School Improvement Plan

Parkview Elementary School

Wyoming Public Schools

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Parkview 2019-2020 School Improvement Plan

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Demographic data about Parkview Elementary is collected through the district data dashboard. Staff demographic data is collected by Wyoming Public School's human resource department and relevant information is shared with the principal. Community demographic data is collected online through citydata.com.

Perception data (Parent and Staff Stakeholder Surveys) is collected through surveys. Parents are encouraged to complete a survey during their visit to parent/teacher conferences in February. Second through fourth grade students are surveyed near the end of the school year during their technology class. They complete an online survey.

Programs and Process data (Ed Yes report) are completed in ASSIST by Katie Jobson in March.

Student Achievement data (State, Subgroup, Local) is collected and reflected upon quarterly by the school improvement team. Data is shared with school staff at a staff meeting at least quarterly.

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

1.Perception Data
(2018-19)
Results from staff survey indicate staff dis-satisfaction with current district climate/ job satisfaction, especially mandated instructional minutes/schedule.

Results from student survey indicate challenges are:
A. Only 20% of students feel that most kids follow the rules at school.
B. 53% of students feel comfortable most of the time asking for help when they don't understand something.

Results from parent survey indicate challenges are:
A. About 10% of parents don't feel Parkview is a safe place for their child.
B.

(2017-18)
Results from staff survey were not shared with the principal

Results from student survey indicate challenges are:
A. Only 18% of students feel that most kids follow the rules at school.
B. 24% of students do not feel comfortable asking for help when they don't understand something.

Results from parent survey indicate challenges are:

A. Academic needs of their children are being met

B. Parents having input into parent programs at Parkview

(2016-17)

Results from staff survey indicate challenges are:

A. Leadership creating a place that feels safe for students and staff

B. Staff feeling supported when conflict with parents occur

C.Staff feeling recognized for good work

Results from staff survey indicate strengths are:

A. Principal is an effective instructional leader

B. Leadership has positive, appropriate relationships with staff, students, and parents

Results from student survey indicate challenges are:

A. Only 21.93% of students feel that most kids follow the rules at school.

B. When asked if you feel an adult at school cares about you, 24% answered sometimes and 8% answered no.

Results from student survey indicate strengths are:

A. Students like the monthly behavior celebrations.

B.

Results from parent survey indicate challenges are:

A. Not all parents feel there is adequate communication.

B. Some parents feel their child's academic needs are not being adequately met.

Results from parent survey indicate strengths are:

A. Parents feel Parkview is a safe place for their child.

B. Parents feel Parkview is a welcoming, caring environment.

2.Student Achievement

Local Data

Reading

DIBELS

2015-16

51% of all students

67% of Kindergarten

46% of first grade

65% of second grade

46% of third grade

49% of female

52% of male

40% of special education

26% of EL

50% of Asian

NA% of Native American

46% of African American

43% of Hispanic

56% of Multi-Racial

48% of Caucasian

33% of Homeless

NA% of Foster

34% of fourth grade

40% of female

27% of male

0% of special education

27% of EL

0% of Asian

NA% of Native American

0% of African American

34% of Hispanic

0% of Multi-Racial

45% of Caucasian

0% of Homeless

NA% of Foster

2016-17

(percent of students meeting benchmark)

60% of all students

71% of Kindergarten

53% of first grade

55% of second grade

62% of third grade

74% of female

51% of male

42% of special education

58% of EL

NA% of Asian

NA% of Native American

85% of African American

65% of Hispanic

50% of Multi-Racial

38% of Caucasian

100% of Homeless

NA% of Foster

2017-18

(percent of students meeting benchmark)

68% of all students

88% of Kindergarten

60% of first grade

65% of second grade

67% of third grade

77% of female

63% of male

50% of special education

47% of EL

NA% of Asian

NA% of Native American

40% of African American

65% of Hispanic

75% of Multi-Racial

100% of Caucasian

100% of Homeless

NA% of Foster

62% of fourth grade

72% of female

53% of male

10% of special education

52% of EL

NA% of Asian

NA% of Native American

67% of African American

62% of Hispanic

50% of Multi-Racial

58% of Caucasian

0% of Homeless

NA% of Foster

2018-19

57% of all students

58% of Kindergarten

50% of first grade

58% of second grade

68% of third grade

67% of female

69% of male

46% of special education

68% of EL

NA% of Asian

NA% of Native American

70% of African American

56% of Hispanic

67% of Multi-Racial

86% of Caucasian

100% of Homeless

NA% of Foster

53% of fourth grade

74% of female

40% of male

57% of special education

39% of EL

0% of Asian

0% of Native American

44% of African American

57% of Hispanic

50% of Multi-Racial

64% of Caucasian

NA% of Homeless

0% of Foster

SRI

2014-15 end of year data -- number of students proficient

45% of all students

NA% of Kindergarten

16% of first grade

45% of second grade

47% of third grade

53% of female

41% of male

27% of special education

46% of EL

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

29% of African American

44% of Hispanic

50% of Multi-Racial

61% of Caucasian

72% of fourth grade

65% of female

80% of male

37% of special education

54% of EL

33% of Asian

NA% of Native American

71% of African American

67% of Hispanic

89% of Multi-Racial

82% of Caucasian

2015-16

49% of all students

NA% of Kindergarten

15% of first grade

53% of second grade

51% of third grade

46% of female

56% of male

31% of special education

40% of EL

33% of Homeless

NA% of Foster

50% of Asian

NA% of Native American

57% of African American

54% of Hispanic

67% of Multi-Racial

33% of Caucasian

73% of fourth grade

80% of female

65% of male

30% of special education

61% of EL

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

57% of African American

66% of Hispanic

80% of Multi-Racial

88% of Caucasian

2016-17

51% of all students

NA% of Kindergarten

25% of first grade

49% of second grade

66% of third grade

69% of female

62% of male

42% of special education

48% of EL

NA% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

79% of African American

60% of Hispanic

100% of Multi-Racial

69% of Caucasian

64% of fourth grade

59% of female

69% of male

18% of special education

40% of EL

33% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

50 % of African American

62% of Hispanic

78% of Multi-Racial

67% of Caucasian

2017-18 end of year data -- number of students proficient

48% of all students

NA% of Kindergarten

20% of first grade

56% of second grade

49% of third grade

47% of female

50% of male

50% of special education

20% of EL

100% of Homeless

NA% of Foster

0% of Asian

0% of Native American

37% of African American

44% of Hispanic

67% of Multi-Racial

78% of Caucasian

75% of fourth grade

79% of female

71% of male

40% of special education

59% of EL

0% Homeless

NA% Foster

NA% of Asian

NA% of Native American

77% of African American

74% of Hispanic

75% of Multi-Racial

0% Pacific Islander

83% of Caucasian

2018-19 end of year data -- number of students proficient

50% of all students

NA% of Kindergarten

NA% of first grade

38% of second grade

53% of third grade

48% of female

56% of male

46% of special education

44% of EL

100% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

67% of African American

39% of Hispanic

33% of Multi-Racial

70% of Caucasian

61% of fourth grade

70% of female

57% of male

37% of special education

44% of EL

NA% Homeless

0% Foster

100% of Asian

0% of Native American

50% of African American

57% of Hispanic

83% of Multi-Racial

0% Pacific Islander

78% of Caucasian

Results Summary: Parkview's reading data varies by grade level and year. Our third grade DIBELS and SRI is fairly flat-lined, while the fourth grade DIBELS and SRI data shows a slight decline.

Overall, Caucasian students consistently outscore other sub-groups. There are significant swings in sub-group data, however, generally EL learners and special education students consistently score below the average. Averages show that there are needs to be addressed with overall core instruction before addressing the needs of particular sub-groups. With Kindergarten and fourth grade implementing new reading curriculum for the first time and first, second, and third grades completing their second year with the new curriculum, watching for fidelity and trends will be essential.

Writing

2015-16

WR:2 35%

WR:3 44%

WR:4 47%

2016-17

WR:2 44%

WR:3 60%

WR:4 55%

2017-18 Percent Proficient

WR:2

55% K

60% 1st

55% 2nd

55% 3rd

43% 4th

WR::3

65% K

69% 1st

46% 2nd

55% 3rd

83% 4th

WR:4

39% K

42% 1st

58% 2nd

55% 3rd

16% 4th

2018-19 Percent Proficient

WR:2

54% K

27% 1st

55% 2nd

52% 3rd

35% 4th

WR:3

75% K

53% 1st

48% 2nd

45% 3rd

27% 4th

WR:4

% K-- no data

48% 1st

55% 2nd

54% 3rd

% 4th --no data

Results Summary -- Some data may be missing or inaccurate in this data. As different grades test in different quarters, it is somewhat confusing to get an overall final picture of the writing scores. However, it does not seem that strength in one area of writing is carrying over to other areas. Students generally do not do as well with opinion writing (WR:4) as they do in both narrative and information. Informational seems to be the strongest area, but seems to drop off as students get older.

