# School Improvement Plan

# Wyoming Intermediate

## Wyoming Public Schools

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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

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | We have chosen the Goals andPlans in ASSIST option | |

# 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?**

The comprehensive needs assessment was conducted in May 2019 by members representing stakeholders (teachers, parents, administrators, non-professional staff members and students) in the school through staff meetings,Department Meetings and surveys. School Improvement Team was part of the district Continuous Improvement  Team (CIT).  The CIT provided objective observations of strategies in our SI Plan including celebrations, wonderings, and action plans.  Content areas, attendance, and behavior data is updated as it is available (usually the end of the marking period) enabling departments to continuously work on goals and strategies.  SI team met 2 times per month (dept. chairs, WESSA representative, and principal).  Principal and SI Chair attended monthly District School Improvement meetings as well as evening work sessions to address SI ST, attendance, behavior, evaluation, and staff morale needs at the building and district level.

**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?**

Comprehensive needs assessment analysis demonstrates a continued need for a focus on math instruction, secure and safe building, and a common instructional model.

Comprehensive needs assessment analysis demonstrates a continued need for a focus on math instruction, positive behavior support system, building wide with a focus on character as well, and need for increase collaboration through the use of instructional rounds.

**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.**

School goals align with the findings of the needs assessment. Multiple types and sources of data were used to conduct the assessment. The data is collected district wide and housed on our district data warehouse and is updated throughout the year. . Each content area has identified at least 3 data sources.

**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?**

Strategies to address goals will be implemented in every classroom and by every teacher. Children who are disadvantaged have been identified through district at-risk software and given additional extended opportunities to achieve through after school and summer programming.

# Component 2: Schoolwide Reform Strategies

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

-Thinking Maps

-Write From the Beginning

-District Instructional Model

-Close and Critical Reading (CCR) in content areas

-Math Intervention within workshop model

-Read 180 Program

- Instructional blocks in social studies and science

-True Success - approx. 4 times per week

-Reader's Workshop

**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 following are fully utilized within Wyoming Intermediate School to help all students reach state standards:

-English Language Learners (ELL) Teacher and paraprofessional to support English Language Learners

-Read 180 and System 44 software in ELL, Special Education, and one general education classroom (5th and 6th grade) per teaching team to use with students with the most needs daily

- Moby Max is used during intervention time

-Reading comprehension strategies emphasizing content vocabulary

-Close and Critical Reading Strategies used with all students

-Continued implementation of Thinking Maps and Pathways to Proficiency

-Implementation of Write From the Beginning writing program with ELL, Special Education, and general education students

-Implementation of District Instructional Model

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

The following strategies in the school-wide plan provide interventions for students needing the most instructional support include:

-Read 180 software used with students performing below grade level

-System 44 software used with students need the highest level of intervention in the area of reading

-Reflex Math and Moby Max software used with students who have not mastered basic math facts

-Child Study meetings to develop a plan for students struggling academically or behaviorally; team includes the general education teacher, special education teacher, principal, psychologist, and appropriate student services staff depending on need (speech/language, social worker, occupational therapist, ELL teacher/paraprofessional)

**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.**

The strategies used to provide a level of intervention for student who need instructional support include:

-Read 180 and System 44 Instruction for general education, special education, and English Language Learners reading below level as indicated by SRI scores

-Math Benchmark Screeners

-Close and Critical Reading to support students with comprehension skills

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

The school determines if students needs are being met by:

-Teachers using SRI and Read 180 data at least quarterly to determine if students are progressing in reading at an appropriate rate and to adjust reading instructional groups

-Follow up child study meeting to review plan and progress with interventions put in place

-District assessments

-Staff monitors student grades

# Component 3: Instruction by Highly Qualified Staff

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

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

# Component 4: Strategies to Attract Highly Qualified Teachers

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

4 out of 38 teachers (12%)

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

Number of years teaching experience and percent of teaching staff:

Over 15 years teaching experience - 25%

9-15 years teaching experience - 37%

4-8 years teaching experience - 25%

0-3 years teaching experience - 13%

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

-Competitive salary

-Health Benefits

-Professional Development

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

-Competitive salary

-Health Benefits

-Professional Development

**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?**

N/A

# Component 5: High Quality and Ongoing Professional Development

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

The staff has received the following professional development aligned with the comprehensive needs assessment and the goals of the school improvement plan:

2016-2017 Proposed Professional Development Plan

-Questioning Strategies

-Write From the Beginning

-Online Blood Borne Pathogens Training

-Close and Critical Reading (CCR)

-True Success (Character Program)

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

Professional development is sustained and ongoing through future professional development building upon the knowledge and skills acquired at previous professional developments.  Professional development, staff meetings, content area meetings, and team meetings allow staff to dialogue about professional development, share what they learned, and how they are implementing in their instruction.

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | True Success Training<br>Compass Learning Training<br>Read 180 training<br>Questioning Strategies Training | |

# Component 6:   Strategies to Increase Parental Involvement

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

Parents are invited to Building School Improvement Meetings and are asked to take part in a parent survey. The plan is made available through the district website. We welcome all input from parents.

The building also hire a Bilingual Parent Liaison (25 hours a week) to connect more frequently with parents.

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

Parents are asked to:

-Agree with and sign Parent Compact

-Attend Parent Teacher conferences

-Share information with school staff regarding unique family or child situations that may affect their child in the learning environment

-Read newsletters, notes, and other communication and respond/discuss questions/concerns with school when appropriate

-Attend School Open House

-Attend school activities (ex. Fine Arts Night, field trips, etc.)

-Attend IEP meetings

-Share concerns with staff about their child and work with school personnel to resolve issues

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

-Parents are asked to participate in a parent survey yearly  (hard copy, and translated).

-Bilingaul Parent Laison also meets with parents both fomally and informally to gather input.

-Suggestion Box in Office

-Suggestion forms in quarterly newsletters

-Inviting parent input at building school improvement meetings

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

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

Wyoming Intermediate Staff will:

-Provide a safe, positive learning environment

-Staff shows they care about students and the uniqueness of students are their families

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

Parents are surveyed yearly to gather information on all aspects of the plan.

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

Results and evaluation data will be used by the School Improvement Team to target intervention strategies for parent activities.

