School Improvement Plan

Wyoming Junior High

Wyoming Public Schools

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Wyoming Junior High School Improvement plan goals 2019-2020

Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Demographic data is collected by the school improvement team after each fall count. This includes data for students, staff and community.

Perception data- (Parent and staff stakeholders) are administered in Spring

Programs and process data (School systems review) are completed in Assist by all staff in March.

Student achievement data (State, subgroup, local) is collected and reflected upon three times a year by staff and administration.

School improvement and department level chair have discussions on the data. Staff review, analyze, and then share all information in newsletters, staff meetings, early release days and on the district website www.wyomingps.org

Parents are part of stakeholders on SI team

Wyoming Junior High conducts a comprehensive needs assessment annually as part of the continuous improvement process. The primary sources of data that provide focus and direction to Wyoming Junior High's School Improvement planning process include, but are not limited to:

1. Student Achievement Data: M-Step, SRI, PSAT SMI, WIDA, CCR and District Standards based data.

2. School Programs/Process Data: "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually, Team 21 (after-school program for at-risk students) evaluations and regular review of attendance and discipline data.

3. Student/Teacher/Parent Perceptions Data:

Student Perception Data: A student survey is administered annually to gather formal perception data from students regarding their experiences at Wyoming Junior High. Informal data is also gathered on an "as needed" basis.

Teacher Perception Data: The school improvement team surveys staff as issues arise that is critical to the success of the school improvement process. These steps ensure that the school improvement team receives feedback from all staff to ensure that all teachers feel involved in the building school improvement process. Staff members are always invited and encouraged to attend school improvement meetings. Agendas are sent out in advance and minutes sent immediately after meetings to ensure everyone "stays on the same page".

Parent Perception Data: A survey is given to all parents annually as a means of getting formal feedback. Informal communication/concerns expressed by parents are also readily shared with the school improvement team to ensure that small problems remain small. Regular feedback is also received through the Parent advisory group (see parent component).

4. Demographic Data: Demographic data is readily available in an aggregate form in the district's profile reports, and available by individual student in the data warehouse (the "live" district data base). Data is broken out by gender, free lunch, reduced lunch, English Language Learners, special education students and ethnic group. Total populations or any sub-group can be easily correlated with academic performance. This data base makes it very easy for SI team members, as well as any staff member, to identify special population that needs targeted strategies down to the identification of the individual student.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities

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

Student demographic data

980 Students at Wyoming Junior High grades 7-9

Latino/Hispanics (46%)

Caucasian (31%)

African American (13%)

Multi racial (9%)

Asian Students (2%)

80% of students (Free/Reduced lunch)

12%Students with disabilities

19% EL students

Here is some city of Wyoming Michigan data:

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

Males: 37,872   (50.6%)

Females: 36,954   (49.4%)

Median resident age: 32.8 years

Michigan median age: 39.6 years

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

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

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

Top to bottom rankings Wyoming Junior High

2011-2012 16%

2012-2013 27%

2013-2014 33%

Wyoming Junior High is None (School Reward, Focus,)

Staff Demographics 2018-2019

2 Administrators

2 Dean of students

2 Social Workers

1 Counselor

1 Office secretaries (3 full time)

1 Psychologist

.40 S/L Therapist

5 Paraprofessionals

50 Teachers

6 Teachers have taught 5 years or less

25 Teachers have taught 6-15 Years

19 Teachers have taught more than 16 years

8 Teachers have Bachelors.

25 Teachers have Masters

17 Masters Plus 30+

Perception data 2017-2018

Results from staff survey

Results from the parents survey strengths are:

1.Parents feel their students get a quality education at WJH

2. Parent feel the staff cares about their kids

Results from the parent survey indicate need for:

1. Parent involvement

2. Better communication from teachers

Results from student survey strengths are:

1. Students feel safe at the school

2. Students feel happy to be at this school

Results from the staff survey strengths are:

1. Staff care about each other

2. Staff have a sense of belonging at the school

Results from the staff survey indicate needs for:

1. More support with changing student behaviors

2. Ways to improve sub group data

School System review data:

Learning opportunities

Student Achievement Data:

The school improvement team gathered, analyzed and reflected on trend data for each core area. The summary below are provided to highlight the results

Local Data

SRI, SMI and pass fail rates in core subject area

7th grade SRI 51% proficient in 2016-2017 55%, proficient in 2017-2018, 44 % proficient 2018-2019

7th grade SMI 24% proficient in 2016-2017, 29% proficient 2017-2018, 27% proficient 2018-2019

8th grade SRI 39% proficient in 2016-2017, 45% proficient 2017-2018, 37% proficient 2018-2019

8th grade SMI 20% proficient in 2016-2017, 26% proficient 2017-2018, 25% proficient 2018-2019

9th grade SRI 39% proficient in 2016-2017, 37% proficient 2018-2019, 37% proficient 2018-2019

9th grade SMI 17% proficient in 2016-2017, 26% proficient 2017-2018, 25% proficient 2018-2019

State M-Step

M-Step results

7th grade

  35% proficient Reading 2017-2018 State 47.1%

  21 % proficient in Math 2017-2018 State 35.3%

  13.0% proficient in Science 2015-2016 State 22.7%

  13.4% proficient in Science 2016 State 23.9%

8th grade

  33.6% proficient in Reading 2017-2018 State 48.9%

  17 % proficient in Math 2017-2018 State 32.2%

  17% Proficient in Social Studies 2017-2018 State 29.3%

Based on the M-step results our Special Education, African American and English Learners are scoring more than 10% points below their counter parts.   Asian students (18) are performing more than 10% points higher than their counterparts.

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

Staff reviewed the four types of data to connect the needs to the goals. This included demographic data, perception data, programs and process data, and student achievement data.

Goals and strategies are chosen based on building data on the low scores on M-step, as well as local data, therefore, a goal is created and the SIST and SI team ensure the fidelity of our goals.

The school goals are connected through our SI plan, data and comprehensive needs assessment. We prioritize based on the areas we get better results.

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

The goals for all students are Tier I strategies in the SIP. The goals for at-risk students are Tier 2 and Tier 3 in the SIP. We have additional resources for those disadvantages students as well as activities that assist parents with helping them meet the goals: community

partnerships, One Wyoming Mentors, After school tutoring as a SI team and through our department meetings we do a gap analysis using the data available to use to determine if we are meeting the needs of our sub groups.

Component 2: Schoolwide Reform Strategies

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

After reviewing many sources of data, including Scholastic Reading Inventory (SRI) 4 times a year,

Scholastic Math Inventory (SMI) 3 times a year, M-Step,

English Language Proficiency Assessment WIDA, and building quarterly grades, we will pinpoint areas of

need and will incorporate strategies that address those areas of need. All curriculum and assessments will

continue to be in a continuous state of evaluation and alignment to assure mastery of state standards for all

students.

The following strategies in the school wide plan focus on all students reaching state standards:

Strategy #1: COMMON INSTRUCTIONAL PRACTICES

Teachers will implement common instruction components that maximize instructional time

Strategy #2 READING COMPREHENSION

Teachers will incorporate reading comprehension strategies daily in all content areas.

Reading intervention will be provided for students significantly behind in reading

Strategy #3 WRITING ACROSS THE CURRICULUM

Teachers will incorporate daily writing in all content areas.

Strategy #4 COMMON CORE IMPLEMENTATION

Teachers will align instruction and assessment with Common Core expectations.

Strategy #5 MATH ACROSS THE CURRICULUM

Teachers will incorporate math as it relates to their content.

Math interventions will be provided to students that are significantly behind in Mathematics

Thinking Maps

It will improve the quality of teaching and learning through the use of 8 thinking maps that have a common visual language for learning. The

graphic symbols are starting points for generating maps that use a range of thinking processes including brainstorming, describing,

comparing and contrasting, classifying, determining relationships, sequencing, determining analogies, and determining cause and effect.

Through quality training, materials and support services, we will equip our students with the tools necessary to become successful thinkers,

problem solvers, decision makers, and ultimately, lifelong learners.

Wyoming Instructional model

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

Wyoming Instructional Model

Models of teaching and learning are critical pieces to instructional planning and delivery because they help educators:

1) develop highly tuned and more varied professional repertoires;

2) allow them to reach larger numbers for students more effectively;

3) create either more uniform, or varied, or effective instructional events, guided by targeted subjects, content, or processes;

4) understand curricular foci better, especially as different models can be matched specifically to both learning outcomes and/or targeted

learning populations;

5) gain needed insights into why some methods work with some learners, while others do not;

6) radically modify or redesign existing methods of teaching and instructional delivery so that emerging or altered instructional techniques may better meet the needs of today's students.

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

Based on our data and research we have adapted school wide strategies to improve instruction of our students.

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

Strategy #1: COMMON INSTRUCTIONAL PRACTICES

Teachers will implement common instruction components that maximize instructional time

-Wyoming Instructional Model

Strategy #2 READING COMPREHENSION

Teachers will incorporate reading comprehension strategies daily in all content areas (Science, SS, English, Math)

Reading intervention will be provided for students significantly behind in reading Read 180 7, 8,9. Learning Center

Strategy #3 WRITING ACROSS THE CURRICULUM

Teachers will incorporate daily writing in all content areas (Science, SS, English, Math).

Strategy #4 COMMON CORE IMPLEMENTATION

Teachers will align instruction and assessment with Common Core expectations.

Strategy #5 MATH ACROSS THE CURRICULUM

Teachers will incorporate math as it relates to their content.

Math interventions will be provided to students that are significantly behind in Mathematics.

1. After school tutoring homework support 3 days a week.

2. 7th grade block classes (literacy/math) 90 min each

3. Summer school

4. Team 21 after school program

5. Teachers meet with students after school from 2:30-3:00PM as needed for extra support

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

We look at our assessment data on our students. We do a comprehensive needs assessment to determine if we need to adjust our SI plan

and or activities.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	District only hires highly qualified teachers	

Component 4: Strategies to Attract Highly Qualified Teachers

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

2 teachers retired, 1 teacher moved buildings, 1 teacher chose a different career choice. . All existing teachers are returning in the 2019-2019 school year.

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

20+ years 10
10-19 years 20
5-9 Years 17
0-4 Years 3

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

 The district was able to hire and retain teachers because or salary compensation and schedule B opportunities.
Wyoming Junior High has mentor teachers and a positive salary compensation. Teachers have an opportunity to earn additional funds through schedule B and D.

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

The district was able to hire and retain teachers because or salary compensation and schedule B opportunities. Wyoming has a 3 year mentor program as well.

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

Do not have a high teacher turnover rate

Component 5: High Quality and Ongoing Professional Development

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

The staff has received the following professional development:

1. Literacy (reading comprehension) strategies

2. Close and critical reading (CCR)

3. Common Core

4. Writing across the curriculum

5. Thinking Maps

6. Wyoming Instructional Model

7. SIOP (Sheltered instructional observation protocol)

8. Capturing kids hearts

9 Read 180

10. Math 180

11. Questioning

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

WJH has an instructional coaches to support the learning in the classroom as well as on-going professional development.

