Intermediate	Academic Support Program, Behavioral Support Program		Implement	08/22/2018	05/31/2019	\$293459	Section 31a	Dean's of Students, SSWs, School Administration.

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Activity - English Language Programming (EL Services)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>English Language Programming (EL Services). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$572395	Section 31a, Title III	EL staff, general education staff, and administration.
Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Six behavioral interventionists (K-6) to focus on students academic and behavior coordinating with the social workers and principals to support students staying in school, overcoming barriers to regular attendance, and developing relationships with parents in supporting their child (for the identified students).</p> <p>Schools: West Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate</p>	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$132500	Section 31a	Building principal, SSW, behavior interventionist
Activity - Healthcare Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Healthcare support specialist to directly support students in need to ensure regular attendance occurs.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2		08/22/2018	05/31/2019	\$45000	Section 31a	District administration, building administration
Activity - EL Coaching Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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To be held quarterly at Kent ISD, EL Coordinator to attend at a rate of \$45/person. Schools: All Schools	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$45	Title III	Principal
Activity - Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conference attendance to support program development/updates. Schools: All Schools	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$100	Title III	Principal
Activity - Below grade level leveled reading books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Below grade level leveled reading books for students more than one grade level behind in response to current outcomes. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$74058	Title I Part A	Principal and literacy coaches

Strategy 3:

Improvement of Instructional Practices - To support site staff (instructors and principal) in the fidelity of implementation and evaluation of instructional practices and programs put in place as part of the School Improvement process while being the critical guide and facilitator of the process.

Category: English/Language Arts

Research Cited: Professional Development for the 21st Century, (2009) Partnership for 21st century schools

<http://www.21stcenturyskills.org>

Common Assessments:

Ainsworth, L., & Viegut, D. (2006). Common Formative Assessments: How to connect standards-based on instruction and assessment. Thousand Oaks, CA: Corwin Press, pg 38.

Stiggins, Rick. Assessment Manifesto: A Call for the Development of Balanced Assessment Systems.

Portland: Rick Stiggins, 2008. Print.

Hall, Tracey, Nicole Stangman, and Anne Meyer. "Differentiated Instruction and Implications for UDL

Implementation." NCAC Publications (2009). CAST. Web. 08 Mar. 2010

, http://www.cast.org/publications/ncac_diffinstrudl.html.

Popham, W. James. Transformative Assessment . Alexandria: Association for Supervision and Curriculum Development, 2008. Print. pp IX, 5.

Tier: Tier 1

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Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming High School, Wyoming Intermediate	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Section 31a	Instructional Coaches, Classroom Teachers, and Building Principals.
Activity - Reading Workshop Professional Development (Teachers College)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for 5th and 6th grade teachers to implement the Lucy Calkins Reading Workshop. 4-day training (2 staff developers fee, staff stipends) Schools: Wyoming Intermediate	Academic Support Program	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$57384	Title II Part A	Superintendent, principals, literacy coaches.

Goal 6: All students will increase in the academic, social and other skills needed to be successful in all content areas so that they can be career and college ready.

Measurable Objective 1:

achieve college and career readiness Improved skill development for all students across all curricular areas by 05/31/2019 as measured by Improved achievement on defined district and state assessments, discipline measures, graduation rates, and attendance targets.

Strategy 1:

Districtwide Student/Staff Supports - Improve the skill sets of all instructional, support, and administrative staff in implementing practices to improve interactions/relations with all students, parents, and each other in the school environment related to behavior, instructional delivery, and supports.

Category: School Culture

Research Cited: Flippen (2014), Johns Hopkins University (2002) Holtzapple, "Research Summary of the 2008-2009 Randomized Controlled Trial: Effectiveness of the Capturing Kids' Hearts Process." 2009. Holtzapple, "BOCES & RCOE Final Report Summary," January 18, 2010. Taylor, L. & Parsons, J. (2011). Improving Student Engagement. Current Issues in Education, 14(1). Retrieved from <http://cie.asu.edu/>

Tier: Tier 1

District Improvement Plan

Wyoming Public Schools

Activity - Capturing Kids Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CKH is a behavior modification for staff to create an expected relationship/cultural component to a classroom and building built on expected behaviors Schools: All Schools	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	General Fund	principal, social worker, Process Champion Team, teachers
Activity - Secondary Learning Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME. Schools: Wyoming Junior High, Wyoming High School	Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation /Orientation	Tier 3	Implement	08/22/2018	05/31/2019	\$380000	Section 31a	Principals, Social Workers, Asst. Principals, Deans, and LC staff
Activity - Police Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Police Liaison provides around the clock safety, but in addition provides a connection to the community to provide a pro-active measure to issues involving students in the community outside of school time that may impact school time and is a direct connection/support to addressing particularly challenging behavior in the community brought into the school with individual students and their families Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/22/2017	06/01/2018	\$75000	Section 31a	Superintendent, Principals, City of Wyoming Police Chief
Activity - Keys to success (WJHS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive behavior -Supplies/Materials to promote positive behavior/attendance/grades/growth. Schools: Wyoming Junior High	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$6162	Title I Part A	Principal and social worker

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Activity - MCAN/AdviseMi (WHS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with College Access Network to have a person in the building. Person will provide activities and information related to a college going culture. Starts in 10th grade and continues through graduation. Schools: Wyoming High School	Career Preparation /Orientation	Tier 1	Implement	08/22/2018	05/31/2019	\$20000	Title I Part A	Principal
Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$36566	Other, Title I Part A	Principals and social workers
Activity - KSSN	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting. Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$144670	Section 31a, Title I Part A	Principal, social worker, KSSN supervision

Goal 7: Professional Learning

Measurable Objective 1:

100% of All Students will collaborate to grow the teams professional skill set. in Mathematics by 05/31/2019 as measured by Increased impact in leadership skill set and improved student outcomes. .

