



School Improvement Plan

West Elementary School

Wyoming Public Schools

Joshua Baumbach
1840 38th St Sw
Wyoming, MI 49519-3768

TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	12
Component 3: Instruction by Highly Qualified Staff.....	14
Component 4: Strategies to Attract Highly Qualified Teachers.....	15
Component 5: High Quality and Ongoing Professional Development.....	17
Component 6: Strategies to Increase Parental Involvement.....	18
Component 7: Preschool Transition Strategies.....	21
Component 8: Teacher Participation in Making Assessment Decisions.....	22
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	23
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources....	24
Evaluation:.....	26

West Elementary 2019-2020 School Improvement Plan

Overview 29

Goals Summary 30

- Goal 1: 100% of K-4 teachers will fully implement a minimum of one NGSS aligned unit by 2020 31
- Goal 2: Students will be proficient in Social Studies 32
- Goal 3: Students will be proficient in Math 34
- Goal 4: Students will be proficient in Reading 37
- Goal 5: Students will be proficient in writing 40
- Goal 6: Students will demonstrate positive behavior 41
- Goal 7: Students will attend school all day every day 44

Activity Summary by Funding Source 47

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA includes data from all four measurement areas-- student achievement, programs and process, perceptions and demographic data.

Demographic data - collected by the School Improvement

Team.

Perception data- Parent and stakeholder surveys are conducted and analyzed in November and February

Student Achievement Data - Is consistently collected and then analyzed at each SI meeting and on a quarterly basis by way of Reflection reports to the building and district teams and building staff. This includes content chair discussions with grade levels, staff meetings.

Process data - Content area program evaluations were conducted

Parents continue to be stakeholders in the School Improvement process.

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?

West Elementary (non Priority, Focus or Reward) is located in the Kent Intermediate school district, in the city of Wyoming, MI with a population of approximately 75,900 people.

The enrollment for West elementary has averaged 540 students for the past three years. The free/reduced student population has remained stable (approx. 78%) as well. We do now offer universal/free breakfast and lunch.

For the most recent (2018-2019) school year, West Elementary continues to demonstrate a very diverse population, with 540 students enrolled. Of the enrolled students, the following are the demographics of the students:

Free/Reduced - 79%

Special Education students - 13%

English Language Learner students - 25%

At-Risk students - 94%

African American students - 20%

Hispanic students - 40%

White students - 28%

Other ethnicities -10%

Female students - 248

Male students - 288

The overall average daily percentage of student attendance for the year was 92%, however, 19% (102) of the students demonstrated difficulties with 5-9 (all day) absences each quarter.

Staff Demographics include:

SY 2019-2020

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

West Elementary School

Bachelors - 8 staff members

Masters - 23 staff members

Classroom allocations:

Kindergarten - 4 classes

1st grade - 4 Classes

2nd grade - 5 classes

3rd grade - 4 classes

4th grade - 5 classes

Resource - 2 teachers

Social Worker - 1

School Psychologist -1

Speech Therapist -1

Secretary -1

Reading Interventionist - 2

Administrator -1

PE -1

Music-1

Art-1

Technology -1

Student Advocate-1

Instructional Coach- 1

Teaching Experience:

8 teachers - 5 years or less

3 teachers - 6-15 years

18 teachers - +16 years

Administrator --+15 years

(Fall 2018) Perception (Parent survey) data:

115 participants

Strengths:

Safe, supportive environment

Appropriate learning environment

Visibility of Administrator

Areas of Growth:

Consistent communication

More parent involvement opportunities

School Improvement Plan

West Elementary School

(Spring 2018) Building Staff Perception Data

21/29 participants

Strengths:

Desire to collaborate

Strong, knowledgeable educators

Staff build strong relationships with students

Area(s)

Want support with behavior

More work needed to understand how to use data to drive instruction

How do we better impact math achievement

Implementation of new science, social studies, and literacy curriculum

Increased collaboration with instructional coaches

Spring 2019 Student Achievement Data

Scholastic Reading Inventory

Overall: 41% proficient 2-4

Subgroup Proficiency African American- 37% proficient; Hispanic- 38%% proficient , Special Education-15%, White- 62 %

K-NA

1-NA

2- 43%

3 - 41%

4 - 53%

Spring 2018 Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Diagnostic,

Overall: 60% of the students scored at Benchmark (K-4th grades).

