



# **District Improvement Plan**

## Wyoming Public Schools

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## **Introduction**

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

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

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

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

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

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

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

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual

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

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

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

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

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

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

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

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

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

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



# **2019-20 District School Improvement Plan**

## Overview

### Plan Name

2019-20 District School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in Wyoming Public Schools will be proficient at grade level in reading.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$1247547
2	All students in Wyoming Public Schools will be proficient at grade level in writing.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$1509483
3	All students in Wyoming Public Schools will be proficient at grade level in mathematics.	Objectives: 2 Strategies: 2 Activities: 12	Academic	\$1448455
4	All students in Wyoming Public Schools will be proficient at grade level in science.	Objectives: 2 Strategies: 4 Activities: 12	Academic	\$461036
5	All students in Wyoming Public Schools will be proficient at grade level in social studies.	Objectives: 2 Strategies: 3 Activities: 12	Academic	\$7099
6	All students will increase in the academic, social and other skills needed to be successful in all content areas so that they can be career and college ready.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$715000
7	Professional Learning	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$41664

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

## Measurable Objective 1:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State's reading content standards in English Language Arts by 05/29/2020 as measured by the M-Step and MME..

## Strategy 1:

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

Funded by Title I Parent allocation.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Building Site Planned Parent Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.</p> <p>Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming High School, Wyoming Intermediate</p>	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Title I Part A	Teaching staff and administration

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Activity - PNP Parent Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Private School parents are provided support to help their children by participating at the PS event and/or through resources provided to them in knowing the expectations and how to support their child in their learning.  Schools: All Schools	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$303	Title I Part A	Title I Director, Building Principals, PNP Liaison

### Strategy 2:

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

Category: English/Language Arts

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

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

Building Academic Vocabulary: Robert J. Marzano and Debra J. Pickering (Author)

Capturing Kids Hearts (CKH), Flippen Group

Teaching with Poverty in Mind - Eric Jensen

Harvey, S. & Goudvis, A. (2000). Strategies That Work: Teaching Comprehension to enhance understanding. Portland, ME: Stenhouse.

Professional Learning Communities:

Eaker, Robert, DuFour, Rebecca, DuFour, Richard, & Karhanek, Gayle. (2004). Whatever It Takes: How Professional Communities Respond When Kids Don't Learn. Solution Tree.

Wakelyn, David. Policies to Improve Instruction and Learning in High Schools. NGA Center for Best Practices, 28 Oct. 2008. Web. 14 Mar. 2010.

<http://www.nga.org/Files/pdf/0810IMPROVEINSTRUCTION.PDF>

Tier: Tier 2

Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Interventionist (serving Glad, OP, West, WJH) will use RTI/F&P data to identify students needing a layer of intervention to bring them above the minimum proficiency (benchmark) level. The interventionist will organize groups in a manner that will work directly with targeted students in a small group setting. Also, supporting EL students as well.  Schools: Wyoming Junior High	Academic Support Program		Implement	08/21/2019	05/29/2020	\$60042	Section 31a	Intervention alist, instructional staff, and school principal
<b>Activity - EL Paraeducator (intervention Support)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
EL Paraeducators (Oriole Park) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher and EL coordinator.  Schools: Oriole Park Elementary School, Wyoming High School	Academic Support Program			08/21/2019	05/29/2020	\$21960	Title III, Title III	Classroom Teachers, Intervention Teacher, and Building Principal, EL Coordinator
<b>Activity - Extended Day Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.  Schools: Wyoming Junior High, Wyoming High School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$26525	Section 31a	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
<b>Activity - Supplemental Literacy Resources</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.  Schools: Wyoming Junior High, Wyoming High School, Wyoming Intermediate	Academic Support Program		Implement	08/21/2019	05/29/2020	\$14321	Section 31a	Teachers, Intervention Teachers, Building Principal
<b>Activity - Private School Intervention Teachers</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Teacher time provided to private schools to deliver supplementary support in literacy (and math) throughout the school year (including E2020)  Schools: All Schools	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$29161	Title I Part A	Title I Director, instructional Staff (private school contracted), PNP Principal
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Activity - Graduation Rate/Academic Support Deans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2019-20 school year as a result of increased attendance levels during the previous school year.  Schools: Wyoming Junior High, Wyoming High School, Wyoming Intermediate	Academic Support Program, Behavioral Support Program		Implement	08/21/2019	05/29/2020	\$164077	Section 31a	Dean's of Students, SSWs, School Administration.

Activity - English Language Programming (EL Services)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Programming (EL Services/EL Coordinator/EL Teachers). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$415388	Section 31a, Title III	EL staff, general education staff, and administration.

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Activity - Healthcare Support Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Healthcare support specialist to directly support students in need to ensure regular attendance occurs.  Schools: All Schools	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$39000	Title IV Part A	District administration, building administration
Activity - Below grade level leveled reading books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.  Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$27000	Section 31a	Principal and literacy coaches
Activity - Safe and Healthy Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Safe and Healthy Students  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$39000	Title IV Part A	Admin

**Strategy 3:**

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

Category: English/Language Arts

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

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

Common Assessments:

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

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

Portland: Rick Stiggins, 2008. Print.

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

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

,[http://www.cast.org/publications/ncac\\_diffinstrudl.html](http://www.cast.org/publications/ncac_diffinstrudl.html).

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



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Tier: Tier 1

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.  Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming Intermediate	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Section 31a	Instructional Coaches, Classroom Teachers, and Building Principals.
Activity - Writers Workshop Professional Development (Teachers College)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for K-4 grade teachers to implement the Lucy Calkins Writers Workshop. 4-day training  Schools: Wyoming Intermediate	Academic Support Program	Tier 1	Getting Ready	08/21/2019	05/29/2020	\$0	General Fund	Superintendent, principals, coaches.

**Goal 2: All students in Wyoming Public Schools will be proficient at grade level in writing.****Measurable Objective 1:**

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on State content standards in writing in English Language Arts by 05/29/2020 as measured by State M-Step and MME assessments..

**Strategy 1:**

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

Category: English/Language Arts

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

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

Write from the Beginning

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollack. Classroom Instruction that Works: Research-

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Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.

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

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

Thinking Maps

Teaching with Poverty in Mind - Eric Jensen

Lucy Calkins Writing Units of Study

Tier: Tier 1

Activity - Daily Intentional Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily writing in all content areas will occur throughout the course of the school year. All teachers will teach their students the writing process—pre-writing, drafting, editing, revising, publishing, and reflection. Modeling daily writing using a variety of Thinking Maps, Lucy Calkins Writing Units of Study, teaching daily mini-lessons, peer conferencing, daily cross-curricular writing activities/opportunities, SIOF Model, opportunities to showcase the writing process and final writings to a variety of audiences.  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$35000	General Fund	Teaching staff and administration

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	General Fund	Teaching staff and administration

Activity - School Improvement Support Team/Director of Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Support Team: In an effort to support the school improvement work at each site, school visits and specific feedback on its progression, next steps and alignment to longitudinal academic growth. Lead by Dr. Jennifer Slanger; Director of Teaching and Learning. School Improvement Support Team Consultant, principal mentor, and systems development consultant. To provide one-on-one professional development to administrative and teaching staff on an ongoing basis through on-site visits, dialogue, and detailed reporting. Follow up training/support for building principals after SI visits and teachers after evaluations. Paid out of Title II.  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$98498	Title II Part A	Superintendent Craig Hoekstra; Director of Teaching and Learning, Dr. Jennifer Slanger; Central Office, SI Teams, Building Principals, District Teaching Staff.
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### Measurable Objective 2:

A 8% increase of Fifth, Eighth and Eleventh grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency State writing content standards in English Language Arts by 05/29/2020 as measured by State M-Step and MME assessments.

### Strategy 1:

Tier II: Timely and Additional Assistance - Students that have been identified not to meet grade level expectations (specifically the identified sub groups), will receive additional writing support through writing interventions and intentional data reviews of ongoing development and progress.

Category: English/Language Arts

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

Tier: Tier 2

Activity - Instructional Coaches - supporting quality instructional practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.  Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Title I Part A	Teaching staff and administration

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Activity - Social Work Service	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staffing full-time Social Workers at each level has afforded the organization to be proactive as well as to have systems and staffing in place to best meet the social, emotional and academic needs of students. This proactive approach has resulted in better serving our students and families.  Schools: All Schools	Behavioral Support Program	Tier 2		08/21/2019	05/29/2020	\$1001000	General Fund	Social workers and administration

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

#### Measurable Objective 1:

10% of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency in content standards in Mathematics by 05/29/2020 as measured by State assessments.