Strategy 1:

Leadership professional development - District and building level leadership engaged in identified and targeted professional development.

Category: Mathematics

Research Cited: Akyildiz, S. T., & Semerci, Ç. (2016, October). The Cognitive Coaching-supported reflective

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teaching approach in English language teaching: Academic and permanence success. *Academic Journals: Education Research and Reviews*, 11(2), 1956-1963.

Bandura, A. (2006). Guide to the construction of self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (Vol. 5, pp. 307-337). Greenwich, CT: Information Age Publishing.

Geltner, B. B. (1993). Integrating formative portfolio assessment, reflective practice, and Cognitive Coaching into preservice preparation. Paper presented at the annual convention of the University Council for Educational Administration, Houston, TX.

Tier: Tier 1

Activity - Adaptive Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive Schools professional development for leaders throughout the organization. Schools: All Schools	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$21000	Title II Part A	Superintendent, principals

Activity - MAS/FPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State and Federal Grant Conference - Professional Development Schools: All Schools	Academic Support Program	Tier 1	Implement	10/02/2018	12/07/2018	\$2000	Title II Part A	Superintendent

Activity - New Administrator 5D+ PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New administrator 5D+ professional development. Schools: Gladiola Elementary School	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$750	Title II Part A	Superintendent, principal

Activity - NCTE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NCTE Conference professional development: Equity, Literacy across the curriculum, Social Justice, Cultural Competencies. Lead staff will bring this back to Wyoming Jr. High and lead this work throughout the school year. Schools: Wyoming Junior High	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$5400	Title I Part A	Superintendent, principal.

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Activity - Launch Like a Champion PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Developing staff identities as urban educators in response to behavior outcomes and its impact on academic outcomes. This PD will support the work throughout the school year. Schools: Gladiola Elementary School	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$6901	Title II Part A	Principal
Activity - Administrative Coaching (MASSP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative Coaching (MASSP) professional development. 4 days. Schools: All Schools	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$10000	Title II Part A	Superintendent

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Police Liaison	Police Liaison provides around the clock safety, but in addition provides a connection to the community to provide a pro-active measure to issues involving students in the community outside of school time that may impact school time and is a direct connection/support to addressing particularly challenging behavior in the community brought into the school with individual students and their families	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/22/2017	06/01/2018	\$75000	Superintendent, Principals, City of Wyoming Police Chief
English Language Programming (EL Services)	English Language Programming (EL Services). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$498700	EL staff, general education staff, and administration.
Behavior Interventionist	Six behavioral interventionists (K-6) to focus on students academic and behavior coordinating with the social workers and principals to support students staying in school, overcoming barriers to regular attendance, and developing relationships with parents in supporting their child (for the identified students).	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$132500	Building principal, SSW, behavior interventionist

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Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.
Healthcare Support Specialist	Healthcare support specialist to directly support students in need to ensure regular attendance occurs.	Academic Support Program	Tier 2		08/22/2018	05/31/2019	\$45000	District administration, building administration
Writing Intervention Resources	Resources for ELA for students that have not passed State assessments will be developed and used as needed. These materials will specifically be used to address the achievement gaps through intentional interventions. Supported by literacy coaches.	Academic Support Program			08/22/2018	05/31/2019	\$212645	Teaching staff and administration
Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/22/2018	05/31/2019	\$322334	Teaching staff and principals
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$15825	Instructional Staff, math interventionist, and administration.
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$140000	Principal, social worker, KSSN supervision
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$55000	Principal, social worker, asst. principal, deans, staff.

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Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2018-19 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/22/2018	05/31/2019	\$293459	Dean's of Students, SSWs, School Administration.
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$26500	Instructional Staff, math interventionist, and administration.
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/22/2018	05/31/2019	\$13272	Junior High Staff and principal.
Secondary Learning Center	Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME.	Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation /Orientation	Tier 3	Implement	08/22/2018	05/31/2019	\$380000	Principals, Social Workers, Asst. Principals, Deans, and LC staff
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$64218	Instructional Staff, math interventionist, and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement (Ten Marks Math, Number Talks and Compass).	Professional Learning	Tier 2	Implement	08/22/2018	05/31/2019	\$16940	Principals, Instructional Staff
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/22/2018	05/31/2019	\$13272	Junior High Staff and principal.

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Math 180 Materials	Math 180 materials will be used as a supplementary intervention for students one grade level behind utilizing a block (extended time) math class.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	Junior High Staff and principal
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MAS/FPS	State and Federal Grant Conference - Professional Development	Academic Support Program	Tier 1	Implement	10/02/2018	12/07/2018	\$2000	Superintendent
School Improvement Support Team	School Improvement Support Team: In an effort to support the school improvement work at each site, school visits and specific feedback on its progression, next steps and alignment to longitudinal academic growth. Lead by Craig Hoekstra and Harry Knol. School Improvement Support Team Consultant, principal mentor, and systems development consultant. To provide one-on-one professional development to administrative and teaching staff on an ongoing basis through on-site visits, dialogue, and detailed reporting. Follow up training/support for building principals after SI visits and teachers after evaluations. Paid out of Title II.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$61112	Craig Hoekstra, Steve Seward, Kent ISD, Central Office, SI Teams, Building Principals, District Teaching Staff.
Reading Workshop Professional Development (Teachers College)	Professional development for 5th and 6th grade teachers to implement the Lucy Calkins Reading Workshop. 4-day training (2 staff developers fee, staff stipends)	Academic Support Program	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$57384	Superintendent, principals, literacy coaches.
Adaptive Schools	Adaptive Schools professional development for leaders throughout the organization.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$21000	Superintendent, principals
Launch Like a Champion PD	Developing staff identities as urban educators in response to behavior outcomes and its impact on academic outcomes. This PD will support the work throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$6901	Principal
New Administrator 5D+ PD	New administrator 5D+ professional development.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$750	Superintendent, principal
Administrative Coaching (MASSP)	Administrative Coaching (MASSP) professional development. 4 days.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$10000	Superintendent