Math

Delta Math (percent proficient)

2015-16

28% of all students

26% of Kindergarten

56% of first grade

43% of second grade

11% of third grade

7% of female

15% of male

18% of special education

9% of EL

0% of Homeless

NA% of Foster

25% of Asian

NA% of Native American

8% of African American

8% of Hispanic

15% of Multi-Racial

17% of Caucasian

17% of fourth grade

14% of female

20% of male

19% of special education

18% of EL

0% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

0% of African American

19% of Hispanic

8% of Multi-Racial

9% of Caucasian

2016-17

54% of all students

26% of Kindergarten

62% of first grade

86% of second grade

68% of third grade

60% of female

76% of male

40% of special education

63% of EL

67% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

62% of African American

66% of Hispanic

100% of Multi-Racial

82% of Caucasian

47% of fourth grade

47% of female

40% of male

30% of special education

35% of EL

50% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

50% of African American

51% of Hispanic

30% of Multi-Racial

45% of Caucasian

2017-18 (Becomes Benchmark Screener- current grade level)

36% of all students

35% of Kindergarten

47% of first grade

32% of second grade

34% of third grade

35% of female

34% of male

12% of special education

38% of EL

100% of Homeless

NA% of Foster

100% of Asian

0% of Native American

0% of African American

45% of Hispanic

17% of Multi-Racial

22% of Caucasian

17% of fourth grade

18% of female

16% of male

20% of special education

17% of EL

0% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

0% of African American

19% of Hispanic

0% of Multi-Racial

0% of Pacific Islander

33% of Caucasian

2018-19 (Becomes Benchmark Screener- current grade level)

47% of all students

59% of Kindergarten

45% of first grade

38% of second grade

68% of third grade

63% of female

72% of male

64% of special education

68% of EL

0% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

60% of African American

65% of Hispanic

33% of Multi-Racial

82% of Caucasian

25% of fourth grade

24% of female

25% of male

14% of special education

24% of EL

NA% of Homeless

NA% of Foster

0% of Asian

NA% of Native American

20% of African American

30% of Hispanic

17% of Multi-Racial

NA% of Pacific Islander

20% of Caucasian

Results Summary -- The third and fourth grade test was adapted for the 2016-17 end of school testing period, thus skewing the data in that area. The test was then changed to the Benchmark Screener for the 2017-18 school year. There seems to be a strong correlation between the scores on the current grade level data from the Benchmark Screener given at the end of the year and the M-STEP results. Looking at the data from the Benchmark Screener, there is a striking difference between third and fourth grade scores for the 2018-19 year. Scores have generally increased. Again, scores were adapted in 2016-17, so perhaps, that is the reason. It will be good to get data from a consistent test.

Science (percent scoring proficient on LF:1)

2015-16 74%

2016-17 63%

2017-18 84%

2018-19 -- no data available

Results Summary: The majority of students are proficient on the life science standard, however what is required on this test does not reflect expectations on the M-STEP. In 2018-19, science was not tested to try to allow for more NGSS teaching, which does not align with the current district assessments.

Social Studies (percent scoring proficient

2015-16

CI.1 72%

CI.2 83%

HI.1 71%

2016-17

CI.1 76%

CI.2 80%

HI.1 85%

2017-18

CI.1 70%

CI.2 83%

HI.1 87%

2018-19

CI.1 62%

CI.2 80%

HI.1 78%

Results Summary: The majority of students score proficient on social studies standards CI.1, CI.2, and HI.1.

State Data:

2015-16 M-STEP (percent of students scoring proficient)

3rd grade

ELA   Parkview 40%   State 46%

40% of male

40% of female

19% of special education

24% of EL

0% of Homeless

50% of Asian

NA% of Native American

62% of African American

33% of Hispanic

44% of Multi-Racial

38% of Caucasian

Math Parkview 45%   State 45%

71% of male

45% of female

58% of special education

37% of EL

0% of Homeless

50% of Asian

NA% of Native American

46% of African American

41% of Hispanic

67% of Multi-Racial

43% of Caucasian

4th grade

ELA Parkview 33%   State 44%

18% of male

47% of female

10% of special education

16% of EL

100% of Asian

NA% of Native American

0% of African American

29% of Hispanic

0% of Multi-Racial

52% of Caucasian

Math Parkview 35%   State 50%

32% of male

35% of female

38% of special education

10% of EL

100% of Homeless

0% of Asian

NA% of Native American

17% of African American

32% of Hispanic

0% of Multi-Racial

52% of Caucasian

Science Parkview 2%   State

0% of male

4% of female

0% of special education

0% of EL

0% of Asian

NA% of Native American

0% of African American

2% of Hispanic

0% of Multi-Racial

3% of Caucasian

2016-17 M-STEP

3rd grade

ELA Parkview 34% (per data dashboard, 31% per email of results 8/29/2018)   State 44%

34% of male

28% of female

27% of special education

24% of EL

0% of Homeless

NA% of Foster

NA% of Asian

NA% of Native American

46% of African American

35% of Hispanic

25% of Multi-Racial

23% of Caucasian

3rd grade

Math Parkview 37%   State 47%

23% of female

50% of male

27% of special education

35% of EL

100% Homeless

NA% Foster

NA% of Asian

NA% of Native American

23% of African American

36% of Hispanic

75% of Multi-Racial

38% of Caucasian

4th grade

ELA Parkview 27% State 44%

24% of female

30% of male

0% of special education

0% of EL

0% of Homeless

0% of Asian

NA% of Native American

25% of African American

26% of Hispanic

30% of Multi-Racial

40% of Caucasian

Math Parkview 22% per data dashboard (20% per data sent via email from Craig Hoekstra 8/29/18) State 42%

16% of female

27% of male

0% of special education

5% of EL

0% Homeless

0% of Asian

NA% of Native American

25% of African American

17% of Hispanic

0% of Multi-Racial

33% of Caucasian

Science Parkview 5%   State

0% of female

10% of male

0% of special education

0% of EL

0% of Homeless

0% of Asian

NA% of Native American

0% of African American

5% of Hispanic

0% of Multi-Racial

3% of Caucasian

2017-18 M-STEP

3rd grade

ELA Parkview   State

31% of all

30% of female

32% of male

12% of special education

14% of EL

100% of Homeless

0% of Asian

0% of Native American

37% of African American

30% of Hispanic

17% of Multi-Racial

44% of Caucasian

Math Parkview   State

34% of all

30% of female

37% of male

12% of special education

29% of EL

100% of Homeless

0% of Asian

0% of Native American

12% of African American

42% of Hispanic

17% of Multi-Racial

44% of Caucasian

4th grade

ELA Parkview   State

28% of all

31% of female

24% of male

20% of special education

19% of EL

0% of Homeless

NA% of Asian

NA% of Native American

25% of African American

29% of Hispanic

25% of Multi-Racial

25% of Caucasian

Math Parkview   State

17% of all

9% of female

24% of male

0% of special education

14% of EL

0% of Homeless

NA% of Asian

NA% of Native American

0% of African American

9% of Hispanic

25% of Multi-Racial

25% of Caucasian

2018-19 M-STEP -- Awaiting results

3rd grade

ELA Parkview   State

___% of all

___% of female

___% of male

___% of special education

___% of EL

___% of Homeless

___% of Asian

___ % of Native American

___ % of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

Math Parkview   State

___% of all

___% of female

___% of male

___% of special education

___% of EL

___% of Homeless

___% of Asian

___ % of Native American

___ % of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

4th grade

ELA Parkview   State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___ % of Native American

___ % of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

Math Parkview   State

___% of male

___% of female

___% of special education

___% of EL

___% of Asian

___ % of Native American

___ % of African American

___% of Hispanic

___% of Multi-Racial

___% of Caucasian

The science test was moved out of the fourth grade.

3.School Programs/Process

2018-19

The strand of greatest need is Teaching for Learning (2.4).

Areas within rubric identified by staff as either beginning or partially implemented:

Curriculum: Alignment

Curriculum: Coherence

Instruction: Effective Instructional Practices

Instruction: Learning Environment

Assessment: Assessment System

Assessment: Shared Understanding

Instructional Leadership: Vision for Learning

Culture for Learning: Safe and Supportive Environment

Culture for Learning: Shared Leadership for Learning

Organizational Management: Intentional Practices

Organizational Management: Resource Allocation

Professional Learning System: Purposeful Planning

2017-18

The strand of greatest need is Leadership for Learning and School, Family, Community Relations

Areas within the rubric identified by staff as either beginning or partially implemented:

Leadership for Learning

Vision for Learning

Safe and Supportive Environment

Shared Leadership for Learning

Communication Systems

Intentional Practices

Resource Allocation

School, Family, Community Relations

Cultural Responsiveness

Learning Opportunities

Partnerships

4.Demographic Data

Student Demographics for the 2018-19 school year (based on second count data).

Parkview Elementary has 389 students in grades K-4

Ethnic groups include Asian Americans (1%), African American (17%), Hispanic (49%), Multi-Racial (8%), and Caucasian (25%), Native Americans (0%)

88% of students receive free/reduced meals

15% of students are identified as special education

1% of students are homeless (5)

48% of student are female and 52% of students are male

33% of students are English Learners

0% of students are migrants

1% of students are in foster care (3)

Student Demographics for the 2016-17 school year (based on first count day data).

Parkview Elementary has 391 students in grades K-4

Ethnic groups include Asian Americans (0%), African American (14%), Hispanic (53%), Multi-Racial (9%), and Caucasian (23%), Native Americans (0%)

82% of students receive free/reduced meals

14% of students are identified as special education

2% of students are homeless (7)

46% of student are female and 54% of students are male

32% of students are English Learners

0% of students are migrants

0% of students are in foster care

Staff Demographic Data

The staff is made up of:

1 administrator

1 full time secretary plus one 2 hour/day bilingual office assistant

1 social worker

.4 school psychologist split between Parkview and 2 other buildings

.9 speech pathologist

.0 occupational therapist

4 interventionists

23 teachers consisting of 16 grade level teachers, .6 music teacher, .6 technology teacher, .6 physical education teacher, .6 art teacher, .6 media teacher, 1 special education teacher, 1 English Learner teacher

Additional staff in the building that are not employees of Wyoming Public Schools, but support Parkview students: .5 community school coordinator, 1 Department of Health and Humans Services Caseworker, 1 mental health clinician, 1 TEAM 21 coordinator

___ teachers have taught 5 years of less

___ teachers have taught 6-15 years

___ teachers have taught more than 16 years

___% of teachers have a Bachelors

___% of teachers have a Masters

___% of teachers have an Ed Specialist or Doctorate

School Demographic Data

Parkview's top to bottom ranking for the 2016-2017 school year was -- replaced by School Index system

Parkview's top to bottom ranking for the 2015-16 school year was -- N/A

Parkview's top to bottom ranking for the 2014-15 school year was -- N/A

Parkview's top to bottom ranking for the 2013-14 school year was 20%.