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

The School-Parent Compact was developed with the school improvement team, staff, and parents. All stakeholders were give the opportunity to provide input and review the document before finalizing.

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

Staff use the parent compact to help guide the discussion about the student's progress in school and how to increase achievement with parents and students.

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

Wyoming Intermediate School does not serve middle or high school students

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

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

-M-Step Results are sent home in a parent friendly letter which explains the results in detail.

-SRI (Scholastic Reading Inventory) and Delta assessment results are available for parents in multiple languages.

-Read 180 and System 44 assessment/progress parent information is available for parents in multiple languages.

-Report cards in Spanish are provided to parents who indicate they need translation.

-Translators are also available to translate at parent teacher conferences and any other parent meetings.

-English Language Learner staff send information to parents in their native language regarding ELL services.

-Results are discussed at parent teacher conferences when parents have the opportunity to ask questions and clarify information.

# 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?**

N/A

**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?**

N/A

# 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?**

Teachers participate in one of the four content area teams (ELA, Math, Science, Social Studies).  It is the responsibility of the content area team to review assessments and make revisions as necessary based on assessment results and student needs specific to their content area.  Staff give suggestions and/or concerns regarding assessments to the content area department chair to be addressed.

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

Teachers have access to many forms of achievement data.  Teachers meet in their respective content areas after each quarter analyze data required by school improvement goals (Building Reflection forms).  Based on the data, staff adjust their instruction to meet student needs. Teachers also meet with their teaching team to discuss reading and math intervention groups using SRI, Delta, Read 180/System 44 data, and local data to make adjustments based on student's performance.  Formative assessments are used by staff to determine if students understand content, then make adjustments in instruction based on student's understanding of the content.

## 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.**

-SRI used to determine students needing reading intervention (Read 180, System 44)

-Delta Math used to determine students needing intervention in the area of math.

-IEP or 504 Plans for students qualifying for the services

-Child Studies - monthly to address student needs with a team including the building principal, general education teacher, school psychologist, social worker, and other staff identified (Speech and Language Pathologist, Occupational Therapist, etc.).  A plan of action is developed and may include any of the following strategies:  classroom accommodations, mentors, referal to community agencies, instructional plans, etc.

-ELL Teacher and paraprofessional support students scoring below a 4 on the WIDA and teacher recommend students qualifying EL who may need more support

-21st Century Learning Center (after school program) - students identified at risk receive additional assistance by "Team 21" staff.  Students are identified through child studies, parent and teacher recommendation

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**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?**

For students not consistently making progress with achievement, teachers use a child study process to develop a required plan of assistance. The assistance may include any of the following:

-classroom accommodations

-team teaching

-mentors

-community agencies

-supplemental class (es)

-instructional plans

student plans

- IEP's

-Section 504 Plans.

The team includes the general education teacher, special education teacher, principal, psychologist, other support staff (Social Work, Speech and Language Pathologist, Occupational Therapist, etc.) and parent as the student's need warrant.  Wyoming Intermediate School implemented Read 180 and System 44 reading intervention programs for students progressing below grade level.  It is implemented 5 times a week for at least 90 min. per day.  Math interventions are implemented with the student's math teacher 30 min. per day 5 days a week.   An English Language Learner (ELL) teacher and paraprofessional are available to support bilingual students with academics.  We are a 21st Century Learning Center (after school program). which identifies at risk students to receive additional assistance by "Team 21 " staff. Classroom teachers are available outside of school hours for additional tutoring, support, and administration of assessments as needed by

students.

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

Students needs are addressed through differentiated instruction in the classroom using some of the following strategies:

-Scaffolding Content

-Thinking Maps and Pathway to Proficiency strategies

-Using a variety of ways to deliver and respond to content (voice recorders, computers, posters, power points, etc.)

-Planned grouping of students

-Student dialogue

-Small group instruction

-BEEP Instructional Model (District Instructional Model)

-Questioning Strategies

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

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

-District General Fund -

-Title I Schoolwide Funds -

-Title II A -

-Title III -

-Sec. 31a -

-21st Century Learning Center Grant -

-ISD Funding and Grants -

-Internal Building Accounts -

-PTO 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.**

Specific Programs and Resources include:

**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.**

Coordination of Federal, State, and local programs are coordinated through our District Superintendent's office to ensure compliance.

# Evaluation:

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

Wyoming Intermediate School stakeholders complete the School Systems Review required by the state, content area departments compile and analyze data several times during the school year, and teaching teams analyze achievement and local assessment results continually throughout the school year. Parent and student perceptions are collected at least once per year and used to improve student achievement.

**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.**

-Completing the School System Review with stakeholders
-Analyzing data (M-Step, SRI, Delta, local data) to determine student progress toward increasing student achievement (including sub groups)
-Review Title I Plan and determine how to use Title I funds to support the school improvement plan
-Content area departments analyze data collected and evaluate the implementation of the goals, strategies, and activities included in the school improvement plan
-Determine areas of strengths and weaknesses to be addressed in the revised plan for the upcoming school year

**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.**

Teachers review student data at least quarterly to ensure instruction is meeting the needs of all students. The results are used to drive instruction. The entire staff and content area department teams analyze date collected each quarter through Data Warehouse and Building Reflection Forms, and make adjustments to the curriculum, instruction, and/or assessments depending on student needs. Content area teams also review their strategies and activities to ensure staff are following through on them.

**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?**

Staff using specialized programs such as Read 180 continually review student data and make adjustments to ensure increased achievement. Teachers are held accountable by submitting data to content area department chairs as part of the evaluation process. The school improvement team analyzes results each spring to adjust goals, strategies, and activities based on findings in the data. Recommendations are then presented to all stakeholders. School Improvement Support Team (SIST) provide feedback from observations, building reflection forms, and building feedback forms periodically through out the year to ensure SI is focused on the their SI Plan.