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Section 41

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Pailaien Parent Program	Parent Classes for EL parents to develop their personal skills with supporting their child's (and their own) effectiveness and success in school and the community	Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$3500	EL Staff, principals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Direct Science Instruction	<p>Teachers will incorporate (NGSS) the following reading comprehension strategies into their daily teaching of science while instructing students with grade level content as student success is measured overtime: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> 1. Staff will review, as common content teachers, the impact of reading comprehension in their delivery in science. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the science classroom. 3. Staff will utilize the literacy/content coach to provide support for vocabulary strategies and Close and Critical or other focused reading and writing strategies. They will evaluate and reflect on the implementation of the strategies in their own planning. 4. Every junior and senior needing to take the MME will take PSAT test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 5. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the science area. 6. Students will write regularly in science classes in grades 3 - 12 to ensure that they can express themselves using content language in ways defined by the common core. 7. Thinking Maps/Pathways to Proficiency and other SIOP strategies 8. K-12 Science Committee will continue to provide needed updates to better instruct students in the core area (ongoing communication/updates will be provided throughout the school year). 9. Staff will implement NGS practices on a daily basis in their instruction 	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff, science consultant, and administration
Parent/Community Support Systems	<p>School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.</p>	Community Engagement	Tier 2		08/22/2018	05/31/2019	\$32200	Administration

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NGSX Training	NGSX training/Professional development (5 days) to broaden the knowledge, lesson design, and instructional science delivery. The focus grade levels span from K-12th grade to improve teacher delivery and student results.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$500	K-12th grade science staff, science consultant, and administration.
Intervention Instructional Blocks	Supplemental Services will be delivered through recovery blocks (additional focused content learning time outside of the core) during the school day, extended day opportunities, and summer programs for students identified as not meeting grade level expectations or working below grade level with the intent of closing the gap between the identified sub groups. Additional supplemental support is provided to students whose first language is not English through a variety of means.	Academic Support Program			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
SAT Training	Training for understanding and implementing elements necessary for alignment to SAT expectations and integration into classroom instruction and assessment practices	Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$500	Principal, core content staff leaders (4)
Capturing Kids Hearts	CKH is a behavior modification for staff to create an expected relationship/cultural component to a classroom and building built on expected behaviors	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	principal, social worker, Process Champion Team, teachers

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Core Math Instruction	Instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the CCSS. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students. Led by math coaches.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Instructional staff, consultant, building principal, math coaches.
Parent Curriculum Nights	Family Curriculum Nights to support parents in all Four Core Areas. Funding: See Reading Parent Involvement.	Academic Support Program, Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teachers and administration
Homeless Support Program	Homeless program support for transportation, necessary education resources, and more related to students qualifying under McKinney Vento.	Other - special assistance as required and needed to ensure equality of instructional experience	Tier 2		08/22/2018	05/31/2019	\$0	Social worker, principal, homeless liaison.
Instructional Modeling/Reflection	Math coaches supporting Tier I instruction by way of coaching cycle, learning walks, and best practice modeling.	Professional Learning	Tier 1		08/22/2018	05/31/2019	\$0	Administrative and instructional staff
Extended Day Program	Extended Time/support in time outside of the traditional school day (see other goal activities)	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	principal, science consultant, teachers
Social Work Service	Staffing full-time Social Workers at each level has afforded the organization to be proactive as well as to have systems and staffing in place to best meet the social, emotional and academic needs of students. This proactive approach has resulted in better serving our students and families.	Behavioral Support Program	Tier 2		08/22/2018	05/31/2019	\$1001000	Social workers and administration
Multiple sources and formats of information	Teachers will present students with multiple sources of Science content information and experiences in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration

District Improvement Plan

Wyoming Public Schools

Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Intervention Support	K-12 instruction will include timely and additional interventions to students who are not mastering the NGSS Expectations. Paraprofessionals will be used in the classrooms to assist classroom teachers with re-teaching strategies to the identified students. Costs are found in the reading goal.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration

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Direct Instruction - Classroom Instruction	<p>Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> 1. Staff will review as common content teachers the impact of reading comprehension in their delivery in social studies. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the social studies classroom. 3. Department and SI team will review random selections of work to ensure that reading comprehension strategies are being embedded and making a difference with student achievement in social studies. 4. Staff will allow literacy coach to come into the social studies classroom and model instruction of Close and Critical reading strategies. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning. 5. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable to the school improvement strategies. 6. Every junior and senior needing to take the MME will take a common ACT practice test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 7. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the social studies area. 8. Students will write regularly in Social Studies classes in grades 3 - 12 to ensure that they can express themselves using social studies content as defined by the Common Core. 	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
Special Education General Funded Allotment	The District has taken on a portion of the special education cost using general funds. In doing so, the level of time and/or service has added value to the overall offering this service provides in a least restrictive environment	Academic Support Program	Tier 3	Implement	08/22/2018	05/31/2019	\$270000	Administration
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/22/2018	05/31/2019	\$0	Junior High Staff and principal.