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

Component 6:   Strategies to Increase Parental Involvement

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

Wyoming Junior High has parent volunteer as part of the School improvement team. Wyoming Junior high uses parent surveys to get the pulse of the parents. Wyoming Junior High has a curriculum night to review parts of the SI plan.

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

Parents were asked for feedback by surveys and parent advisory committee.

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

A meeting is held for parents to evaluate the plan. It was also supported by the parent advisory committee

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

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

Wyoming Junior High implements several parent/guardian surveys during the year to determine how we can best meet the needs of their students. This survey includes opportunities for parents/guardians to provide input on the school plan for student achievement, academic recovery, social issues, and behavior modification. In addition, the Parent Advisory group offers educational programming, materials, and parental support. Parent involvement will be evaluated through attendance at Parent-Teacher Conferences, participation rate in open houses, and survey responses.

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

A parent survey is distributed annually at parent teacher conferences in the winter/spring. The data of the survey is used to determine parent needs and ways that Wyoming Junior High staff can assist our family's needs.

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

The results from the parent survey and feedback with be considered for instructional programming.

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

The school-parent compact was developed by the school improvement team with input from parents and SI team.

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

NA

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

Parent compact is shared with the parents at registration and reviewed with parents at curriculum night.

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

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

Parents are provided the assessment results. Parents are able to call our district translators for questions. In many cases our parents are provided results in their native language.

Component 7: Preschool Transition Strategies

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

NA

Transition plans 6th to 7th grade

WJH administration and social worker meet with the incoming 6th grade class.

7th grade-jump start Administrators meet with the struggling students (6th grade)

7th grade- Wyoming Junior High has a several transitional activities for students and parents.

Move up night in May- Students/parents are given a tour and meet with some of their 7th grade teachers

7th grade smart start- Orientation/registration for all incoming 7th grade students. They tour the building, get their schedule, locker numbers and meet many of their teachers. We have an opportunity for parents to meet with staff.

Curriculum night-review parent compact and Title one plan and visits classrooms

9th grade celebration-staff recognize and celebrate the students achievements of 9th grade.

10th grade orientation

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

NA

Component 8: Teacher Participation in Making Assessment Decisions

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

Wyoming Public Schools staff have worked intensively over the years to map curriculum, to incorporate Common Core, and design common assessments and exams. All common assessments are stored on the district-wide website, and teachers regularly communicate about maintaining and improving these assessments. Teachers provide input to their department heads about their curriculum changes.

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

Using Data dashboard, the school improvement team consults the data of student scores on state assessments throughout the school year. The department heads then share the findings with their departments and the teachers work together to create common methods/interventions to improve student success. All teachers have access to the data on data dashboard and are encouraged to continually use the data to guide their instruction.The Scholastic Reading Inventory (SRI) is given several times a year to all students to evaluate reading ability. The English/language arts teachers use the data to determine each student's reading level. The lexile scores are used to create individual methods/interventions to improve student success. The math teachers use Scholastic Math Inventory (SMI) several time as a year to find the students quantile range. 9th grade students take the PSAT test each year. The student's test results predict future success on the SAT. Their scores are then communicated to each student and their parent. Students are able to observe their area of need prior to taking the SAT. The student's PSAT test results are also passed to the high schools for further evaluation.

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

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

Students may be promoted, placed, or retained based on their academic standing. In order for 9th grade students to be promoted to the High School they must have a total of no less than five(5) credits. Four(4) of these credits must be core credits (math, science, English language arts, and social studies)while the 5th credit can be an elective credit. 7thand 8thgrade students must pass five(5) of six(6) classes. Students who do not meet this requirement may be retained, placed in a support academy the following year, and or be
required to attend summer school. The minimum requirement for earning credit for a course will be 60% (D-). Students who score 59% or lower will not receive credit for the course.
Students are identified through our data dashboard. If students are having difficulty in mastering the standards we provide them with Tier II and TIer III interventions. These interventions include block classes, after school tutoring our support classes.

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

Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom. To provide timely and effective additional assistance for students experiencing difficulty mastering the state standards at an advanced or proficient level, Wyoming Junior High implements the following processes: Academic recovery (students may receive additional tutoring and re-take common assessments), IEP-based accommodations, 504-based accommodations, English learners and special education students in content area classes. Support classes are offered to students needing additional support in math and reading.
WJH offers the following assistance:
Block classes (Additional Math/English support), after school tutoring, summer school co-taught and EL staff.

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

Individual students are being addressed through teachers differentiated instruction. Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers using differentiated instruction match tasks, activities, and assessments with their students' interests, abilities, and learning preferences. Wyoming Junior High has an instructional model that all staff follow.

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

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

Section 31a

Dean of students

After School tutoring

Title I

Newcomers program

At-risk classes

Recovery

Free/reduced breakfast and lunch

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

Component 1=Comprehensive Needs Assessment is paid with general funds.

Component 2=Reform strategies are paid with general funds for PD, resources, TItle 2 for PD for building.. TItle 1 are paid for Extended library, Deans and transition coordinator. Section 31a pay for summer school and instructional coaches.

Component 3=Highly qualified staff are paid with general funds and Title 1A fund and Section 31a.

Component 4= Attracting and Retaining HQ staff is paid with general funds

Component 5=Professional Development is paid with general funds and Title II funds.

Component 6=Parent Involvements we use Title II and general funds

Component 7=Preschool transition strategies is paid with general funds and Section 31a

Component 8=Teachers Making Assessment Decisions is paid with general fund and Title II

Component 9=Timely and Additional Assistance is general funds, Title I part A and Section 31a

Component 10=Coordination of Federal, State, and Local Funds and Resources paid with general funds as all are required.

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

Violence Prevention Program is done with Ok2Say and handbooks

Nutrition programs are district wellness policy and free/reduced program and grant from ISD

Housing programs follow with homeless liaison and community mental health

Headstart is not at the building, but the district does partner and promote early learning.

Adult Education is handled through Community Education in partnership with the KISD

Vocational and Technical education are available through the KISD and KCTC

Job Training happens in the special education programming and through the KISD and KCTC/KTC

Evaluation:

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

Wyoming Junior High staff will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The school improvement team meets annually at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year. Monthly department level meetings take place in order to evaluate M-Step and data received.

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

Wyoming Junior High staff will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The school improvement team meets annually at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year. Monthly department level meetings take place in order toevaluate M-Step and data received

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

Wyoming Junior High staff will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The school improvement team meets annually at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year. Monthly department level meetings take place in order to evaluate M-step and data received.Wyoming Junior High teaching staff evaluates students who are furthest from achieving proficiency on the state standards by using Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) data , district report cards, and M-step data.The administration and school improvement team report the results of the data and change the SI plan andstrategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness.

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

Wyoming Junior High staff will annually evaluate the implementation of the school wide plan and programs through the school improvement process. The school improvement team meets annually at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year. Monthly department meetings take place in order to evaluate M-Step and data received. The administration and school improvement team report the results of the data and change the SI plan

and strategies accordingly. We continually adjust and develop curriculum in each department to improve all areas.

Wyoming Junior High School Improvement plan goals 2019-2020

Overview

Plan Name

Wyoming Junior High School Improvement plan goals 2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will be proficient in social studies based on the state assessment (M-STEP).	Objectives: 1 Strategies: 5 Activities: 20	Academic	$71329
2	All 8th grade students will be proficient on the state assessment (M-Step) Science	Objectives: 1 Strategies: 5 Activities: 18	Academic	$81924
3	All students will be proficient in Mathematics based on the state assessment (M-Step).	Objectives: 1 Strategies: 5 Activities: 21	Academic	$704374
4	All students will be proficient in Reading based on the state assessment (M-STEP/PSAT).	Objectives: 1 Strategies: 5 Activities: 25	Academic	$433193
5	All students will be proficient in Writing.	Objectives: 1 Strategies: 4 Activities: 13	Academic	$0
6	Wyoming Junior High will have students attend school all day every day.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Career Readiness Model	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

Goal 1: All Students will be proficient in social studies based on the state assessment (M-STEP).

Measurable Objective 1:

A 10% increase of Eighth grade students will demonstrate a proficiency 2020M-step data in Social Studies by 05/29/2020 as measured by 2019-2020 state assessment.

Strategy 1:

Common Core Curriculum Implementation - Teachers will align instruction and assessment with Common Core expectations.

Category: Social Studies

Research Cited: National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Tier: Tier 1

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence.	Direct Instruction	Tier 1	Monitor	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff.

Activity - Sub group African American	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wyoming Junior High will provide the appropriate level of instruction and intervention to all of their students, taking into account different backgrounds, levels of achievement, and learning styles. Teachers will provide concrete examples using a common core model lesson. These programs have been shown to raise academic achievement in addition to other benefits. Helping students of color excel using the new Common Core Learning Standards starts with teacher education programs. If educators are better equipped to implement the standards in particular populations, the whole education system will benefit.	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	All staff

Activity - Sub group Special Education-Common core strategies class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Place emphasis on higher-order skills, versus rote memorization.Establish a critical link between K-12 education and "the real world."Bring consistency to the expectations and outcomes our young people need to meet in order to be competitive in a global society.	Direct Instruction	Tier 3	Getting Ready	08/21/2019	05/29/2020	$0	Special Education	Special education teachers and staff

Activity - Sub group EL Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This course is designed to equip students learning English with educational strategies that will enable them to achieve language goals while accessing mainstream curriculum. This course focuses on improving literacy in English by emphasizing reading, writing, and vocabulary skills.	Direct Instruction	Tier 3	Implement	08/21/2019	05/29/2020	$0	Special Education	Special ED staff

Strategy 2:

MATH ACROSS THE CURRICULUM IN SS - All students will use math concepts in all content areas.

(Maps, charts, percentages, ratios, decimals, statistics, timelines, conversions, basic math operations addition, subtraction, multiplication, division)

Category: Mathematics

Research Cited: "Mathematics provides a vehicle for thinking, a medium for creating and a language for communicating. Indeed, to be human is to develop mathematics. Mathematics has been developed in every culture for the purposes of counting, locating, measuring, designing, playing and explaining (Bishop, 1987, Gilmer, 1990). Mathematics provides a language for quantifying, measuring, comparing, identifying patterns, reasoning and communicating precisely. This language, like English, can provide a means for understanding, analyzing and communicating across the curriculum and throughout students' lives. It's a language children can bring into the worlds they create." Glenn M.Kleiman, October 1991 - Educational Leadership "Educational research -- not to mention experience and common sense -- tells us that students learn best and make better sense of what they're learning when they can make connections with previous learning or with different areas of learning. There is value in making connections." Education World, Linda Starre

Tier: Tier 1

Activity - Sub group African American (MAC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
African American sub-group: students need a sense of belonging/community. Be sure to use cultural references (hip hop - create own raps to remember certain rules/procedures--sports, pop culture, names, etc) that apply and engage students (Caveat: Do NOT use stereotypes) https://www.flocabulary.com/subjects/math/	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff.