#### Strategy 1:

Strategy 1: Tier I - Progress Monitoring Student Data - All staff who teach mathematics will implement and modify instruction aligned with assessments to best meet the individual needs of students while math content is explored and experienced. - All staff who teach mathematics will modify instruction and assessments throughout the year to monitor topics related to applied math with basic number sense and measurement based on best practice research. Math content and assessments will be vertically aligned to the Common Core and instructors will utilize data to drive structure and strategies of the classroom to adjust and meet the needs of all students. Math classes will include more hands-on activities, which can also serve as formative assessments, to ensure that students understand the foundational math concepts at each grade level and alignment to the rigor necessary for success in later math courses, as well as college/career ready rigor levels.

Category: Mathematics

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

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

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

"Student Successes With Thinking Maps", David Hyerle

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

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

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

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

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

Bringing Words to Life by Isabel Becca.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollack. Classroom Instruction that Works: Research-

## District Improvement Plan

Wyoming Public Schools

Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.</p> <p>Schools: Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming Intermediate</p>	Professional Learning			08/21/2019	05/29/2020	\$322334	Section 31a	Teaching staff and principals
Activity - Core Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the CCSS. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students. Led by instructional coaches.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	General Fund	Instructional staff, consultant, building principal, instructional coaches.
Activity - Instructional Modeling/Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional coaches supporting Tier I instruction by way of coaching cycle, learning walks, and best practice modeling.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1		08/21/2019	05/29/2020	\$0	General Fund	Administrative and instructional staff
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved</p> <p>Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming High School, Wyoming Intermediate</p>	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Section 31a	Principal, social worker, asst. principal, deans, staff.

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Activity - Ten Marks Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention math program that allows student access to build needs skills not yet achieved based on outcomes. Schools: Wyoming High School	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	General Fund	Instructional staff, math coach, principal.
Activity - Additional Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school math support. Schools: Wyoming High School	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$10191	Section 31a	Staff, math coach, principal.

### Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on grade level expectations in Mathematics by 05/29/2020 as measured by State M-Step and MME assessments.

### Strategy 1:

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

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

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

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

Category: Mathematics

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

Capturing Kids Hearts (CKH), Flippen Group

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

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

Tier: Tier 2

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Activity - Math 180 Program Instructors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.  Schools: Wyoming Junior High	Academic Support Program			08/21/2019	05/29/2020	\$13272	Section 31a, General Fund	Junior High Staff and principal.
Activity - Math 180 Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 materials will be used as a supplementary intervention for students one grade level behind utilizing a block (extended time) math class.  Schools: Wyoming Junior High	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	Section 31a	Junior High Staff and principal
Activity - 21st Century Grant (T.E.A.M. 21)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.  Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Wyoming Junior High, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	Other	21st Century leadership, building principals, and superintendent.
Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.  Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	General Fund	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.

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Activity - Student Advocates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student advocates to support students across the district. These individuals will work on addressing student behaviors that stand in the way of academic success.</p> <p>Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate</p>	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$149718	Title I Part A	Instructional Staff and administration.
Activity - Math Professional Development/Math Intervention Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement.</p> <p>Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate</p>	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	\$16940	Section 31a	Principals, Instructional Staff

## Goal 4: All students in Wyoming Public Schools will be proficient at grade level in science.

### Measurable Objective 1:

9% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase in student achievement in Science as demonstrated on State assessments. in Science by 05/29/2020 as measured by demonstrating a proficiency in all areas of science relating to curriculum development specific to the students' grade level.

### Strategy 1:

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

- K-12 NGSS Science Committee
- One-sentence summaries of reading passages in science
- Marzano vocabulary strategy
- Ten Times Two
- See/Think/Wonder



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- Asking and Answering Questions with Pair and Share
- Tear and Share
- Teachers will create ACT type practice tests aligned with current HSCE's.
- Testing strategies, along with content application will be a focus of these assessments.
- Thinking MAPs/Path to Proficiency (component of SIOP)
- SIOP

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

At-Risk Strategies (this includes all students)

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

Category: Science

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

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

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

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

Bringing Words to Life by Isabel Beck

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

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

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

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

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

Capturing Kids Hearts (CKH), Flippen Group

Teaching with Poverty in Mind - Eric Jensen

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

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

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

## District Improvement Plan

Wyoming Public Schools

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

<[http://www.cast.org/publications/ncac\\_diffinstructudl.html](http://www.cast.org/publications/ncac_diffinstructudl.html)>.

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

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

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

Tier: Tier 1

Activity - Direct Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

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<p>Teachers will incorporate (NGSS) the following reading comprehension strategies into their daily teaching of science while instructing students with grade level content as student success is measured overtime: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> <li>1. Staff will review, as common content teachers, the impact of reading comprehension in their delivery in science.</li> <li>2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the science classroom.</li> <li>3. Staff will utilize the literacy/content coach to provide support for vocabulary strategies and Close and Critical or other focused reading and writing strategies. They will evaluate and reflect on the implementation of the strategies in their own planning.</li> <li>4. Every junior and senior needing to take the MME will take PSAT test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses.</li> <li>5. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the science area.</li> <li>6. Students will write regularly in science classes in grades 3 - 12 to ensure that they can express themselves using content language in ways defined by the common core.</li> <li>7. Thinking Maps/Pathways to Proficiency and other SIOP strategies</li> <li>8. K-12 Science Committee will continue to provide needed updates to better instruct students in the core area (ongoing communication/updates will be provided throughout the school year).</li> <li>9. Staff will implement NGS practices on a daily basis in their instruction</li> </ol> <p>Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teaching staff, science consultant, and administration</p>
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Activity - NGSX Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

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NGSX training/Professional development (5 days) to broaden the knowledge, lesson design, and instructional science delivery. The focus grade levels span from K-12th grade to improve teacher delivery and student results.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$500	General Fund	K-12th grade science staff, science consultant, and administration.
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### Strategy 2:

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

Category: Science

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

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

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

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

Bringing Words to Life by Isabel Beck

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

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

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

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

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

Capturing Kids Hearts (CKH), Flippen Group

Teaching with Poverty in Mind - Eric Jensen

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

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

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

<[http://www.cast.org/publications/ncac\\_diffinstructudl.html](http://www.cast.org/publications/ncac_diffinstructudl.html)>.

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

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

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

Nonlinguistic Representations (Battle Creek Science Kits)

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

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

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

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

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

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

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

Hall, Tracey, Nicole Stangman, and Anne Meyer. "Differentiated Instruction and Implications for UDL Tier: Tier 1

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Time/support in time outside of the traditional school day (see other goal activities)  Schools: All Schools	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	General Fund	principal, science consultant, teachers

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### Strategy 3:

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

Category: Other - Title I Parent Monies

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

Thousand Oaks, CA. Corwin Press, Inc.

Tier: Tier 2

Activity - Curriculum Nights/Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activities that support parents in their understanding of what they can do at home to help their child understand and acquire higher level academic skills, including reading of text, posing questions), and comprehension questions will be provided. Activities such as Curriculum Night as well as newsletters and other written communication with parents will provide resources that parents can use at home to support learning. Parent participation will be encouraged by providing child care, snacks/simple meals, math resources for home use, etc.</p> <p>Schools: All Schools</p>	Parent Involvement	Tier 1	Implement	08/21/2019	05/29/2020	\$28692	Title I Part A	Building staff and administration

Activity - Parent/Community Support Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.</p> <p>Schools: All Schools</p>	Community Engagement	Tier 2		08/21/2019	05/29/2020	\$32200	General Fund	Administration

Activity - Special Education General Funded Allotment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The District has taken on a portion of the special education cost using general funds. In doing so, the level of time and/or service has added value to the overall offering this service provides in a least restrictive environment  Schools: All Schools	Academic Support Program	Tier 3	Implement	08/21/2019	05/29/2020	\$270000	General Fund	Administration
<b>Activity - Targeted Social Worker Services</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Targeted Social Worker Services for students identified with significant trauma and/or personal challenges that are causing excessive absences, failing grades, or acting out behaviors.  Schools: Wyoming High School	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$84196	Section 31a	Social worker, director of student services, principal
<b>Activity - College Readiness for At-Risk Students</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Counselor to assist staff in building capacity to utilize achievement data to improve college readiness of at-risk 10th - 12th grade students.  Schools: Wyoming High School	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$20409	Title IV Part A	Administration
<b>Activity - Well Rounded Educational Opportunities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Well Rounded Educational Opportunities for additional student/family support.  Schools: All Schools	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$24039	Title IV Part A	Administration
<b>Activity - Homeless Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students who are homeless receive necessary transportation, resources, and additional support programming as required using district or county funds.  Schools: All Schools	Academic Support Program	Tier 3		08/21/2019	05/29/2020	\$1000	Title I Part A	Administration

### Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency State content standards in Science by 05/29/2020 as measured by Science the State M-Step and MME assessments...