Subgroup Proficiency African American- 53%, Special Education- 29% Hispanic- 54%, White- 71%

K- 74%

1- 53%

2- 59%

3- 56%

4- 62%

Spring 2018 ELA M-Step Percent Proficiency (update when released)

3rd Grade 25.7%

African American- 15.8%, Special Education- 0%, 2+- 12.5%, Hispanic- 17%, White- 52%

4th Grade: 24%

African American- 10%, Special Education- 7.7%, 2+- 25%, 2+ 28.6%, Hispanic- 29%, White- 29%

Math: Spring 2019

Overall: 51% Proficient on Spring Math Benchmark Screener

School Improvement Plan

West Elementary School

Subgroup: African American- 37%, Special Education- 37%, Hispanic- 56%, White- 66%

K- 76%

1- 49%

2- 47%

3- 55%

4- 32%

Spring 2018 M-Step Mathematics (update when released)

3rd Grade 35.5%

African American- 21%, Special Education- 14.3%, 2+- 12.5%, Hispanic- 35.2%, White- 56%

4th Grade: 22%

African American- 15%, Special Education- 7.7%, 2+- 25%, 2+ 28.6%, Hispanic- 23.5%, White- 25.9%

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

Staff reviewed the four (4) types of data (process and process, perception, demographic and student achievement data). Goals and strategies are chosen based on the given data.

We continue to support and ensure that all students have access to quality tier 1 instruction with strategies to support all subgroups. and we have aligned our intervention schedules so that students needing math intervention, literacy intervention, or EL intervention are not missing core instruction. Teachers are implementing Readers workshop to support and assess students quarterly with Fountas and Pinnell in an effort to gather needed data to drive individualized instruction.

The team consistently met over the course of the school year to support the analysis and diagnosis of data to support instruction and learning. Needs analysis (based on data review) consistently takes place throughout the year to drive and support instruction and learning.

Data relative to student achievement, population demographics, and school program data were collected from a variety of state and local assessments. We compiled the data, analyzed the trends, answered the questions and came to conclusions as a team. . New data about subgroup populations was given special attention, especially the ELL students, in order to be sure that the needs of those children were also being met in addition to the general school population. The CNA includes data from all four measurement areas student achievement, programs and process, perceptions and demographic data. Each section of our Comprehensive Needs Assessment includes a summary and some examples of each type of data collected.

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

The goals for all students are Tier I strategies listed in the School Improvement plan (what is reflected in your plan -goals & strategies)

The goals for at-risk students are Tier II and Tier III in the SIP (e.g. Support of Reading Interventionist, summer school, support of academic interventionists, Resource room support, EL teachers etc.)

Beyond core instruction, as dictated by data, goals support Tier II strategies to address meeting the needs of disadvantaged and struggling students include designated 30 minute (content area) interventions that are driven by data. Tier II supports might also include the support of

School Improvement Plan

West Elementary School

academic interventionist, the Social Worker, and Kent School Services Network (a community-based agency).

Tier III strategies might include Resource Room (Special Education) support.

As driven by data, goals are consistently monitored and adjusted to support competencies, skills, and attributes that students should possess according to individual and group data, as well as grade level projections.

Component 2: Schoolwide Reform Strategies

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

The school improvement plan for West Elementary is very purposefully written to include strategies that will help our students come closer to meeting the state standards. A careful review of our data and review of current research helps us as we develop these strategies. Some additional school-wide strategies that West is implementing that contribute to it's ongoing success are: Capturing Kids Hearts, True Success, Thinking Maps (a component of SLOP), Readers' Workshop, Tier II support, English Language support, (data-driven) intervention blocks and an emphasis on reading and writing across the curriculum.

Also included in the process is purposeful and targeted core (Tier I) instruction.

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

Specific strategies are supported to strengthen core instruction, as well as to enhance and differentiate Tier II instruction. These opportunities will work to support increasing instructional outcomes by supporting (data-driven) targeted groups, which will be based on rapid responses from the teachers (driven by frequent progress monitoring- quantity). Teacher collaboration will also serve to support increasing instructional quality as well.