# Title I Targeted Assistance Diagnostic

# Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment

**1. How was the comprehensive needs assessment process conducted?**

**2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

**3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

**4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

# Component 2: Services to Eligible Students

**1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

# Component 3:  Incorporated Into Existing School Program Planning

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

## Component 4: Instructional Strategies

**1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

**2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

**3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

# Component 5: Title I and Regular Education Coordination

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

# Component 6: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | | | |

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
|       | 3. Your school's professional development/learning plan or calendar is complete. |          |         |            |

# Component 8: Strategies to Increase Parental Involvement

**1. How are parents involved in the design of the Targeted Assistance program plan?**

**2. How are parents involved in the implementation of the Targeted Assistance program plan?**

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | 3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan? | | | |

**4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.**

**5. Describe how the parent involvement activities are evaluated.**

**6. Describe how the school-parent compact is developed.**

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | 7. Do you have a Title I School-Parent Compact? | | | |

**8. How does the school provide individual student academic assessment results in a language parents can understand?**

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | 9. Does the school have a Title I Parental Involvement Policy/Plan? | | | |

**10. Describe how the parent compact is used at elementary-level parent teacher conferences.**

## Component 9: Coordination of Title I and Other Resources

**1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

**2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

# Component 10: Ongoing Review of Student Progress

**1. Describe how the progress of participating students is reviewed on an ongoing basis.**

**2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

**3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

# Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

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

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

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

# 2019-2020 School Improvement Plan

# Overview

**Plan Name**

2019-2020 School Improvement Plan

**Plan Description**

# Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | All students at Wyoming Intermediate School will become proficient readers. | Objectives: 1<br>Strategies: 3<br>Activities: 15 | Academic | $92144 |
| 2 | All students at Wyoming Intermediate School will become proficient in mathematics. | Objectives: 1<br>Strategies: 3<br>Activities: 15 | Academic | $23800 |
| 3 | All  students at Wyoming Intermediate School will become proficient in social studies. | Objectives: 1<br>Strategies: 2<br>Activities: 6 | Academic | $0 |
| 4 | All students at Wyoming Intermediate will become proficient in science. | Objectives: 1<br>Strategies: 3<br>Activities: 9 | Academic | $35195 |
| 5 | All students at Wyoming Intermediate School will proficient writers. | Objectives: 1<br>Strategies: 2<br>Activities: 6 | Academic | $761 |
| 6 | Wyoming Intermediate School will Achieve an Attendance Goal of 95% or Higher | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Organizational | $1379 |

# Goal 1: All students at Wyoming Intermediate School will become proficient readers.

**Measurable Objective 1:**
A 15% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/31/2019 as measured by scoring a 3 or 4 on the state assessment.

**Strategy 1:**
Reading Comprehension - All teachers will explicitly teach reading comprehension strategies in the Guided Reading block of language arts instruction on a daily basis.
Reading comprehension strategies including identifying relationships, cause/effect, drawing conclusions, making inferences, compare/contrast, and using context clues will be taught and modeled by teachers and utilized by students as a part of daily reading instruction.

Category: English/Language Arts

Research Cited: Summary of the U.S. National Reading Panel Report Teaching Children to Read, 2002.Summary of the US National Reading Panel Report Teaching Children to Read, 2002 Research and Policy, International Reading Association. "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

National Reading Panel, US Department of Education (2000). "Research on Reading Comprehension tells us that:
*Readers who comprehend well are also good readers
*Teach decoding and word recognition strategies
*Time spent reading and writing is highly correlated with comprehension
*Provide for lots of in-class reading and process writing, outside of class reading, independent reading
*Encourage students to read more and read widely - develop a passion for reading
*Students need to be specifically taught how to write within a process (to include revising and editing skills)
Herman, J. L. (2010). Coherence: Key to Next Generation Assessment Success (AACC Report).
Los Angeles, CA: University of California.

read180.scholastic.com/reading-intervention-program/research/.../313

http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf

Research Cited: Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of Content Area Reading: Literacy and Learning Across the Curriculum Comprehension is not enough, critical analysis is essential to determine the truth and value of the message. To read well requires one to develop one's thinking about reading and, as a result, to learn how to engage in the process of what we call close reading. Students not only need to learn how

to determine whether a text is worth reading, but also how to take ownership of a text's important ideas (when it contains them). This requires the active use of intellectual skills. It requires command of the theory of close reading as well as guided practice based on that theory. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. Critical reading begins with reading the text to determine what it says. The students need to demonstrate their ability to read and restate or summarize the text. Next, the students need to analyze the text for how the author has crafted the text, including genre, perspective and purpose. Students determine the meaning of the text based on the summary and analysis of the text leading to the big ideas and overall theme. The final questions asks the students to connect the big ideas and theme of the text to their own lives." Dan Kurland, author of "Know What It Says...What Does It Mean: Critical Skills for Critical Reading," By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks" - David Hyerle, 1996 and Elisabeth Camp

Tier: Tier 1

| Activity - System 44/Read 180 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Students scoring BR-300 lexile on SRI will receive direct instruction on  Scholastic System 44 program.  Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program.  Teachers will implement  the program as prescribed by Scholastic. Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950. | Direct Instruction | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $1000 | General Fund | One English Language Teacher per Team, Special Education, Teachers, and ELL Teacher. |

| Activity - Close and Critical Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will reinforce close and critical reading strategies through classroom instruction 15 minutes per day 5 times per week.  Staff will assign and grade one CCR per quarter to be evaluated in core content areas and graded with a common rubric, according to content, and entered into the language arts grade book each quarter. 5th grade will assess active reading only and 6th grade will assess active reading and text connections. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | General Fund | Core Instructional Staff |

| Activity - Parent Component | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Activities designed to increase parent involvement and communication, included but not limited to: Fine Arts Night Dojo Parent Vue | Parent Involvement | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $1434 | Title I Part A | Parents and School Staff |

| Activity - Extended Day Tutoring-Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Reading instruction to be offered after school to students that are below grade level in reading.  Instruction/tutoring will be provided by the Homeroom teacher using either the Read 180 Program, Houghton Mifflin curriculum, or available materials appropriate to readers as determined by student need. | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $12750 | Section 31a | Teachers |

| Activity - Extended Day Busing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Busing to be offered 4 x a week to transport students home from extended day programming | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $10800 | Section 31a | Transportation Dept. |

| Activity - Extended Year | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers to offer summer school in the area of Reading instruction to Tier 2 Students | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $1000 | General Fund | Teachers, Principal |

| Activity - Extended Year Bussing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| District to offer busing for summer school extended year programing. | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $1600 | Title I Part A | Transportation Department |