**Strategy 1:**

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

Category: Science

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

Tier: Tier 3

Activity - Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 instruction will include timely and additional interventions to students who are not mastering the NGSS Expectations. Paraprofessionals will be used in the classrooms to assist classroom teachers with re-teaching strategies to the identified students. Costs are found in the reading goal.  Schools: All Schools	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	General Fund	Teaching staff and administration

Activity - Multiple sources and formats of information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present students with multiple sources of Science content information and experiences in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	General Fund	Teaching staff and administration

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

**Measurable Objective 1:**



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A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency improved achievement in social studies in Social Studies by 05/29/2020 as measured by State assessments.

**Strategy 1:**

Improved Achievement in Social Studies - K -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies.

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

Parent Strategies

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

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Category: Social Studies

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

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

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

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

Bringing Words to Life by Isabel Beck

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

Differentiated Instruction for Social Studies: Instructions and Activities for the Diverse Classroom, Wendy Wilson (Author), Jack Papadonis (Author)

Social Studies Instruction Incorporating the Language Arts, JoyAnne Hauge Morin

Tier: Tier 1

Activity - Direct Instruction - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

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<p>Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> <li>1. Staff will review as common content teachers the impact of reading comprehension in their delivery in social studies.</li> <li>2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the social studies classroom.</li> <li>3. Department and SI team will review random selections of work to ensure that reading comprehension strategies are being embedded and making a difference with student achievement in social studies.</li> <li>4. Staff will allow literacy coach to come into the social studies classroom and model instruction of Close and Critical reading strategies. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning.</li> <li>5. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable to the school improvement strategies.</li> <li>6. Every junior and senior needing to take the MME will take a common ACT practice test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses.</li> <li>7. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the social studies area.</li> <li>8. Students will write regularly in Social Studies classes in grades 3 - 12 to ensure that they can express themselves using social studies content as defined by the Common Core.</li> </ol> <p>Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teaching staff and administration</p>
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Activity - Tier I Reading Comprehension and Writing in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

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<p>2nd -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies.</p> <ul style="list-style-type: none"> <li>- One-sentence summaries of reading passages in science - Marzano vocabulary strategy - Ten Times Two</li> <li>- See/Think/Wonder - Asking and Answering Questions with Pair and Share - Tear and Share</li> <li>- Thinking Maps (a component of SIOP)</li> <li>- SIOP - Teachers will create ACT type practice tests aligned with current HSCE's. Testing strategies, along with content application will be a focus of these assessments. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five-question, three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress. Teachers in grades 3</li> <li>- 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations. At-Risk Strategies (this includes all students) - Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are one or more grade levels behind in reading.</li> <li>- Create more opportunities for recovery of failures within the school day</li> <li>- "Capture" those students in need of help and make recovery the norm for all failing students. Parent Strategies</li> <li>- Parents to be notified on academic progress of student through quarterly report cards, mid quarter progress reports, teacher direct contact and use of Parent Gateway (school records portal).</li> <li>- At any time, by request, parents can arrange a meeting with staff to discuss student progress and intervention strategies.</li> <li>- Social Studies resources provided at evenings activities related to understanding learning target concepts and resources to help families support their learning within social studies.</li> </ul> <p>Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teaching staff and administration</p>
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## District Improvement Plan

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### Strategy 2:

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

Category: Social Studies

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

Thousand Oaks, CA. Corwin Press, Inc.

Tier: Tier 2

Activity - Parent Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Curriculum Nights to support parents in all Four Core Areas. Funding: See Reading Parent Involvement. Schools: All Schools	Academic Support Program, Parent Involvement	Tier 1	Implement	08/21/2019	05/29/2020	\$0	General Fund	Teachers and administration

Activity - Immigrant Community Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transportation for evenings and Saturday community exposure experiences to learn how processes work throughout West Michigan. Schools: All Schools	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$750	Title III	EL Coordinator and administration

Activity - Immigrant Community Experiences - Materials to support experience	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials for parents/students to utilize at trainings for and follow-up after community experiences. Schools: All Schools	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$125	Title III	EL Coordinator and administration

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Activity - Immigrant Community Experiences - Staff compensation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff compensation for immigrant community experiences. Schools: All Schools	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$3794	Title III	EL Coordinator and administration
Activity - Cultural events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cultural events - meals for program attendees and one restaurant experience. Schools: All Schools	Academic Support Program, Community Engagement	Tier 1		08/21/2019	05/29/2020	\$1285	Title III	EL Coordinator and administration
Activity - Immigrant Community Experiences - Program Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Office and program resources for seven activities. Schools: All Schools	Academic Support Program, Community Engagement	Tier 1		08/21/2019	05/29/2020	\$145	Title III	EL Coordinator and administration
Activity - Immigrant Community Experiences - Entrance Fees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Entrance fees/tickets/food for 50 attendees to have various community experiences. Schools: All Schools	Academic Support Program, Community Engagement	Tier 1		08/21/2019	05/29/2020	\$1000	Title III	EL Coordinator and administration

### Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency on State content standards in Social Studies by 05/29/2020 as measured by the State M-Step and MME assessments.

### Strategy 1:

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

SY 2018-2019

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the five question,

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

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

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

Category: Social Studies

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

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

Vocabulary by Robert J. Marzano and Debre J. Pickering

Bringing Words to Life by Isabel Beck

Best Practice, New Standards for Reaching and Learning in America's Schools, Second Edition, by Steven

Zemelman, Harvey Daniels, and Arthur Hyde; Pgs. 132-155

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

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

Tier: Tier 2

Activity - Intervention Instructional Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Services will be delivered through recovery blocks (additional focused content learning time outside of the core) during the school day, extended day opportunities, and summer programs for students identified as not meeting grade level expectations or working below grade level with the intent of closing the gap between the identified sub groups. Additional supplemental support is provided to students whose first language is not English through a variety of means.  Schools: All Schools	Academic Support Program			08/21/2019	05/29/2020	\$0	General Fund	Teaching staff and administration

Activity - Multiple sources and formats of information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present students with multiple sources of information in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	General Fund	Teaching staff and administration

## District Improvement Plan

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Activity - Extended Day Time Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards.  Schools: Wyoming Junior High, Wyoming High School	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$0	General Fund	Teaching staff and administration

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

### Measurable Objective 1:

achieve college and career readiness Improved skill development for all students across all curricular areas by 05/29/2020 as measured by Improved achievement on defined district and state assessments, discipline measures, graduation rates, and attendance targets.

### Strategy 1:

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

Category: School Culture

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

Tier: Tier 1

Activity - Capturing Kids Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CKH is a behavior modification for staff to create an expected relationship/cultural component to a classroom and building built on expected behaviors  Schools: All Schools	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	General Fund	principal, social worker, Process Champion Team, teachers

Activity - Secondary Learning Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME.  Schools: Wyoming Junior High, Wyoming High School	Academic Support Program, Career Preparation /Orientation , Direct Instruction, Behavioral Support Program	Tier 3	Implement	08/21/2019	05/29/2020	\$380000	Section 31a	Principals, Social Workers, Asst. Principals, Deans, and LC staff
<b>Activity - Police Liaison</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Police Liaison provides around the clock safety, but in addition provides a connection to the community to provide a pro-active measure to issues involving students in the community outside of school time that may impact school time and is a direct connection/support to addressing particularly challenging behavior in the community brought into the school with individual students and their families  Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$75000	Section 31a	Superintendent, Principals, City of Wyoming Police Chief
<b>Activity - MCAN/AdviseMi (WHS)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Work with College Access Network to have a person in the building. Person will provide activities and information related to a college going culture. Starts in 10th grade and continues through graduation.  Schools: Wyoming High School	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	05/29/2020	\$15000	Other	Principal
<b>Activity - True Success</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.  Schools: West Elementary School, Oriole Park Elementary School, Parkview Elementary School, Gladiola Elementary School, Wyoming Intermediate	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$40000	Section 31a	Principals and social workers
<b>Activity - KSSN</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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<p>KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.</p> <p>Schools: West Elementary School, Parkview Elementary School, Gladiola Elementary School</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$105000</p>	<p>Section 31a</p>	<p>Principal, social worker, KSSN supervision</p>
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Restorative Practices support in each WPS building.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 2</p>		<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$100000</p>	<p>Section 31a</p>	<p>Administration</p>

## Goal 7: Professional Learning

### Measurable Objective 1:

100% of All Students will collaborate to grow the teams professional skill set. in Mathematics by 05/29/2020 as measured by Increased impact in leadership skill set and improved student outcomes. .