Additional (data-driven) professional development opportunities aligned to desired (student) learning will also be available for all staff this year. We are also seeking the opportunity to tighten instructional opportunities by better structuring the instructional framework of the school day as well.

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

As supported by the (data-driven) academic needs of the building, all of our strategies in the school-wide plan align with the findings of our needs assessment, as they work collaboratively to:

- contextualized instruction (e.g., aligning content with the student's need of support)
- early support programs for at-risk students
- strengthen comprehensive and integrated instruction and programs
- continual practices to modify instruction to support teaching and learning

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.

Several strategies in the school-wide plan for West Elementary provide various levels of intervention for the students for whom the data reveals would benefit from this service. Tier II Interventions, as driven by individual teacher, horizontal and vertical collaborative opportunities support targeted instruction based on results-oriented outcomes. This is also supported by frequent progress monitoring.

instruction.

Community partnerships, and district ancillary supports are also available to support and assist students and families.

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

West Elementary is part of the HIL grant and a focus area for West will be to collaborate more intentionally around how to tailor strategies to engage each and every learner. Opportunities also exist for vertical data studies as well. during this time, grade levels set, monitor and adjust goals based on data to support student achievement. Student Study team meetings (which include the teacher, Psychologist, Social Worker, Speech Therapist, Principal, and Occupational therapist) are also conducted on a consistent basis to support the needs of all learners. Instructional coaches support the use of data to drive instruction.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Teacher applicants must demonstrate qualification proficiencies before being considered in the applicant pool.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

West had one resignation at the start of 2017 and one retirement at the end of 2018

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

Years in experience range from one to thirty-three years of teaching experience. Education ranges from Bachelors to Educational Specialist degrees.

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

- Highly supportive and experienced staff
- Peer collaboration time
- Active PTO
- Technology rich building (2 computer labs, 5 Chrome carts, classroom iPads)
- Active new teacher mentoring
- New teacher PLC's for three years

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

- Very competitive salary scale
- Additional pay for additional professional contributions
- Generous benefit package
- Continued focus on celebrating and supporting teachers for the important work they do each and every day. We have designated district staff celebrations an appreciation days.

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.

Instructional coaches provide support for science, math, ELA and EL

There is a district PD plan that supports the alignment and implementation of all instructional practices

West Michigan HIL Grant- West is part of a grant to focus on teacher collaboration and student engagement around the use of essential practices in early and elementary education.

PD is offered to help us move towards being a trauma informed school.

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

A district aligned PD plan has been created to support alignment and implementation of core instructional practices. Instructional coaches meet weekly to review PD plans, review content area goals, and offer support for instructional staff. Professional development is tailored according to the data and needs of the building/district.

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

Component 6: Strategies to Increase Parental Involvement

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

West Elementary follows all Board policies related to Parent Involvement in Title I (policy 22261.01) and Parent Involvement in the School Program (policy 2112) as well as designing a specific programs and practices that specifically meets the needs of our parents/guardians in supporting our child(ren) in the educational process.

Parents have many formal and informal opportunities to provide input in the School-wide Plan. School Improvement meetings, parent meetings, parent conferences, parent surveys as well as informal conversation with the principal and teachers are all avenues used by parents and respected by staff to provide information that is taken into consideration when writing the school-wide plan. We encourage parent engagement at West and we have a parent that participates on our SI team.

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

West has a parent rep that serves on our SI team. Information related to the plan is shared with parents via:

- Bi-weekly classroom and monthly school newsletters
- Quarterly report cards sent to the home
- Bi-yearly parent-teacher conferences
- Open-house school visitation (for delivering state content standards)
- Social workers, and support staff are accessible as needed
- Child Study meetings as applicable
- A parent-child-school compact,

This will be further supported by:

- Curriculum Nights/Open House are held on various dates to inform parents of:
 - * curriculum including curriculum brochures,
 - * informational packets - including behavior and homework policy
 - * before and after school opportunities (through KSSN)
 - * sign-in's are collected
- Parent/Teacher Conferences available in English and Spanish
- Literacy nights every other year
- West's TEAM 21 after-school program.
- The Child Study Process

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

Parents at West Elementary are involved with the evaluation of the school-wide plan in a variety of ways. A parent survey offered two (2) times per year is used by the school to improve the school-wide program for parents, students, and staff. Survey results are shared with all parents through the school newsletter. The annual parent survey, which is part of the comprehensive needs assessment, shows consistent.