Parkview's top to bottom ranking for the 2012-13 school year was 21%

Parkview was a Reward School for the 2016-17 school year.

Parkview earned a 55.39 Overall Index Score for the 2017-18 school year.

The state shifted to a new scoring system called the school index. Parkview earned a 53.96 Overall Index Score for the 2016-17 school year.

Parkview earned a yellow score for the 2016-17 school year.

Parkview earned a N/A score for the 2015-16 school year.

Parkview earned a N/A score for the 2014-15 school year.

Community Demographic Data for Wyoming, MI (2016 data from http://www.city-data.com/city/Wyoming-Michigan.html?scrlybrkr)

75,560 people live in Wyoming, MI

33% of the population are renters (as compared to 24% state-wide), the cost of living is below the US average.

85% of the population has a high school diploma, 20% have a Bachelors or higher, 5% have a graduate degree

4.6% are unemployed

The poverty rate is slightly higher in Wyoming (14.2) as cs compared to the state(12.5) and slightly higher than the US rate (12.7).

14.2% are divorced

White 64.6%

Hispanic 21.4%

African American 6.7%

Asian 1.8%

MultiRacial 4.8%

Native .8%

Other .04%

Black race population percentage significantly below state average.

Hispanic race population percentage significantly above state average.

Median age below state average.

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

Staff looked at the four types of data that are required. This included demographic data, perception data, programs and process data, and student achievement data.

Goals and strategies were chosen based upon identified needs and initiatives and systems that are supported by research.

The following goals and strategies were developed.

Reading

100% of students will make adequate gains in reding as measured by one of the following being true by 6/1/2020: 1. F&P grade level

benchmark 2. a year's growth in F&P 3. core on DIBELS composite and a 7 percentage point increase in ELA M-STEP scores

Collaborative Professional Learning

Accountable Talk

Data Driven Instruction

Targeted Differentiated Tier 2/3 Support

Connecting with Community

Writing

100% of K-4 students will be proficient or demonstrate a 10 percentage point growth in writing by 6/1/2020 as measured by the end of year

grade level WPS district writing assessment.

Daily Writing Instruction

Building Background Knowledge

Collaborative Professional Learning

Accountable Talk

Math:

100% of K-4 students will improve their spring annual averages on the WPS spring district screener on grade level standards by 5

percentage points by 6/2020 and/or show a 5 percentage pint proficiency increase on the M-STEP

Data Driven Instruction

Collaborative Professional Learning

Accountable Talk

Science

100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2020.

Science and Engineering Practices

Collaborative Professional Learning

Accountable Talk

Social Studies

100% of students in grades 2-4 will be proficient (80% or higher) or show growth on district standards EC:1, CI:1, and HI:1.

Standards Aligned Curriculum

Collaborative Professional Learning

Accountable Talk

Attendance

All students at Parkview Elementary School will have fewer than 5 absences.

Tier 1 Attendance Support

Tier 2/3 Attendance Support

Behavior

All students at Parkview Elementary will act in a safe, respectful, and responsible manner.

School-wide Positive Behavior Interventions and Supports System

Behavior Support Personnel

(Needs identified in the Comprehensive Needs Assessment were used to create the goals for Parkview's school improvement plan. The need for addressing strong core instruction includes a common literacy curriculum and the introduction of writers workshop by some teachers. Accountable talk is a focus across content areas to strengthen core instruction through heightened student engagement and support of oral rehearsal. The use of collaborative professional development to support teacher implementation of best practices supports strong core instruction as well. The discipline concerns are addressed through the goal for all students to be safe, respectful, and responsible. Use of the TFI to assess the strength of the PBIS system will lead to the development of action plans to assure solid implementation of PBIS across tiers).

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

The goals and strategies for all students are Tier I strategies in the SIP.

The goals and strategies for at-risk students are Tier 2 and Tier 3 in the SIP.

The majority of our student population fall into the category of disadvantaged, so it is critical that our Tier I components of our plan are strong and keep in mind their unique needs. The use of common instructional practices and resources address core instruction. Our tiered instructional plan for academics and behavior build in additional supports for students who might need it.

Component 2: Schoolwide Reform Strategies

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

The adoption and implementation of explicit phonics instruction and NGSS-aligned science units support core instruction, which hopefully helps all students improve academically. We have also adopted the Lucy Calkins units of study (a workshop approach) for grades K-4 and Go Math. These programs also support students' academic success. In addition, a pre-adoption group is beginning to utilize Lucy Calkins units of study in writing. Opportunities for differentiated small group or individualized instruction are part of the workshop model in reading for all classrooms and in writing in those classrooms pre-adopting writing workshop. This opportunity is also built in to the math block. The tiered instructional structure for reading support those that may not reach the state's standards without additional, intentional instruction.

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

The first way we increase the quality and quantity of instruction is to be consistent. This decreases the time wasted in adjusting to different vocabulary and methods of teaching the same thing. It also reduces gaps that may otherwise be present. Secondly, we have an coach to support teacher growth in instructional practices across content areas. Finally, we have implemented a tiered system of instruction to support students who may have gaps that need to be filled in reading. In some cases, this is integrated with the workshop structure.

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

Our needs assessment showed that we needed to improve our core academic instruction. We are addressing this in both reading and math through consistent, clear expectations and resources. In the area of a safe and orderly environment, a tiered system of addressing behavior needs will address unique needs of individuals beyond the strong core system that is in place.

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

Parkview Elementary has an EL teacher and paraprofessional to support our significant number of students learning English. Intervention time using phonics-based materials is include in our reading portion of the SI Plan. This is supported a reading interventionist. The online tools of Reflex Math and Happy Numbers also support all major subgroups.

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

Parkview Elementary utilizes common assessments, nationally normed assessments, and a state assessment which we compare to benchmarks and state and local results to determine if the needs of students are being met.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. This is checked when paraprofessionals are taken through the hiring process.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at Parkview Elementary meet the NCLB requirements for highly qualified. This is checked when teachers are interviewed.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

There will be a great deal of turn over at Parkview this year either through teachers leaving or through changes in roles. Our first grade team will remain unchanged, as will our EL team. Our special education teacher, Kindergarten, second grade, third grade, and fourth grade team will all be impacted by changes in their team, as well as changes in the interventionist role.

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

Overall, we have a teaching staff with a high level of experience. Three newer (probationary) teachers will be joining Parkview's staff in classroom roles, as well as one joining in the art role.

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

-Parkview has included teachers when possible on the interview committee.
-We work to create an inclusive environment where teachers feel supported and want to work.
-Common planning time is provided.
- PTO is a supportive organization in the building, funding teacher requests often.
-The building has technology for teachers to use -- a computer lab, classroom sets of iPads, Chromebook carts, and Clevertouch boards.

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

-There has been a shift in WPS to try to post positions early in the hiring cycle to have access to the best candidates.
-The HR director has been hired to focus on staff relations.
-New teacher trainings occur throughout the year.
-Competitive staff salaries
-Teachers and building staff are recognized by the district at the kick-off event and teacher appreciation week. They receive food and tokens of appreciation.

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

Improving tier 2 and tier 3 support for behaviors support teacher retention. Encouraging a supportive team feel has been key to trying to retain teachers.

Component 5: High Quality and Ongoing Professional Development

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

On-going, job-embedded training will be provided by our coach. She will also coordinate learning walks/labs in conjunction with the SI Team. Inquiry meetings will support math instruction and pacing.

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

We will have a full time instructional coach who will help to provide on-going, job-embedded support for teachers' new learning by going through coaching cycles with them.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Our Professional Learning Plan is being developed in conjunction with the district and so we are waiting for the district PD offerings to be solidified.	

Component 6:   Strategies to Increase Parental Involvement

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

We will utilize survey data, seek parent representation on the SI Team, and collect feedback on the plan from the PTO.

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

Parent volunteers are sought to run the Wolf Den. Online resources will be shared with parents. Parents will be invited to attend an Anti-Bullying events. Parents will be asked to commit to take actions to support students and to set student goals at Steps to Success meetings during the school year.

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

We will seek parent representation on the SI Team and share it with PTO members at a meeting for feedback.

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

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

There are a variety of ways in which we are connecting with parents. We are primarily establishing strong two-way communication with these stakeholders.

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

As a yearly component of the SI planning process, the components of the plan are reflected upon. Turnout for events is measured. Feedback is collected in some of the instances.

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

The information is part of the data utilized to reflect upon the current plan and suggestions may be utilized to improve events or communication.

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

It has been used consistently year-to-year.

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

Teachers discuss aspects of the compact during conferences Later in the school year, if it feels as though all parties are not holding up their responsibility, it may be used to remind parties of the support they agreed to give the student.

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

not applicable

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

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

State reports are sent home, sharing student's progress with their family. It is sent home in the language in which it is received. Report cards are sent home in home language when available. Translation is provided for individual conferences.

Component 7: Preschool Transition Strategies

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

--Transition meetings are held for students coming out of the special education preschool program.

--Kindergarten Round-Up is held for preschoolers.