### Strategy 1:

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

Category: Mathematics

Research Cited: Akyildiz, S. T., & Semerci, Ç. (2016, October). The Cognitive Coaching-supported reflective teaching approach in English language teaching: Academic and permanence success. *Academic Journals: Education Research and Reviews*, 11(2), 1956-1963.

Bandura, A. (2006). Guide to the construction of self-efficacy scales. In F. Pajares & T.

Urdu (Eds.), *Self-efficacy beliefs of adolescents* (Vol. 5, pp. 307-337). Greenwich,

CT: Information Age Publishing.

Geltner, B. B. (1993). Integrating formative portfolio assessment, reflective practice, and

Cognitive Coaching into preservice preparation. Paper presented at the annual convention of the University Council for Educational Administration, Houston, TX.

Tier: Tier 1

## District Improvement Plan

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Activity - Adaptive Schools - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive Schools professional development materials for leaders/teachers throughout the organization.  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$800	Title II Part A	Superintendent, principals
Activity - NCTE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NCTE Conference professional development: Equity, Literacy across the curriculum, Social Justice, Cultural Competencies. Lead staff will bring this back to Wyoming Jr. High and lead this work throughout the school year.  Schools: Wyoming Junior High	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$2350	Title II Part A	Superintendent, principal.
Activity - Adaptive Schools - Training Stipends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive Schools training stipends.  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$16514	Title II Part A	Administration
Activity - Adaptive Schools - Trainer Fee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive Schools - Trainer Fee  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$10000	Title II Part A	Administration
Activity - Cognitive Coaching Training Fee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cognitive Coaching Training Fee  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$10000	Title II Part A	Administration
Activity - Clevertouch Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for staff tech integration that will allow them to train teachers to better utilize Clevertouch technologies in the classroom.  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$1000	Title IV Part A	Administration

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Activity - Technology - Effective Use/Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology - Effective Use/Professional Learning. Support staff to best implement technology in the classroom to enhance learning, specifically for at-risk learners.  Schools: All Schools	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$1000	Title IV Part A	Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices	Restorative Practices support in each WPS building.	Academic Support Program, Behavioral Support Program	Tier 2		08/21/2019	05/29/2020	\$100000	Administration
Supplemental Literacy Resources	Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.	Academic Support Program		Implement	08/21/2019	05/29/2020	\$14321	Teachers, Intervention Teachers, Building Principal
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, KSSN supervision
Intervention Teachers	Interventionist (serving Glad, OP, West, WJH) will use RTI/F&P data to identify students needing a layer of intervention to bring them above the minimum proficiency (benchmark) level. The interventionist will organize groups in a manner that will work directly with targeted students in a small group setting. Also, supporting EL students as well.	Academic Support Program		Implement	08/21/2019	05/29/2020	\$60042	Interventionist, instructional staff, and school principal
Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$26525	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal

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Additional Math Support	After school math support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$10191	Staff, math coach, principal.
Police Liaison	Police Liaison provides around the clock safety, but in addition provides a connection to the community to provide a pro-active measure to issues involving students in the community outside of school time that may impact school time and is a direct connection/support to addressing particularly challenging behavior in the community brought into the school with individual students and their families	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$75000	Superintendent, Principals, City of Wyoming Police Chief
Secondary Learning Center	Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME.	Academic Support Program, Career Preparation /Orientation , Direct Instruction, Behavioral Support Program	Tier 3	Implement	08/21/2019	05/29/2020	\$380000	Principals, Social Workers, Asst. Principals, Deans, and LC staff
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/21/2019	05/29/2020	\$13272	Junior High Staff and principal.
English Language Programming (EL Services)	English Language Programming (EL Services/EL Coordinator/EL Teachers). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$365887	EL staff, general education staff, and administration.

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Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement.	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	\$16940	Principals, Instructional Staff
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$40000	Principals and social workers
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Instructional Coaches, Classroom Teachers, and Building Principals.
Math 180 Materials	Math 180 materials will be used as a supplementary intervention for students one grade level behind utilizing a block (extended time) math class.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	Junior High Staff and principal
Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/21/2019	05/29/2020	\$322334	Teaching staff and principals
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$27000	Principal and literacy coaches
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.
Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2019-20 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/21/2019	05/29/2020	\$164077	Dean's of Students, SSWs, School Administration.

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Targeted Social Worker Services	Targeted Social Worker Services for students identified with significant trauma and/or personal challenges that are causing excessive absences, failing grades, or acting out behaviors.	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$84196	Social worker, director of student services, principal
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### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	21st Century leadership, building principals, and superintendent.
MCAN/AdviseMi (WHS)	Work with College Access Network to have a person in the building. Person will provide activities and information related to a college going culture. Starts in 10th grade and continues through graduation.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	05/29/2020	\$15000	Principal

### Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Safe and Healthy Students	Safe and Healthy Students	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$39000	Admin
Healthcare Support Specialist	Healthcare support specialist to directly support students in need to ensure regular attendance occurs.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$39000	District administration, building administration
Technology - Effective Use/Professional Learning	Technology - Effective Use/Professional Learning. Support staff to best implement technology in the classroom to enhance learning, specifically for at-risk learners.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$1000	Administration



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Well Rounded Educational Opportunities	Well Rounded Educational Opportunities for additional student/family support.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$24039	Administrati on
Clevertouch Professional Development	Professional development for staff tech integration that will allow them to train teachers to better utilize Clevertouch technologies in the classroom.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$1000	Administrati on
College Readiness for At-Risk Students	Counselor to assist staff in building capacity to utilize achievement data to improve college readiness of at-risk 10th - 12th grade students.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$20409	Administrati on

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cultural events	Cultural events - meals for program attendees and one restaurant experience.	Academic Support Program, Community Engageme nt	Tier 1		08/21/2019	05/29/2020	\$1285	EL Coordinator and administrati on
Immigrant Community Experiences - Program Resources	Office and program resources for seven activities.	Academic Support Program, Community Engageme nt	Tier 1		08/21/2019	05/29/2020	\$145	EL Coordinator and administrati on
Immigrant Community Experiences	Transportation for evenings and Saturday community exposure experiences to learn how processes work throughout West Michigan.	Academic Support Program, Community Engageme nt	Tier 2		08/21/2019	05/29/2020	\$750	EL Coordinator and administrati on
EL Paraeducator (intervention Support)	EL Paraeducators (Oriole Park) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher and EL coordinator.	Academic Support Program			08/21/2019	05/29/2020	\$6512	Classroom Teachers, Intervention Teacher, and Building Principal, EL Coordinator

**District Improvement Plan**

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English Language Programming (EL Services)	English Language Programming (EL Services/EL Coordinator/EL Teachers). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$49501	EL staff, general education staff, and administration.
Immigrant Community Experiences - Staff compensation	Staff compensation for immigrant community experiences.	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$3794	EL Coordinator and administration
Immigrant Community Experiences - Materials to support experience	Materials for parents/students to utilize at trainings for and follow-up after community experiences.	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$125	EL Coordinator and administration
EL Paraeducator (intervention Support)	EL Paraeducators (Oriole Park) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher and EL coordinator.	Academic Support Program			08/21/2019	05/29/2020	\$15448	Classroom Teachers, Intervention Teacher, and Building Principal, EL Coordinator
Immigrant Community Experiences - Entrance Fees	Entrance fees/tickets/food for 50 attendees to have various community experiences.	Academic Support Program, Community Engagement	Tier 1		08/21/2019	05/29/2020	\$1000	EL Coordinator and administration

# District Improvement Plan

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## Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administration
Instructional Coaches - supporting quality instructional practices	4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Teaching staff and administration
Homeless Support	Students who are homeless receive necessary transportation, resources, and additional support programming as required using district or county funds.	Academic Support Program	Tier 3		08/21/2019	05/29/2020	\$1000	Administration
Private School Intervention Teachers	Teacher time provided to private schools to deliver supplementary support in literacy (and math) throughout the school year (including E2020)	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$29161	Title I Director, instructional Staff (private school contracted), PNP Principal
PNP Parent Activity	Private School parents are provided support to help their children by participating at the PS event and/or through resources provided to them in knowing the expectations and how to support their child in their learning.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$303	Title I Director, Building Principals, PNP Liaison
Student Advocates	Student advocates to support students across the district. These individuals will work on addressing student behaviors that stand in the way of academic success.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$149718	Instructional Staff and administration.