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Daily Intentional Writing	Daily writing in all content areas will occur throughout the course of the school year. All teachers will teach their students the writing process—pre-writing, drafting, editing, revising, publishing, and reflection. Modeling daily writing using a variety of Thinking Maps, teaching daily mini-lessons, peer conferencing, daily cross-curricular writing activities/opportunities, SIOP Model, opportunities to showcase the writing process and final writings to a variety of audiences.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
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District Improvement Plan

Wyoming Public Schools

Tier I Reading Comprehension and Writing in Social Studies	<p>2nd -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies.</p> <ul style="list-style-type: none"> - One-sentence summaries of reading passages in science - Marzano vocabulary strategy - Ten Times Two - See/Think/Wonder - Asking and Answering Questions with Pair and Share - Tear and Share - Thinking Maps (a component of SIOP) - SIOP - Teachers will create ACT type practice tests aligned with current HSCE's. Testing strategies, along with content application will be a focus of these assessments. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five-question, three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress. Teachers in grades 3 - 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations. At-Risk Strategies (this includes all students) - Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are one or more grade levels behind in reading. - Create more opportunities for recovery of failures within the school day - "Capture" those students in need of help and make recovery the norm for all failing students. <p>Parent Strategies</p> <ul style="list-style-type: none"> - Parents to be notified on academic progress of student through quarterly report cards, mid quarter progress reports, teacher direct contact and use of Parent Gateway (school records portal). - At any time, by request, parents can arrange a meeting with staff to discuss student progress and intervention 	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administrative
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District Improvement Plan

Wyoming Public Schools

	intervention strategies. - Social Studies resources provided at evenings activities related to understanding learning target concepts and resources to help families support their learning within social studies.							
Multiple sources and formats of information	Teachers will present students with multiple sources of information in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless Support Program	Homeless program support for transportation, necessary education resources, and more related to students qualifying under McKinney Vento.	Other - special assistance as required and needed to ensure equality of instructional experience	Tier 2		08/22/2018	05/31/2019	\$1208	Social worker, principal, homeless liaison.
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/22/2018	05/31/2019	\$53608	Junior High Staff and principal.
Targeted Social Worker Services	Targeted Social Worker Services for students identified with significant trauma and/or personal challenges that are causing excessive absences, failing grades, or acting out behaviors.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$84196	Social worker, director of student services, principal
Lead Consultant Science and Mathematics	Lead consultant for science and mathematics. Coach to drive instructional changes at K-12 level in by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the NGSS and science standards. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$134846	Superintendent, principals and consultant.

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Learning Center Career Support Plus	Transition Coordinator to place students in real-life situations to support skill development related to academic and behavior skill development as well as job/career place skills	Academic Support Program, Behavioral Support Program, Career Preparation /Orientation	Tier 3	Implement	08/22/2018	05/31/2019	\$32500	Principal, Dean, and Transition Coordinator
Paraeducator (intervention Support)	Paraeducators (Glad, Parkview, WIS, West) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher	Academic Support Program			08/22/2018	05/31/2019	\$93487	Classroom Teachers, Intervention Teacher, and Building Principal
MCAN/AdviseMi (WHS)	Work with College Access Network to have a person in the building. Person will provide activities and information related to a college going culture. Starts in 10th grade and continues through graduation.	Career Preparation /Orientation	Tier 1	Implement	08/22/2018	05/31/2019	\$20000	Principal
Supplemental Literacy Resources	Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.	Academic Support Program		Implement	08/22/2018	05/31/2019	\$14321	Teachers, Intervention Teachers, Building Principal
Additional Math Support	After school math support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$10191	Staff, math coach, principal.
Parent Curriculum Nights	Family Curriculum Nights to support parents in all Four Core Areas. Funding: See Reading Parent Involvement.	Academic Support Program, Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teachers and administration
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$4670	Principal, social worker, KSSN supervision
NCTE Conference	NCTE Conference professional development: Equity, Literacy across the curriculum, Social Justice, Cultural Competencies. Lead staff will bring this back to Wyoming Jr. High and lead this work throughout the school year.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$5400	Superintendent, principal.

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Extended Day Time Opportunities	Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards.	Academic Support Program	Tier 2		08/22/2018	05/31/2019	\$0	Teaching staff and administration
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement (Ten Marks Math, Number Talks and Compass).	Professional Learning	Tier 2	Implement	08/22/2018	05/31/2019	\$5550	Principals, Instructional Staff
Intervention Teachers	Interventionist (serving Glad, OP, West, WJH) will use RTI/SRI data to identify students needing a layer of intervention to bring them above the minimum proficiency (benchmark) level. The interventionist will organize groups in a manner that will work directly with targeted students in a small group setting. Also, supporting EL students as well.	Academic Support Program		Implement	08/22/2018	05/31/2019	\$60042	Interventionist, instructional staff, and school principal
Private School Intervention Teachers	Teacher time provided to private schools to deliver supplementary support in literacy (and math) throughout the school year (including E2020)	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$29931	Title I Director, instructional Staff (private school contracted), PNP Principal
Math 180 Materials	Math 180 materials will be used as a supplementary intervention for students one grade level behind utilizing a block (extended time) math class.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$5400	Junior High Staff and principal
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$1566	Principals and social workers

District Improvement Plan

Wyoming Public Schools

Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$11900	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
Curriculum Nights	Activities that support parents in their understanding of what they can do at home to help their child understand and acquire higher level academic skills, including reading of text, posing questions), and comprehension questions will be provided. Activities such as Curriculum Night as well as newsletters and other written communication with parents will provide resources that parents can use at home to support learning. Parent participation will be encouraged by providing child care, snacks/simple meals, math resources for home use, etc.	Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$14022	Building staff and administration
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$74058	Principal and literacy coaches
Math Recovery	Staff member to additionally support students second semester in smaller classes/additional time	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$58317	Principal, math teacher
Ten Marks Intervention	Intervention math program that allows student access to build needs skills not yet achieved based on outcomes.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$4000	Instructional staff, math coach, principal.
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$151700	Instructional Staff, math intervention alist, and administration.
PNP Parent Activity	Private School parents are provided support to help their children by participating at the PS event and/or through resources provided to them in knowing the expectations and how to support their child in their learning.	Parent Involvement			08/22/2018	05/31/2019	\$303	Title I Director, Building Principals, PNP Liaison
Keys to success (WJHS)	Positive behavior -Supplies/Materials to promote positive behavior/attendance/grades/growth.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$6162	Principal and social worker