SY 2019-2020

School Improvement Plan

West Elementary School

strong parental support for West Elementary over the past several years.

Parent/guardian input is also welcomed by way of participation with the School Improvement Team.

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).

Parent Involvement, as outlined in Section 1118 of the ESEA is supported by Literacy Night, Math Night, and parent support programs through the KSSN (Kent School Services Network) throughout the school year.

The School Improvement Team shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. West Elementary expects the parents to be involved in the program, including their participation in the development of the plan;
- B. Meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the building may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. West Elementary will provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. West Elementary parents will be involved in the planning, review, and improvement of the Title I program;
- F. Information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. West Elementary parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. Timely responses will be given to parental questions, concerns, and recommendations;

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

The parent involvement component of the school-wide plan is evaluated in a variety of ways. A biannual parent survey is used by the school to improve the school-wide program for parents, students, and staff. Survey results are shared with all staff parents through the Parent/Community newsletter.

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

Survey results are shared with all parents through the building Parent/Community newsletter and at PTO meetings. This feedback from the biannual parent survey, feedback from parent/teacher conferences, discussion at PTO meetings, and other informal data is reviewed by the school Improvement team. The team then modifies parent activities for the following year to meet the needs of the parents and students.

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

The school-parent compact at West Elementary was developed using a collaborative process between parents, teachers and administration. A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. This document is called a Parent compact and it is shared and reviewed for input and revision based upon parent input at our September PTO meeting as well as the SI team meeting which includes parents.

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

The parent compact is provided as a part of our annual registration process. The compact is explained and clarification is provided to parents. It is also presented at P/T conferences. This provides teachers with the opportunity to clarify the expectations of all parties involved in the child's learning process, as well as an opportunity for parents to ask questions and seek clarification/support for needs they may have for their child.

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

All elementary buildings in the district use the same parent compact, therefore the elementary provides consistent communication to parents across the district as they move up to the middle/high school

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.

All West Elementary newsletters, curriculum brochures, and informational packets are available in English and Spanish. Translators are readily available for Parent/Teacher Conferences, Child Study meetings, and IEP meetings to meet the individual needs of the families. A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. West uses class dojo for parent communication which also offers translation services.

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?

West Elementary School stakeholders understand the importance of communicating not only within the building, but between buildings, departments and community agencies that support student growth and learning and also reduces duplication of services. By using technology, a continuous student profile is available to staff in order to monitor individual student support and progress while attending our school.

West Elementary School enrolls students from all of our buildings and our Early Childhood Center Huntington Woods, as well as tuition based preschool program housed within the building.. The following activities are used to help with the transition of these students:

- * Spring transition activities for parents and students in May.
- * Principal visits Early Childhood Center for registration in May.
- * Future students visit West Elementary to take a tour of the building anytime by calling the office.
- * Fall "Smart Start" where students meet with their teachers and get additional information.
- * In-house preschool families are consistently invited to participate in activities and receive building communications throughout the school year.
- * Preschool programs are invited to school activities and/or events

UPDATED

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?

During the Smart Start and registration opportunities, parents are given a copy of the preschool and kindergarten standards. There is communication between Kindergarten teachers and Pre-school programs. Pre-school teachers are invited and have visited Kindergarten classrooms to watch and see what students are expected to be able to do in Kindergarten. This will help pre-school teachers teach foundational skills as well as acceptable social behaviors.

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?

Using the school and district's data warehouse, the school improvement team consistently reviews the data of student scores on state and district assessments throughout the school year. The School Improvement team (content chairs) then share the findings with their grade levels and other staff, resulting in the teachers working together to create common methods/interventions to improve student success. All teachers have access to the data on the district's warehouse and are encouraged to continually use the data to guide their instruction. Teacher leaders are also invited into collaborative meetings with instructional coaches and administrators to discuss the assessment practices.