## District Improvement Plan

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Curriculum Nights/Parent Nights	Activities that support parents in their understanding of what they can do at home to help their child understand and acquire higher level academic skills, including reading of text, posing questions), and comprehension questions will be provided. Activities such as Curriculum Night as well as newsletters and other written communication with parents will provide resources that parents can use at home to support learning. Parent participation will be encouraged by providing child care, snacks/simple meals, math resources for home use, etc.	Parent Involvement	Tier 1	Implement	08/21/2019	05/29/2020	\$28692	Building staff and administration
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NCTE Conference	NCTE Conference professional development: Equity, Literacy across the curriculum, Social Justice, Cultural Competencies. Lead staff will bring this back to Wyoming Jr. High and lead this work throughout the school year.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$2350	Superintendent, principal.
Adaptive Schools - Trainer Fee	Adaptive Schools - Trainer Fee	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$10000	Administration
Cognitive Coaching Training Fee	Cognitive Coaching Training Fee	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$10000	Administration
Adaptive Schools - Materials	Adaptive Schools professional development materials for leaders/teachers throughout the organization.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$800	Superintendent, principals

## District Improvement Plan

Wyoming Public Schools

School Improvement Support Team/Director of Teaching and Learning	School Improvement Support Team: In an effort to support the school improvement work at each site, school visits and specific feedback on its progression, next steps and alignment to longitudinal academic growth. Lead by Dr. Jennifer Slanger; Director of Teaching and Learning. School Improvement Support Team Consultant, principal mentor, and systems development consultant. To provide one-on-one professional development to administrative and teaching staff on an ongoing basis through on-site visits, dialogue, and detailed reporting. Follow up training/support for building principals after SI visits and teachers after evaluations. Paid out of Title II.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$98498	Superintendent Craig Hoekstra; Director of Teaching and Learning, Dr. Jennifer Slanger; Central Office, SI Teams, Building Principals, District Teaching Staff.
Adaptive Schools - Training Stipends	Adaptive Schools training stipends.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$16514	Administration

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Instructional Blocks	Supplemental Services will be delivered through recovery blocks (additional focused content learning time outside of the core) during the school day, extended day opportunities, and summer programs for students identified as not meeting grade level expectations or working below grade level with the intent of closing the gap between the identified sub groups. Additional supplemental support is provided to students whose first language is not English through a variety of means.	Academic Support Program			08/21/2019	05/29/2020	\$0	Teaching staff and administration
Instructional Modeling/Reflection	Instructional coaches supporting Tier I instruction by way of coaching cycle, learning walks, and best practice modeling.	Professional Learning	Tier 1		08/21/2019	05/29/2020	\$0	Administrative and instructional staff
Ten Marks Intervention	Intervention math program that allows student access to build needs skills not yet achieved based on outcomes.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Instructional staff, math coach, principal.

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Parent Curriculum Nights	Family Curriculum Nights to support parents in all Four Core Areas. Funding: See Reading Parent Involvement.	Academic Support Program, Parent Involvement	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teachers and administration
Multiple sources and formats of information	Teachers will present students with multiple sources of Science content information and experiences in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration

**District Improvement Plan**

Wyoming Public Schools

<p>Direct Science Instruction</p>	<p>Teachers will incorporate (NGSS) the following reading comprehension strategies into their daily teaching of science while instructing students with grade level content as student success is measured overtime: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.                      1. Staff will review, as common content teachers, the impact of reading comprehension in their delivery in science.                      2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the science classroom.                      3. Staff will utilize the literacy/content coach to provide support for vocabulary strategies and Close and Critical or other focused reading and writing strategies. They will evaluate and reflect on the implementation of the strategies in their own planning.                      4. Every junior and senior needing to take the MME will take PSAT test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses.                      5. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the science area.                      6. Students will write regularly in science classes in grades 3 - 12 to ensure that they can express themselves using content language in ways defined by the common core.                      7. Thinking Maps/Pathways to Proficiency and other SIOP strategies                      8. K-12 Science Committee will continue to provide needed updates to better instruct students in the core area (ongoing communication/updates will be provided throughout the school year).                      9. Staff will implement NGS practices on a daily basis in their instruction</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Teaching staff, science consultant, and administration</p>
<p>Writers Workshop Professional Development (Teachers College)</p>	<p>Professional development for K-4 grade teachers to implement the Lucy Calkins Writers Workshop. 4-day training</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Superintendent, principals, coaches.</p>

## District Improvement Plan

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Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration
Daily Intentional Writing	Daily writing in all content areas will occur throughout the course of the school year. All teachers will teach their students the writing process—pre-writing, drafting, editing, revising, publishing, and reflection. Modeling daily writing using a variety of Thinking Maps, Lucy Calkins Writing Units of Study, teaching daily mini-lessons, peer conferencing, daily cross-curricular writing activities/opportunities, SIOP Model, opportunities to showcase the writing process and final writings to a variety of audiences.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$35000	Teaching staff and administration
Intervention Support	K-12 instruction will include timely and additional interventions to students who are not mastering the NGSS Expectations. Paraprofessionals will be used in the classrooms to assist classroom teachers with re-teaching strategies to the identified students. Costs are found in the reading goal.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Extended Day Program	Extended Time/support in time outside of the traditional school day (see other goal activities)	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	principal, science consultant, teachers



**District Improvement Plan**

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<p>Tier I Reading Comprehension and Writing in Social Studies</p>	<p>2nd -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies.</p> <ul style="list-style-type: none"> <li>- One-sentence summaries of reading passages in science - Marzano vocabulary strategy - Ten Times Two</li> <li>- See/Think/Wonder - Asking and Answering Questions with Pair and Share - Tear and Share</li> <li>- Thinking Maps (a component of SIOP)</li> <li>- SIOP - Teachers will create ACT type practice tests aligned with current HSCE's. Testing strategies, along with content application will be a focus of these assessments. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five-question, three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress. Teachers in grades 3 - 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations. At-Risk Strategies (this includes all students) - Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are one or more grade levels behind in reading.</li> <li>- Create more opportunities for recovery of failures within the school day</li> <li>- "Capture" those students in need of help and make recovery the norm for all failing students.</li> </ul> <p>Parent Strategies</p> <ul style="list-style-type: none"> <li>- Parents to be notified on academic progress of student through quarterly report cards, mid quarter progress reports, teacher direct contact and use of Parent Gateway (school records portal).</li> <li>- At any time, by request, parents can arrange a meeting with staff to discuss student progress and intervention</li> </ul>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Teaching staff and administrative</p>
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## District Improvement Plan

Wyoming Public Schools

	intervention strategies. - Social Studies resources provided at evenings activities related to understanding learning target concepts and resources to help families support their learning within social studies.							
Extended Day Time Opportunities	Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$0	Teaching staff and administration
Core Math Instruction	Instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the CCSS. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students. Led by instructional coaches.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Instructional staff, consultant, building principal, instructional coaches.
Parent/Community Support Systems	School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.	Community Engagement	Tier 2		08/21/2019	05/29/2020	\$32200	Administration
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/21/2019	05/29/2020	\$0	Junior High Staff and principal.
Multiple sources and formats of information	Teachers will present students with multiple sources of information in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration

**District Improvement Plan**

Wyoming Public Schools

<p>Direct Instruction - Classroom Instruction</p>	<p>Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing. 1. Staff will review as common content teachers the impact of reading comprehension in their delivery in social studies. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the social studies classroom. 3. Department and SI team will review random selections of work to ensure that reading comprehension strategies are being embedded and making a difference with student achievement in social studies. 4. Staff will allow literacy coach to come into the social studies classroom and model instruction of Close and Critical reading strategies. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning. 5. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable to the school improvement strategies. 6. Every junior and senior needing to take the MME will take a common ACT practice test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 7. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the social studies area. 8. Students will write regularly in Social Studies classes in grades 3 - 12 to ensure that they can express themselves using social studies content as defined by the Common Core.</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Teaching staff and administration</p>
<p>Capturing Kids Hearts</p>	<p>CKH is a behavior modification for staff to create an expected relationship/cultural component to a classroom and building built on expected behaviors</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>principal, social worker, Process Champion Team, teachers</p>

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NGSX Training	NGSX training/Professional development (5 days) to broaden the knowledge, lesson design, and instructional science delivery. The focus grade levels span from K-12th grade to improve teacher delivery and student results.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$500	K-12th grade science staff, science consultant, and administration.
Social Work Service	Staffing full-time Social Workers at each level has afforded the organization to be proactive as well as to have systems and staffing in place to best meet the social, emotional and academic needs of students. This proactive approach has resulted in better serving our students and families.	Behavioral Support Program	Tier 2		08/21/2019	05/29/2020	\$1001000	Social workers and administration
Special Education General Funded Allotment	The District has taken on a portion of the special education cost using general funds. In doing so, the level of time and/or service has added value to the overall offering this service provides in a least restrictive environment	Academic Support Program	Tier 3	Implement	08/21/2019	05/29/2020	\$270000	Administration

