School Improvement Plan

Parkview Elementary School
Wyoming Public Schools

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WYOMING, MI 49519-1738
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Parkview 2019-2020 School Improvement Plan

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Introduction

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

During the 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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
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<tbody>
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<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST</td>
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</table>
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% 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
<table>
<thead>
<tr>
<th>Grade</th>
<th>WR:3</th>
<th>WR:4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>65%</td>
<td>39%</td>
</tr>
<tr>
<td>1st</td>
<td>69%</td>
<td>42%</td>
</tr>
<tr>
<td>2nd</td>
<td>46%</td>
<td>58%</td>
</tr>
<tr>
<td>3rd</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>4th</td>
<td>83%</td>
<td>16%</td>
</tr>
<tr>
<td>4th</td>
<td>no data</td>
<td>75%</td>
</tr>
<tr>
<td>1st</td>
<td>53%</td>
<td>48%</td>
</tr>
<tr>
<td>2nd</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>3rd</td>
<td>52%</td>
<td>35%</td>
</tr>
<tr>
<td>4th</td>
<td>55%</td>
<td>27%</td>
</tr>
</tbody>
</table>

2018-19 Percent Proficient

<table>
<thead>
<tr>
<th>Grade</th>
<th>WR:2</th>
<th>WR:3</th>
<th>WR:4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>54%</td>
<td>75%</td>
<td>% K</td>
</tr>
<tr>
<td>1st</td>
<td>27%</td>
<td>53%</td>
<td>48%</td>
</tr>
<tr>
<td>2nd</td>
<td>55%</td>
<td>48%</td>
<td>55%</td>
</tr>
<tr>
<td>3rd</td>
<td>52%</td>
<td>45%</td>
<td>54%</td>
</tr>
<tr>
<td>4th</td>
<td>35%</td>
<td>27%</td>
<td>% 4th</td>
</tr>
</tbody>
</table>

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
Cl.1 72%
Cl.2 83%
Hi.1 71%

2016-17
Cl.1 76%
Cl.2 80%
Hi.1 85%

2017-18
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
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
---

Math Parkview State

---

4th grade

---
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 the 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 students 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 students 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.

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 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 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
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 point 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 1 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 1 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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Yes</td>
<td>Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. This is checked when paraprofessionals are taken through the hiring process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
<td>All teachers at Parkview Elementary meet the NCLB requirements for highly qualified. This is checked when teachers are interviewed.</td>
<td></td>
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</tr>
</tbody>
</table>
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 turnover 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.

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<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>3. The school's Professional Learning Plan is complete.</td>
<td>No</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
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<tr>
<th>Label</th>
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<tbody>
<tr>
<td>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)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assurance</th>
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<tbody>
<tr>
<td>Yes</td>
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<tr>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Parent Involvement Plan</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The School's School-Parent Compact is attached.</td>
<td>Yes</td>
<td></td>
<td>Parkview Parent Compact</td>
</tr>
</tbody>
</table>

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.
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 through:
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 Century 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 Liaison
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
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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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</td>
<td>Objectives: 1 Strategies: 3 Activities: 6</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>All students at Parkview Elementary will become proficient readers.</td>
<td>Objectives: 1 Strategies: 1 Activities: 6</td>
<td>Academic</td>
<td>$340475</td>
</tr>
<tr>
<td>3</td>
<td>100% of K-4 teachers will fully implement a minimum of 1 NGSS-aligned unit by June 2020.</td>
<td>Objectives: 1 Strategies: 2 Activities: 3</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
<td>Objectives: 1 Strategies: 3 Activities: 6</td>
<td>Academic</td>
<td>$0</td>
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<tr>
<td>5</td>
<td>All students at Parkview Elementary will act in a safe, respectful, and responsible manner.</td>
<td>Objectives: 1 Strategies: 2 Activities: 6</td>
<td>Organizational</td>
<td>$27000</td>
</tr>
<tr>
<td>6</td>
<td>100% of students will demonstrate proficiency by the end of the year grade level WPS district writing assessment.</td>
<td>Objectives: 1 Strategies: 4 Activities: 5</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>7</td>
<td>All students at Parkview Elementary School will have fewer than 5 absences.</td>
<td>Objectives: 1 Strategies: 2 Activities: 5</td>
<td>Organizational</td>
<td>$0</td>
</tr>
<tr>
<td>8</td>
<td>100% of students will make adequate gains in reading as measured by one of the following being true by 6/1/2020: 1. F&amp;P grade level benchmark 2.a year's growth in F&amp;P 3. core on DIBELS composite and a 7 percentage point increase in ELA M-STEP scores</td>
<td>Objectives: 1 Strategies: 5 Activities: 12</td>
<td>Organizational</td>
<td>$0</td>
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</table>
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