Activity - Sub group Special Education-(MAC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Limited English Proficiency: Use sentence frames and math journals to write out what they are learning.	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub Group EL (MAC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students need a sense of belonging/community. Be sure to use cultural references (hip hop - create own raps to remember certain rules/procedures--sports, pop culture, names, etc) that apply and engage students (Caveat: Do NOT use stereotypes) https://www.flocabulary.com/subjects/math/	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	EL staff

Strategy 3:

COMMON INSTRUCTIONAL PRACTICES - Teachers will implement the common core standards in their classroom as defined by current state standards.

This will include writing across the curriculum, project-based lessons, and including technology in their instruction.

Common assessments will be created to match the common core standards.

All teachers will have an on-line presence through Synergy or Google Classroom.

Category: Social Studies

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

Development,2004

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. -Examples of maps and student work should be visible in the classroom and available to share with colleagues. -In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

School Improvement Plan

Wyoming Junior High

Activity - Literacy Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use content specific literacy-based bell ringers daily. - In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group EL-Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned.	Direct Instruction	Tier 2		08/21/2019	05/29/2020	$71329	Section 31a	Trentham

Activity - Sub group African American Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All staff

Activity - Sub group Special Education Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Special Ed staff/Teachers

Activity - Sub group English Learner,African American and Special education Literacy Bell ringer.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will support these 3 sub groups by having them engage in a literacy based activity. The teachers will work on creating high interest and relative bell ringers to support the learning.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	$0	No Funding Required	Classroom teachers

Strategy 4:

READING COMPREHENSION - Teachers will incorporate reading comprehension strategies daily in all content areas.

Reading intervention will be provided for students significantly behind in reading.

Category: English/Language Arts

Research Cited: Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading," By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp (2007).

Tier: Tier 1

Activity - WOLF(Work on Literacy forever) Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers will be expected to use content specific/literacy based strategy weekly. In order to monitor this, teachers will collect samples in their Implementation Binder.   The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All instructional staff |

Activity - Close and Critical Reading (CCR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons.

-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All instructional staff |

Activity - Sub group EL/AA/Special ED	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations
Create and implement an effective learner environment that is engaging and aligned to learner needs
Possess and continue to develop content area knowledge and make it relevant to the learner
Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology
Use assessment and data to guide and differentiate instruction
Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Classroom teachers

Activity - Sub group EL/AA/SPED CCR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education. https://docs.google.com/document/d/1F9dmMr03_EWD4x-rLa6bGNzJPHt24U9bzzmITt4YVV4/edit	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0		No Funding Required	Classroom teachers

Strategy 5:

WRITING ACROSS THE CURRICULUMN - Teachers will incorporate daily writing in all content areas.

Category: English/Language Arts

Research Cited: "Writing across the curriculum is a pedagogical movement that began in the 1980s. Generally, writing across the curriculum programs share the philosophy that writing instruction should happen across the academic community and throughout a student's undergraduate education. Writing across the curriculum programs also value writing as a method of learning. Finally, writing across the curriculum acknowledges the differences in writing conventions across the disciplines, and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. WAC-designated courses tend to apply one or both of the following approaches. Writing to Learn (WTL) This pedagogical approach values writing as a method of learning. When students write reactions to information received in class or in reading, they often comprehend and retain the information better. Writing can also help students work through confusing new ideas and apply what they learn to their own lives and interests. Also, because students write more frequently, they become more comfortable with writing and are able to maintain or even improve upon their writing skills. WTL assignments are typically short and informal and can be performed either in or out of class. Examples include writing and reading journals, summaries, response papers, learning logs, problem analyses, and more. Writing in the Disciplines (WID) This approach recognizes that each discipline has its own unique language conventions, format, and structure. In other words, the style, organization, and format that is acceptable in one discipline may not be at all acceptable in another. WID believes that to participate successfully in the academic discourse of their community, students must be taught discipline-specific conventions and should practice using these conventions. Some common WID assignments are reports, literature reviews, project proposals, and lab reports. WID assignments can also be combined with WTL activities to help students think through key concepts, ideas, and language of in their disciplines." Purdue OWL (Online Writing Lab)

Tier: Tier 1

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Each teacher will be required to incorporate writing regularly. -Science will complete two formal Laboratory reports. -Social Studies will complete two formal writing pieces: one argumentative and one informational. -English will focus on narrative, argumentative, and informational writing. Electives will complete two formal pieces of writing. -Teachers will provide and share examples with each other and with students in an effort to improve instruction and understanding. The essays will be assessed using a content specific writing rubric. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | Instructional Staff |

Activity - Sub group EL/AA/SPED writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Classroom teachers

Goal 2: All 8th grade students will be proficient on the state assessment (M-Step) Science

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency science in Science by 05/29/2020 as measured by state assessment M-step.

Strategy 1:

Reading comprehension - Teachers will incorporate reading comprehension strategies daily in all content areas.

Reading intervention will be provided for students significantly behind in reading.

Category: Science

Research Cited: "Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced

levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy

and Learning Across the Curriculum

"Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading,"

Tier: Tier 1

Activity - WOLF(Work on Literacy forever) Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be expected to use content specific/literacy based strategy weekly. In order to monitor this, teachers will collect samples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs. Student activities for WOLF Week may include: previewing and pre-reading a text, vocabulary in context, active reading, questioning analysis, summarizing, inferential thinking, using visuals, writing, graphing, speaking, and reasoning. Student achievement data will be collected quarterly and reviewed with the entire staff. SRI, SMI, and CCR will be used to monitor and assess student growth.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All science department teachers

Activity - Close and critical reading (CCR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons.

-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All science department members |

Activity - Sub group (EL,AA, Special Education) CCR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New comers and strategies class will support EL learners, Special education students will have strategies class and AA students will have access to complex text and teachers will be relevant in their instruction.	Direct Instruction, Materials	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	all instructional staff

Activity - Sub group (EL,AA, Special Education) WOLF work on literacy forever	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Strategy 2:

Writing across the curriculum - Each teacher will be required to incorporate writing into their content area and relate those writings to the NGSS.

NGSS writing for science includes argumentative and informational essays.

Category: Science

Research Cited: "Writing across the curriculum is a pedagogical movement that began in the 1980s. Generally, writing across the curriculum programs share the philosophy that writing instruction should happen across the academic community and throughout a student's undergraduate education. Writing across the curriculum

programs also value writing as a method of learning. Finally, writing across the curriculum acknowledges the differences in writing conventions across the disciplines, and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. WAC-designated courses tend to apply one or both of the following approaches.

Writing to Learn (WTL)

This pedagogical approach values writing as a method of learning. When students write reactions to information received in class or in reading, they often comprehend and retain the information better. Writing can also help students work through confusing new ideas and apply what they learn to their own lives and interests. Also, because students write more frequently, they become more comfortable with writing and are able to maintain or even improve upon their writing skills. WTL assignments are typically short and informal and can be performed either in or out of class. Examples include writing and reading journals, summaries, response papers, learning logs, problem analyses, and more.

Writing in the Disciplines (WID)

This approach recognizes that each discipline has its own unique language conventions, format, and structure. In other words, the style, organization, and format that is acceptable in one discipline may not be at all acceptable in another. WID believes that to participate successfully in the academic discourse of their community, students must be taught discipline-specific conventions and should practice using these conventions. Some common WID assignments are reports, literature reviews, project proposals, and lab reports. WID assignments can also be combined with WTL activities to help students think through key concepts, ideas, and language of in their disciplines." Purdue OWL (Online Writing Lab)

Tier: Tier 1

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

-Each teacher will be required to incorporate writing regularly. -Science will complete two formal Laboratory reports. -Social Studies will complete two formal writing pieces: one argumentative and one informational. -English will focus on narrative, argumentative, and informational writing. Electives will complete two formal pieces of writing. -Teachers will provide and share examples with each other and with students in an effort to improve instruction and understanding. The essays will be assessed using a content specific writing rubric. -Students will be expected to write regularly in all the core classes (This may include incorporating the 4 responses from CCR into a short cohesive writing piece). -All areas will be using a writing rubric with content specific modifications for evaluation. -Data will be collected and monitored through Synergy. -Student data will be assessed twice a year and the results analyzed by each department.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0		No Funding Required	All science department teachers

Activity - Sub group (EL,AA, Special Education) Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Strategy 3:

Next Generation Science Standards (NGSS) - All teachers will begin to implement the NGSS standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction.Teachers will align instruction and assessment with NGSS.

Category: Science

Research Cited: Incorporating three-dimensional learning into the curriculum involves students in doing science using science and engineering practices and learning how certain concepts such as energy and patterns are interwoven in all science disciplines. This gives students a much more realistic picture of our world and how it

works, and it allows them to see the world as a single, interconnected entity.

Research strongly suggests that students learn and can use scientific concepts more effectively if they are asked to develop a model to explain phenomena in the natural world and then argue their ideas with their peers. In the example above, students developed a model to explain the diversity of life on Earth and the process involved. Other practices, such as asking questions, analyzing and interpreting data, and constructing explanations, can be incorporated into the practices of modeling and argumentation. Students are doing science, not just learning the end result of scientific research.

Tier: Tier 1

Activity - NGSS (MI-STAR) Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will do project based lessons, write across the curriculum and integrate technology into the classroom. Teachers share samples of student projects and assessments at department meetings. Science teachers (7th/8th grade)will engage in professional learning around 3-dimensional assessments using the MiSTAR resource built for the Michigan Science Standards. Strand I: Standard 3: G, H	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All science department teachers

Activity - Sub group (EL,AA, Special Education) NGSS MI-Star	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Science instructional staff

Strategy 4:

Math across the curriculum - Teachers will incorporate math as it relates to their content.

Math interventions will be provided to students that are significantly behind in Mathematics.

Category: Mathematics

Research Cited: "Mathematics provides a vehicle for thinking, a medium for creating and a language for communicating. Indeed, to be human is to develop mathematics. Mathematics has been developed in every culture for the purposes of counting, locating, measuring, designing, playing and explaining (Bishop, 1987, Gilmer, 1990).

Mathematics provides a language for quantifying, measuring, comparing, identifying patterns, reasoning and communicating precisely. This language, like English, can provide a means for understanding, analyzing and communicating across the curriculum and throughout students' lives. It's a language children can bring into the worlds they create." Glenn M.Kleiman, October 1991 - Educational Leadership

"Educational research -- not to mention experience and common sense -- tells us that students learn best and make better sense of what they're learning when they can make connections with previous learning or with different areas of learning. There is value in making connections." Education World, Linda Starre

Tier: Tier 1

Activity - Using math across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate basic math computation into their content area instruction at least once a week. All students will use math concepts in all content areas. (Maps, charts, percentages, ratios, decimals, statistics, timelines, conversions, basic math operations addition, subtraction, multiplication, division)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All science department teachers

Activity - Sub group (EL,AA, Special Education) Math Across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Science teachers

Strategy 5:

Common Instructional Practices - Teachers will implement common instruction components that maximize instructional time.