District Improvement Plan

Wyoming Public Schools

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
English Language Programming (EL Services)	English Language Programming (EL Services). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$73695	EL staff, general education staff, and administration.
Special Populations Conference	Conference attendance to support program development/updates.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$100	Principal
EL Coaching Network	To be held quarterly at Kent ISD, EL Coordinator to attend at a rate of \$45/person.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$45	Principal

Other

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

Wyoming Public Schools

21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$825000	21st Century leadership, building principals, and superintendent.
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$35000	Principals and social workers

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/22/2018	05/31/2019	\$322334	Teaching staff and principals
Curriculum Nights	Activities that support parents in their understanding of what they can do at home to help their child understand and acquire higher level academic skills, including reading of text, posing questions), and comprehension questions will be provided. Activities such as Curriculum Night as well as newsletters and other written communication with parents will provide resources that parents can use at home to support learning. Parent participation will be encouraged by providing child care, snacks/simple meals, math resources for home use, etc.	Parent Involvement	Tier 1	Implement	08/22/2018	05/31/2019	\$14022	Building staff and administration

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Wyoming Public Schools

<p>Direct Science Instruction</p>	<p>Teachers will incorporate (NGSS) the following reading comprehension strategies into their daily teaching of science while instructing students with grade level content as student success is measured overtime: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> 1. Staff will review, as common content teachers, the impact of reading comprehension in their delivery in science. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the science classroom. 3. Staff will utilize the literacy/content coach to provide support for vocabulary strategies and Close and Critical or other focused reading and writing strategies. They will evaluate and reflect on the implementation of the strategies in their own planning. 4. Every junior and senior needing to take the MME will take PSAT test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 5. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the science area. 6. Students will write regularly in science classes in grades 3 - 12 to ensure that they can express themselves using content language in ways defined by the common core. 7. Thinking Maps/Pathways to Proficiency and other SIOP strategies 8. K-12 Science Committee will continue to provide needed updates to better instruct students in the core area (ongoing communication/updates will be provided throughout the school year). 9. Staff will implement NGS practices on a daily basis in their instruction 	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>Teaching staff, science consultant, and administration</p>
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District Improvement Plan

Wyoming Public Schools

<p>Direct Instruction - Classroom Instruction</p>	<p>Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing. 1. Staff will review as common content teachers the impact of reading comprehension in their delivery in social studies. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the social studies classroom. 3. Department and SI team will review random selections of work to ensure that reading comprehension strategies are being embedded and making a difference with student achievement in social studies. 4. Staff will allow literacy coach to come into the social studies classroom and model instruction of Close and Critical reading strategies. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning. 5. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable to the school improvement strategies. 6. Every junior and senior needing to take the MME will take a common ACT practice test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 7. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the social studies area. 8. Students will write regularly in Social Studies classes in grades 3 - 12 to ensure that they can express themselves using social studies content as defined by the Common Core.</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>Teaching staff and administration</p>
<p>Parent Curriculum Nights</p>	<p>Family Curriculum Nights to support parents in all Four Core Areas. Funding: See Reading Parent Involvement.</p>	<p>Academic Support Program, Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>Teachers and administration</p>

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Tier I Reading Comprehension and Writing in Social Studies	<p>2nd -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies.</p> <ul style="list-style-type: none"> - One-sentence summaries of reading passages in science - Marzano vocabulary strategy - Ten Times Two - See/Think/Wonder - Asking and Answering Questions with Pair and Share - Tear and Share - Thinking Maps (a component of SIOP) - SIOP - Teachers will create ACT type practice tests aligned with current HSCE's. Testing strategies, along with content application will be a focus of these assessments. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five-question, three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress. Teachers in grades 3 - 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations. At-Risk Strategies (this includes all students) - Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are one or more grade levels behind in reading. - Create more opportunities for recovery of failures within the school day - "Capture" those students in need of help and make recovery the norm for all failing students. <p>Parent Strategies</p> <ul style="list-style-type: none"> - Parents to be notified on academic progress of student through quarterly report cards, mid quarter progress reports, teacher direct contact and use of Parent Gateway (school records portal). - At any time, by request, parents can arrange a meeting with staff to discuss student progress and intervention 	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administrative
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District Improvement Plan

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	intervention strategies. - Social Studies resources provided at evenings activities related to understanding learning target concepts and resources to help families support their learning within social studies.							
Intervention Instructional Blocks	Supplemental Services will be delivered through recovery blocks (additional focused content learning time outside of the core) during the school day, extended day opportunities, and summer programs for students identified as not meeting grade level expectations or working below grade level with the intent of closing the gap between the identified sub groups. Additional supplemental support is provided to students whose first language is not English through a variety of means.	Academic Support Program			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Multiple sources and formats of information	Teachers will present students with multiple sources of information in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
Daily Intentional Writing	Daily writing in all content areas will occur throughout the course of the school year. All teachers will teach their students the writing process—pre-writing, drafting, editing, revising, publishing, and reflection. Modeling daily writing using a variety of Thinking Maps, teaching daily mini-lessons, peer conferencing, daily cross-curricular writing activities/opportunities, SIOP Model, opportunities to showcase the writing process and final writings to a variety of audiences.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
Private School Intervention Teachers	Teacher time provided to private schools to deliver supplementary support in literacy (and math) throughout the school year (including E2020)	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$29931	Title I Director, instructional Staff (private school contracted), PNP Principal
PNP Parent Activity	Private School parents are provided support to help their children by participating at the PS event and/or through resources provided to them in knowing the expectations and how to support their child in their learning.	Parent Involvement			08/22/2018	05/31/2019	\$303	Title I Director, Building Principals, PNP Liaison