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

<table>
<thead>
<tr>
<th>Activity - Common math block structure and components</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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&amp;1 and Reflex Math at grades 2-4 to meet individual needs during this time.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, teachers</td>
</tr>
</tbody>
</table>

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

**Tier: Tier 1**

<table>
<thead>
<tr>
<th>Activity - Inquiry Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional coach, teachers, principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Instructional Coach</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>An instructional coach will meet with individual and grade level 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.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, teachers, instructional coach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>School Improvement Team, teachers, principal</td>
</tr>
</tbody>
</table>

**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: Mathematics

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

SIOP (Sheltered Instructional Protocol)

**Tier: Tier 1**

<table>
<thead>
<tr>
<th>Activity - Math Talks</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
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-adoptive 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

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Essential Instructional Practices in Early Literacy Grades K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Type</td>
</tr>
<tr>
<td>Direct Instruction</td>
</tr>
</tbody>
</table>

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.
### Activity - Student Goal Setting

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/24/2017</td>
<td>06/01/2018</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

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.

### Activity - Tiered Instruction

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$267314</td>
<td>Section 31a, Title I Schoolwide, Title I Schoolwide, Section 31a, Section 31a, Section 31a, Title I Schoolwide</td>
<td>Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists</td>
</tr>
</tbody>
</table>

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.

### Activity - Mind Meets Music

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$8849</td>
<td>Title I Schoolwide</td>
<td>Principal, teaching staff, MMM teaching artist</td>
</tr>
</tbody>
</table>

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.
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-

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

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.
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

<table>
<thead>
<tr>
<th>Activity - NGSS Unit</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2018</td>
<td>05/31/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers, Science Chair, instructional coach, teachers, principal</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity - Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional coach, school improvement team, principal</td>
</tr>
</tbody>
</table>
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"


<table>
<thead>
<tr>
<th>Tier: Tier 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activity - Graphic Organizers</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>teachers, principal</td>
</tr>
</tbody>
</table>

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

School Improvement Plan
Parkview Elementary School
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: Research: The Art of Coaching by Elena Aguilar

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Instructional Coach</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional coach, teaching staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers, school improvement team, instructional coach</td>
</tr>
</tbody>
</table>

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
Goal 5: All students at Parkview 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 schoolwide 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
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.

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.
**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


Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - True Success</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2018</td>
<td>05/31/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Social worker, behavior interventionist, teachers</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Activity - Student Advocate</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student advocate will be onsite five days a week to coordinate school wide behavior processes and coordinate behavior interventions.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$27000</td>
<td>Section 31a</td>
<td>principal, social worker, student advocate, district MTSS coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Restorative Practices Facilitator</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>principal, restorative practices facilitator, MTSS coordinator, social worker, student advocate</td>
</tr>
</tbody>
</table>
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

Strategy 2:
Building Background Knowledge - Across grade levels there will be common field trips/class experiences to build background knowledge, develop key vocabulary, and

<table>
<thead>
<tr>
<th>Activity - mental health clinician</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>KSSN coordinator, principal, social worker, mental health clinician</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Writing Strategies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>writing chair, Teachers</td>
</tr>
</tbody>
</table>
gain personal experiences to help eliminate the gaps in narrative writing.

Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Common Classroom Experiences</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Career Preparation/Orientation, Field Trip</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Writing chair, grade level teams, principal</td>
</tr>
</tbody>
</table>

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: Research: The Art of Coaching by Elena Aguilar
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Instructional Coach</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>An instructional coach will meet with individual and grade level 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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional coach, teachers, principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
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.

**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

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

**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

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

Activity - Celebrate Good Attendance

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other - attendance</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2018</td>
<td>05/31/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker</td>
</tr>
</tbody>
</table>

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.

Activity - Good Hygiene

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other - attendance</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/24/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>DHHS, KSSN, principal, teaching staff</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

SY 2019-2020
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


Tier: Tier 1

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

<table>
<thead>
<tr>
<th>Activity - Instructional Coach</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professiona l Learning, Teacher Collaborati on</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>principal, instructiona l coach, teachers, SI Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professiona l Learning, Teacher Collaborati on</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>SI Team, instructiona l coach, teachers</td>
</tr>
</tbody>
</table>

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.
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/interests/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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>teachers, instructional coach</td>
</tr>
</tbody>
</table>

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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

Summer Reading: Closing the Rich/Poor Reading Gap by Richard L. Allington
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Steps to Success</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>01/06/2020</td>
<td>02/28/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>teachers, principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Summer Reading Program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Activity - Career Readiness</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career Preparation/Orientation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>principal, teachers</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Activity - Summer Slide Prevention</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Support Program, Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>05/18/2020</td>
<td>08/21/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>principal, literacy specialist, teachers</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Instruction</td>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$7032</td>
<td>Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists</td>
</tr>
<tr>
<td>Tiered Instruction</td>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$25275</td>
<td>Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists</td>
</tr>
<tr>
<td>Tiered Instruction</td>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$130587</td>
<td>Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists</td>
</tr>
</tbody>
</table>
## Title I Schoolwide

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

<table>
<thead>
<tr>
<th>Academic Support Program</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 2</strong> Monitor</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$25352</td>
<td>Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Academic Support Program</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong> Evaluate</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$8849</td>
<td>Principal, teaching staff, MMM teaching artist</td>
<td></td>
</tr>
</tbody>
</table>

| **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.