| Activity - Read 180 R-Books | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| R-Books to support Read 180 Reading Intervention Software. | Academic Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $6000 | Title I Part A | Teachers |

| Activity - Chromebooks and Headphones | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| 110 Chromebooks and 100 headphones to replace antiquated devices for the delivery of the Read 180 Intervention software for all students reading two or more grades below grade level. | Academic Support Program | Tier 2 | Monitor | 08/20/2018 | 05/31/2019 | $26250 | Title I Part A | Teachers |

| Activity - Readers Workshop Below Grade Level Library | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| A below level classroom Readers Workshop classroom library will be purchased in 4 classroom to be able to offer access to appropriate reading leveled materials for struggling readers. The 4th Grade Libraries are $2375 each for a total of $9500 | Academic Support Program | Tier 2 | | 03/06/2019 | 05/29/2020 | $9500 | Title I Part A | Principal, Reading Department Chair, Teachers |

| Activity - 92% of SE Students are scoring non-proficient on the m-step, 89% of LEP Students are scoring non-proficient on the M-Step, 76% of African Amserican Students are scoring non-proficient on the M-Step | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Sub Group Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | General Fund | All Staff |

**Strategy 2:**

Common Instructional Practices - Teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement.

Category: English/Language Arts

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

Research Cited: The BEEP framework is what effective teachers already do. This is not another unconnected strategy, program of the year or flavor of the month. School-wide fidelity can significantly improve student learning. Engage our Learners with a Quality - BEGINNING – to set the stage for learning? ENGAGEMENT – help our students own their own learning? ENDING – how do we know they learned what we taught? PRACTICE – provide for guided practice, independent practice and check for student understanding throughout the lesson?" Dr. Gary M. Fields, Senior Consultant, Leadership for Learning  The use of bell ringers in a classroom have great educational value as they relate to literacy.Bell ringers are used as warm-ups designed to productively engage students in any classroom activity. A bell ringer is considered as an educational strategy and a classroom management tool aimed to prepare students and enable them to learn from the moment they enter the room, especially as they relate to literacy -Techniques: Connecting Education & Careers;Sep2011

Tier: Tier 1

| Activity - Daily Bell Ringers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Implement | 08/22/2018 | 05/31/2019 | $0 | No Funding Required | All Instructional Staff |

| Activity - ELL Paraprofessional | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| 1 - ELL Paraprofessional to support ELL student with understanding instruction, providing assistance with academic tasks and additional practice and administering assessments the ELL and general education classrooms. | Academic Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $15185 | Title I Part A | ELL Paraprofessional(s), ELL Teacher, Instructional staff with ELL students requiring extra support |

| Activity - Social Work Assistant | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program, Parent Involvement, Teacher Collaboration | Tier 2 | Implement | 08/22/2018 | 05/31/2019 | $6625 | Section 31a | Administration, teachers, and social worker. |

**Strategy 3:**

Classroom Behavioral Support - Behavior Interventionist will provide support to classroom teachers by working with students that are disruptive. This person will use restorative practices along with other strategies to teach appropriate classroom behaviors to students.

Category: English/Language Arts

Tier: Tier 2

| Activity - Behavior Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| Behavior specialist to work with all classroom teachers to identify and work with students that are exhibiting negative classroom behaviors. They will work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $0 | Section 31a | All Teachers, Social Worker, Administration |
|---|---|---|---|---|---|---|---|---|

# Goal 2: All students at Wyoming Intermediate School will become proficient in mathematics.

### Measurable Objective 1:

A 15% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in problem solving in Mathematics by 05/31/2019 as measured by scoring a 3 or 4 on the state assessment.

### Strategy 1:

Standards of Mathematical Practices - Teachers will implement the 8 mathematical practices/ strategies including:  1. understand and persevere by making sense of the problem 2.  use logic and reasoning 3.  justify and critique strategies 4.  model with mathematics (use models to show work) 5.  select appropriate tools to use 6.  attend to precision (review calculations) 7. utilize structure to solve problems 8.  use patterns

Strategies are indicated in the Go Math curriculum and teachers will present strategies as directed to address daily learning standard.

Category: Mathematics

Research Cited: http://www.corestandards.org/Math/Practice/

Tier: Tier 1

| Activity - Classroom Questioning 101 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Implementing standards for mathematical practices, teachers/students will develop mathematical thinking through higher-order thinking and questioning.  Use questions to continue to see if students make connections, justify and reason with mathematical concepts | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $425 | Title II Part A | One math teacher per team, ELL teacher, Special Education teachers. |

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

| Instructional staff will reinforce close and critical reading strategies to include multiple step procedures and problem solving skills through mathematics instruction to deepen student understanding. | Academic Support Program | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All teaching Staff |

| Activity - 92% African American scored non-proficient on Math M-Step, 96% on Special Education Students scored non-proficient on M-Step, 97% of LEP scored non-proficient on M-Step | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Subgroup Data | Academic Support Program | Tier 1 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | General Fund | All Staff |

**Strategy 2:**

Mathematical Intervention - Teachers will target specific math skills students need to be successful in mathematics through daily interventions.

Category: Mathematics

Research Cited: SIOP - http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf

Tier: Tier 1

| Activity - Math Intervention Software Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Moby Max, and Compass Learning software programs will be used daily to reinforce mathematical concepts during math intervention time | Academic Support Program, Technology | Tier 2 | | 08/21/2019 | 05/29/2020 | $3000 | General Fund | Tech Department, teachers, and Administration |

| Activity - Extended year program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Summer school program \ to pay for direct reading instruction to students that fail or have fallen below grade level in math. | Academic Support Program, Direct Instruction | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $1000 | General Fund | Teachers, Administration |

| Activity - Extended Day Math Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| Core academic instruction to be offered weekly after school to students that are below grade level in or struggling academically | Academic Support Program, Direct Instruction | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $12750 | Section 31a | Teachers and Administration |

| Activity - Extended Day Busing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Busing to be offered 4 x a week to transport students home from extended day programming | Academic Support Program | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | Title I Part A | Transportation Department, teachers, and administration |

| Activity - Number Routines | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Students develop a number sense by decomposing and reasoning with numbers mentally and different operations or patterns | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | One instructional coach per building and one math teacher per team |

| Activity - Go Math Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Continue to use and implement the Go Math Curriculum, using the technology available with the program which is aligned to the common core math standards | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All math teachers, special education and ELL staff |

| Activity - Math Academic Intervetionist (2 FTE) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| 2 Math Interventionists to provide small group instruction to Tier 2 Students in the area of mathematics. | Academic Support Program | Tier 2 | Monitor | 08/22/2018 | 05/31/2019 | $0 | Title I Part A | Math Teachers, Math Coach, Principal, Math Interventionist |
|---|---|---|---|---|---|---|---|---|