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Special Education General Funded Allotment	The District has taken on a portion of the special education cost using general funds. In doing so, the level of time and/or service has added value to the overall offering this service provides in a least restrictive environment	Academic Support Program	Tier 3	Implement	08/22/2018	05/31/2019	\$270000	Administration
Social Work Service	Staffing full-time Social Workers at each level has afforded the organization to be proactive as well as to have systems and staffing in place to best meet the social, emotional and academic needs of students. This proactive approach has resulted in better serving our students and families.	Behavioral Support Program	Tier 2		08/22/2018	05/31/2019	\$1001000	Social workers and administration
Intervention Support	K-12 instruction will include timely and additional interventions to students who are not mastering the NGSS Expectations. Paraprofessionals will be used in the classrooms to assist classroom teachers with re-teaching strategies to the identified students. Costs are found in the reading goal.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
Multiple sources and formats of information	Teachers will present students with multiple sources of Science content information and experiences in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Teaching staff and administration
Core Math Instruction	Instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the CCSS. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students. Led by math coaches.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	Instructional staff, consultant, building principal, math coaches.
Homeless Support Program	Homeless program support for transportation, necessary education resources, and more related to students qualifying under McKinney Vento.	Other	Tier 2		08/22/2018	05/31/2019	\$1208	Social worker, principal, homeless liaison.

District Improvement Plan

Wyoming Public Schools

Lead Consultant Science and Mathematics	Lead consultant for science and mathematics. Coach to drive instructional changes at K-12 level in by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the NGSS and science standards. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$134846	Superintendent, principals and consultant.
NGSX Training	NGSX training/Professional development (5 days) to broaden the knowledge, lesson design, and instructional science delivery. The focus grade levels span from K-12th grade to improve teacher delivery and student results.	Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$500	K-12th grade science staff, science consultant, and administration.
English Language Programming (EL Services)	English Language Programming (EL Services). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$572395	EL staff, general education staff, and administration.

District Improvement Plan

Wyoming Public Schools

School Improvement Support Team	School Improvement Support Team: In an effort to support the school improvement work at each site, school visits and specific feedback on its progression, next steps and alignment to longitudinal academic growth. Lead by Craig Hoekstra and Harry Knol. School Improvement Support Team Consultant, principal mentor, and systems development consultant. To provide one-on-one professional development to administrative and teaching staff on an ongoing basis through on-site visits, dialogue, and detailed reporting. Follow up training/support for building principals after SI visits and teachers after evaluations. Paid out of Title II.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$61112	Craig Hoekstra, Steve Seward, Kent ISD, Central Office, SI Teams, Building Principals, District Teaching Staff.
Healthcare Support Specialist	Healthcare support specialist to directly support students in need to ensure regular attendance occurs.	Academic Support Program	Tier 2		08/22/2018	05/31/2019	\$45000	District administration, building administration
Instructional Modeling/Reflection	Math coaches supporting Tier I instruction by way of coaching cycle, learning walks, and best practice modeling.	Professional Learning	Tier 1		08/22/2018	05/31/2019	\$0	Administrative and instructional staff
Extended Day Program	Extended Time/support in time outside of the traditional school day (see other goal activities)	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$0	principal, science consultant, teachers
Capturing Kids Hearts	CKH is a behavior modification for staff to create an expected relationship/cultural component to a classroom and building built on expected behaviors	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$0	principal, social worker, Process Champion Team, teachers
Police Liaison	Police Liaison provides around the clock safety, but in addition provides a connection to the community to provide a pro-active measure to issues involving students in the community outside of school time that may impact school time and is a direct connection/support to addressing particularly challenging behavior in the community brought into the school with individual students and their families	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/22/2017	06/01/2018	\$75000	Superintendent, Principals, City of Wyoming Police Chief
EL Coaching Network	To be held quarterly at Kent ISD, EL Coordinator to attend at a rate of \$45/person.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$45	Principal

District Improvement Plan

Wyoming Public Schools

Special Populations Conference	Conference attendance to support program development/updates.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2018	05/31/2019	\$100	Principal
Adaptive Schools	Adaptive Schools professional development for leaders throughout the organization.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$21000	Superintendent, principals
MAS/FPS	State and Federal Grant Conference - Professional Development	Academic Support Program	Tier 1	Implement	10/02/2018	12/07/2018	\$2000	Superintendent
Administrative Coaching (MASSP)	Administrative Coaching (MASSP) professional development. 4 days.	Academic Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$10000	Superintendent

Wyoming Junior High

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/22/2018	05/31/2019	\$80152	Junior High Staff and principal.
Math 180 Materials	Math 180 materials will be used as a supplementary intervention for students one grade level behind utilizing a block (extended time) math class.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$8400	Junior High Staff and principal
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration