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

A variety of data sources are used to identify students experiencing difficulty mastering the district or State's academic achievement standards. Monthly SI data reviews, quarterly school-wide data reviews (School Improvement Reflection Reports by Content Chairs), and teacher collaboration opportunities are avenues that are consistently used for the purpose and intent of analyzing and reviewing data. Assessments in literacy and math are given multiple times throughout the year to help progress monitor and make needed adjustments.

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.

Student data is unpacked at each grade level for the purpose and intent to drive instructional practices as well as flexible grouping opportunities for students. Frequent assessments then support intervention planning and instruction for targeted students, or the need for enrichment for others. This is also supported through the Child Study Team process. A combination of district aligned assessments and state assessments are reviewed and used to determine student success, program effectiveness and building level improvement plans. Some district assessments are designed to be aligned to state assessments.

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?

Grade levels meet twice quarterly to monitor and analyze student data (by grade level, classes, subgroups, and individual students). (Ongoing) Flexible grouping to support instruction then is driven by data to support students experiencing academic difficulty. The building also supports the use of two Reading Interventionist, to math interventionists and two instructional coaches to support the areas of reading and math. Child Study Teams may also be held to support plans of assistance for identified students.

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

West Elementary teachers build differentiation into the practice of daily instruction through the use of guided reading groups, flexible grouping, and teaching to different learning styles. On going support is provided to teachers through instructional coaches to help teachers differentiate.

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

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

Title I Part A

General Fund

Section 31A

Free/Reduced Breakfast/lunch program

Special Education Funds

PTO funds

Title III

Title II

HIL Grant- Early Literacy Grant funds

KSSN funding

Homeless Liason

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

Component 1-Comprehensive Needs Assessment (general funds)

Component 2 - Reform Strategies (general fund - PD, resources and some degree of parent involvement,

Title II- for building specific professional development,

Title I A- Academic Interventionist,

Title III - Tier II & III English learner support

Section 31A - Interventionist support & EL support

Early Literacy Grant - Literacy resources, ISD support

21st Century Grant - after school and summer school programs

Component 3- Highly Qualified staff

general funds, Title I -A, Title III, Section 1A, Special Education funds,

Component 4- Attracting/Retaining Staff

General funds

PTO funds

Title II (PD opportunities)

Title I

Component 5 - High Quality Professional Development

Title II

Title I

Section 31A

School Improvement Plan

West Elementary School

Component 6 - Parent Involvement

Title I

PTO funds

General funds

Component 7 - Preschool Transition

General funds

Component 8 - Teacher Assessment Decision Making

Paid for with general funds

Component 9 - Timely & Additional Assistance

Title I

Title III

Section 31A

General funds

Component 10 - Federal, State and Local funds Resources & Coordination

Title I

General funds

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

Bullying & Character Education - True Success, Cyber Safety & Capturing Kids Heart programs

Nutrition Programs - Free/Reduced Lunch, Free breakfast & District Wellness policy

Housing Programs - Homeless Liaison and Community Mental Health Programs (KSSN)

Head Start - District partners with HS to prepare preschool aged children for kindergarten

Adult Education - WPS offers adult education for the surrounding communities

Vocational & Technical Education - provided to students through the ISD

Job Training - (High school students) Job Corps and other opportunities are offered through community business internships

Evaluation:

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

Evaluation of the implementation of the school-wide plan and programs is initially conducted through the building level school improvement team, which meets monthly, with the purpose and intent to evaluate progress made during the school year.

As an ongoing part of implementing the strategies for each school improvement goal, data is specifically reviewed on at least a quarterly basis to identify students that are furthest from achieving the standards. Modifications in strategies and instructional practices are made, if necessary, in an effort to continually find effective methods to accelerate the learning for these lowest achieving students.

This process is also inclusive of building level content chairs sharing data and results on a quarterly basis with the staff.

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.

Quarterly, the building SI team meets with the district's support team to monitor and review data, and to therefore conduct a comprehensive evaluation of the strategies and activities. When available, this also includes the MSTEP being one of the primary sources of data. Subgroup data is also reviewed as part of this process. If student achievement data reflects growth, strategies and activities are carried over into the next school year. If student achievement data does not show significant gains, the whole staff analyzes this area to determine future research based strategies. Teacher implementation data and impact data is also reviewed to assess the fidelity of implementation.