--Kindergarten Smart Start (a shortened Kindergarten day prior to the school year which a parent attends with the child and includes busing and lunch) is provided shortly before the start of school to transition students into Kindergarten.

Fourth grade students transition out of Parkview. Their transition is aided through:

--The principal of the intermediate building visits Parkview each spring and speaks to the outgoing fourth graders.

-- The fourth graders visit the intermediate building in the spring.

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

--Parents of preschoolers who are registering their child receive a brochure listing Kindergarten expectations.

--Parents participate in Smart Start where sessions are held to address parents.

Component 8: Teacher Participation in Making Assessment Decisions

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

Each school has a representative for each content area and feedback is often routed through that representative. Revisions of academic assessments happen over the summer where needed. Teachers also have access to the district curriculum person.

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

First and foremost, teachers look at the data of their individual students. Beyond that, teachers are members of the school improvement team, a group which makes schoolwide decisions based upon data.   In addition, grade level teams meet approximately every six weeks to look at data and consider the instructional impacts, making adjustments as needed. In addition, collaborative days are provided by the district so that teachers have additional time to discuss data as teams as they determine a need to do so.

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

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

DIBELS and a benchmark math screener are used to identify students who are not meeting benchmarks. Additional information is obtained through the PASI and Quick Phonics Screener for reading and the Bridges Math Intervention assessments for math and specific skill areas are identified for the student to work on. RtI groups for reading are developed from this data. The coach will be looking at the students scoring in the lowest 30% and working with teachers on how to meet the needs of these students in their classroom.

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

Interventions groups run until the unit for that skills has been completed and then new data is collected and regrouping occurs. Formative data is collected and small group or individual instruction is provided by the teacher.

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

Teachers work with students in small reading groups and individual students through conferencing based upon reading ability. They often pull small groups or individuals aside to assist when they see a student is struggling. A portion of reading, math , and in some cases writing time is expected to be spent working with struggling students based upon individual need. Students utilize Happy Numbers and Reflex Math to gear math support toward each individual student's needs.

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

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

Title I
Title II
Title III
Section 31a
21st Century Grant
PTO funds
general funds
Free/Reduced Lunch Program
Kids Food Basket
Hand to Hand
KSSN
special education funds

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

Component 1: Comprehensive Needs Assessment is paid for though:
general funds.

Component 2: Reform Strategies are paid for through:
general funds for PD, resources and materials, some parent involvement.
Title I Part A funds pay for people to support strong core instruction, the intervention process, and parent programming. .
Title II funds are used to pay for professional development determined by the district with input from Parkview.
Title III funds are used to pay for staff to support EL students.
21st Century Grant funds are used to pay for after school and summer school program
Section 31a funds are used to pay for people to support intervention, EL staff, KSSN, and a behavior interventionist.
PTO funds are used to assist with funding classroom materials, field trips
KSSN personnel support efforts to reduce absenteeism and discipline
Kids Food Basket supports efforts to reduce distractions and absenteeism
Hand to Hand supports efforts to reduce distractions and absenteeism
Special Education Funds support special education student programming

Component 3: Highly Qualified Staff are paid through:
general funds
Title IA funds
section 31A

Component 4: Attracting and Retaining Highly Qualified Staff is paid for through:

general funds

PTO funds

Title II funds

Component 5: Professional Development is paid for through:

general funds pay for conferences

Title I pays for none of our PD at this time

Section 31a pays for a coach

Title II pays for professional development sessions

Component 6: Parent Involvement is paid for through:

Title I

general funds

21st Centry Grant

PTO funds

Component 7: Preschool Transition Strategies is paid for through:

general funds

Component 8: Teachers Making Assessment Decisions is paid for through:

general funds

Section 31a

Title I

Component 9: Timely and Additional Assistance is paid for through:

Title I

Section 31a

21st Century Grant

Component 10: Coordination of Federal, State, and Local Funds and Resources is paid through:

general funds

Evaluation is paid for through:

general funds

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

Violence Prevention Program: Okay 2 Say; KSSN mental health clinician; Capturing Kids Hearts; True Success; Cyber Safety Class, Kidz Have Rights, True Success, Restorative Practices Facilitator

Nutrition Program: Free and Reduced Lunch Program; District Wellness Policy, Hand to Hand, Kids Food Basket

Housing Programs: Homeless Liasion

Head Start: district partners with Head Start to prepare preschool aged children for Kindergarten

Adult Education: Wyoming Public Schools offers adult education for the surrounding community

Vocational and Technical Education: provided to high school students by the Kent ISD and the program is call KTCT

Job Training: offered to high school students through Job Corp internships

Evaluation:

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

Throughout the year, the members of the SI Team collect data and analyze and present what it means in terms of the success of the school improvement plan. They compare the data to the goals they set for all students, as well as the progress being made by subgroups. Changes are made to the school improvement plan based upon this analysis, with the plan being rewritten as needed at the end of each school year.

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

Parkview compares the results from the M-STEP with their goals, the performance of other schools with similar demographics, the district, and the state. In this way, it is determined whether growth seems adequate. They also look at the results from Fountas and Pinnell, DIBELS, SRI, and the district benchmark math screener, looking for trends across data.

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

We look to see if fewer students are falling into the lowest categories of achievement on M-STEP, the district math benchmark assessment, DIBELS, and SRI assessments.

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

During the school year, members of the School Improvement Team share the quarterly data and determine actions that need to be taken to adjust the plan mid-year.

Once SI members have analyzed the data toward the end of the year, they look for areas of strength and weakness. They compare this to the strategies and activities put in place and consider what they know about best practice and implementation, brainstorm possible causes. A multi-flow map is a helpful tool to look at the causes and effects of specific strategies and activities. Teams from across the building meet to see if common needs exist across the buildings. From there, the plan is created by adding, deleting, or adjusting current strategies, activities, and objectives. The items that cost money are prioritized in case there is not funding for all items. A draft of the plan is shared with staff and their input is considered, along with the budget to finalize the plan.

Parkview 2019-2020 School Improvement Plan

Overview

Plan Name

Parkview 2019-2020 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	100% of K-4 students will improve their spring annual averages on the WPS spring district screener on grade level standards by 5 percentage points by 6/2020 and/or show a 5 percentage point proficiency increase on the M-STEP	Objectives: 1 Strategies: 3 Activities: 6	Academic	$0
2	All students at Parkview Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$340475
3	100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2020.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
4	100 Percent of students grades 2-4 will be proficient (80% or higher) or show growth on district standards EC_:1, CI_:1, and HI_:1.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$0
5	All students at Parkvew Elementary will act in a safe, respectful, and responsible manner.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$27000
6	100% of students will demonstrate proficiency by the end of the year grade level WPS district writing assessment.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$0
7	All students at Parkview Elementary School will have fewer than 5 absences.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
8	100% of students will make adequate gains in reading as measured by one of the following being true by 6/1/2020: 1. F&P grade level benchmark 2.a year's growth in F&P 3. core on DIBELS composite and a 7 percentage point increase in ELA M-STEP scores	Objectives: 1 Strategies: 5 Activities: 12	Organizational	$0

Goal 1: 100% of K-4 students will improve their spring annual averages on the WPS spring district screener on grade level standards by 5 percentage points by 6/2020 and/or show a 5 percentage point proficiency increase on the M-STEP

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or a growth of 60 percentage points in their grade level areas of the Common Core State Standards in Mathematics by 06/01/2020 as measured by the Mathematics Benchmark Screener.

Strategy 1:

Data Driven Instruction - Teachers will use data to determine instructional needs and plan standards aligned lessons and incorporate instructional components within their math block

Category: Mathematics

Tier: Tier 1

Activity - Achieve the Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Achieve Core guidance document to align Go Math curriculum to student data needs.	Supplemental Materials	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers

Activity - Common math block structure and components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the structure for the math block developed by Angie Miller based upon feedback during inquiry meetings. This will include small group instruction based upon need. Teachers will utilize Happy Numbers at grades K&1 and Reflex Math at grades 2-4 to meet individual needs during this time.	Academic Support Program	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	Principal, teachers

Strategy 2:

Collaborative Professional Learning - Description: School staff will engage in ongoing professional learning facilitated by an Instructional Coach to deepen understanding of research based practices aligned to the data driven needs of the student population. Meetings will be one on one, whole staff or with grade level.

Category: Mathematics

Research Cited: Instructional Coaching: A Partnership Approach to Improving Instruction by Jim Knight

Hayes, L. L., & Robnolt, V. J. (2007). Data-driven professional development: The professional development plan for a reading excellence act school. Reading Research and Instruction, 46(2), 95-119

Podhajski, B., Mather, N., Nathan, J., & Sammons, J. (2009). Professional develop- ment in scientifically based reading instruction: Teacher knowledge and reading outcomes. Journal of Learning Disabilities, 42(5), 403-17.

Tier: Tier 1

Activity - Inquiry Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately every six weeks grade level teachers, the principal and the instructional coach will meet to look at data and consider possible tier 1 instructional outcomes based upon the needs presented by the data.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	instructional coach, teachers, principal

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	principal, teachers, instructional coach

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	School Improvement Team, teachers, principal

Strategy 3:

Accountable Talk - There will be an emphasis on intentional student talk across content areas. Utilizing sentence stems and intentional vocabulary will support English Langugage Learners.

Category: Mathematics

Research Cited: The National Council of Teachers of Mathematics Principles and Standards for School Mathematics

SIOP (Sheltered Instructional Protocol)

Tier: Tier 1

Activity - Math Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will utilize Number Talks with students during the math block. All teachers will receive a copy of Number Talks so they can be intentional with their implementation of this strategy.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers, instructional coach

Goal 2: All students at Parkview Elementary will become proficient readers.