Category: Science

Research Cited: "By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective

instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp (2007).

"The BEEP framework is what effective teachers already do. This is not another unconnected strategy, program of the year or flavor of the month. School-wide fidelity can significantly improve student learning. Engage our Learners with a Quality - BEGINNING – to set the stage for learning? ENGAGEMENT – help our students own their own learning? ENDING – how do we know they learned what we taught? PRACTICE – provide for guided practice, independent practice and check for student understanding throughout the lesson?" Dr. Gary M. Fields, Senior Consultant, Leadership for Learning

The use of bell ringers in a classroom have great educational value as they relate to literacy.Bell ringers are used as warm-ups designed to productively engage students in any classroom activity. A bell ringer is considered as an educational strategy and a classroom management tool aimed to prepare students and enable them to learn from the moment they enter the room, especially as they relate to literacy -Techniques: Connecting Education & Careers;Sep2011

Tier: Tier 1

Activity - Thinking maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. -Examples of maps and student work should be visible in the classroom and available to share with colleagues. -In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs. -All students will identify, create, and apply thinking maps to help organize thinking about information. -Utilize Thinking Maps as a starting point for the writing process. -The thinking map may be collected as part of the process of assessment, but it is not the final product.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All science departmant members

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

| All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs.
All students are expected to be engaged and working on meaningful content specific material in the classrooms from bell to bell.
-Students should be challenged by intentional questioning.
-Student voice should be evident on a daily basis.
- Progress will be demonstrated by an increased percentage of students passing courses and through SRI, SMI, M-Step, and PSAT data. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All science department members |

Activity - Literacy Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-All teachers will use content specific literacy-based bell ringers daily. - In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs. -Students will be actively engaged at the start of the lesson with a literacy-based bell ringer. Qualitative examples will be collected and reviewed quarterly by department.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All science department members

Activity - Student Advocate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct support for at-risk students through providing academic, emotional, challenges that are present in this setting.	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	$27000	Section 31a	Nate Behnke

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

| The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

Facilitate the intellectual and professional development of teachers.
Review and provide feedback and support on common assessments and vertical alignment of curriculum.
Model/Teach school improvement initiatives and provide feedback to content teachers
Review building data within your department and look for building trends and ways to support growth. Including SIST team feedback.
 Create positive relationships with teachers and administrators.
Communicate and demonstrate researched-based instructional practices that result in increased student performance.
 Communicate effectively with all members of the school district and community.
 React to change productively and handle other tasks as assigned. | Professional Learning | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $54924 | Title I Part D | Walker |

Activity - Capturing Kids Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| -All teachers are expected to use the fundamentals of CKH:
-Positive greeting students at the door
-Social contract
-Find opportunities for "Good Things"
-Launch/exit slips
Implementation will be assessed by administrative walkthroughs and student perception data.
Students will be expected to adhere to the social norms established and agreed upon by the class.   Student perception surveys will be used to monitor implementation as well as building discipline data.
The "Process Champions Team," CKH, will continue to model and provide new ideas for the staff through professional development, in an effort to improve our ability to engage every student.

Process Champions Team
-Monte Cross
-Chelsey Diaz
Bernard Varnesdeel
-Sara Raredon
-Cathy Denton
-Katie Sluiter
-Kristi Vugteveen | Behavioral Support Program | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All staff |

Activity - Sub group (EL,AA, Special Education) Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Activity - Sub group (EL,AA, Special Education) Literacy Bell ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	instructional staff

Goal 3: All students will be proficient in Mathematics based on the state assessment (M-Step).

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on the 2020 state assessment (M-Step and PSAT) in Mathematics by 05/29/2020 as measured by 2019-2020 state assessment.

Strategy 1:

COMMON INSTRUCTIONAL PRACTICES - Teachers will implement common instruction components that maximize instructional time.

Category: Mathematics

Research Cited: The BEEP framework (Wyoming Junior High)is what effective teachers already do. This is not another unconnected strategy, program of the year or

flavor of the month. School-wide fidelity can significantly improve student learning. Engage our Learners with a Quality - BEGINNING – to set the stage for learning?

ENGAGEMENT – help our students own their own learning? ENDING – how do we know they learned what we taught? PRACTICE – provide for guided practice,

independent practice and check for student understanding throughout the lesson?" Dr. Gary M. Fields, Senior Consultant, Leadership for Learning

The use of bell ringers in a classroom have great educational value as they relate to literacy.Bell ringers are used as warm-ups designed to productively engage

students in any classroom activity. A bell ringer is considered as an educational strategy and a classroom management tool aimed to prepare students and enable them

to learn from the moment they enter the room, especially as they relate to literacy -Techniques: Connecting Education & Careers;Sep2011

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. Examples of maps and student work should be visible in the classroom and available to share with colleagues.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Literacy Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use content specific literacy-based bell ringers daily. In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional Staff

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - MATH 180/Math Block intervention teacher/Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 will be used as a supplementary intervention for students more than one grade level behind. Math materials and resources. 7th/8th/9th math intervention and Wyoming learning center. licenses and training.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	$93536	Title I Part D, Section 31a	Carmer Vanenten

Activity - After school tutoring/Math club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide academic support to students after school with transportation home.	Academic Support Program	Tier 3	Implement	08/21/2019	05/29/2020	$572550	Section 31a	Jon Blackburn Scott Hawks Jeanne Kimball

Activity - Parent activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan
Wyoming Junior High

Parent program that will support the needs of the parents to help their student be successful in school.	Parent Involvement	Tier 1	Monitor	08/21/2019	05/29/2020	$1965	Title I Part D	Chelsey Diaz Jeanne Kimball Michelle Potter Jon Blackburn Monte Cross

Activity - Restorative Justice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conferencing and peacemaking circles are restorative justice tools used to support the student in understanding the ramifications of their actions, hold them accountable, have them take ownership over what they've done, get them to repair the harm, and learn to avoid future poor decisions. Both methods focus on bringing the affected people together as equals to talk about the issue or experience in an atmosphere of respect and concern for everyone.	Other, Behavioral Support Program	Tier 2	Getting Ready	08/21/2019	05/29/2020	$23328	Section 31a	Cross/Stroo

Activity - Transportation from After school tutoring ans Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transportation home	Other - Transportation	Tier 3	Implement	09/03/2019	05/29/2020	$5000	Section 31a	Blackburn

Activity - Math materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
M SPace books and other at-risk math materials	Materials	Tier 2	Implement	08/21/2019	05/29/2020	$7995	Section 31a	Blackburn

Activity - Sub group (EL,AA, Special Education) Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Activity - Sub group (EL,AA, Special Education) Literacy Bell ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Strategy 2:

Reading Comprehension - Teachers will incorporate reading comprehension strategies daily in all content areas.

Reading intervention will be provided for students significantly behind in reading

Category: Mathematics

Research Cited: Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum

Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the

theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading,"

By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp (2007).

Tier: Tier 1

Activity - WOLF (Work on literacy forever) Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will explicitly teach literacy strategies in their content area. -This will happen weekly. --In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. SOS reading classes (READ 180)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Close and Critical Reading (CCR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers should teach their students the specific reading skills identified in the CCR.All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons.

-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Instructional staff |

Activity - Sub group (EL,AA, Special Education) WOLF work on literacy forever	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group (EL,AA, Special Education) CCR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Strategy 3:

Writing across the curriculumn - Teachers will incorporate daily writing in all content areas.

Category: Mathematics

Research Cited: "Writing across the curriculum is a pedagogical movement that began in the 1980s. Generally, writing across the curriculum programs share the philosophy that writing instruction should happen across the academic community and throughout a student's undergraduate education. Writing across the curriculum programs also value writing as a method of learning. Finally, writing across the curriculum acknowledges the differences in writing conventions across the disciplines, and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. WAC-designated courses tend to apply one or both of the following approaches.

Writing to Learn (WTL)

Tier: Tier 1

Activity - Writing across the curriculumn	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Each teacher will be required to incorporate writing every quarter. -Science will focus on informational writing. -Social studies will focus on information and argumentative. -English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group (EL,AA, Special Education) Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-To address our 3 lowest performing sub-groups, the following activities will be implemented: African American sub-group: Limited English Proficiency: Special Education: http://leadered.com/our-philosophy/dsei.php	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Strategy 4:

Common core implementation - Teachers will align instruction and assessment with Common Core expectations.

Category: Mathematics

Research Cited: "The Common Core Standards will lead to the development of higher level thinking skills in our students. Students today often are tested on one skill at a time. The Common Core assessment will cover several skills within each question. This will ultimately lead to better problem solving skills and increased reasoning. The Common Core Standards will allow students to better understand what is expected of them. This is important in that if a student understands what and why they are learning something, there becomes a greater sense of purpose behind learning it. The Common Core Standards will increase the rigor in the classroom and thus better prepare students for college and global work success. This is probably the single biggest reason that the Common Core Standards were created. Higher

education has long complained that more and more students need remediation at the beginning of college. The increased rigor should lead students to be more prepared for life after high school." Derrick Meador, About Teaching

Tier: Tier 1

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group (EL,AA, Special Education) Common core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Strategy 5:

Number Systems - All math teachers will focus on the number systems in their instruction.

All assessments will be written to prepare students for the next generation assessments.

Category: Mathematics

Research Cited: summarizes briefly some of the most salient features of the cognitive theory and research and draws from that research a few suggestions for designing mathematics instruction that will produce students who are better equipped than they are now to use their mathematical knowledge to solve problems the first section considers some general components of cognitive theory, particularly two basic aspects: memory and information processing / the second part of the chapter presents some specific details concerning problem-solving theory and research / the final part of the paper briefly treats some aspects of current cognitive theories of learning / a few instructional suggestions are presented

foundations of cognitive theory / memory / memory contents / memory architecture / sensory buffer / long-term memory / working memory / information processing / chunking / automatic processing / problem solving: theory and research / learning theory and instructional recommendations (PsycINFO Database Record (c) 2012

APA, all rights reserved)

Tier: Tier 1

Activity - Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Missions are personalized math experiences in which students can learn at their own pace, master skills that are challenging and appropriate for their level, and use hints and videos to learn and review. Missions: Teachers either assign the grade-level mission to students or use a self-created diagnostic or previous year's test results to place students into distinct, differentiated missions. Teachers check the Progress tab to see overall class progress on their designated mission. • The student screen provides a snapshot for teachers to identify students who are behind, on-track, or exceeding their mastery percentage goals. The skill portion of the Progress tab allows teachers to: • Identify specific skills where several students are struggling. This helps a teacher identify topics for small group or whole-class instruction. • Identify potential peer tutoring pairs. Teachers often pair students who have mastered skills with students who are struggling on that same skill.	Supplemental Materials	Tier 2		08/21/2019	05/29/2020	$0	No Funding Required	Math Teachers

Activity - Sub group (EL,AA, Special Education) Number Sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Math teachers

Goal 4: All students will be proficient in Reading based on the state assessment (M-STEP/PSAT).

Measurable Objective 1:

A 10% increase of Seventh, Eighth and Ninth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 05/29/2020 as measured by the state assessment.