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Nights/Parent Nights	Activities that support parents in their understanding of what they can do at home to help their child understand and acquire higher level academic skills, including reading of text, posing questions), and comprehension questions will be provided. Activities such as Curriculum Night as well as newsletters and other written communication with parents will provide resources that parents can use at home to support learning. Parent participation will be encouraged by providing child care, snacks/simple meals, math resources for home use, etc.	Parent Involvement	Tier 1	Implement	08/21/2019	05/29/2020	\$28692	Building staff and administration

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Wyoming Public Schools

<p>Direct Science Instruction</p>	<p>Teachers will incorporate (NGSS) the following reading comprehension strategies into their daily teaching of science while instructing students with grade level content as student success is measured overtime: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing.</p> <ol style="list-style-type: none"> <li>1. Staff will review, as common content teachers, the impact of reading comprehension in their delivery in science.</li> <li>2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the science classroom.</li> <li>3. Staff will utilize the literacy/content coach to provide support for vocabulary strategies and Close and Critical or other focused reading and writing strategies. They will evaluate and reflect on the implementation of the strategies in their own planning.</li> <li>4. Every junior and senior needing to take the MME will take PSAT test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses.</li> <li>5. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the science area.</li> <li>6. Students will write regularly in science classes in grades 3 - 12 to ensure that they can express themselves using content language in ways defined by the common core.</li> <li>7. Thinking Maps/Pathways to Proficiency and other SIOP strategies</li> <li>8. K-12 Science Committee will continue to provide needed updates to better instruct students in the core area (ongoing communication/updates will be provided throughout the school year).</li> <li>9. Staff will implement NGS practices on a daily basis in their instruction</li> </ol>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Teaching staff, science consultant, and administration</p>
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**District Improvement Plan**

Wyoming Public Schools

<p>Direct Instruction - Classroom Instruction</p>	<p>Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies: Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing. 1. Staff will review as common content teachers the impact of reading comprehension in their delivery in social studies. 2. Staff will be trained in the area of Close and Critical reading with the expectations to implement the strategies by placing them in their planning to ensure delivery in the social studies classroom. 3. Department and SI team will review random selections of work to ensure that reading comprehension strategies are being embedded and making a difference with student achievement in social studies. 4. Staff will allow literacy coach to come into the social studies classroom and model instruction of Close and Critical reading strategies. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning. 5. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable to the school improvement strategies. 6. Every junior and senior needing to take the MME will take a common ACT practice test to provide students with the experience of the high stakes test. This will allow for staff to reflect on student strengths and weaknesses. 7. Staff will use a common rubric with a common reading selection for each content area to assess students' reading development in the social studies area. 8. Students will write regularly in Social Studies classes in grades 3 - 12 to ensure that they can express themselves using social studies content as defined by the Common Core.</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Teaching staff and administration</p>
<p>Parent Curriculum Nights</p>	<p>Family Curriculum Nights to support parents in all Four Core Areas. Funding: See Reading Parent Involvement.</p>	<p>Academic Support Program, Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Teachers and administration</p>

**District Improvement Plan**

Wyoming Public Schools

<p>Tier I Reading Comprehension and Writing in Social Studies</p>	<p>2nd -12th grade teachers will implement the use of reading comprehension strategies during social studies. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of social studies. Teachers/Staff will use Close and Critical Reading or other specific reading strategies to foster academic improvement in the area of social studies. The following are instructional methods for teachers to use in their unit planning and individual lessons to ensure improvement in the area of reading comprehension in social studies.</p> <ul style="list-style-type: none"> <li>- One-sentence summaries of reading passages in science - Marzano vocabulary strategy - Ten Times Two</li> <li>- See/Think/Wonder - Asking and Answering Questions with Pair and Share - Tear and Share</li> <li>- Thinking Maps (a component of SIOP)</li> <li>- SIOP - Teachers will create ACT type practice tests aligned with current HSCE's. Testing strategies, along with content application will be a focus of these assessments. Staff will implement twice a week the methods above for which they feel are appropriate for the content being taught. Additionally, secondary staff will intentionally assess reading quarterly using the five-question, three-point (15 total) Close and critical or other focused reading strategies/rubric to document progress. Teachers in grades 3 - 12 will incorporate grade level appropriate writing in social studies that aligns with the Common Core expectations. At-Risk Strategies (this includes all students) - Strengthening of Skills strategies or extended learning opportunities for all identified elementary and secondary students who are one or more grade levels behind in reading.</li> <li>- Create more opportunities for recovery of failures within the school day</li> <li>- "Capture" those students in need of help and make recovery the norm for all failing students.</li> </ul> <p>Parent Strategies</p> <ul style="list-style-type: none"> <li>- Parents to be notified on academic progress of student through quarterly report cards, mid quarter progress reports, teacher direct contact and use of Parent Gateway (school records portal).</li> <li>- At any time, by request, parents can arrange a meeting with staff to discuss student progress and intervention</li> </ul>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2019</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Teaching staff and administrative</p>
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# District Improvement Plan

Wyoming Public Schools

	intervention strategies. - Social Studies resources provided at evenings activities related to understanding learning target concepts and resources to help families support their learning within social studies.							
Intervention Instructional Blocks	Supplemental Services will be delivered through recovery blocks (additional focused content learning time outside of the core) during the school day, extended day opportunities, and summer programs for students identified as not meeting grade level expectations or working below grade level with the intent of closing the gap between the identified sub groups. Additional supplemental support is provided to students whose first language is not English through a variety of means.	Academic Support Program			08/21/2019	05/29/2020	\$0	Teaching staff and administration
Multiple sources and formats of information	Teachers will present students with multiple sources of information in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration
Daily Intentional Writing	Daily writing in all content areas will occur throughout the course of the school year. All teachers will teach their students the writing process—pre-writing, drafting, editing, revising, publishing, and reflection. Modeling daily writing using a variety of Thinking Maps, Lucy Calkins Writing Units of Study, teaching daily mini-lessons, peer conferencing, daily cross-curricular writing activities/opportunities, SIOP Model, opportunities to showcase the writing process and final writings to a variety of audiences.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$35000	Teaching staff and administration
Private School Intervention Teachers	Teacher time provided to private schools to deliver supplementary support in literacy (and math) throughout the school year (including E2020)	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$29161	Title I Director, instructional Staff (private school contracted), PNP Principal
PNP Parent Activity	Private School parents are provided support to help their children by participating at the PS event and/or through resources provided to them in knowing the expectations and how to support their child in their learning.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$303	Title I Director, Building Principals, PNP Liaison

## District Improvement Plan

Wyoming Public Schools

Parent/Community Support Systems	School sites have a daily two-hour bilingual office support staff member to assist parents, students and community members that need translation to take place so communication can occur, no matter the language barrier. This position is intended to provide a needed service to best serve our students and overall learning community.	Community Engagement	Tier 2		08/21/2019	05/29/2020	\$32200	Administration
Special Education General Funded Allotment	The District has taken on a portion of the special education cost using general funds. In doing so, the level of time and/or service has added value to the overall offering this service provides in a least restrictive environment	Academic Support Program	Tier 3	Implement	08/21/2019	05/29/2020	\$270000	Administration
Social Work Service	Staffing full-time Social Workers at each level has afforded the organization to be proactive as well as to have systems and staffing in place to best meet the social, emotional and academic needs of students. This proactive approach has resulted in better serving our students and families.	Behavioral Support Program	Tier 2		08/21/2019	05/29/2020	\$1001000	Social workers and administration
Intervention Support	K-12 instruction will include timely and additional interventions to students who are not mastering the NGSS Expectations. Paraprofessionals will be used in the classrooms to assist classroom teachers with re-teaching strategies to the identified students. Costs are found in the reading goal.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration
Multiple sources and formats of information	Teachers will present students with multiple sources of Science content information and experiences in a variety of formats, such as charts, tables, graphs, articles, video clips, and Power Points; ask students to make meaning from them; then ask them to communicate what they learned in multiple formats over time.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration
Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teaching staff and administration
Core Math Instruction	Instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices. Continuous math instruction as aligned with the CCSS. Staff will be part a process to align lesson design, instructional delivery, data review, assessment updates to best meet the individual needs of students. Led by instructional coaches.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Instructional staff, consultant, building principal, instructional coaches.