Measurable Objective 1:

A 10% increase of First, Second, Third and Fourth grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2018 as measured by the SRI test as compared to the beginning of the year..

Strategy 1:

Tiered Instruction Supported by Goal Setting - Teachers will utilize a tiered reading structure which includes a strong Tier I with the Essential Early Literacy Skills, the

implementation of a common phonics program in grades K-2, and the pre-adoption implementation of the Lucy Calkins Units of Study in grades 1, 2, and 3. Tier II and

Tier III reading supports will be available for struggling students. Students will work with teachers to set goals for their reading. This strategy supports our EL students.

Category: English/Language Arts

Research Cited: Robert Marzano -- "Classroom Instruction that Works", Rachel Brown Chidsey -- "Response to Intervention: Principles and Strategies for Effective

Practice", Reading First Panel from U.S. Government, Eric Jensen -- "Teaching with Poverty in Mind", Maslow's Hierarchy of Needs, Joyce Epstein -- "School, Family,

and Community Partners", General Education Leadership Network -- "Essential Instructional Practices in Early Literacy"

Tier: Tier 1

Activity - Essential Instructional Practices in Early Literacy Grades K-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about and implement the Essential Instructional Practices in Early Literacy with support from a literacy coach, including professional development throughout the year. Their learning will be supported by cycles of inquiry as grade level teams.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/01/2018	$63333	Section 31a	Teaching Staff, Principal, Literacy Coaches, Community School Coordinator and mental health clinician intern, social worker, and behavior interventionist

Activity - Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students set quarterly reading goals. They will reflect on the goal with each student, discussing how to reach the goal initially, then how they were able to accomplish their goal.	Academic Support Program	Tier 1	Monitor	08/24/2017	06/01/2018	$0	Title I Schoolwide	Teachers, Principal

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$267314	Section 31a, Title I Schoolwide, Title I Schoolwide, Section 31a, Section 31a, Section 31a, Title I Schoolwide	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

Activity - Mind Meets Music	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mind Meets Music, an interactive music program designed to develop brain capacity for reading and writing, will take place twice weekly in each Kindergarten through second grade classroom for 30 minutes each session..	Academic Support Program	Tier 1	Evaluate	09/18/2017	05/18/2018	$8849	Title I Schoolwide	Principal, teaching staff, MMM teaching artist

Activity - Inquiry Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Grade level groups of teachers will meet approximately every 6 weeks to look at data and discuss instructional impact, making a plan for instruction as a result. The cycle will include coaching on Essential Early Literacy Skills. | Teacher Collaboration | Tier 1 | Implement | 09/11/2017 | 05/28/2018 | $0 | No Funding Required | Principal, EdTrust Coach, Social Worker, Community School Coordinator, Behavior Interventionist, Mental Health Clinician Intern, Teaching Staff, Literacy Coach |

Activity - Parent Support Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host several parent support events to teach parents how to best support their children academically in the area of reading.	Parent Involvement	Tier 1	Getting Ready	10/02/2017	04/27/2018	$979	Title I Schoolwide	Reading Committee and Writing Committee

Goal 3: 100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2020.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of the science and engineering practices in Science by 06/01/2020 as measured by observations recorded on a Google Form.

Strategy 1:

Science and Engineering Practices - Students will have the opportunity to:

Develop and Use Models

Construct Explanations

Engage in Argument from Evidence

Category: Science

Research Cited: Make Just One Change by Dan Rothstein and Luz Santana; "KLEWS to Explanation Building in Science"by Kimber Herschberger and Carla Zembal-

Saul in Science and Children; What's Your Evidence by Carla Zembal-Saul, Katherine L. McNeill, and Kimber Herschberger; Supporting Grades 5-8 Students in Constructing Explanations in Science by Katherine L. McNeill and Joseph F. Krajcik

Tier: Tier 1

Activity - NGSS Unit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher K-4 will teach at least one NGSS-aligned unit. Each K-4 teacher will incorporate the following into each NGSS-aligned science unit: KLEWS chart and/or data summary table, phenomenon based lessons, student talk, gallery walks, and claim-evidence-reason. A Mystery Science subscription will support teachers in accomplishing this.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	$0	No Funding Required	Teachers Science Chair, instructional coach, teachers, principal

Strategy 2:

Collaborative Professional Learning - School staff will engage in ongoing professional learning facilitated by an Instructional Coach to deepen understanding of research based practices aligned to the data driven needs of the student population. Meetings will be one on one, whole staff or with grade level.

Category: Science

Research Cited: The Art of Coaching," by Elena Aguilar

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instruction will be supported by instructional coaching.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	instructional coach, principal, teachers

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	instructional coach, school improvement team, principal

Goal 4: 100 Percent of students grades 2-4 will be proficient (80% or higher) or show growth on district standards EC_:1, CI_:1, and HI_:1.

Measurable Objective 1:

100% of Second, Third and Fourth grade students will demonstrate a proficiency in understanding social studies concepts or show growth in Social Studies by 06/01/2020 as measured by district standards EC:1, CI:1, and HI:1.

Strategy 1:

Standards Aligned Curriculum - Students will be taught a variety of strategies or activities in order to demonstrate understanding of social studies content aligned to standards on a daily/unit basis.

Category: Social Studies

Research Cited: Dr. David Hyerle -- "Student Successes with Thinking Maps (Second Edition)", Center for Applied Linguistics -- "The SIOP Model: A Professional Development Framework for a Comprehensive Schoolwide Intervention", Robert Marzano -- "Classroom Instruction that Works"

https://www.michigan.gov/documents/mde/Draft_Social_Studies_Standards_201903_650081_7.pdf

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement graphic organizers into their social studies lessons to help students make sense of the content. Teachers will work toward students utilizing graphic organizers independently. This strategy supports our EL students, one of our lowest performing subgroups in this content area.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers, principal

Activity - Integration into Technology Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology teacher will integrate a social studies standard at least one time per grade level per year.	Direct Instruction	Tier 1		08/21/2019	06/01/2020	$0	No Funding Required	technology teacher

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each K-4 teacher will implement at least one project based learning unit in economics	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	classroom teachers, social studies chair

Strategy 2:

Collaborative Professional Learning - School staff will engage in ongoing professional learning facilitated by an Instructional Coach to deepen understanding of research based practices aligned to the data driven needs of the student population. Meetings will be one on one, whole staff or with grade level.

Category: Social Studies

Research Cited: Reserach: The Art of Coaching by Elena Aguilar

Research: Hayes, L. L., & Robnolt, V. J. (2007). Data-driven professional development: The professional development plan for a reading excellence act school. Reading Research and Instruction, 46(2), 95-119.

, Podhajski, B., Mather, N., Nathan, J., & Sammons, J. (2009). Professional develop- ment in scientifically based reading instruction: Teacher knowledge and reading outcomes. Journal of Learning Disabilities, 42(5), 403-17.

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach - An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	instructional coach, teaching staff

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Labs- Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers, school improvement team, instructional coach

Strategy 3:

Accountable Talk - There will be an emphasis on intentional student talk across content areas. Utilizing sentence stems and intentional vocabulary will support English

Language Learners.

Category: Social Studies

Research Cited: SIOP -- sheltered instructional protocol

Tier: Tier 1

Activity - Accountable Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional instruction of Tier 2 and Tier 3 vocabulary words and sentence stems to teach from within content areas and intentional talk among children, during content area learning and during discussion Teaching and supporting group work structures for students to use during the project based learning unit will be important. The use of student talk supports our EL students.	Direct Instruction	Tier 1		08/21/2019	06/01/2020	$0	No Funding Required	classroom teachers

Goal 5: All students at Parkvew Elementary will act in a safe, respectful, and responsible manner.

Measurable Objective 1:

demonstrate a behavior of being safe, respectful, and responsible by 06/01/2020 as measured by a 10% decrease in the total number of discipline reports (224 or fewer) overall, with a specific focus on decreasing the number of discipline reports for white, Hispanic, and African-American boys by the 10% amount or more..

Strategy 1:

School-wide Positive Behavior Interventions and Supports System - The building will implement a multi-tiered system of support incorporating the components of school wide PBIS system.

Category: Other - behavior

Research Cited: Teaching with Poverty in Mind by Eric Jensen, OSEP Center on Positive Behavior Interventions and Supports: Effective Schoolwide Interventions (Part of the US Department of Education), How Children Succeed by Paul Tough, Made to Stick by Chip and Dan Heath

https://miblsi.org/evaluation/fidelity-assessments/school-wide-pbis-tiered-fidelity-inventory-swpbis-tfi

Tier: Tier 1

Activity - Tier I PBIS system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Behavior expectations and rules (safe, respectful, and responsible) will be identified, defined, and taught. Teachers will take students to stations within the first week of school that instruct students on the procedures and rules for each identified area of the building. Teachers will review procedures after Christmas Break and Spring Break. Expectations for each area of the school will be posted as a reminder. Teachers will develop social contracts with students to clarify expectations.

Positive recognition and rewards will be offered through Dojo Dollars, the Dojo Den, and celebrations for grades 1-4. Common signals and management tools will be used including Give Me 5, The 5 Point Scale, and Class Dojo.
Building positive relationships will be emphasized through Capturing Kids Hearts strategies including greeting each student at the door with a handshake, sharing Good Things, and a daily launch.

Behavior will be corrected through a continuum of consequences.