**Strategy 3:**

Best Instructional Practices - All teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student

achievement

Category: Mathematics

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

Curriculum Development,2004

Tier: Tier 1

| Activity - Math instruction using - Notice and Wondering | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will use notice and wondering weekly in math classroom during instruction time.  Continued work with instructional coach/math teachers on quality instructional time with a purpose. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Instructional Staff |

| Activity - Daily Bell Ringers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Instructional Staff |

| Activity - ELL Para | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| ELL Para (32 hours a week) will support and assist teachers with the development and delivery of instruction, including the SIOP model, as well as provide direct services to ELL and at-risk students. | Academic Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $0 | Title I Part A | ELL Teacher |

| Activity - Social Work Assistant | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program | Tier 1 | Getting Ready | 08/22/2018 | 05/31/2019 | $6625 | Section 31a | teachers, administration and social worker |

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional coach providing support for classroom teachers in the areas of best practice and instruction. The coach will work with classroom teachers and provide modeling, data, and curriculum support to ensure teachers have the support necessary for student success. | Teacher Collaboration, Curriculum Development, Academic Support Program, Professional Learning, Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | Title I Part A | Principal, Math Teachers, and  Coach |

# Goal 3: All  students at Wyoming Intermediate School will become proficient in social studies.

**Measurable Objective 1:**

35% of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  on the Social Studies M-Step in Social Studies by 05/31/2019 as measured by students performing at levels 3 and 4 (proficient/advanced) on the M-Step State Test..

**Strategy 1:**

Reading comprehension strategies that empahasize vocabulary will be taught to students as part of social studies instruction. - Reading strategies will be taught to all students in social studies, emphasizing vocabulary, cause/effect, inference, relationships through close and critical reading tasks, daily bell ringers, instruction, and class tasks.

Category: Social Studies

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

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

Read 180 - www.read180.scholastic.com/reading-intervention-program/research/.../313

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

Tier: Tier 1

| Activity - Close and Critical Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will reinforce close and critical reading strategies through classroom social studies instruction.  Staff will assign and grade one CCR per year to be evaluated in social studies and graded with a common rubric, specific to Social Studies CCR requirements (summary, key words circled) and entered into the ELA grade book. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Instructional Staff |

| Activity - System 44/Read 180 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Students scoring BR-300 lexile on SRI will receive direct instruction on  Scholastic System 44 program.  Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program.  Teachers will implement  the program as prescribed by Scholastic.  Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950. | Academic Support Program | Tier 2 | Monitor | 08/22/2018 | 05/31/2019 | $0 | No Funding Required | One English Language Teacher per team |

| Activity - 94% of LEP are not proficient on M-Step, 91% of Special Education Students are not proficient on M-Step, 86% of African American students are not proficient on M-Step | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Subgroup Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | General Fund | All Staff |

**Strategy 2:**

Common Instructional Practices - All teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement.

Category: Social Studies

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

http://tccl.rit.albany.edu/knilt/images/d/d0/Interactive_Notebooks_Research.pdf

Tier: Tier 1

| Activity - Daily Bell Ringers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Instructional Staff |

| Activity - Social Studies Interactive Notebook | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instruct students emphasizing important vocabulary as well as content. As well as note taking skills to better record and understand content/curriculum. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | 5th and 6th Grade Social Studies Staff |

| Activity - Pre and Post Test Standards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers administer a common (per grade) pre and post test quarterly to determine student needs and progress after instruction. | Academic Support Program | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | 5th and 6th Grade Social Studies Staff |

# Goal 4: All students at Wyoming Intermediate will become proficient in science.

**Measurable Objective 1:**

A 23% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in science in Science by 05/29/2020 as measured by the State Science Assessment.

**Strategy 1:**

Informational Reading Strategies - Reading strategies will be taught to all students in physical, life, and earth science, emphasizing vocabulary, cause/effect, inference, relationships through close and critical reading tasks, daily bell ringers, instruction, and class tasks.

Category: Science

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

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

Read 180 - www.read180.scholastic.com/reading-intervention-program/research/.../313

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

Tier: Tier 1

| Activity - Close and Critical Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional staff will reinforce close and critical reading strategies through classroom instruction.  Staff will assign and grade one CCR per quarter to be evaluated in science graded with a common rubric and entered into the grade book in a timely manner. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Core Content Instructional Staff |

| Activity - 61% of SE students were not proficient in their science notebooks in both 5th and 6th grade, 89% of LEP students were not proficient in identifying good evidence in both 5th and 6th grade, 58% of LEP students were not proficient in providing Claim, Eviden | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Subgroup Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | General Fund | All Staff |

**Strategy 2:**

Common Instructional Practices - Teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student achievement.

Category: Science

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

Tier: Tier 1

| Activity - Daily Bell Ringers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department chair at one meeting per quarter.  Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Implement | 08/22/2018 | 05/31/2019 | $0 | No Funding Required | All Instructional Staff |

| Activity - Social Work Assistant | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|

| Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program | Tier 1 | | 08/21/2019 | 05/29/2020 | $6625 | Section 31a | Social Worker, Teachers and Administrators |

| Activity - Instructionsl Coach .2 FTE | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Instructional coach to work with the science teacher on NGSX understanding, collaboration, and curriculum development. | Teacher Collaboration, Curriculum Development, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $26000 | Section 31a | Principal, Science Teachers and Instructional Coach |

| Activity - Mystery Science Software | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Software to support students needing additional science support. | Academic Support Program | Tier 1 | Implement | 08/20/2018 | 05/31/2019 | $500 | Title I Part A | Science Teachers. |

**Strategy 3:**

Writing Across the Curriculum - Teachers will utilize writing strategies from Write From the Beginning and Beyond program as well as Van Andel Institute model for lab writing (scientific method) in science writing tasks.