<table>
<thead>
<tr>
<th>Academic Support Program</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong> Monitor</td>
<td>08/24/2017</td>
<td>06/01/2018</td>
<td>$0</td>
<td>Teachers, Principal</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Academic Support Program</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 2</strong> Monitor</td>
<td>09/18/2017</td>
<td>05/18/2018</td>
<td>$8868</td>
<td>Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists</td>
<td></td>
</tr>
</tbody>
</table>

---

**No Funding Required**

- **Activity Name**: Tiered Instruction
  - **Activity Type**: Tier I
  - **Phase**: Monitor
  - **Begin Date**: 09/18/2017
  - **End Date**: 05/18/2018
  - **Resource Assigned**: $25352
  - **Staff Responsible**: Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

- **Activity Name**: Mind Meets Music
  - **Activity Type**: Tier I
  - **Phase**: Evaluate
  - **Begin Date**: 09/18/2017
  - **End Date**: 05/18/2018
  - **Resource Assigned**: $8849
  - **Staff Responsible**: Principal, teaching staff, MMM teaching artist

- **Activity Name**: Tiered Instruction
  - **Activity Type**: Tier II
  - **Phase**: Monitor
  - **Begin Date**: 09/18/2017
  - **End Date**: 05/18/2018
  - **Resource Assigned**: $35100
  - **Staff Responsible**: Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

- **Activity Name**: Tiered Instruction
  - **Activity Type**: Tier III
  - **Phase**: Monitor
  - **Begin Date**: 09/18/2017
  - **End Date**: 05/18/2018
  - **Resource Assigned**: $8868
  - **Staff Responsible**: Teacher, Principal, EL teachers and EL Para, Instructional Para, Academic Interventionists

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<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Department</th>
<th>Tier</th>
<th>Implementation Start Date</th>
<th>Implementation End Date</th>
<th>Budget</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Coach</strong></td>
<td>An instructional coach will meet with individual and grade level 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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>Instructional coach, teachers, principal</td>
</tr>
<tr>
<td><strong>Instructional Coach</strong></td>
<td>Instructional Coach - An instructional coach will meet with individual and grade level 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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>Instructional coach, teaching staff</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>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.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>KSSN coordinator, DHHS success coach</td>
</tr>
<tr>
<td><strong>Learning Labs</strong></td>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>08/21/2019</td>
<td>08/21/2019</td>
<td>$0</td>
<td>Instructional coach, teachers, principal</td>
</tr>
<tr>
<td><strong>Learning Labs</strong></td>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>SI Team, Instructional coach, teachers</td>
</tr>
<tr>
<td><strong>Instructional Coach</strong></td>
<td>Science instruction will be supported by instructional coaching.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>Instructional coach, principal, teachers</td>
</tr>
<tr>
<td><strong>Steps to Success</strong></td>
<td>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.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>01/06/2020</td>
<td>02/28/2020</td>
<td>$0</td>
<td>Teachers, principal</td>
</tr>
</tbody>
</table>
## 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.

### Project Based Learning

Each K-4 teacher will implement at least one project based learning unit in economics.

### 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.

### Instructional Coach

An instructional coach will meet with individual and grade level 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.

### Behavioral Support Program

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Implement</th>
<th>08/21/2019</th>
<th>06/01/2020</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
</tr>
<tr>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
</tr>
<tr>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2018</td>
<td>05/31/2019</td>
<td>$0</td>
</tr>
<tr>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
</tr>
<tr>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
</tr>
</tbody>
</table>