Behavior will be monitored through data and this data will be used by the Tier I Behavior Beam to make decisions. The Tier I Behavior Team will make an action plan at the beginning of the year based upon the end of year TFI score to increase their effectiveness. | Behavioral Support Program | Tier 1 | Monitor | 08/21/2019 | 06/01/2020 | $0 | No Funding Required | Social Worker, Principal, Teachers, PBIS team/Process Champions team, KSSN team, student advocate |

Activity - Tier 2 and Tier 3 Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will start the school year with support. A screener and discipline data will be used to determine students needing Tier 2 or Tier 3 interventions. Behavior RtI meetings will be held in the fall, winter and spring. During this time, grade level teams will meet to look at the data and work on making tiered behavior decisions for students in conjunction with the district MTSS coordinator, school psychologist, social worker, principal, student advocate, and KSSN staff. A tier 2/3 team will meet every other week to discuss the systems and students in tier 2 and 3. Tier 2 interventions will include check-in and check-out, as well as small group sessions. Tier 3 interventions will include Positive Behavior Support Plans. The social worker and behavior interventionist will check in with the teacher at least every other week for students with plans. The Tier 2/3 team will make an action plan at the beginning of the year based upon TFI data from the previous spring to increase the effectiveness of Tier 2/3 support.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	No Funding Required	School social worker, student advocate, district MTSS coordinator, KSSN team, principal, teachers

Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach at least two lessons from True Success each week. These lessons support the state social emotional standards. Reinforcement activities will take place approximately every six weeks school-wide. These materials will be used in supporting Tier II and Tier III behavior reflection and skill development as well.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	$0	No Funding Required	Social worker, behavior interventionist, teachers

Strategy 2:

Behavior Support Personnel - Employ and engage highly qualified behavior support personnel to facilitate community engagement, parent partnerships, and behavioral

supports:

Category: Other - behavior

Research Cited: Restorative Circles in Schools by Bob Costello, Joshua Wachetel, and Ted Wachtel

https://www.kentssn.org/downloads/new_kssn_website_files/community_school_standards.pdf

Tier: Tier 2

Activity - Student Advocate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student advocate will be onsite five days a week to coordinate school wide behavior processes and coordinate behavior interventions.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$27000	Section 31a	principal, social worker, student advocate, district MTSS coordinator

Activity - Restorative Practices Facilitator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parkview staff will implement restorative practices and we will have a restorative circles facilitator available 3 days/week to help resolve conflicts between students, students and staff, or between staff. On-going training in the area of restorative practices will take place so that staff is on the same page as the facilitator.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	No Funding Required	principal, restorative practices facilitator, MTSS coordinator, social worker, student advocate

Activity - mental health clinician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A community school coordinator and mental health clinician will be on site to work with families and individual students to provide targeted resources and support. The mental health clinician from KSSN will have additional hours that are non-billable to support sharing strategies and school-wide behavior support ideas, as well as run small groups for tier 2 or 3.	Behavioral Support Program	Tier 2	Monitor	08/21/2019	06/01/2020	$0	No Funding Required	KSSN coordinator, principal, social worker, mental health clinician

Goal 6: 100% of students will demonstrate proficiency by the end of the year grade level WPS district writing assessment.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or demonstrate a 10 percentage point growth in Writing by 06/01/2020 as measured by the end of year district writing assessment.

Strategy 1:

Daily Writing Instruction - Teachers will provide daily time for children to write with explicit instruction on writing technique and process aligned with the genres and standards of writing.

Category: English/Language Arts

Research Cited: Center for Applied Linguistics -- "The SIOP Model: A Professional Development Framework for a Comprehensive Schoolwide Intervention, Dr. David Hyerle -- "Student Successes with Thinking Maps"

Lucy Calkins Writing Units of Study -- A Guide to the Writing Workshop

Tier: Tier 1

Activity - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach a defined writing process using Write from the Beginning and Beyond and/or Unity of study and utilize writing strategies from the Writing Strategies book to adjust instruction based on data and individual student needs through daily Tier 1 instruction.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	writing chair, Teachers

Strategy 2:

Building Background Knowledge - Across grade levels there will be common field trips/class experiences to build background knowledge, develop key vocabulary, and

gain personal experiences to help eliminate the gaps in narrative writing.

Category: English/Language Arts

Tier: Tier 1

Activity - Common Classroom Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Across each grade level there will be common field trips or class experiences to build background knowledge, develop key vocabulary, and gain personal experiences to help build background knowledge. When appropriate, teachers will connect to career options connected to these experiences.	Career Preparation /Orientation , Field Trip	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	Writing chair, grade level teams, principal

Strategy 3:

Collaborative Professional Learning - School staff will engage in ongoing professional learning facilitated by an Instructional Coach to deepen understanding of

research based practices aligned to the data driven needs of the student population. Meetings will be one on one, whole staff or with grade level.

Category: English/Language Arts

Research Cited: Reserach: The Art of Coaching by Elena Aguilar

Research: Hayes, L. L., & Robnolt, V. J. (2007). Data-driven professional development: The professional development plan for a reading excellence act school.

Reading Research and Instruction, 46(2), 95-119

Podhajski, B., Mather, N., Nathan, J., & Sammons, J. (2009). Professional develop- ment in scientifically based reading instruction: Teacher knowledge and reading

outcomes. Journal of Learning Disabilities, 42(5), 403-17.

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professiona l Learning, Teacher Collaborati on	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	instructiona l coach, teachers, principal

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	08/21/2019	$0	No Funding Required	instructional coach, teachers, principal

Strategy 4:

Accountable Talk - There will be an emphasis on intentional student talk across content areas. Utilizing sentence stems and intentional vocabulary will support English

Language Learners.

Category: English/Language Arts

Research Cited: SIOP -- sheltered instructional protocol

Tier: Tier 1

Activity - Oral Rehearsal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for oral rehearsal of writing to take place.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers, instructional coach, EL teacher

Goal 7: All students at Parkview Elementary School will have fewer than 5 absences.

Measurable Objective 1:

demonstrate a behavior reduce the number of chronically absent students by 06/01/2020 as measured by their attendance rates, so that 10% of Parkview's students or less are chronically absent and increase the number of students with less than 5% absences to 70%..

Strategy 1:

Tier I Attendance Support - Utilize partnerships with DHHS and KSSN to implement a tiered system of support for attendance, which includes an attendance team

meeting 3 times/month to examine data and support school-wide efforts.

Category: Other - attendance

Research Cited: attendanceworks.org

Tier: Tier 1

Activity - Strive for Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Communication regarding the importance of attending school will be shared with the community and will utilize the Strive for Five tagline and materials.. An emphasis will be placed on communicating this to Kindergarten families during the Smart Start event. September will be Attendance Awareness month. | Other - attendance | Tier 1 | Implement | 08/22/2018 | 05/31/2019 | $0 | No Funding Required | Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker |

Activity - Celebrate Good Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Kindergarten students with weekly messaging about the importance of good attendance, as well as small incentives for good weekly attendance. Celebrate good attendance through monthly recognition of first through fourth grade students who have perfect attendance and by recognizing K-4 students with perfect attendance and those who met the Strive for Five goal for the year. In addition, hold two after-school events for families demonstrating good or improved attendance.	Other - attendance	Tier 1	Implement	08/21/2019	06/24/2020	$0	No Funding Required	DHHS, KSSN, principal, teaching staff

Activity - Good Hygiene	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing data that indicates the times of lowest attendance due to illness, a focus on good hygiene to stay healthy will be implemented. Good hand washing techniques, the use of hand sanitizer, and how to sneeze into your elbow will be shared with students and staff will recognize students doing these things.	Other - attendance	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	DHHS, KSSN coordinator, members of the attendance team

Strategy 2:

Tier 2/3 Attendance Support - Staff will work with the families of students with absences greater than 5% to provide communication of the concern as well as

individualized, positive, solution-focused interventions.

Category: Other - attendance

Research Cited: attendanceworks.org

Tier: Tier 2

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

Parents or guardians of students with absences greater than 5% will be made aware of their child's attendance through phone calls and letters to go with report cards and/or conferences.	Parent Involvement	Tier 2	Implement	08/21/2019	06/01/2020	$0	No Funding Required	KSSN coordinator, DHHS success coach

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The KSSN coordinator and DHHS success coach will set up meetings with parents/guardians of students with absences greater than 10% during the 2018-19 school year to pro- actively create a plan to eliminate barriers. Data will be analyzed approximately weekly to identify negative attendance trends for individual students and individual, positive, solution- based interventions will be put in place to improve attendance. If attendance does not improve, KISD truancy support will be used.	Parent Involvement	Tier 2	Implement	08/21/2019	06/01/2020	$0	No Funding Required	KSSN coordinator, DHHS success coach

Goal 8: 100% of students will make adequate gains in reading as measured by one of the following being true by 6/1/2020: 1. F&P grade level benchmark 2.a year's growth in F&P 3. core on DIBELS composite and a 7 percentage point increase in ELA M-STEP scores

Measurable Objective 1:

demonstrate a proficiency by having 80% of students making adequate gains in reading by 06/01/2020 as measured by the Fountas and Pinnell assessment and/or the DIBELS composite score.

Strategy 1:

Collaborative Professional Learning - School staff will engage in ongoing professional learning facilitated by an Instructional Coach to deepen understanding of research based practices aligned to the data driven needs of the student population. Meetings will be one on one, whole staff or with grade level.

Category: English/Language Arts

Research Cited: Reserach: The Art of Coaching by Elena Aguilar

Research: Hayes, L. L., & Robnolt, V. J. (2007). Data-driven professional development: The professional development plan for a reading excellence act school. Reading Research and Instruction, 46(2), 95-119

Podhajski, B., Mather, N., Nathan, J., & Sammons, J. (2009). Professional develop- ment in scientifically based reading instruction: Teacher knowledge and reading outcomes. Journal of Learning Disabilities, 42(5), 403-17.