Category: Science

Tier: Tier 1

| Activity - Science Notebooks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will incorporate the use of science notebooks in their daily instruction and evaluate student work each quarter based on a common rubric and entered in the grade book as course work. Students will use the notebook for their daily lessons to collect data, make observations, record their claim, evidence, and reasoning. Teachers will put notebook data in the grade book each quarter. District instructional coach will assist teachers in using science notebooks as needed. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $2070 | General Fund | All Science Teachers |

| Activity - Claim, Evidence, Reasoning (CER) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will give a Claim, Evidence, Reasoning (CER) assessment all 4 quarters and grade them using a common rubric and entered in the grade book. CER will be ongoing in the classroom instruction throughout the year.  Teachers will model CER and students will use CER as evidenced in the science notebook.<br><br>5th- Claim and evidence only. Students will be given the claim and pick the evidence that supports it and reason will be provided.<br><br>6th grade: Claim, evidence, and reason assessment will be given all 4 quarters:  Students will give the claim, they will pick the evidence that supports the claim and then students will pick the reason. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | General Fund | All science teachers |

| Activity - Interpret graphs and data | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will give a graph and data assessment to students to interpret. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All science teachers |

# Goal 5: All students at Wyoming Intermediate School will proficient writers.

**Measurable Objective 1:**

A 5% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students  will demonstrate a proficiency  in writing in English Language Arts by 05/31/2019 as measured by scores of 16-20 on local writing assessments.

**Strategy 1:**

Process Writing - All teachers will explicitly teach writing strategies in the writing block of language arts instruction on a daily basis following Write From the Beginning

and Beyond curriculum and assessment rubrics.

Category: English/Language Arts

Research Cited: Summary of the US National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association.  "Vocabulary instruction leads to gains in comprehension.  Preteaching of

vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

National Reading Panel, US Department of Education (2000).  "Research on Reading Comprehension tells us that:

*Readers who comprehend well are also good readers

*Teach decoding and word recognition strategies

*Time spent reading and writing is highly correlated with comprehension

*Provide for lots of in-class reading and process writing, outside of class reading, independent reading

*Encourage students to read more and read widely - develop a passion for reading

*Students need to be specifically taught how to write within a process (to include revising and editing skills)

Tier: Tier 1

| Activity - Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Students will use Thinking Maps/Pathways to Proficiency strategies to plan and organize the stages of writing appropriate to the writing prompt required each quarter. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All English Language Arts Instructional Staff |

| Activity - Writing From the Beginning and Beyond | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will explicitly instruct students in the Write from the Beginning and Beyond writing program on a daily basis. Narrative, Compare/Contrast, Persuasive and Informational genres will be taught and evaluated using a common rubric. Teachers will also follow program recommendations for implementing instruction with fidelity. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All English Language Arts Staff |

| Activity - Teacher Mentor Texts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teacher mentor text will be used to support writing instruction by incorporating small group activities as well as mini lesson designed to target documented deficit areas. | Academic Support Program | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $761 | Title I Part A | Teachers |

| Activity - 75% on SE Students are non-proficient on the Qtr 2 Writing Assessment, 70% of African American Students are non-proficient on the 2nd Qtr Writing Assessment, 65% on Male students are non-proficient on the 2nd Qtr Writing Assessment. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Subgroup Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | General Fund | All Staff |

**Strategy 2:**

Common Instructional Practices - All teachers will implement and utilize common instructional practices to increase instructional time resulting in improved student

achievement.

Category: English/Language Arts

Research Cited: Research Cited: Vaughn, Sharon, and Linan-Thompson, Sylvia, Research-based Methods of Reading Instruction Association for Supervision and Curriculum Development, 2004

Tier: Tier 1

| Activity - Wyoming Instructional Model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Teachers will utilize the Wyoming Instructional Model daily. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Instructional Staff |

| Activity - Daily Bell Ringers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | No Funding Required | All Instructional Staff |

# Goal 6: Wyoming Intermediate School will Achieve an Attendance Goal of 95% or Higher

**Measurable Objective 1:**

demonstrate student proficiency (pass rate) Students will show increased proficiency as a result of being in class everyday by 05/31/2019 as measured by Average Daily Attendance.

**Strategy 1:**

Truancy Process - The strategy will be implemented by the Assistant Principal

Category: Learning Support Systems

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

Characteristics, School Readiness and Third Grade Outcomes

,

Applied

Survey Research

. May 2011

ii Chang and Romero, Present,

Engaged & Accounted For: The Critical

Importance of Addressing Chronic Absence in the Early Grades,

National

Center for Children in Poverty: September 2008,

http://www.nccp.org/publications/pub_837.html (accessed July, 2009).

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Chang & Romer

Tier: Tier 2

| Activity - Attendance Letters | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Students will receive attendance letters at 5, 10, and 15, absences. At 10 absence a meeting between the parents and school administration will be required. | Parent Involvement | Tier 2 | Monitor | 08/22/2018 | 05/31/2019 | $0 | Section 31a | Assistant Principal |

| Activity - Watchdogs Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Implementation of Community Watchdog Program. Program uses Dads to supervise student areas before, during and after school, to be sure areas are kept safe and orderly. | Behavioral Support Program | Tier 2 | Getting Ready | 08/22/2018 | 05/31/2019 | $1379 | Title I Part A | Assistant Principal |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Classroom Questioning 101 | Implementing standards for mathematical practices, teachers/students will develop mathematical thinking through higher-order thinking and questioning.  Use questions to continue to see if students make connections, justify and reason with mathematical concepts | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $425 | One math teacher per team, ELL teacher, Special Education teachers. |