District Improvement Plan

Wyoming Public Schools

Intervention Teachers	Interventionist (serving Glad, OP, West, WJH) will use RTI/SRI data to identify students needing a layer of intervention to bring them above the minimum proficiency (benchmark) level. The interventionist will organize groups in a manner that will work directly with targeted students in a small group setting. Also, supporting EL students as well.	Academic Support Program		Implement	08/22/2018	05/31/2019	\$60042	Intervention alist, instructional staff, and school principal
Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$11900	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.
Writing Intervention Resources	Resources for ELA for students that have not passed State assessments will be developed and used as needed. These materials will specifically be used to address the achievement gaps through intentional interventions. Supported by literacy coaches.	Academic Support Program			08/22/2018	05/31/2019	\$212645	Teaching staff and administration
Extended Day Time Opportunities	Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards.	Academic Support Program	Tier 2		08/22/2018	05/31/2019	\$0	Teaching staff and administration
Parent/Community Support Systems	School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.	Community Engagement	Tier 2		08/22/2018	05/31/2019	\$32200	Administration

District Improvement Plan

Wyoming Public Schools

21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$825000	21st Century leadership, building principals, and superintendent.
Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2018-19 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/22/2018	05/31/2019	\$293459	Dean's of Students, SSWs, School Administration.
Math Recovery	Staff member to additionally support students second semester in smaller classes/additional time	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$58317	Principal, math teacher
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$55000	Principal, social worker, asst. principal, deans, staff.
Secondary Learning Center	Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME.	Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation /Orientation	Tier 3	Implement	08/22/2018	05/31/2019	\$380000	Principals, Social Workers, Asst. Principals, Deans, and LC staff
Keys to success (WJHS)	Positive behavior -Supplies/Materials to promote positive behavior/attendance/grades/growth.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$6162	Principal and social worker

District Improvement Plan

Wyoming Public Schools

NCTE Conference	NCTE Conference professional development: Equity, Literacy across the curriculum, Social Justice, Cultural Competencies. Lead staff will bring this back to Wyoming Jr. High and lead this work throughout the school year.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$5400	Superintendent, principal.
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Wyoming Intermediate

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Paraeducator (intervention Support)	Paraeducators (Glad, Parkview, WIS, West) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher	Academic Support Program			08/22/2018	05/31/2019	\$93487	Classroom Teachers, Intervention Teacher, and Building Principal
Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$11900	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
Supplemental Literacy Resources	Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.	Academic Support Program		Implement	08/22/2018	05/31/2019	\$14321	Teachers, Intervention Teachers, Building Principal

District Improvement Plan

Wyoming Public Schools

Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.
Writing Intervention Resources	Resources for ELA for students that have not passed State assessments will be developed and used as needed. These materials will specifically be used to address the achievement gaps through intentional interventions. Supported by literacy coaches.	Academic Support Program			08/22/2018	05/31/2019	\$212645	Teaching staff and administration
21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$825000	21st Century leadership, building principals, and superintendent.
Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2018-19 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/22/2018	05/31/2019	\$293459	Dean's of Students, SSWs, School Administration.
Behavior Interventionist	Six behavioral interventionists (K-6) to focus on students academic and behavior coordinating with the social workers and principals to support students staying in school, overcoming barriers to regular attendance, and developing relationships with parents in supporting their child (for the identified students).	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$132500	Building principal, SSW, behavior interventionist

District Improvement Plan

Wyoming Public Schools

Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$258243	Instructional Staff, math interventionist, and administration.
Math Recovery	Staff member to additionally support students second semester in smaller classes/additional time	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$58317	Principal, math teacher
Pailaien Parent Program	Parent Classes for EL parents to develop their personal skills with supporting their child's (and their own) effectiveness and success in school and the community	Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$3500	EL Staff, principals
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$36566	Principals and social workers
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$144670	Principal, social worker, KSSN supervision
Reading Workshop Professional Development (Teachers College)	Professional development for 5th and 6th grade teachers to implement the Lucy Calkins Reading Workshop. 4-day training (2 staff developers fee, staff stipends)	Academic Support Program	Tier 1	Getting Ready	08/22/2018	05/31/2019	\$57384	Superintendent, principals, literacy coaches.

Wyoming High School

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

Wyoming Public Schools

Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$11900	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
Supplemental Literacy Resources	Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.	Academic Support Program		Implement	08/22/2018	05/31/2019	\$14321	Teachers, Intervention Teachers, Building Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.
Writing Intervention Resources	Resources for ELA for students that have not passed State assessments will be developed and used as needed. These materials will specifically be used to address the achievement gaps through intentional interventions. Supported by literacy coaches.	Academic Support Program			08/22/2018	05/31/2019	\$212645	Teaching staff and administration
Extended Day Time Opportunities	Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards.	Academic Support Program	Tier 2		08/22/2018	05/31/2019	\$0	Teaching staff and administration

District Improvement Plan

Wyoming Public Schools

Parent/Community Support Systems	School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.	Community Engagement	Tier 2		08/22/2018	05/31/2019	\$32200	Administration
Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2018-19 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/22/2018	05/31/2019	\$293459	Dean's of Students, SSWs, School Administration.
SAT Training	Training for understanding and implementing elements necessary for alignment to SAT expectations and integration into classroom instruction and assessment practices	Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	\$500	Principal, core content staff leaders (4)
Learning Center Career Support Plus	Transition Coordinator to place students in real-life situations to support skill development related to academic and behavior skill development as well as job/career place skills	Academic Support Program, Behavioral Support Program, Career Preparation /Orientation	Tier 3	Implement	08/22/2018	05/31/2019	\$32500	Principal, Dean, and Transition Coordinator
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$55000	Principal, social worker, asst. principal, deans, staff.