Strategy 1:

Common Core Implementation - Teachers will align instruction and assessments with Common Core expectations.

Category: English/Language Arts

Research Cited: "The Common Core Standards will lead to the development of higher level thinking skills in our students. Students today often are tested on one skill at a time. The Common Core assessment will cover several skills within each question. This will ultimately lead to better problem solving skills and increased reasoning. The Common Core Standards will allow students to better understand what is expected of them. This is important in that if a student understands what and why they are learning something, there becomes a greater sense of purpose behind learning it. The Common Core Standards will increase the rigor in the classroom and thus better prepare students for college and global work success. This is probably the single biggest reason that the Common Core Standards were created. Higher education has long complained that more and more students need remediation at the beginning of college. The increased rigor should lead students to be more prepared for life after high school." Derrick Meador, About Teaching

Tier: Tier 1

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence. -Students will do project based lessons, write across the curriculum and integrate technology into the classroom. -Teachers share samples of student projects at Department meetings.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All ELA department members.

Activity - Academic and behavioral Dean	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dean of students helps support with the behavioral and academic challenging students.	Academic Support Program	Tier 3	Implement	08/29/2019	05/29/2020	$96384	Section 31a	Bernard Varnesdeel

Activity - Sub group (EL,AA, Special Education) Common core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Strategy 2:

Writing Across the Curriculum - Each teacher will be required to incorporate writing into their content area and relate those writings to the common core. Common core writing includes argumentative and informational essays.

Category: English/Language Arts

Research Cited: "Writing across the curriculum is a pedagogical movement that began in the 1980s. Generally, writing across the curriculum programs share the philosophy that writing instruction should happen across the academic community and throughout a student's undergraduate education. Writing across the curriculum programs also value writing as a method of learning. Finally, writing across the curriculum acknowledges the differences in writing conventions across the disciplines, and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. WAC-designated courses tend to apply one or both of the following approaches. Writing to Learn (WTL) This pedagogical approach values writing as a method of learning. When students write reactions to information received in class or in reading, they often comprehend and retain the information better. Writing can also help students work through confusing new ideas and apply what they learn to their own lives and interests. Also, because students write more frequently, they become more comfortable with writing and are able to maintain or even improve upon their writing skills. WTL assignments are typically short and informal and can be performed either in or out of class. Examples include writing and reading journals, summaries, response papers, learning logs, problem analyses, and more. Writing in the Disciplines (WID) This approach recognizes that each discipline has its own unique language conventions, format, and structure. In other words, the style, organization, and format that is acceptable in one discipline may not be at all acceptable in another. WID believes that to participate successfully in the academic discourse of their community, students must be taught discipline-specific conventions and should practice using these conventions. Some common WID assignments are reports, literature reviews, project proposals, and lab reports. WID assignments can also be combined with WTL activities to help students think through key concepts, ideas, and language of in their disciplines." Purdue OWL (Online Writing Lab)

Tier: Tier 1

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Each teacher will be required to incorporate writing every quarter. -Science will focus on informational writing. -Social studies will focus on information and argumentative. -English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing TBD-What length of writing is required at each department/grade level? -Students will be expected to write quarterly in all the core classes (This may include incorporating the 4 responses from CCR into a short cohesive writing piece). -All areas will be using the 6 + 1 writing rubric (or 6 + 1 with content specific modifications); the rubric is on the shared drive.	Direct Instruction	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	All staff across the curriculum. The leaders will come from the ELA department.

Activity - Writing process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All English teachers will teach their students the writing process-prewriting, drafting, editing, revising, publishing, and reflection. All students will be expected to write multiple drafts of a formal piece of writing in English class.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All ELA staff.

Activity - Sub group (EL,AA, Special Education) Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-To address our 3 lowest performing sub-groups, the following activities will be implemented: African American sub-group: Limited English Proficiency: Special Education: http://leadered.com/our-philosophy/dsei.php	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Strategy 3:

Reading comprehension - Teachers will incorporate reading comprehension strategies daily in all content areas. Reading intervention will be provided for students significantly behind in reading.

Category: English/Language Arts

Research Cited: "Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum "Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author

of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading,"

Tier:

Activity - WOLF(Work on Literacy forever) Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-All teachers will explicitly teach literacy strategies in their content area. -This will happen weekly on Wednesdays. --In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. SOS reading classes (READ 180) -These include: previewing and prereading a text, vocabulary in context, active reading/questioning analysis, summarizing, inferential thinking, using visuals, writing, speaking and reasoning. Quarterly CCR SRI (Baseline plus three)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All ELA staff members.

Activity - Close and Critical Reading (CCR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons.

-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | | Section 31a | All staff. |

Activity - Sub group (EL,AA, Special Education) WOLF work on literacy forever	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group (EL,AA, Special Education) CCR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Strategy 4:

Common Instructional Practices - Teachers will implement common instruction components that maximize instructional time.

Category: English/Language Arts

Research Cited: "By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly

organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp (2007). "The BEEP framework is what effective teachers already do. This is not another unconnected strategy, program of the year or flavor of the month. School-wide fidelity can significantly improve student learning. Engage our Learners with a Quality - BEGINNING – to set the stage for learning? ENGAGEMENT – help our students own their own learning? ENDING – how do we know they learned what we taught? PRACTICE – provide for guided practice, independent practice and check for student understanding throughout the lesson?" Dr. Gary M. Fields, Senior Consultant, Leadership for Learning The use of bell ringers in a classroom have great educational value as they relate to literacy.Bell ringers are used as warm-ups designed to productively engage students in any classroom activity. A bell ringer is considered as an educational strategy and a classroom management tool aimed to prepare students and enable them to learn from the moment they enter the room, especially as they relate to literacy -Techniques: Connecting Education & Careers Tier: Tier 1

Activity - Thinking maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. -Examples of maps and student work should be visible in the classroom and available to share with colleagues. -In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All ELA staff.

Activity - Literacy Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-All teachers will use content specific literacy-based bell ringers daily. - In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All ELA staff.

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All ELA staff.

Activity - Reading/Writng intervention teachers (READ 180 7th/8th grade block)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This teacher will provide additional 60 minutes of intervention. (READ 180)	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$77386	Title I Part D, Section 31a	Black Trentham Bakker Obney

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional specialist-will assist in implementation of common core, writing across the content area, literacy strategies, bell ringers, Thinking Maps. This year main focus will be Instructional model, student voice and questioning.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	$42801	Section 31a	Vandergalien

Activity - Wyoming Learning Center Instructors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wyoming has created a learning center for significantly behavioral and academic challenging students The goal is to improve behavior and academics of these students.	Behavioral Support Program	Tier 3	Implement	08/21/2019	05/29/2020	$205550	Section 31a	Monte Cross John Robinson Becky Hawkins

Activity - Capturing Kids Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will model capturing kids hearts in their classroom. This includes greeting students at the door, good things, social contract, 4 questions and the launch.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	$0	Other	All staff

Activity - Questioning/Student Voice(talk)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work on questioning and student talk with their students and support from the instructional coaches.	Professional Learning	Tier 1		08/21/2019	05/29/2020	$0	Section 31a	Teaching staff

Activity - Literacy Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 books, Scholastic magazines for read 180 and learning center students. Lexile books	Materials	Tier 2	Implement	08/21/2019	05/29/2020	$5700	Section 31a	English teachers

Activity - EL Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher supporting and coaching general education teachers on how to support EL learners in their classrooms.	Teacher Collaboration	Tier 3	Implement	08/21/2019	05/29/2020	$3120	Section 41	Trentham

Activity - NCTE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| For the second year in a row, two Junior High Teachers (Katie Sluiter & Shantel VanderGalien) were among the proposals chosen for sessions at NCTE. Because only 25% of proposals are accepted, this is a huge accomplishment not just for them as educators, but for Wyoming Public Schools (and specifically the JHS). Many of the presenters chosen are PhDs in English and English Education or authors if that can paint a picture of the prestige of this accomplishment.

Valuable information from last year's sessions have had a huge impact on Wyoming Public Schools already. Last year's theme was raising student voice--a goal we have here in WPS as well. From sessions, teachers were able to create a new 1st quarter unit that represents more of our student population (Specifically black males), with the aim of teaching students the power of their own voices. Additionally a Wyoming ProjectLIT Community was formed that serves both the Junior High and High School, as well as members of the community.

How does NCTE fit with WPS goals for PD?
According to NCTE, teachers will "leave with strong strategies and best practices for teaching literacy, language, and composition. They learn new ideas for delivering instruction that engages students and addresses the most pressing needs within the school and district." WPS states our goal is to "be the first choice for education and the pride of our community" and our mission is to "empower all students to discover and achieve their potential in an inclusive, inspiring, and innovative culture of learning." By continuing to support teachers who are being recognized and invited to present at national conferences, we will be the first choice for education and pride of our community. Additionally, we will be able to empower all students to achieve their potential in an innovative culture of learning as we bring new best practices back to our district.

One of the 5D+ qualifiers for a distinguished teacher in Student Engagement states that the "teacher asks questions to probe and deepen student understanding or uncover misconceptions. Students question one another to probe for deeper understanding." This conference will give us new tools to bring back and to share with the staff so that all staff can grow their capacity in this area. | Professional Learning | Tier 1 | Implement | 11/13/2019 | 11/15/2019 | $2252 | Title II Part A | Sluiter Vandergalien |

Activity - Sub group (EL,AA, Special Education) Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructiona l staff

Activity - Sub group (EL,AA, Special Education) Literacy Bell ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
uild effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructiona l staff

Strategy 5:

Math Across the Curriculum - Teachers will incorporate math as it relates to their content.

Math interventions will be provided to students that are significantly behind in Mathematics.

Math

Category: Mathematics

Research Cited: "Mathematics provides a vehicle for thinking, a medium for creating and a language for communicating. Indeed, to be human is to develop

mathematics. Mathematics has been developed in every culture for the purposes of counting, locating, measuring, designing, playing and explaining (Bishop, 1987,

Gilmer, 1990). Mathematics provides a language for quantifying, measuring, comparing, identifying patterns, reasoning and communicating precisely. This language,

like English, can provide a means for understanding, analyzing and communicating across the curriculum and throughout students' lives. It's a language children can

bring into the worlds they create." Glenn M.Kleiman, October 1991 - Educational Leadership "Educational research -- not to mention experience and common sense -- tells us that students learn best and make better sense of what they're learning when they can make connections with previous learning or with different areas of learning. There is value in making connections." Education World, Linda Starre

Tier: Tier 1

Activity - Using math across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will begin to teach their students math in the context of their course work. All students will use math in a variety of contexts.	Direct Instruction	Tier 2	Monitor	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Activity - Sub group (EL,AA, Special Education) Math across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
uild effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	all instructional staff

Goal 5: All students will be proficient in Writing.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 05/29/2020 as measured by State writing assessment or district writning assessments..

Strategy 1:

COMMON INSTRUCTIONAL PRACTICES - Teachers will implement common instruction components that maximize instructional time.