School Improvement Plan

Parkview Elementary School

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom. This support should begin with supporting teachers to examine the bottom 30% of students in reading and help teachers set up groups for intervention in the first two weeks of school.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	principal, instructional coach, teachers, SI Team

Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	SI Team, instructional coach, teachers

Strategy 2:

Accountable Talk - There will be an emphasis on intentional student talk across content areas. Utilizing sentence stems and intentional vocabulary will support English

Language Learners.

Category: English/Language Arts

Research Cited: A Guide to the Reading Workshop by Lucy Calkins (pg 16-27 in the guide for Primary Grades, pg. 17-26 in the guide for Intermediate Grades)

Tier: Tier 1

Activity - Talk during Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to talk with one another during Readers Workshop to deepen understanding. Students will include discipline-specific knowledge and students will be supported in providing evidence to support their thinking. Teachers will work toward having students ask questions of one another.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers

Strategy 3:

Data Driven Instruction - Administer district assessments to plan and align tier 1 instruction, including differentiation and targeted support through the use of mini

lessons in the Reading Strategies book, components of Reader's Workshop, and individual reading plans.

Category: English/Language Arts

Research Cited: https://www.readinghorizons.com/reading-intervention-program/research

Essential Practices in Early and Elementary Literacy by General Education Leadership Network (A MAISA collaborative)

A Guide to the Reading Workshop by Lucy Calkins (pg 16-27 in the guide for Primary Grades, pg. 17-26 in the guide for Intermediate Grades)

Tier: Tier 1

Activity - Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will implement Readers Workshop. They will administer the Fountas and Pinnell assessments to all students quarterly to identify the individual reader's strengths and needs. The teacher will use this data to create small group and individual learning opportunities targeting individual student's needs in highly effective strategies supported by the Reading Strategies book or mini lessons during independent/partner reading time in workshop. The instructional coach will work with the teachers at the beginning of the school year to support students right away who fall in the bottom 30%.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers, instructional coach

Activity - Daily Explicit Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will provide daily explicit phonics instruction using the Reading Horizons Curriculum which will include feedback during dictation and use of task cards. The Wyoming Quick Phonics Screener will be administered quarterly to monitor growth and plan for instruction.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	teachers

Strategy 4:

Targeted Differentiated Tier 2/Tier 3 Support - Benchmark assessments will be administered (F & P, DIBELS, and other local assessments) to identify the lowest

bottom 30% of students and subgroup needs in order to provide targeted instruction to close academic achievement gaps during daily intervention blocks to support

Tier 1 instruction. This strategy supports out EL students, as well as the identified lower performing sub group of African American students

Category: English/Language Arts

Research Cited: Supporting English Learners in the Reading Workshop by Lindsey Moses

https://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html

Essential Practices in Early and Elementary Literacy by General Education Leadership Network (A MAISA collaborative)

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Administer and analyze literacy assessments to form small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development. | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/01/2020 | $0 | No Funding Required | teachers |

Activity - English Learner Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA language assessment results and district literacy assessments will be analyzed to identify English Language Learners who will receive push in/pull out services to address language development needs on a daily, weekly, and monitoring basis provided by EL teacher and interventionist.	Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	No Funding Required	EL teacher and EL paraprofessional

Activity - Literacy Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local benchmark assessments will be administered and data analyzed to identify the Tier 2/Tier 3 students to receive academic interventions through a research based program taught by a Literacy Specialist.	Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	No Funding Required	Literacy Specialist, teachers

Strategy 5:

Connecting with Community - Staff will make connections between students and members of the community to support student learning.

Category: Career and College Ready

Research Cited: "Solving the Problem of Summer Reading Loss" by James S. Kim and Thomas G. White from Phi Delta Kappan

(https://scholar.harvard.edu/files/jameskim/files/prof_pub-pdk-white-2011-summer_loss.pdf)

Summer Reading: Closing the Rich/Poor Reading Gap by Richard L. Allington

Tier: Tier 1

Activity - Steps to Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support parents and guardians in understanding grade level expectations in reading and committing to a method to support their child's learning in reading.	Parent Involvement	Tier 1	Implement	01/06/2020	02/28/2020	$0	No Funding Required	teachers, principal

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

Students who attend the summer feeding program will have access to check out books 2 times/week with parent activities to support them. 1 staff member @ 3 hours per week for 8 weeks to manage summer reading program and promotional materials.	Parent Involvement	Tier 1	Implement	06/01/2020	08/21/2020	$0	No Funding Required	one person to run summer reading program and find parent strategies to share

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Books that tell about careers in the community will be provided to teachers to incorporate into the selection of non-fiction books in their classroom libraries.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	06/01/2020	$0	No Funding Required	principal, teachers

Activity - Summer Slide Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials for parents to work with their students in the area of reading and math will be provided to students in targeted sub-groups during the summer to prevent summer slide in our most at-risk students.	Academic Support Program, Parent Involvement	Tier 2	Implement	05/18/2020	08/21/2020	$0	No Funding Required	principal, literacy specialist, teachers

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
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$7032	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$25275	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$130587	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

Student Advocate	A student advocate will be onsite five days a week to coordinate school wide behavior processes and coordinate behavior interventions.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$27000	principal, social worker, student advocate, district MTSS coordinator
Essential Instructional Practices in Early Literacy Grades K-3	Teachers will learn about and implement the Essential Instructional Practices in Early Literacy with support from a literacy coach, including professional development throughout the year. Their learning will be supported by cycles of inquiry as grade level teams.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/01/2018	$63333	Teaching Staff, Principal, Literacy Coaches, Community School Coordinator and mental health clinician intern, social worker, and behavior interventionist
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$35100	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Support Events	We will host several parent support events to teach parents how to best support their children academically in the area of reading.	Parent Involvement	Tier 1	Getting Ready	10/02/2017	04/27/2018	$979	Reading Committee and Writing Committee

Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$25352	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Mind Meets Music	Mind Meets Music, an interactive music program designed to develop brain capacity for reading and writing, will take place twice weekly in each Kindergarten through second grade classroom for 30 minutes each session..	Academic Support Program	Tier 1	Evaluate	09/18/2017	05/18/2018	$8849	Principal, teaching staff, MMM teaching artist
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$35100	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists
Student Goal Setting	Teachers will help students set quarterly reading goals. They will reflect on the goal with each student, discussing how to reach the goal initially, then how they were able to accomplish their goal.	Academic Support Program	Tier 1	Monitor	08/24/2017	06/01/2018	$0	Teachers, Principal
Tiered Instruction	There will be three tiers of reading instruction. Tier I instruction will include the Essential Instructional Practices in Early Literacy. Tier II and Tier III instruction will be available for struggling students. Struggling students will receive targeted instruction in the skills they have not mastered supplied by teachers, paraprofessionals, and an interventionist. EL students will receive extra support in acquiring the concepts taught in the core instruction through supplemental support by the EL teacher and EL para.	Academic Support Program	Tier 2	Monitor	09/18/2017	05/18/2018	$8868	Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

No Funding Required

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

Instructional Coach	An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	instructional coach, teachers, principal
Instructional Coach	Instructional Coach - An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	instructional coach, teaching staff
Communication	Parents or guardians of students with absences greater than 5% will be made aware of their child's attendance through phone calls and letters to go with report cards and/or conferences.	Parent Involvement	Tier 2	Implement	08/21/2019	06/01/2020	$0	KSSN coordinator, DHHS success coach
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	08/21/2019	$0	instructional coach, teachers, principal
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	SI Team, instructional coach, teachers
Instructional Coach	Science instruction will be supported by instructional coaching.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	$0	instructional coach, principal, teachers
Steps to Success	Teachers will support parents and guardians in understanding grade level expectations in reading and committing to a method to support their child's learning in reading.	Parent Involvement	Tier 1	Implement	01/06/2020	02/28/2020	$0	teachers, principal

Tier 2 and Tier 3 Behavior Interventions	Identified students will start the school year with support. A screener and discipline data will be used to determine students needing Tier 2 or Tier 3 interventions. Behavior RtI meetings will be held in the fall, winter and spring. During this time, grade level teams will meet to look at the data and work on making tiered behavior decisions for students in conjunction with the district MTSS coordinator, school psychologist, social worker, principal, student advocate, and KSSN staff. A tier 2/3 team will meet every other week to discuss the systems and students in tier 2 and 3. Tier 2 interventions will include check-in and check-out, as well as small group sessions. Tier 3 interventions will include Positive Behavior Support Plans. The social worker and behavior interventionist will check in with the teacher at least every other week for students with plans. The Tier 2/3 team will make an action plan at the beginning of the year based upon TFI data from the previous spring to increase the effectiveness of Tier 2/3 support.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	School social worker, student advocate, district MTSS coordinator, KSSN team, principal, teachers
Project Based Learning	Each K-4 teacher will implement at least one project based learning unit in economics	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	classroom teachers, social studies chair
True Success	Classroom teachers will teach at least two lessons from True Success each week. These lessons support the state social emotional standards. Reinforcement activities will take place approximately every six weeks school-wide. These materials will be used in supporting Tier II and Tier III behavior reflection and skill development as well.	Behavioral Support Program	Tier 1	Implement	08/22/2018	05/31/2019	$0	Social worker, behavior interventionist, teachers
Instructional Coach	An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom. This support should begin with supporting teachers to examine the bottom 30% of students in reading and help teachers set up groups for intervention in the first two weeks of school.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	principal, instructional coach, teachers, SI Team