School social worker, student advocate, district MTSS coordinator, KSSN team, principal, teachers.
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Professional Learning</th>
<th>Tier</th>
<th>Implement Date</th>
<th>Start Date</th>
<th>End Date</th>
<th>Cost</th>
<th>Implementor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coach</td>
<td>An instructional coach will meet with individual and grade level 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.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>$0</td>
<td>principal, teachers, instructional coach</td>
</tr>
<tr>
<td>Readers Workshop</td>
<td>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%.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
<td>teachers, instructional coach</td>
</tr>
<tr>
<td>NGSS Unit</td>
<td>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.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>$0</td>
<td>Teachers Science Chair, instructional coach, teachers, principal</td>
</tr>
<tr>
<td>Strive for Five</td>
<td>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.</td>
<td></td>
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<td></td>
<td>$0</td>
<td>Community School Coordinator, DHHS Success Coach, Principal, Mental Health Clinician, Social Worker</td>
</tr>
<tr>
<td>Oral Rehearsal</td>
<td>Teachers will provide opportunities for oral rehearsal of writing to take place.</td>
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<td></td>
<td>$0</td>
<td>teachers, instructional coach, EL teacher</td>
</tr>
<tr>
<td>Learning Labs</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
<td>instructional coach, school improvement team, principal</td>
</tr>
</tbody>
</table>
## 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.

<p>| Behavioral Support Program | Tier 2 | Monitor | 08/21/2019 | 06/01/2020 | $0 | KSSN coordinator, principal, social worker, mental health clinician |</p>
<table>
<thead>
<tr>
<th>Inquiry Team Meetings</th>
<th>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.</th>
<th>Teacher Collaborations</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/11/2017</th>
<th>05/28/2018</th>
<th>$0</th>
<th>Principal, EdTrust Coach, Social Worker, Community School Coordinator, Behavior Interventionist, Mental Health Clinician Intern, Teaching Staff, Literacy Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Instruction</td>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/01/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>teachers</td>
</tr>
<tr>
<td>Math Talks</td>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>teachers, instructional coach</td>
</tr>
<tr>
<td>Integration into Technology Class</td>
<td>The technology teacher will integrate a social studies standard at least one time per grade level per year.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>technology teacher</td>
<td></td>
</tr>
<tr>
<td>Tier I PBIS system</td>
<td>Behavioral 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.</td>
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<tr>
<td>Tier 1 Monitor</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>Social Worker, Principal, Teachers, PBIS Team/Process Champions team, KSSN team, student advocate</td>
<td></td>
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</tr>
<tr>
<td>Summer Slide Prevention</td>
<td>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.</td>
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</tr>
<tr>
<td>Tier 2 Implement</td>
<td>05/18/2020</td>
<td>08/21/2020</td>
<td>$0</td>
<td>principal, literacy specialist, teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Labs</td>
<td>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.</td>
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<td></td>
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</tr>
<tr>
<td>Tier 1 Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>teachers, school improvement team, instructional coach</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Literacy Specialist</td>
<td>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.</td>
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</tr>
<tr>
<td>Tier 2 Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>Literacy Specialist, teachers</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Tier</td>
<td>Implement</td>
<td>Start Date</td>
<td>End Date</td>
<td>Cost</td>
<td>Responsible Party</td>
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<tr>
<td><strong>Summer Reading Program</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td>06/01/2020</td>
<td>08/21/2020</td>
<td>$0</td>
<td>one person to run summer reading program and find parent strategies to share</td>
<td></td>
</tr>
<tr>
<td><strong>Talk during Readers Workshop</strong></td>
<td>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.</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Graphic Organizers</strong></td>
<td>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.</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>teachers, principal</td>
<td></td>
</tr>
<tr>
<td><strong>Restorative Practices Facilitator</strong></td>
<td>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.</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>principal, restorative practices facilitator, MTSS coordinator, social worker, student advocate</td>
<td></td>
</tr>
<tr>
<td><strong>Common Classroom Experiences</strong></td>
<td>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.</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>Writing chair, grade level teams, principal</td>
<td></td>
</tr>
<tr>
<td><strong>English Learner Support</strong></td>
<td>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.</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0</td>
<td>EL teacher and EL paraprofessional</td>
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</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Term</td>
<td>Start Date</td>
<td>End Date</td>
<td>Funding</td>
<td>Responsible Parties</td>
<td></td>
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</tr>
<tr>
<td>Career Readiness</td>
<td>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.</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0 principal, teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountable Talk</td>
<td>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.</td>
<td>Direct Instruction Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0 classroom teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Strategies</td>
<td>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.</td>
<td>Direct Instruction Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0 writing chair, Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebrate Good Attendance</td>
<td>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.</td>
<td>Other - attendance Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/24/2020</td>
<td>$0 DHHS, KSSN, principal, teaching staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common math block structure and components</td>
<td>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&amp;1 and Reflex Math at grades 2-4 to meet individual needs during this time.</td>
<td>Academic Support Program Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0 Principal, teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry Meetings</td>
<td>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.</td>
<td>Professiona l Learning, Teacher Collaborati on Tier 1</td>
<td>Implement</td>
<td>08/21/2019</td>
<td>06/01/2020</td>
<td>$0 instructional coach, teachers, principal</td>
<td></td>
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</tbody>
</table>