Category: English/Language Arts

Research Cited: "By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly

organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp (2007). "The BEEP framework is what effective teachers already do. This is not another unconnected strategy, program of the year or flavor of the month. School-wide fidelity can significantly improve student learning. Engage our Learners with a Quality - BEGINNING – to set the stage for learning? ENGAGEMENT – help our students own their own learning? ENDING – how do we know they learned what we taught? PRACTICE – provide for guided practice, independent practice and check for student understanding throughout the lesson?" Dr. Gary M. Fields, Senior Consultant, Leadership for Learning The use of bell ringers in a classroom have great educational value as they relate to literacy.Bell ringers are used as warm-ups designed to productively engage students in any classroom activity. A bell ringer is considered as an educational strategy and a classroom management tool aimed to prepare students and enable them to learn from the moment they enter the room, especially as they relate to literacy -Techniques: Connecting Education & Careers;Sep2011

Tier: Tier 1

Activity - Thinking maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will identify, create and apply thinking maps to help organize thinking about information. The thinking map may be collected as part of the process of assessment, but it is by no means the final product.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Literacy Bell Ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-All teachers will promote literacy strategies daily through the use of bell ringers. -In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. -Students will actively be engaged at the start of the lesson with a bell ringer. Quarterly CCR SRI (Baseline plus three)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

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

School Improvement Plan

Wyoming Junior High

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-All teachers are expected to use the Wyoming Instructional model of instruction on a daily basis. - The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. -All students are expected to be engaged and working in the classrooms from bell to bell. - increased percentage of students passing courses *SRI data, MEAP, Explore	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group (EL,AA, Special Education) Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group (EL,AA, Special Education) Literacy Bell ringers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Instructional staff

Strategy 2:

Common Core Practices - Teachers will implement common instruction components that maximize instructional time.

Category: English/Language Arts

Research Cited: "The Wyoming Instructional framework is what effective teachers already do. This is not another unconnected strategy, program of the year or flavor of the month. School-wide fidelity can significantly improve student learning. Engage our Learners with a Quality - BEGINNING – to set the stage for learning?

ENGAGEMENT – help our students own their own learning?

ENDING – how do we know they learned what we taught?

PRACTICE – provide for guided practice, independent practice and check for student understanding throughout the lesson?"

Dr. Gary M. Fields, Senior Consultant, Leadership for Learning

Tier:

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence. -Students will do project based lessons, write across the curriculum and integrate technology into the classroom. -Teachers share samples of student projects at Department meetings.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	ALL ELA department members.

Strategy 3:

READING COMPREHENSION - Teachers will incorporate reading comprehension strategies daily in all content areas.

Reading intervention will be provided for students significantly behind in reading.

Category: English/Language Arts

Research Cited: "Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop

one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.

Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading,"

Tier: Tier 1

Activity - CCR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are expected to complete a CCR every quarter. The CCR should be graded and the data should be reported to students in a timely manner	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All teachers.

Activity - WOLF(Work on Literacy forever) Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wyoming Junior High

-All teachers will explicitly teach literacy strategies in their content area. -This will happen weekly on Wednesdays. --In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. SOS reading classes (READ 180) -These include: previewing and prereading a text, vocabulary in context, active reading/questioning analysis, summarizing, inferential thinking, using visuals, writing, speaking and reasoning. Quarterly CCR SRI (Baseline plus three)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0		No Funding Required	All teaching staff

Activity - Sub group (EL,AA, Special Education) WOLF work on literacy forever	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Activity - Sub group (EL,AA, Special Education) CCR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 2		08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Strategy 4:

Writing Across the Curriculum - Each teacher will be required to incorporate writing into their content area and relate those writings to the common core. Common core writing for science inludes argumentative and informational essays.

Category: English/Language Arts

Research Cited: "Writing across the curriculum is a pedagogical movement that began in the 1980s. Generally, writing across the curriculum programs share the philosophy that writing instruction should happen across the academic community and throughout a student's undergraduate education. Writing across the curriculum programs also value writing as a method of learning. Finally, writing across the curriculum acknowledges the differences in writing conventions across the disciplines, and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. WAC-designated courses tend to apply one or both of the following approaches. Writing to Learn (WTL) This pedagogical approach values writing as a method of learning. When students write reactions to information received in class or in reading, they often comprehend and retain the information better. Writing can also help students work through confusing new ideas and apply what they learn to their own lives and interests. Also, because students write more frequently, they become more comfortable with writing and are able to maintain or even improve upon their writing skills. WTL assignments are typically short and informal and can be performed either in or out of class. Examples include writing and reading journals, summaries, response papers, learning logs, problem analyses, and more. Writing in the Disciplines (WID) This approach recognizes that each discipline has its own unique language conventions, format, and structure. In other words, the style, organization, and format that is acceptable in one discipline

may not be at all acceptable in another. WID believes that to participate successfully in the academic discourse of their community, students must be taught discipline-specific conventions and should practice using these conventions. Some common WID assignments are reports, literature reviews, project proposals, and lab reports. WID assignments can also be combined with WTL activities to help students think through key concepts, ideas, and language of in their disciplines." Purdue OWL (Online Writing Lab)

Tier: Tier 1

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Each teacher will be required to incorporate writing every quarter. -Science will focus on informational writing. -Social studies will focus on information and argumentative. -English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing TBD-What length of writing is required at each department/grade level? -Students will be expected to write quarterly in all the core classes (This may include incorporating the 4 responses from CCR into a short cohesive writing piece). -All areas will be using the 6 + 1 writing rubric (or 6 + 1 with content specific modifications); the rubric is on the shared drive.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All teaching staff

Activity - Writing process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All English teachers will teach their students the writing process-prewriting, drafting, editing, revising, publishing, and reflection. All students will be expected to write multiple drafts of a formal piece of writing in English class.	Direct Instruction	Tier 1	Monitor	08/21/2019	05/29/2020	$0	No Funding Required	All ELA staff.

Activity - Sub group (EL,AA, Special Education) Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
uild effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	No Funding Required	All instructional staff

Goal 6: Wyoming Junior High will have students attend school all day every day.

Measurable Objective 1:

demonstrate a proficiency increase daily average student attendance. by 05/29/2020 as measured by daily attendance reports..

Strategy 1:

Truancy Process - If students attend school they have a greater chance of passing classes and doing better on state assessments.

Category: Other - Attendance

Research Cited: Attendance in Early Elementary Grades: Association with Student

Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research. May 2011ii Chang and Romero, Present, Engaged & Accounted For: The

Critical Importance of Addressing Chronic Absence in the Early Grades, National

Center for Children in Poverty: September 2008, http://www.nccp.org/publications/pub_837.html (accessed July, 2009).iii Chang & Romer

Tier: Tier 1

Activity - Truancy Letters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wyoming Junior High 1. daily robo calls for each day absence 2. Letters sent home 5,7,10 days absence 3. Parent contact (meeting/personal phone call/home visit) 4. Truancy filed through KISD 5. Parent/Students fill out an attendance plan 6. Attendance is monitored by Admin 7. second truancy referral filed	Parent Involvement, Behavioral Support Program, Academic Support Program, Policy and Process	Tier 2	Monitor	08/21/2019	05/29/2020	$0	Section 31a	Assistant Principal Deans Police Liaison Restorative Practice facilitator

Goal 7: Career Readiness Model

Measurable Objective 1:

95% of All Students will complete a portfolio or performance by the time complete 8th grade in Career & Technical by 05/29/2020 as measured by completing EDP..

Strategy 1:

Engage students in career exploration within Michigan's 17 Career Clusters   - This will work with School Consoler having the students do this as they schedule classes.

Category: Career and College Ready

Research Cited: Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals. A key way career exploration is provided to middle school students is through exploratory and introductory CTE courses, as well as career and academic planning through scalable technology, CTSOs and work-based learning experiences.

ACTE has partnered with Career Cruising (now Xello) to produce Career Exploration in Middle School: Setting Students on the Path to Success which identifies the benefits of career exploration and ways to implement and improve school programs because it's never too early for students to start preparing for their career and the pathway that will help them achieve their goals.

Tier: Tier 1

Activity - Career assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will explore different careers	Career Preparation /Orientation	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	Kimball Gear up grant GRCC

Activity - Course planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive information on the fastest growing careers as well as research careers that they have interest in.	Career Preparation /Orientation	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	Kimball GRCC

Activity - Development of EDP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop EDP.	Career Preparation /Orientation	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	No Funding Required	Kimball GRCC

Activity - Student/Parent information on use of EDP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information about how to utilize the EDP will be discussed with students and or parents.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	No Funding Required	Kimball GRCC

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 41

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Coaching	EL teacher supporting and coaching general education teachers on how to support EL learners in their classrooms.	Teacher Collaboration	Tier 3	Implement	08/21/2019	05/29/2020	$3120	Trentham

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Capturing Kids Hearts	All staff will model capturing kids hearts in their classroom. This includes greeting students at the door, good things, social contract, 4 questions and the launch.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	$0	All staff

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sub group Special Education-Common core strategies class	Place emphasis on higher-order skills, versus rote memorization.Establish a critical link between K-12 education and "the real world."Bring consistency to the expectations and outcomes our young people need to meet in order to be competitive in a global society.	Direct Instruction	Tier 3	Getting Ready	08/21/2019	05/29/2020	$0	Special education teachers and staff
Sub group EL Common Core	This course is designed to equip students learning English with educational strategies that will enable them to achieve language goals while accessing mainstream curriculum. This course focuses on improving literacy in English by emphasizing reading, writing, and vocabulary skills.	Direct Instruction	Tier 3	Implement	08/21/2019	05/29/2020	$0	Special ED staff

Title I Part D

School Improvement Plan

Wyoming Junior High

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. Facilitate the intellectual and professional development of teachers. Review and provide feedback and support on common assessments and vertical alignment of curriculum. Model/Teach school improvement initiatives and provide feedback to content teachers Review building data within your department and look for building trends and ways to support growth. Including SIST team feedback. Create positive relationships with teachers and administrators. Communicate and demonstrate researched-based instructional practices that result in increased student performance. Communicate effectively with all members of the school district and community. React to change productively and handle other tasks as assigned.	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	$54924	Walker
Reading/Writng intervention teachers (READ 180 7th/8th grade block)	This teacher will provide additional 60 minutes of intervention. (READ 180)	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$60042	Black Trentham Bakker Obney
Parent activities	Parent program that will support the needs of the parents to help their student be successful in school.	Parent Involvement	Tier 1	Monitor	08/21/2019	05/29/2020	$1965	Chelsey Diaz Jeanne Kimball Michelle Potter Jon Blackburn Monte Cross

| MATH 180/Math Block intervention teacher/Math Intervention | Math 180 will be used as a supplementary intervention for students more than one grade level behind. Math materials and resources. 7th/8th/9th math intervention and Wyoming learning center. licenses and training. | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $64532 | Carmer Vananten |