Instructional Coach	An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	$0	principal, teachers, instructional coach
Readers Workshop	All classroom teachers will implement Readers Workshop. They will administer the Fountas and Pinnell assessments to all students quarterly to identify the individual reader's strengths and needs. The teacher will use this data to create small group and individual learning opportunities targeting individual student's needs in highly effective strategies supported by the Reading Strategies book or mini lessons during independent/partner reading time in workshop. The instructional coach will work with the teachers at the beginning of the school year to support students right away who fall in the bottom 30%.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers, instructional coach
NGSS Unit	Each teacher K-4 will teach at least one NGSS-aligned unit. Each K-4 teacher will incorporate the following into each NGSS-aligned science unit: KLEWS chart and/or data summary table, phenomenon based lessons, student talk, gallery walks, and claim-evidence-reason. A Mystery Science subscription will support teachers in accomplishing this.	Direct Instruction	Tier 1	Implement	08/22/2018	05/31/2019	$0	Teachers Science Chair, instructional coach, teachers, principal
Strive for Five	Communication regarding the importance of attending school will be shared with the community and will utilize the Strive for Five tagline and materials.. An emphasis will be placed on communicating this to Kindergarten families during the Smart Start event. September will be Attendance Awareness month.	Other - attendance	Tier 1	Implement	08/22/2018	05/31/2019	$0	Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker
Oral Rehearsal	Teachers will provide opportunities for oral rehearsal of writing to take place.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers, instructional coach, EL teacher
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	instructional coach, school improvement team, principal

Achieve the Core	Teachers will utilize the Achieve Core guidance document to align Go Math curriculum to student data needs.	Supplemental Materials	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	$0	School Improvement Team, teachers, principal
Interventions	The KSSN coordinator and DHHS success coach will set up meetings with parents/guardians of students with absences greater than 10% during the 2018-19 school year to pro-actively create a plan to eliminate barriers. Data will be analyzed approximately weekly to identify negative attendance trends for individual students and individual, positive, solution-based interventions will be put in place to improve attendance. If attendance does not improve, KISD truancy support will be used.	Parent Involvement	Tier 2	Implement	08/21/2019	06/01/2020	$0	KSSN coordinator, DHHS success coach
Daily Explicit Phonics Instruction	K-3 teachers will provide daily explicit phonics instruction using the Reading Horizons Curriculum which will include feedback during dictation and use of task cards. The Wyoming Quick Phonics Screener will be administered quarterly to monitor growth and plan for instruction.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers
Good Hygiene	Utilizing data that indicates the times of lowest attendance due to illness, a focus on good hygiene to stay healthy will be implemented. Good hand washing techniques, the use of hand sanitizer, and how to sneeze into your elbow will be shared with students and staff will recognize students doing these things.	Other - attendance	Tier 1	Implement	08/21/2019	06/01/2020	$0	DHHS, KSSN coordinator, members of the attendance team
mental health clinician	A community school coordinator and mental health clinician will be on site to work with families and individual students to provide targeted resources and support. The mental health clinician from KSSN will have additional hours that are non-billable to support sharing strategies and school-wide behavior support ideas, as well as run small groups for tier 2 or 3.	Behavioral Support Program	Tier 2	Monitor	08/21/2019	06/01/2020	$0	KSSN coordinator, principal, social worker, mental health clinician

Inquiry Team Meetings	Grade level groups of teachers will meet approximately every 6 weeks to look at data and discuss instructional impact, making a plan for instruction as a result. The cycle will include coaching on Essential Early Literacy Skills.	Teacher Collaboration	Tier 1	Implement	09/11/2017	05/28/2018	$0	Principal, EdTrust Coach, Social Worker, Community School Coordinator, Behavior Interventionist, Mental Health Clinician Intern, Teaching Staff, Literacy Coach
Small Group Instruction	Administer and analyze literacy assessments to form small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development.	Academic Support Program	Tier 2	Implement	08/01/2019	06/01/2020	$0	teachers
Math Talks	Teachers will utilize Number Talks with students during the math block. All teachers will receive a copy of Number Talks so they can be intentional with their implementation of this strategy.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers, instructional coach
Integration into Technology Class	The technology teacher will integrate a social studies standard at least one time per grade level per year.	Direct Instruction	Tier 1		08/21/2019	06/01/2020	$0	technology teacher

Tier I PBIS system	Behavior expectations and rules (safe, respectful, and responsible) will be identified, defined, and taught. Teachers will take students to stations within the first week of school that instruct students on the procedures and rules for each identified area of the building. Teachers will review procedures after Christmas Break and Spring Break. Expectations for each area of the school will be posted as a reminder. Teachers will develop social contracts with students to clarify expectations. Positive recognition and rewards will be offered through Dojo Dollars, the Dojo Den, and celebrations for grades 1-4. Common signals and management tools will be used including Give Me 5, The 5 Point Scale, and Class Dojo. Building positive relationships will be emphasized through Capturing Kids Hearts strategies including greeting each student at the door with a handshake, sharing Good Things, and a daily launch. Behavior will be corrected through a continuum of consequences. Behavior will be monitored through data and this data will be used by the Tier I Behavior Beam to make decisions. The Tier I Behavior Team will make an action plan at the beginning of the year based upon the end of year TFI score to increase their effectiveness.	Behavioral Support Program	Tier 1	Monitor	08/21/2019	06/01/2020	$0	Social Worker, Principal, Teachers, PBIS team/Process Champions team, KSSN team, student advocate
Summer Slide Prevention	Materials for parents to work with their students in the area of reading and math will be provided to students in targeted sub-groups during the summer to prevent summer slide in our most at-risk students.	Academic Support Program, Parent Involvement	Tier 2	Implement	05/18/2020	08/21/2020	$0	principal, literacy specialist, teachers
Learning Labs	Learning Labs- Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers, school improvement team, instructional coach
Literacy Specialist	Local benchmark assessments will be administered and data analyzed to identify the Tier 2/Tier 3 students to receive academic interventions through a research based program taught by a Literacy Specialist.	Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	Literacy Specialist, teachers

Summer Reading Program	Students who attend the summer feeding program will have access to check out books 2 times/week with parent activities to support them. 1 staff member @ 3 hours per week for 8 weeks to manage summer reading program and promotional materials.	Parent Involvement	Tier 1	Implement	06/01/2020	08/21/2020	$0	one person to run summer reading program and find parent strategies to share
Talk during Readers Workshop	Students will have the opportunity to talk with one another during Readers Workshop to deepen understanding. Students will include discipline-specific knowledge and students will be supported in providing evidence to support their thinking. Teachers will work toward having students ask questions of one another.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers
Graphic Organizers	Teachers will implement graphic organizers into their social studies lessons to help students make sense of the content. Teachers will work toward students utilizing graphic organizers independently. This strategy supports our EL students, one of our lowest performing subgroups in this content area.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	teachers, principal
Restorative Practices Facilitator	Parkview staff will implement restorative practices and we will have a restorative circles facilitator available 3 days/week to help resolve conflicts between students, students and staff, or between staff. On-going training in the area of restorative practices will take place so that staff is on the same page as the facilitator.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	principal, restorative practices facilitator, MTSS coordinator, social worker, student advocate
Common Classroom Experiences	Across each grade level there will be common field trips or class experiences to build background knowledge, develop key vocabulary, and gain personal experiences to help build background knowledge. When appropriate, teachers will connect to career options connected to these experiences.	Career Preparation/Orientation, Field Trip	Tier 1	Implement	08/21/2019	06/01/2020	$0	Writing chair, grade level teams, principal
English Learner Support	WIDA language assessment results and district literacy assessments will be analyzed to identify English Language Learners who will receive push in/pull out services to address language development needs on a daily, weekly, and monitoring basis provided by EL teacher and interventionist.	Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	$0	EL teacher and EL paraprofessional

Career Readiness	Books that tell about careers in the community will be provided to teachers to incorporate into the selection of non-fiction books in their classroom libraries.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	06/01/2020	$0	principal, teachers
Accountable Talk	Intentional instruction of Tier 2 and Tier 3 vocabulary words and sentence stems to teach from within content areas and intentional talk among children, during content area learning and during discussion Teaching and supporting group work structures for students to use during the project based learning unit will be important. The use of student talk supports our EL students.	Direct Instruction	Tier 1		08/21/2019	06/01/2020	$0	classroom teachers
Writing Strategies	Teachers will teach a defined writing process using Write from the Beginning and Beyond and/or Unity of study and utilize writing strategies from the Writing Strategies book to adjust instruction based on data and individual student needs through daily Tier 1 instruction.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	$0	writing chair, Teachers
Celebrate Good Attendance	Provide Kindergarten students with weekly messaging about the importance of good attendance, as well as small incentives for good weekly attendance. Celebrate good attendance through monthly recognition of first through fourth grade students who have perfect attendance and by recognizing K-4 students with perfect attendance and those who met the Strive for Five goal for the year. In addition, hold two after-school events for families demonstrating good or improved attendance.	Other - attendance	Tier 1	Implement	08/21/2019	06/24/2020	$0	DHHS, KSSN, principal, teaching staff
Common math block structure and components	Teachers will utilize the structure for the math block developed by Angie Miller based upon feedback during inquiry meetings. This will include small group instruction based upon need. Teachers will utilize Happy Numbers at grades K&1 and Reflex Math at grades 2-4 to meet individual needs during this time.	Academic Support Program	Tier 1	Implement	08/21/2019	06/01/2020	$0	Principal, teachers
Inquiry Meetings	Approximately every six weeks grade level teachers, the principal and the instructional coach will meet to look at data and consider possible tier 1 instructional outcomes based upon the needs presented by the data.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	$0	instructional coach, teachers, principal