District Improvement Plan

Wyoming Public Schools

Secondary Learning Center	Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME.	Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation /Orientation	Tier 3	Implement	08/22/2018	05/31/2019	\$380000	Principals, Social Workers, Asst. Principals, Deans, and LC staff
MCAN/AdviseMi (WHS)	Work with College Access Network to have a person in the building. Person will provide activities and information related to a college going culture. Starts in 10th grade and continues through graduation.	Career Preparation /Orientation	Tier 1	Implement	08/22/2018	05/31/2019	\$20000	Principal
Ten Marks Intervention	Intervention math program that allows student access to build needs skills not yet achieved based on outcomes.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$4000	Instructional staff, math coach, principal.
Additional Math Support	After school math support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$10191	Staff, math coach, principal.
Targeted Social Worker Services	Targeted Social Worker Services for students identified with significant trauma and/or personal challenges that are causing excessive absences, failing grades, or acting out behaviors.	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$84196	Social worker, director of student services, principal

West Elementary School

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

Wyoming Public Schools

Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title I Parent meetings are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Paraeducator (intervention Support)	Paraeducators (Glad, Parkview, WIS, West) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher	Academic Support Program			08/22/2018	05/31/2019	\$93487	Classroom Teachers, Intervention Teacher, and Building Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.
Parent/Community Support Systems	School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.	Community Engagement	Tier 2		08/22/2018	05/31/2019	\$32200	Administration
21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$825000	21st Century leadership, building principals, and superintendent.

District Improvement Plan

Wyoming Public Schools

Behavior Interventionist	Six behavioral interventionists (K-6) to focus on students academic and behavior coordinating with the social workers and principals to support students staying in school, overcoming barriers to regular attendance, and developing relationships with parents in supporting their child (for the identified students).	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$132500	Building principal, SSW, behavior interventionist
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$258243	Instructional Staff, math interventionist, and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement (Ten Marks Math, Number Talks and Compass).	Professional Learning	Tier 2	Implement	08/22/2018	05/31/2019	\$22490	Principals, Instructional Staff
Pailaien Parent Program	Parent Classes for EL parents to develop their personal skills with supporting their child's (and their own) effectiveness and success in school and the community	Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$3500	EL Staff, principals
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$36566	Principals and social workers
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$144670	Principal, social worker, KSSN supervision
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$74058	Principal and literacy coaches

District Improvement Plan

Wyoming Public Schools

Parkview Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Paraeducator (intervention Support)	Paraeducators (Glad, Parkview, WIS, West) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher	Academic Support Program			08/22/2018	05/31/2019	\$93487	Classroom Teachers, Intervention Teacher, and Building Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.
Parent/Community Support Systems	School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.	Community Engagement	Tier 2		08/22/2018	05/31/2019	\$32200	Administration

District Improvement Plan

Wyoming Public Schools

21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$825000	21st Century leadership, building principals, and superintendent.
Behavior Interventionist	Six behavioral interventionists (K-6) to focus on students academic and behavior coordinating with the social workers and principals to support students staying in school, overcoming barriers to regular attendance, and developing relationships with parents in supporting their child (for the identified students).	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$132500	Building principal, SSW, behavior interventionist
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$258243	Instructional Staff, math interventionist, and administration.
Pailaien Parent Program	Parent Classes for EL parents to develop their personal skills with supporting their child's (and their own) effectiveness and success in school and the community	Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$3500	EL Staff, principals
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$36566	Principals and social workers
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$144670	Principal, social worker, KSSN supervision

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Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$74058	Principal and literacy coaches
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Oriole Park Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Paraeducator (intervention Support)	Paraeducators (Glad, Parkview, WIS, West) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher	Academic Support Program			08/22/2018	05/31/2019	\$93487	Classroom Teachers, Intervention Teacher, and Building Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.
Parent/Community Support Systems	School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.	Community Engagement	Tier 2		08/22/2018	05/31/2019	\$32200	Administration

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Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$258243	Instructional Staff, math interventionist, and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement (Ten Marks Math, Number Talks and Compass).	Professional Learning	Tier 2	Implement	08/22/2018	05/31/2019	\$22490	Principals, Instructional Staff
Math Recovery	Staff member to additionally support students second semester in smaller classes/additional time	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$58317	Principal, math teacher
Pailaien Parent Program	Parent Classes for EL parents to develop their personal skills with supporting their child's (and their own) effectiveness and success in school and the community	Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$3500	EL Staff, principals
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$36566	Principals and social workers

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KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$144670	Principal, social worker, KSSN supervision
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$74058	Principal and literacy coaches

Gladiola Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section.	Parent Involvement			08/22/2018	05/31/2019	\$0	Teaching staff and administration
Paraeducator (intervention Support)	Paraeducators (Glad, Parkview, WIS, West) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher	Academic Support Program			08/22/2018	05/31/2019	\$93487	Classroom Teachers, Intervention Teacher, and Building Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$488000	Instructional Coaches, Classroom Teachers, and Building Principals.

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21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$825000	21st Century leadership, building principals, and superintendent.
Behavior Interventionist	Six behavioral interventionists (K-6) to focus on students academic and behavior coordinating with the social workers and principals to support students staying in school, overcoming barriers to regular attendance, and developing relationships with parents in supporting their child (for the identified students).	Behavioral Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$132500	Building principal, SSW, behavior interventionist
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Elementary Math Interventionist	Math interventionists to work directly with students based on academic math deficiencies.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$258243	Instructional Staff, math interventionist, and administration.
Pailaien Parent Program	Parent Classes for EL parents to develop their personal skills with supporting their child's (and their own) effectiveness and success in school and the community	Community Engagement, Parent Involvement	Tier 2	Implement	08/22/2018	05/31/2019	\$3500	EL Staff, principals
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$36566	Principals and social workers
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$144670	Principal, social worker, KSSN supervision

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New Administrator 5D+ PD	New administrator 5D+ professional development.	Academic Support Program	Tier 1		08/22/2018	05/31/2019	\$750	Superintendent, principal
Launch Like a Champion PD	Developing staff identities as urban educators in response to behavior outcomes and its impact on academic outcomes. This PD will support the work throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	\$6901	Principal
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/22/2018	05/31/2019	\$74058	Principal and literacy coaches