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading/Writng intervention teachers (READ 180 7th/8th grade block)	This teacher will provide additional 60 minutes of intervention. (READ 180)	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$17344	Black Trentham Bakker Obney
Wyoming Learning Center Instructors	Wyoming has created a learning center for significantly behavioral and academic challenging students The goal is to improve behavior and academics of these students.	Behavioral Support Program	Tier 3	Implement	08/21/2019	05/29/2020	$205550	Monte Cross John Robinson Becky Hawkins
MATH 180/Math Block intervention teacher/Math Intervention	Math 180 will be used as a supplementary intervention for students more than one grade level behind. Math materials and resources. 7th/8th/9th math intervention and Wyoming learning center. licenses and training.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	$29004	Carmer Vananten
Literacy Materials	Read 180 books, Scholastic magazines for read 180 and learning center students. Lexile books	Materials	Tier 2	Implement	08/21/2019	05/29/2020	$5700	English teachers
Instructional Coach	Instructional specialist-will assist in implementation of common core, writing across the content area, literacy strategies, bell ringers, Thinking Maps. This year main focus will be Instructional model, student voice and questioning.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	$42801	Vandergalien
Questioning/Student Voice(talk)	Teachers will continue to work on questioning and student talk with their students and support from the instructional coaches.	Professional Learning	Tier 1		08/21/2019	05/29/2020	$0	Teaching staff
Math materials	M SPace books and other at-risk math materials	Materials	Tier 2	Implement	08/21/2019	05/29/2020	$7995	Blackburn

Close and Critical Reading (CCR)	All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All staff.
Truancy Letters	Wyoming Junior High 1. daily robo calls for each day absence 2. Letters sent home 5,7,10 days absence 3. Parent contact (meeting/personal phone call/home visit) 4. Truancy filed through KISD 5. Parent/Students fill out an attendance plan 6. Attendance is monitored by Admin 7. second truancy referral filed	Parent Involvement, Behavioral Support Program, Academic Support Program, Policy and Process	Tier 2	Monitor	08/21/2019	05/29/2020	$0	Assistant Principal Deans Police Liaison Restorative Practice facilitator
Sub group EL-Thinking Maps	EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned.	Direct Instruction	Tier 2		08/21/2019	05/29/2020	$71329	Trentham
Student Advocate	Direct support for at-risk students through providing academic, emotional, challenges that are present in this setting.	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	$27000	Nate Behnke
After school tutoring/Math club	Teachers will provide academic support to students after school with transportation home.	Academic Support Program	Tier 3	Implement	08/21/2019	05/29/2020	$572550	Jon Blackburn Scott Hawks Jeanne Kimball
Academic and behavioral Dean	Dean of students helps support with the behavioral and academic challenging students.	Academic Support Program	Tier 3	Implement	08/29/2019	05/29/2020	$96384	Bernard Varnesdeel
Transportation from After school tutoring ans Summer School	Transportation home	Other - Transportation	Tier 3	Implement	09/03/2019	05/29/2020	$5000	Blackburn

| Restorative Justice | Conferencing and peacemaking circles are restorative justice tools used to support the student in understanding the ramifications of their actions, hold them accountable, have them take ownership over what they've done, get them to repair the harm, and learn to avoid future poor decisions. Both methods focus on bringing the affected people together as equals to talk about the issue or experience in an atmosphere of respect and concern for everyone. | Other, Behavioral Support Program | Tier 2 | Getting Ready | 08/21/2019 | 05/29/2020 | $23328 | Cross/Stroo |

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WOLF(Work on Literacy forever) Week	All teachers will be expected to use content specific/literacy based strategy weekly. In order to monitor this, teachers will collect samples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs. Student activities for WOLF Week may include: previewing and pre-reading a text, vocabulary in context, active reading, questioning analysis, summarizing, inferential thinking, using visuals, writing, graphing, speaking, and reasoning. Student achievement data will be collected quarterly and reviewed with the entire staff. SRI, SMI, and CCR will be used to monitor and assess student growth.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science department teachers
Literacy Bell Ringers	All teachers will use content specific literacy-based bell ringers daily. In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional Staff

Sub group (EL,AA, Special Education) WOLF work on literacy forever	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group African American (MAC)	African American sub-group: students need a sense of belonging/community. Be sure to use cultural references (hip hop - create own raps to remember certain rules/procedures--sports, pop culture, names, etc) that apply and engage students (Caveat: Do NOT use stereotypes) https://www.flocabulary.com/subjects/math/	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff.
Sub group English Learner,African American and Special education Literacy Bell ringer.	All classroom teachers will support these 3 sub groups by having them engage in a literacy based activity. The teachers will work on creating high interest and relative bell ringers to support the learning.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	$0	Classroom teachers
Writing process	All English teachers will teach their students the writing process-prewriting, drafting, editing, revising, publishing, and reflection. All students will be expected to write multiple drafts of a formal piece of writing in English class.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All ELA staff.

Sub group (EL,AA, Special Education) Writing across the curriculum	-To address our 3 lowest performing sub-groups, the following activities will be implemented: African American sub-group: Limited English Proficiency: Special Education: http://leadered.com/our-philosophy/dsei.php	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff
Sub group (EL,AA, Special Education) WOLF work on literacy forever	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Capturing Kids Hearts	-All teachers are expected to use the fundamentals of CKH: -Positive greeting students at the door -Social contract -Find opportunities for "Good Things" -Launch/exit slips Implementation will be assessed by administrative walkthroughs and student perception data. Students will be expected to adhere to the social norms established and agreed upon by the class. Student perception surveys will be used to monitor implementation as well as building discipline data. The "Process Champions Team," CKH, will continue to model and provide new ideas for the staff through professional development, in an effort to improve our ability to engage every student. Process Champions Team -Monte Cross -Chelsey Diaz Bernard Varnesdeel -Sara Raredon -Cathy Denton -Katie Sluiter -Kristi Vugteveen	Behavioral Support Program	Tier 1	Monitor	08/21/2019	05/29/2020	$0	All staff

Using math across the curriculum	All teachers will incorporate basic math computation into their content area instruction at least once a week. All students will use math concepts in all content areas. (Maps, charts, percentages, ratios, decimals, statistics, timelines, conversions, basic math operations addition, subtraction, multiplication, division)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science department teachers
Writing across the curriculum	-Each teacher will be required to incorporate writing regularly. -Science will complete two formal Laboratory reports. -Social Studies will complete two formal writing pieces: one argumentative and one informational. -English will focus on narrative, argumentative, and informational writing. Electives will complete two formal pieces of writing. -Teachers will provide and share examples with each other and with students in an effort to improve instruction and understanding. The essays will be assessed using a content specific writing rubric. -Students will be expected to write regularly in all the core classes (This may include incorporating the 4 responses from CCR into a short cohesive writing piece). -All areas will be using a writing rubric with content specific modifications for evaluation. -Data will be collected and monitored through Synergy. -Student data will be assessed twice a year and the results analyzed by each department.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science department teachers

Common Core	All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence. -Students will do project based lessons, write across the curriculum and integrate technology into the classroom. -Teachers share samples of student projects at Department meetings.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	ALL ELA department members.
Literacy Bell Ringers	-All teachers will use content specific literacy-based bell ringers daily. - In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All ELA staff.
Sub group (EL,AA, Special Education) Writing across the curriculum	uild effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff

Writing across the curriculum	-Each teacher will be required to incorporate writing every quarter. -Science will focus on informational writing. -Social studies will focus on information and argumentative. -English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing TBD-What length of writing is required at each department/grade level? -Students will be expected to write quarterly in all the core classes (This may include incorporating the 4 responses from CCR into a short cohesive writing piece). -All areas will be using the 6 + 1 writing rubric (or 6 + 1 with content specific modifications); the rubric is on the shared drive.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All teaching staff
Sub group (EL,AA, Special Education) Thinking Maps	Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff

Sub Group EL (MAC)	students need a sense of belonging/community. Be sure to use cultural references (hip hop - create own raps to remember certain rules/procedures--sports, pop culture, names, etc) that apply and engage students (Caveat: Do NOT use stereotypes) https://www.flocabulary.com/subjects/math/	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	EL staff
Writing process	All English teachers will teach their students the writing process-prewriting, drafting, editing, revising, publishing, and reflection. All students will be expected to write multiple drafts of a formal piece of writing in English class.	Direct Instruction	Tier 1	Monitor	08/21/2019	05/29/2020	$0	All ELA staff.
WOLF(Work on Literacy forever) Week	All teachers will be expected to use content specific/literacy based strategy weekly. In order to monitor this, teachers will collect samples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group (EL,AA, Special Education) NGSS MI-Star	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Science instructional staff
Student/Parent information on use of EDP	Information about how to utilize the EDP will be discussed with students and or parents.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	Kimball GRCC

Sub group (EL,AA, Special Education) Thinking Maps	Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	Instructional staff
Literacy Bell Ringers	-All teachers will use content specific literacy-based bell ringers daily. - In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs. -Students will be actively engaged at the start of the lesson with a literacy-based bell ringer. Qualitative examples will be collected and reviewed quarterly by department.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science department members
Wyoming Instructional Model	All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All ELA staff.
Course planning	Students will receive information on the fastest growing careers as well as research careers that they have interest in.	Career Preparation /Orientation	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	Kimball GRCC

Sub group EL/AA/Special ED	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Classroom teachers
Wyoming Instructional model	All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs. All students are expected to be engaged and working on meaningful content specific material in the classrooms from bell to bell. -Students should be challenged by intentional questioning. -Student voice should be evident on a daily basis. - Progress will be demonstrated by an increased percentage of students passing courses and through SRI, SMI, M-Step, and PSAT data.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science department members
Sub group African American Thinking Maps	Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All staff

Sub group (EL,AA, Special Education) Literacy Bell ringers	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	instructional staff
Sub group (EL,AA, Special Education) WOLF work on literacy forever	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group Special Education-(MAC)	Limited English Proficiency: Use sentence frames and math journals to write out what they are learning.	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	All instructional staff
Sub group Special Education Thinking Maps	Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Special Ed staff/Teachers

Thinking maps	All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. -Examples of maps and student work should be visible in the classroom and available to share with colleagues. -In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs. -All students will identify, create, and apply thinking maps to help organize thinking about information. -Utilize Thinking Maps as a starting point for the writing process. -The thinking map may be collected as part of the process of assessment, but it is not the final product.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science departmant members
Sub group (EL,AA, Special Education) CCR	-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group (EL,AA, Special Education) Math Across the curriculum	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Science teachers

Sub group (EL,AA, Special Education) Thinking Maps	Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructiona l staff

WOLF(Work on Literacy forever) Week	-All teachers will explicitly teach literacy strategies in their content area. -This will happen weekly on Wednesdays. --In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. SOS reading classes (READ 180) -These include: previewing and prereading a text, vocabulary in context, active reading/questioning analysis, summarizing, inferential thinking, using visuals, writing, speaking and reasoning. Quarterly CCR SRI (Baseline plus three)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All ELA staff members.