### General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Math Intervention Software Support | Moby Max, and Compass Learning software programs will be used daily to reinforce mathematical concepts during math intervention time | Academic Support Program, Technology | Tier 2 | | 08/21/2019 | 05/29/2020 | $3000 | Tech Department, teachers, and Administration |
| 92% African American scored non-proficient on Math M-Step, 96% on Special Education Students scored non-proficient on M-Step, 97% of LEP scored non-proficient on M-Step | Subgroup Data | Academic Support Program | Tier 1 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | All Staff |
| System 44/Read 180 | Students scoring BR-300 lexile on SRI will receive direct instruction on  Scholastic System 44 program.  Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program.  Teachers will implement  the program as prescribed by Scholastic.  Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950. | Direct Instruction | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $1000 | One English Language Teacher per Team, Special Education, Teachers, and ELL Teacher. |

| Extended year program | Summer school program \ to pay for direct reading instruction to students that fail or have fallen below grade level in math. | Academic Support Program, Direct Instruction | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $1000 | Teachers, Administration |
|---|---|---|---|---|---|---|---|---|
| Claim, Evidence, Reasoning (CER) | Teachers will give a Claim, Evidence, Reasoning (CER) assessment all 4 quarters and grade them using a common rubric and entered in the grade book. CER will be ongoing in the classroom instruction throughout the year.  Teachers will model CER and students will use CER as evidenced in the science notebook.<br><br>5th- Claim and evidence only. Students will be given the claim and pick the evidence that supports it and reason will be provided.<br><br>6th grade: Claim, evidence, and reason assessment will be given all 4 quarters:  Students will give the claim, they will pick the evidence that supports the claim and then students will pick the reason. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All science teachers |
| Science Notebooks | Teachers will incorporate the use of science notebooks in their daily instruction and evaluate student work each quarter based on a common rubric and entered in the grade book as course work. Students will use the notebook for their daily lessons to collect data, make observations, record their claim, evidence, and reasoning. Teachers will put notebook data in the grade book each quarter. District instructional coach will assist teachers in using science notebooks as needed. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $2070 | All Science Teachers |
| Extended Year | Teachers to offer summer school in the area of Reading instruction to Tier 2 Students | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $1000 | Teachers, Principal |
| 92% of SE Students are scoring non-proficient on the m-step, 89% of LEP Students are scoring non-proficient on the M-Step, 76% of African Amserican Students are scoring non-proficient on the M-Step | Sub Group Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | All Staff |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 61% of SE students were not proficient in their science notebooks in both 5th and 6th grade, 89% of LEP students were not proficient in identifying good evidence in both 5th and 6th grade, 58% of LEP students were not proficient in providing Claim, Eviden | Subgroup Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | All Staff |
| 94% of LEP are not proficient on M-Step, 91% of Special Education Students are not proficient on M-Step, 86% of African American students are not proficient on M-Step | Subgroup Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | All Staff |
| Close and Critical Reading | Instructional staff will reinforce close and critical reading strategies through classroom instruction 15 minutes per day 5 times per week.  Staff will assign and grade one CCR per quarter to be evaluated in core content areas and graded with a common rubric, according to content, and entered into the language arts grade book each quarter. 5th grade will assess active reading only and 6th grade will assess active reading and text connections. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | Core Instructional Staff |
| 75% on SE Students are non-proficient on the Qtr 2 Writing Assessment, 70% of African American Students are non-proficient on the 2nd Qtr Writing Assessment, 65% on Male students are non-proficient on the 2nd Qtr Writing Assessment. | Subgroup Data | Academic Support Program | Tier 2 | Evaluate | 08/21/2019 | 05/29/2020 | $0 | All Staff |

**Section 31a**

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

| Behavior Interventionist | Behavior specialist to work with all classroom teachers to identify and work with students that are exhibiting negative classroom behaviors. They will work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All Teachers, Social Worker, Administration |
|---|---|---|---|---|---|---|---|---|
| Extended Day Math Program | Core academic instruction to be offered weekly after school to students that are below grade level in or struggling academically | Academic Support Program, Direct Instruction | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $12750 | Teachers and Administration |
| Social Work Assistant | Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program | Tier 1 | Getting Ready | 08/22/2018 | 05/31/2019 | $6625 | teachers, administration and social worker |
| Social Work Assistant | Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program | Tier 1 | | 08/21/2019 | 05/29/2020 | $6625 | Social Worker, Teachers and Administrators |
| Extended Day Tutoring-Reading | Reading instruction to be offered after school to students that are below grade level in reading. Instruction/tutoring will be provided by the Homeroom teacher using either the Read 180 Program, Houghton Mifflin curriculum, or available materials appropriate to readers as determined by student need. | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $12750 | Teachers |
| Attendance Letters | Students will receive attendance letters at 5, 10, and 15, absences. At 10 absence a meeting between the parents and school administration will be required. | Parent Involvement | Tier 2 | Monitor | 08/22/2018 | 05/31/2019 | $0 | Assistant Principal |
| Instructionsl Coach .2 FTE | Instructional coach to work with the science teacher on NGSX understanding, collaboration, and curriculum development. | Teacher Collaboration, Curriculum Development, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $26000 | Principal, Science Teachers and Instructional Coach |

| Social Work Assistant | Behavior specialist to work closely with social worker to provide behavioral support to tier 2 students both in and out of the classroom. This person will also work closely with teachers to be sure they have the support needed to help these students work through and change inappropriate behaviors. | Behavioral Support Program, Parent Involvement, Teacher Collaboration | Tier 2 | Implement | 08/22/2018 | 05/31/2019 | $6625 | Administration, teachers, and social worker. |
|---|---|---|---|---|---|---|---|---|
| Extended Day Busing | Busing to be offered 4 x a week to transport students home from extended day programming | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $10800 | Transportation Dept. |