## District Improvement Plan

Wyoming Public Schools

NGSX Training	NGSX training/Professional development (5 days) to broaden the knowledge, lesson design, and instructional science delivery. The focus grade levels span from K-12th grade to improve teacher delivery and student results.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$500	K-12th grade science staff, science consultant, and administration.
English Language Programming (EL Services)	English Language Programming (EL Services/EL Coordinator/EL Teachers). The Wyoming Public Schools EL program is a support program that enables our EL students to achieve the same challenging standards required of all students. These standards include achievement and proficiency in English and the core content areas. General education teachers and core content area teachers act as full partners with the EL staff in educating EL students in the classroom. Students are given the accommodations necessary to develop their academic skills while learning English. All teachers are being trained in the Sheltered Instruction Observation Protocol (SIOP) model and Thinking Maps which are both research-based best practices for EL students. Student achievement levels will continue to be monitored as support is provided based on levels on State, local and EL standardized testing. After school/summer support, EL resources, Flocabulary,	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$415388	EL staff, general education staff, and administration.
School Improvement Support Team/Director of Teaching and Learning	School Improvement Support Team: In an effort to support the school improvement work at each site, school visits and specific feedback on its progression, next steps and alignment to longitudinal academic growth. Lead by Dr. Jennifer Slanger; Director of Teaching and Learning. School Improvement Support Team Consultant, principal mentor, and systems development consultant. To provide one-on-one professional development to administrative and teaching staff on an ongoing basis through on-site visits, dialogue, and detailed reporting. Follow up training/support for building principals after SI visits and teachers after evaluations. Paid out of Title II.	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$98498	Superintendent Craig Hoekstra; Director of Teaching and Learning, Dr. Jennifer Slanger; Central Office, SI Teams, Building Principals, District Teaching Staff.

## District Improvement Plan

Wyoming Public Schools

Healthcare Support Specialist	Healthcare support specialist to directly support students in need to ensure regular attendance occurs.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$39000	District administration, building administration
Instructional Modeling/Reflection	Instructional coaches supporting Tier I instruction by way of coaching cycle, learning walks, and best practice modeling.	Professional Learning	Tier 1		08/21/2019	05/29/2020	\$0	Administrative and instructional staff
Extended Day Program	Extended Time/support in time outside of the traditional school day (see other goal activities)	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	principal, science consultant, teachers
Capturing Kids Hearts	CKH is a behavior modification for staff to create an expected relationship/cultural component to a classroom and building built on expected behaviors	Academic Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	principal, social worker, Process Champion Team, teachers
Police Liaison	Police Liaison provides around the clock safety, but in addition provides a connection to the community to provide a pro-active measure to issues involving students in the community outside of school time that may impact school time and is a direct connection/support to addressing particularly challenging behavior in the community brought into the school with individual students and their families	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$75000	Superintendent, Principals, City of Wyoming Police Chief
Adaptive Schools - Materials	Adaptive Schools professional development materials for leaders/teachers throughout the organization.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$800	Superintendent, principals
Safe and Healthy Students	Safe and Healthy Students	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$39000	Admin
Well Rounded Educational Opportunities	Well Rounded Educational Opportunities for additional student/family support.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$24039	Administration
Homeless Support	Students who are homeless receive necessary transportation, resources, and additional support programming as required using district or county funds.	Academic Support Program	Tier 3		08/21/2019	05/29/2020	\$1000	Administration
Immigrant Community Experiences	Transportation for evenings and Saturday community exposure experiences to learn how processes work throughout West Michigan.	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$750	EL Coordinator and administration

## District Improvement Plan

Wyoming Public Schools

Immigrant Community Experiences - Materials to support experience	Materials for parents/students to utilize at trainings for and follow-up after community experiences.	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$125	EL Coordinator and administration
Immigrant Community Experiences - Staff compensation	Staff compensation for immigrant community experiences.	Academic Support Program, Community Engagement	Tier 2		08/21/2019	05/29/2020	\$3794	EL Coordinator and administration
Cultural events	Cultural events - meals for program attendees and one restaurant experience.	Academic Support Program, Community Engagement	Tier 1		08/21/2019	05/29/2020	\$1285	EL Coordinator and administration
Immigrant Community Experiences - Program Resources	Office and program resources for seven activities.	Academic Support Program, Community Engagement	Tier 1		08/21/2019	05/29/2020	\$145	EL Coordinator and administration
Immigrant Community Experiences - Entrance Fees	Entrance fees/tickets/food for 50 attendees to have various community experiences.	Academic Support Program, Community Engagement	Tier 1		08/21/2019	05/29/2020	\$1000	EL Coordinator and administration
Restorative Practices	Restorative Practices support in each WPS building.	Academic Support Program, Behavioral Support Program	Tier 2		08/21/2019	05/29/2020	\$100000	Administration
Adaptive Schools - Training Stipends	Adaptive Schools training stipends.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$16514	Administration
Adaptive Schools - Trainer Fee	Adaptive Schools - Trainer Fee	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$10000	Administration
Cognitive Coaching Training Fee	Cognitive Coaching Training Fee	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$10000	Administration
Clevertouch Professional Development	Professional development for staff tech integration that will allow them to train teachers to better utilize Clevertouch technologies in the classroom.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$1000	Administration

## District Improvement Plan

Wyoming Public Schools

Technology - Effective Use/Professional Learning	Technology - Effective Use/Professional Learning. Support staff to best implement technology in the classroom to enhance learning, specifically for at-risk learners.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$1000	Administration
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### Wyoming Junior High

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math 180 Program Instructors	Math 180 will be staffing used as a supplementary math intervention program for students more than one grade level behind.	Academic Support Program			08/21/2019	05/29/2020	\$13272	Junior High Staff and principal.
Math 180 Materials	Math 180 materials will be used as a supplementary intervention for students one grade level behind utilizing a block (extended time) math class.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	Junior High Staff and principal
Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/21/2019	05/29/2020	\$322334	Teaching staff and principals
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administration
Intervention Teachers	Interventionist (serving Glad, OP, West, WJH) will use RTI/F&P data to identify students needing a layer of intervention to bring them above the minimum proficiency (benchmark) level. The interventionist will organize groups in a manner that will work directly with targeted students in a small group setting. Also, supporting EL students as well.	Academic Support Program		Implement	08/21/2019	05/29/2020	\$60042	Interventionist, instructional staff, and school principal

## District Improvement Plan

Wyoming Public Schools

Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$26525	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
Supplemental Literacy Resources	Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.	Academic Support Program		Implement	08/21/2019	05/29/2020	\$14321	Teachers, Intervention Teachers, Building Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Instructional Coaches, Classroom Teachers, and Building Principals.
Instructional Coaches - supporting quality instructional practices	4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Teaching staff and administration
Extended Day Time Opportunities	Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$0	Teaching staff and administration
21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	21st Century leadership, building principals, and superintendent.

## District Improvement Plan

Wyoming Public Schools

Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2019-20 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/21/2019	05/29/2020	\$164077	Dean's of Students, SSWs, School Administration.
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.
Secondary Learning Center	Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME.	Academic Support Program, Career Preparation /Orientation , Direct Instruction, Behavioral Support Program	Tier 3	Implement	08/21/2019	05/29/2020	\$380000	Principals, Social Workers, Asst. Principals, Deans, and LC staff
NCTE Conference	NCTE Conference professional development: Equity, Literacy across the curriculum, Social Justice, Cultural Competencies. Lead staff will bring this back to Wyoming Jr. High and lead this work throughout the school year.	Academic Support Program	Tier 1		08/21/2019	05/29/2020	\$2350	Superintendent, principal.

## Wyoming Intermediate

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/21/2019	05/29/2020	\$322334	Teaching staff and principals



## District Improvement Plan

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Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title I Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administration
Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$26525	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal
Supplemental Literacy Resources	Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.	Academic Support Program		Implement	08/21/2019	05/29/2020	\$14321	Teachers, Intervention Teachers, Building Principal
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Instructional Coaches, Classroom Teachers, and Building Principals.
Instructional Coaches - supporting quality instructional practices	4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Teaching staff and administration

## District Improvement Plan

Wyoming Public Schools

21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	21st Century leadership, building principals, and superintendent.
Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2019-20 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/21/2019	05/29/2020	\$164077	Dean's of Students, SSWs, School Administration.
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Student Advocates	Student advocates to support students across the district. These individuals will work on addressing student behaviors that stand in the way of academic success.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$149718	Instructional Staff and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement.	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	\$16940	Principals, Instructional Staff
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.

## District Improvement Plan

Wyoming Public Schools

True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$40000	Principals and social workers
Writers Workshop Professional Development (Teachers College)	Professional development for K-4 grade teachers to implement the Lucy Calkins Writers Workshop. 4-day training	Academic Support Program	Tier 1	Getting Ready	08/21/2019	05/29/2020	\$0	Superintendent, principals, coaches.