Writing Across the Curriculum	-Each teacher will be required to incorporate writing every quarter. -Science will focus on informational writing. -Social studies will focus on information and argumentative. -English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing TBD-What length of writing is required at each department/grade level? -Students will be expected to write quarterly in all the core classes (This may include incorporating the 4 responses from CCR into a short cohesive writing piece). -All areas will be using the 6 + 1 writing rubric (or 6 + 1 with content specific modifications); the rubric is on the shared drive.	Direct Instruction	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	All staff across the curriculum. The leaders will come from the ELA department.
Close and Critical Reading (CCR)	All teachers should teach their students the specific reading skills identified in the CCR.All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All Instructional staff

Sub group (EL,AA, Special Education) Common core	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Literacy Bell Ringers	-All teachers will promote literacy strategies daily through the use of bell ringers. -In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. -Students will actively be engaged at the start of the lesson with a bell ringer. Quarterly CCR SRI (Baseline plus three)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff

WOLF(Work on Literacy forever) Week	-All teachers will explicitly teach literacy strategies in their content area. -This will happen weekly on Wednesdays. --In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. SOS reading classes (READ 180) -These include: previewing and prereading a text, vocabulary in context, active reading/questioning analysis, summarizing, inferential thinking, using visuals, writing, speaking and reasoning. Quarterly CCR SRI (Baseline plus three)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All teaching staff

Sub group EL/AA/SPED CCR	All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education. https://docs.google.com/document/d/1F9dmMr03_EWD4x-rLa6bGNzJPHt24U9bzzmITt4YVV4/edit	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	Classroom teachers
Writing across the curriculum	Each teacher will be required to incorporate writing regularly. -Science will complete two formal Laboratory reports. -Social Studies will complete two formal writing pieces: one argumentative and one informational. -English will focus on narrative, argumentative, and informational writing. Electives will complete two formal pieces of writing. -Teachers will provide and share examples with each other and with students in an effort to improve instruction and understanding. The essays will be assessed using a content specific writing rubric.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	Instructional Staff
Sub group (EL,AA, Special Education) Literacy Bell ringers	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	Instructional staff

Thinking maps	All students will identify, create and apply thinking maps to help organize thinking about information. The thinking map may be collected as part of the process of assessment, but it is by no means the final product.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group (EL,AA, Special Education) CCR	-Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff
NGSS (MI-STAR) Units	Students will do project based lessons, write across the curriculum and integrate technology into the classroom. Teachers share samples of student projects and assessments at department meetings. Science teachers (7th/8th grade)will engage in professional learning around 3-dimensional assessments using the MiSTAR resource built for the Michigan Science Standards. Strand I: Standard 3: G, H	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science department teachers
Common Core	All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Wyoming Instructional Model	-All teachers are expected to use the Wyoming Instructional model of instruction on a daily basis. - The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. -All students are expected to be engaged and working in the classrooms from bell to bell. - increased percentage of students passing courses *SRI data, MEAP, Explore	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff

Sub group African American	Wyoming Junior High will provide the appropriate level of instruction and intervention to all of their students, taking into account different backgrounds, levels of achievement, and learning styles. Teachers will provide concrete examples using a common core model lesson. These programs have been shown to raise academic achievement in addition to other benefits. Helping students of color excel using the new Common Core Learning Standards starts with teacher education programs. If educators are better equipped to implement the standards in particular populations, the whole education system will benefit.	Direct Instruction	Tier 2	Getting Ready	08/21/2019	05/29/2020	$0	All staff
Writing across the curriculumn	-Each teacher will be required to incorporate writing every quarter. -Science will focus on informational writing. -Social studies will focus on information and argumentative. -English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group (EL,AA, Special Education) Number Sense	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Math teachers
Wyoming Instructional Model	All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff

Common Core	All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence.	Direct Instruction	Tier 1	Monitor	08/21/2019	05/29/2020	$0	All instructional staff.
Literacy Bell Ringers	All teachers will use content specific literacy-based bell ringers daily. - In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting, discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group EL/AA/SPED writing across the curriculum	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Classroom teachers
Common Core	All teachers will begin to implement the common core standards in their classroom. This will include writing across the curriculum, project based lessons and technology into their instruction. All teachers will have an on-line presence. -Students will do project based lessons, write across the curriculum and integrate technology into the classroom. -Teachers share samples of student projects at Department meetings.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All ELA department members.

Close and Critical Reading (CCR)	All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group (EL,AA, Special Education) WOLF work on literacy forever	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff
Sub group (EL,AA, Special Education) Writing across the curriculum	-To address our 3 lowest performing sub-groups, the following activities will be implemented: African American sub-group: Limited English Proficiency: Special Education: http://leadered.com/our-philosophy/dsei.php	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	All instructional staff

Thinking maps	All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. -Examples of maps and student work should be visible in the classroom and available to share with colleagues. -In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All ELA staff.
Sub group (EL,AA, Special Education) CCR	All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 2		08/21/2019	05/29/2020	$0	All instructional staff
Sub group (EL,AA, Special Education) Math across the curriculum	uild effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	all instructional staff

Sub group (EL,AA, Special Education) Literacy Bell ringers	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff
Sub group (EL,AA, Special Education) Writing across the curriculum	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff
Sub group (EL,AA, Special Education) Literacy Bell ringers	uild effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff

Wyoming Instructional Model	All teachers are expected to use the Wyoming Instructional Model on a daily basis. The quality of implementation will be monitored through department meeting discussions, instructional rounds, SIST Team visits, and principal walkthroughs	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Development of EDP	Students will develop EDP.	Career Preparation /Orientation	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	Kimball GRCC
Sub group (EL,AA, Special Education) Common core	Build effective instruction based on rigorous and relevant expectations Create and implement an effective learner environment that is engaging and aligned to learner needs Possess and continue to develop content area knowledge and make it relevant to the learner Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology Use assessment and data to guide and differentiate instruction Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff
Thinking Maps	All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. Examples of maps and student work should be visible in the classroom and available to share with colleagues.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
Sub group (EL,AA, Special Education) Thinking Maps	Activity #1 - African Americans Collaborative Maps (Teamwork) Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. EL teacher will support thinking map activities in the building.Thinking Maps is a language of eight thinking process maps. Each map is graphically consistent and flexible so that students may easily expand the map to reflect the content pattern being learned. Activity #3 - Special Education Color Coding Bloom's Taxonomy	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	$0	Instructional staff

Khan Academy	Missions are personalized math experiences in which students can learn at their own pace, master skills that are challenging and appropriate for their level, and use hints and videos to learn and review. Missions: Teachers either assign the grade-level mission to students or use a self-created diagnostic or previous year's test results to place students into distinct, differentiated missions. Teachers check the Progress tab to see overall class progress on their designated mission. • The student screen provides a snapshot for teachers to identify students who are behind, on-track, or exceeding their mastery percentage goals. The skill portion of the Progress tab allows teachers to: • Identify specific skills where several students are struggling. This helps a teacher identify topics for small group or whole-class instruction. • Identify potential peer tutoring pairs. Teachers often pair students who have mastered skills with students who are struggling on that same skill.	Supplemental Materials	Tier 2		08/21/2019	05/29/2020	$0	Math Teachers
Sub group (EL,AA, Special Education) CCR	New comers and strategies class will support EL learners, Special education students will have strategies class and AA students will have access to complex text and teachers will be relevant in their instruction.	Direct Instruction, Materials	Tier 2	Implement	08/21/2019	05/29/2020	$0	all instructional staff
Close and critical reading (CCR)	All teachers facilitate Critical Reading strategies and encourage student thought surrounding the four CCR questions. Samples and strategies will be shared at department meetings. Implementation data will be collected quarterly through Synergy to reflect the frequency and quality of CCR lessons. -Teachers will use complex, grade-level texts worthy of a close read. Teachers will create text-dependent questions as a way to scaffold the students' understanding of the complex texts. This is a best practice that is proven to help our lowest three performing sub-groups:African American, Limited English Proficiency, and Special Education.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All science department members

Career assessment	Students will explore different careers	Career Preparation /Orientation	Tier 1	Getting Ready	08/21/2019	05/29/2020	$0	Kimball Gear up grant GRCC
Using math across the curriculum	All teachers will begin to teach their students math in the context of their course work. All students will use math in a variety of contexts.	Direct Instruction	Tier 2	Monitor	08/21/2019	05/29/2020	$0	Instructional staff
Thinking Maps	-All teachers will use Thinking Maps regularly to guide instruction and assessment. Thinking maps should be regularly embedded in instruction to make students' thinking visible. -Examples of maps and student work should be visible in the classroom and available to share with colleagues. -In order to monitor this, teachers will collect and maintain examples in their Implementation Binder. The quality of implementation will be monitored through department meeting discussions, instructional rounds, and principal walkthroughs.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff
CCR	All students are expected to complete a CCR every quarter. The CCR should be graded and the data should be reported to students in a timely manner	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All teachers.
WOLF (Work on literacy forever) Week	All teachers will explicitly teach literacy strategies in their content area. -This will happen weekly. --In order to monitor this, teachers will turn examples into the department head at the end of each marking period. The quality of implementation will be monitored through department meeting discussions and instructional rounds and principal walkthroughs. SOS reading classes (READ 180)	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	$0	All instructional staff

Title II Part A

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

| NCTE Conference | For the second year in a row, two Junior High Teachers (Katie Sluiter & Shantel VanderGalien) were among the proposals chosen for sessions at NCTE. Because only 25% of proposals are accepted, this is a huge accomplishment not just for them as educators, but for Wyoming Public Schools (and specifically the JHS). Many of the presenters chosen are PhDs in English and English Education or authors if that can paint a picture of the prestige of this accomplishment.

Valuable information from last year's sessions have had a huge impact on Wyoming Public Schools already. Last year's theme was raising student voice--a goal we have here in WPS as well. From sessions, teachers were able to create a new 1st quarter unit that represents more of our student population (Specifically black males), with the aim of teaching students the power of their own voices. Additionally a Wyoming ProjectLIT Community was formed that serves both the Junior High and High School, as well as members of the community.

How does NCTE fit with WPS goals for PD? According to NCTE, teachers will "leave with strong strategies and best practices for teaching literacy, language, and composition. They learn new ideas for delivering instruction that engages students and addresses the most pressing needs within the school and district." WPS states our goal is to "be the first choice for education and the pride of our community" and our mission is to "empower all students to discover and achieve their potential in an inclusive, inspiring, and innovative culture of learning." By continuing to support teachers who are being recognized and invited to present at national conferences, we will be the first choice for education and pride of our community. Additionally, we will be able to empower all students to achieve their potential in an innovative culture of learning as we bring new best practices back to our district.

One of the 5D+ qualifiers for a distinguished teacher in Student Engagement states that the "teacher asks questions to probe and deepen student understanding or uncover misconceptions. Students question one another to probe for deeper understanding." This conference will give us new tools to bring back and to share with the staff so that all staff can grow their capacity in this area. | Professional Learning | Tier 1 | Implement | 11/13/2019 | 11/15/2019 | $2252 | Sluiter Vandergalien |