**Title I Part A**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| Extended Day Busing | Busing to be offered 4 x a week to transport students home from extended day programming | Academic Support Program | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | Transportation Department, teachers, and administration |
| Parent Component | Activities designed to increase parent involvement and communication, included but not limited to: Fine Arts Night Dojo Parent Vue | Parent Involvement | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $1434 | Parents and School Staff |
| Mystery Science Software | Software to support students needing additional science support. | Academic Support Program | Tier 1 | Implement | 08/20/2018 | 05/31/2019 | $500 | Science Teachers |
| Chromebooks and Headphones | 110 Chromebooks and 100 headphones to replace antiquated devices for the delivery of the Read 180 Intervention software for all students reading two or more grades below grade level. | Academic Support Program | Tier 2 | Monitor | 08/20/2018 | 05/31/2019 | $26250 | Teachers |
| Readers Workshop Below Grade Level Library | A below level classroom Readers Workshop classroom library will be purchased in 4 classroom to be able to offer access to appropriate reading leveled materials for struggling readers. The 4th Grade Libraries are $2375 each for a total of $9500 | Academic Support Program | Tier 2 | | 03/06/2019 | 05/29/2020 | $9500 | Principal, Reading Department Chair, Teachers |
| Extended Year Bussing | District to offer busing for summer school extended year programing. | Academic Support Program | Tier 2 | Implement | 08/21/2019 | 05/29/2020 | $1600 | Transportation Department |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ELL Paraprofessional | 1 - ELL Paraprofessional to support ELL student with understanding instruction, providing assistance with academic tasks and additional practice and administering assessments the ELL and general education classrooms. | Academic Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $15185 | ELL Paraprofessional(s), ELL Teacher, Instructional staff with ELL students requiring extra support |
| Math Academic Intervetionist (2 FTE) | 2 Math Interventionists to provide small group instruction to Tier 2 Students in the area of mathematics. | Academic Support Program | Tier 2 | Monitor | 08/22/2018 | 05/31/2019 | $0 | Math Teachers, Math Coach, Principal, Math Interventionist |
| Teacher Mentor Texts | Teacher mentor text will be used to support writing instruction by incorporating small group activities as well as mini lesson designed to target documented deficit areas. | Academic Support Program | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $761 | Teachers |
| Instructional Coach | Instructional coach providing support for classroom teachers in the areas of best practice and instruction. The coach will work with classroom teachers and provide modeling, data, and curriculum support to ensure teachers have the support necessary for student success. | Teacher Collaboration, Curriculum Development, Academic Support Program, Professional Learning, Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | Principal, Math Teachers, and Coach |
| Watchdogs Program | Implementation of Community Watchdog Program. Program uses Dads to supervise student areas before, during and after school, to be sure areas are kept safe and orderly. | Behavioral Support Program | Tier 2 | Getting Ready | 08/22/2018 | 05/31/2019 | $1379 | Assistant Principal |
| Read 180 R-Books | R-Books to support Read 180 Reading Intervention Software. | Academic Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $6000 | Teachers |
| ELL Para | ELL Para (32 hours a week) will support and assist teachers with the development and delivery of instruction, including the SIOP model, as well as provide direct services to ELL and at-risk students. | Academic Support Program | Tier 2 | Monitor | 08/21/2019 | 05/29/2020 | $0 | ELL Teacher |

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|---|---|
| System 44/Read 180 | Students scoring BR-300 lexile on SRI will receive direct instruction on Scholastic System 44 program. Students scoring below grade level but above 300 lexile will receive direct instruction on Scholastic Read 180 program. Teachers will implement the program as prescribed by Scholastic. Expected SRI level for 5th grade is 751-850 and for 6th grade 851-950. | Academic Support Program | Tier 2 | Monitor | 08/22/2018 | 05/31/2019 | $0 | One English Language Teacher per team |
| Close and Critical Reading | Instructional staff will reinforce close and critical reading strategies through classroom instruction. Staff will assign and grade one CCR per quarter to be evaluated in science graded with a common rubric and entered into the grade book in a timely manner. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All Core Content Instructional Staff |
| Close and Critical Reading | Instructional staff will reinforce close and critical reading strategies through classroom social studies instruction. Staff will assign and grade one CCR per year to be evaluated in social studies and graded with a common rubric, specific to Social Studies CCR requirements (summary, key words circled) and entered into the ELA grade book. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All Instructional Staff |
| Daily Bell Ringers | All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All Instructional Staff |
| Close and Critical Reading | Instructional staff will reinforce close and critical reading strategies to include multiple step procedures and problem solving skills through mathematics instruction to deepen student understanding. | Academic Support Program | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All teaching Staff |
| Daily Bell Ringers | All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension. Teachers will share and turn in examples to their department. Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All Instructional Staff |

| Thinking Maps | Students will use Thinking Maps/Pathways to Proficiency strategies to plan and organize the stages of writing appropriate to the writing prompt required each quarter. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All English Language Arts Instructional Staff |
|---|---|---|---|---|---|---|---|---|
| Daily Bell Ringers | All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension.   Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All Instructional Staff |
| Wyoming Instructional Model | Teachers will utilize the Wyoming Instructional Model daily.  Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All Instructional Staff |
| Math instruction using - Notice and Wondering | Teachers will use notice and wondering weekly in math classroom during instruction time. Continued work with instructional coach/math teachers on quality instructional time with a purpose. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | All Instructional Staff |
| Interpret graphs and data | Teachers will give a graph and data assessment to students to interpret. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | All science teachers |
| Writing From the Beginning and Beyond | Teachers will explicitly instruct students in the Write from the Beginning and Beyond writing program on a daily basis. Narrative, Compare/Contrast, Persuasive and Informational genres will be taught and evaluated using a common rubric.  Teachers will also follow program recommendations for implementing instruction with fidelity. | Direct Instruction | Tier 1 | Monitor | 08/21/2019 | 05/29/2020 | $0 | All English Language Arts Staff |
| Number Routines | Students develop a number sense by decomposing and reasoning with numbers mentally and different operations or patterns | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | One instructional coach per building and one math teacher per team |
| Daily Bell Ringers | All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension.  Principal walk-through observations and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Implement | 08/22/2018 | 05/31/2019 | $0 | All Instructional Staff |

| Go Math Curriculum | Continue to use and implement the Go Math Curriculum, using the technology available with the program which is aligned to the common core math standards | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | All math teachers, special education and ELL staff |
|---|---|---|---|---|---|---|---|---|
| Pre and Post Test Standards | Teachers administer a common (per grade) pre and post test quarterly to determine student needs and progress after instruction. | Academic Support Program | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | 5th and 6th Grade Social Studies Staff |
| Social Studies Interactive Notebook | Instruct students emphasizing important vocabulary as well as content. As well as note taking skills to better record and understand content/curriculum. | Direct Instruction | Tier 1 | Implement | 08/21/2019 | 05/29/2020 | $0 | 5th and 6th Grade Social Studies Staff |
| Daily Bell Ringers | All teachers will use a bell ringer at the beginning of each class to reinforce core content, vocabulary, and/or comprehension.  Teachers will share and turn in examples to their department chair at one meeting per quarter.  Principal walkthroughs and department meeting discussions will be used monitor the fidelity of the program implementation. | Direct Instruction | Tier 1 | Implement | 08/22/2018 | 05/31/2019 | $0 | All Instructional Staff |