## Wyoming High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administration
EL Paraeducator (intervention Support)	EL Paraeducators (Oriole Park) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher and EL coordinator.	Academic Support Program			08/21/2019	05/29/2020	\$21960	Classroom Teachers, Intervention Teacher, and Building Principal, EL Coordinator
Extended Day Program	After School Extended Learning Opportunities after school year program teacher and para stipend to provide support instruction/re-teaching to identified at-risk student and transportation home.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$26525	Teaching Staff, Afterschool Staff, Transportation supervisor and Principal

## District Improvement Plan

Wyoming Public Schools

Supplemental Literacy Resources	Intervention resources (reading) to support instruction for at-risk students below grade level, including R-books.	Academic Support Program		Implement	08/21/2019	05/29/2020	\$14321	Teachers, Intervention Teachers, Building Principal
Extended Day Time Opportunities	Supplemental Learning opportunities provided outside the school day to support the most At-risk students in four content areas to recover skills necessary to meet the State standards.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$0	Teaching staff and administration
Graduation Rate/Academic Support Deans	In response to Wyoming High School's graduation rate and attendance levels at all sites, the district has developed a plan to address District-wide attendance with a focus program called, All Day Every Day attendance. Each building site has a point person to plan, review, and address attendance levels. School social workers, administrators and Dean's of Students have the responsibility to track and develop plans to ensure attendance is a priority between home and school. This plan will continue into the 2019-20 school year as a result of increased attendance levels during the previous school year.	Academic Support Program, Behavioral Support Program		Implement	08/21/2019	05/29/2020	\$164077	Dean's of Students, SSWs, School Administration.
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.
Secondary Learning Center	Learning Center Alternative Instructional Center instructors for specifically identified students due to significant behavior, attendance and academic challenges who need self-paced, differentiated small group/individual supports in a special setting with other supports targeted at developing the affective and emotional side as well. All teachers are highly qualified in the core content areas necessary to meet the MME.	Academic Support Program, Career Preparation /Orientation, Direct Instruction, Behavioral Support Program	Tier 3	Implement	08/21/2019	05/29/2020	\$380000	Principals, Social Workers, Asst. Principals, Deans, and LC staff
MCAN/AdviseMi (WHS)	Work with College Access Network to have a person in the building. Person will provide activities and information related to a college going culture. Starts in 10th grade and continues through graduation.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	05/29/2020	\$15000	Principal
Ten Marks Intervention	Intervention math program that allows student access to build needs skills not yet achieved based on outcomes.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Instructional staff, math coach, principal.

## District Improvement Plan

Wyoming Public Schools

Additional Math Support	After school math support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$10191	Staff, math coach, principal.
Targeted Social Worker Services	Targeted Social Worker Services for students identified with significant trauma and/or personal challenges that are causing excessive absences, failing grades, or acting out behaviors.	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$84196	Social worker, director of student services, principal
College Readiness for At-Risk Students	Counselor to assist staff in building capacity to utilize achievement data to improve college readiness of at-risk 10th - 12th grade students.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$20409	Administrati on

### West Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Site Planned Parent Actitivites	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administrati on
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Instructional Coaches, Classroom Teachers, and Building Principals.
Instructional Coaches - supporting quality instructional practices	4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Teaching staff and administrati on

## District Improvement Plan

Wyoming Public Schools

21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	21st Century leadership, building principals, and superintendent.
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Student Advocates	Student advocates to support students across the district. These individuals will work on addressing student behaviors that stand in the way of academic success.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$149718	Instructional Staff and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement.	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	\$16940	Principals, Instructional Staff
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$40000	Principals and social workers
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, KSSN supervision
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$27000	Principal and literacy coaches

**District Improvement Plan**

Wyoming Public Schools

**Parkview Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/21/2019	05/29/2020	\$322334	Teaching staff and principals
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administration
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Instructional Coaches, Classroom Teachers, and Building Principals.
Instructional Coaches - supporting quality instructional practices	4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Teaching staff and administration

## District Improvement Plan

Wyoming Public Schools

21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	21st Century leadership, building principals, and superintendent.
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Student Advocates	Student advocates to support students across the district. These individuals will work on addressing student behaviors that stand in the way of academic success.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$149718	Instructional Staff and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement.	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	\$16940	Principals, Instructional Staff
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$40000	Principals and social workers
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, KSSN supervision
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$27000	Principal and literacy coaches



**District Improvement Plan**

Wyoming Public Schools

**Oriole Park Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/21/2019	05/29/2020	\$322334	Teaching staff and principals
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administration
EL Paraeducator (intervention Support)	EL Paraeducators (Oriole Park) to support literacy intervention time in classrooms during literacy and math support to support the core content areas based on interventions as determined by an oversight teacher and EL coordinator.	Academic Support Program			08/21/2019	05/29/2020	\$21960	Classroom Teachers, Intervention Teacher, and Building Principal, EL Coordinator
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Instructional Coaches, Classroom Teachers, and Building Principals.
Instructional Coaches - supporting quality instructional practices	4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Teaching staff and administration

## District Improvement Plan

Wyoming Public Schools

21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	21st Century leadership, building principals, and superintendent.
Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Student Advocates	Student advocates to support students across the district. These individuals will work on addressing student behaviors that stand in the way of academic success.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$149718	Instructional Staff and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement.	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	\$16940	Principals, Instructional Staff
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$40000	Principals and social workers
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$27000	Principal and literacy coaches

### Gladiola Elementary School

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

Wyoming Public Schools

Professional Learning Community	Math coaches will provide needed ongoing support staff reflection, discussion and data review during staff meetings, collaborative dates, grade level/department meetings and professional development to track student success and plan necessary steps in meeting the individual needs learners.	Professional Learning			08/21/2019	05/29/2020	\$322334	Teaching staff and principals
Building Site Planned Parent Activities	Tier I - Family Engagement - Staff at each building level have planned with parents to develop and ultimately offer parent activities to involve them in their child's learning and practical ways of engagement at home. Staff provide tools and resources parents will need for success. Elementary Schools: Literacy Nights, Math and Science Nights Watch Dogs, Parent Connect, Annual Title I Parent Meetings, Open Houses, Parent/Teacher Conferences. Intermediate School: Communication strategies such as Survey Monkey, Mail Chimp, Parenting with Love and Logic, Monthly Parent Meetings, Annual Title I Parent Meeting, and Literacy Night. Title Parent monies are recorded in the science section. Please see building plans for details.	Parent Involvement	Tier 1		08/21/2019	05/29/2020	\$0	Teaching staff and administration
Instructional Coaches	Instructional Coach to support department and grade level instructors in developing and implementing effective intervention support, providing literacy across all content areas, fidelity of SI practices (monitor and support) and providing model lessons in literacy.	Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$410770	Instructional Coaches, Classroom Teachers, and Building Principals.
Instructional Coaches - supporting quality instructional practices	4.0 district coaches (2.0) mathematics, (1.0) science and (1.0) ELA instructional coaches to drive instructional changes by modeling instruction, mentoring instructors, and supporting quality instructional practices.	Academic Support Program	Tier 2		08/21/2019	05/29/2020	\$374985	Teaching staff and administration
21st Century Grant (T.E.A.M. 21)	21st Century Grant (T.E.A.M. 21) supports 6 sites. The 21st Century grant/program affords our learning community a unique, powerful opportunity to serve identified students by way of academic, social and emotional support while developmentally appropriate growth occurs. The grant funding makes it possible where there is no cost to the students' families as students meet Monday - Thursday from the time of school dismissal and until 6:30 PM. The purpose of the grant is to increase student achievement through the added layer of home-to-school support.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$825000	21st Century leadership, building principals, and superintendent.

## District Improvement Plan

Wyoming Public Schools

Math Intervention	Math screener will be used K-6 during the school. This math screener will be used to identify the level of intervention for math Standards not at the proficient level. Bridges math intervention materials.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$3000	The staff and administration at WIS, Gladiola, Oriole Park, Parkview, and West.
Student Advocates	Student advocates to support students across the district. These individuals will work on addressing student behaviors that stand in the way of academic success.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$149718	Instructional Staff and administration.
Math Professional Development/Math Intervention Resources	Differentiated Math instruction opportunities to address current academic achievement challenges and individual student needs toward improvement.	Professional Learning	Tier 2	Implement	08/21/2019	05/29/2020	\$16940	Principals, Instructional Staff
Restorative Practices	Training and daily support services for staff and identified students in helping work through challenging situations where suspension/significant discipline may be involved	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, asst. principal, deans, staff.
True Success	True Success program to identify, address and support positive student behavior expectations so that a safe and healthy environment affords maximizing student learning time.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$40000	Principals and social workers
KSSN	KSSN supports 5 sites. Contracted Service and support agency Kent School Services Network (KSSN) to provide daily support to challenged families in providing direct support or connecting to support for academics, attendance, behavioral concerns that are occurring which limit the success of students in the learning setting.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$105000	Principal, social worker, KSSN supervision
Below grade level leveled reading books	Below grade level leveled reading books for students more than one grade level behind in response to current outcomes.	Academic Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$27000	Principal and literacy coaches