The SI team meets twice per month to review data and in May the team completes a comprehensive review of the plan.

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.

At the end of each quarter, as well as a comprehensive review during the 4th quarter, the SI team meets to conduct a comprehensive evaluation of the strategies and activities. Multiple data resources that reflect degree of teacher implementation and level of student achievement are reviewed. Subgroup data is also reviewed as part of this process. If student achievement data reflects growth, strategies and activities are carried over into the next school year. If student achievement data does not show significant gains, the whole staff analyzes this area to determine future research based strategies. A part of the data review is to look at the data for the lowest performing students to see how much progress they have made over the year (quarterly review of this data occurs throughout the year). The expectation is that these lowest performing students will make more than a year's growth in a year's time.

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?

The building School Improvement Team meets at least two (2) times per month to monitor and review data, strategies and instructional practices to support instruction and learning. As the plan is considered a dynamic document, it is heavily driven by process. Process and Outcome data are consistently reviewed, which supports revising the document throughout the school year. This process is also supported by quarterly visits and reviews from the district School Improvement Support Team.

West Elementary 2019-2020 School Improvement Plan

Overview

Plan Name

West Elementary 2019-2020 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	100% of K-4 teachers will fully implement a minimum of one NGSS aligned unit by 2020	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	Students will be proficient in Social Studies	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
3	Students will be proficient in Math	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$9000
4	Students will be proficient in Reading	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$2000
5	Students will be proficient in writing	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	Students will demonstrate positive behavior	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
7	Students will attend school all day every day	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

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

Measurable Objective 1:

100% of All Students will demonstrate a behavior in NGSS practices in Science in Science by 05/29/2020 as measured by as measured by classroom projects connected to standards in Earth, Physical and Life Science..

Strategy 1:

Tier 1 NGSS Instruction - Grades K-4 will teach one or more -NGSS units focused on Science and Engineering practices, developing and using model, constructing explanations and engaging in arguments using evidence

Category: Science

Research Cited: <https://www.nextgenscience.org/instruction-and-assessment/instruction-and-assessment>

Tier: Tier 1

Activity - NGSS Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will still be NGSS unit taught grades K-4 in which students will engage in NGSS practices, including, but not limited to KLEWS or Data summary tables, exploring phenomenas, science journals, and lessons aligned to provide rich literacy opportunities (reading, writing, and discussion)	Teacher Collaboration, Materials, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Instructional Staff and Instructional Coach.

Strategy 2:

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

Category: Science

Research Cited: The Art of Coaching by Elena Aguilar

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

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

Tier: Tier 1

School Improvement Plan

West Elementary School

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach - An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 2		08/21/2019	05/29/2020	\$0	No Funding Required	Instructional Coach, Instructional Staff, Administrators
Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	All instructional staff
Activity - Content discourse through accountable talk and vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion. The use of student talk supports Limited English Proficient Students in the content areas. Utilizing sentence stems and intentional vocabulary will support English Language Learners	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	All instructional Staff

Goal 2: Students will be proficient in Social Studies

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or show growth in Social Studies by 05/29/2020 as measured by district social studies standards (EC:1, CI:1, HI:1).

Strategy 1:

Tier 1 Standards Aligned Instruction - Students will be taught a variety of strategies or activities in order to demonstrate understanding of social studies content aligned to standards on a daily/unit basis.

Category: Social Studies

School Improvement Plan

West Elementary School

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

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize graphic organizers/thinking maps to engage students in higher level thinking skills, such as (but not limited to) comparing and contrasting, evaluating, and creating.	Direct Instruction	Tier 1	Implement	06/21/2019	05/29/2020	\$0	No Funding Required	All instructional Staff
Activity - Content discourse through accountable talk and vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional instruction of vocabulary words and sentence stems from within the social studies content. These will be used during content area learning and during discussion. The use of student talk supports our Limited English Proficient Students Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Principal, Instructional Coach, Instructional Staff

Strategy 2:

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

Category: Social Studies

Research Cited: The Art of Coaching by Elena Aguilar

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

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

Tier: Tier 1

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

School Improvement Plan

West Elementary School

An instructional coach will meet with individual and grade level teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Instructional Coach, Administrator, Teaching Staff
Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	All instructional staff and administrator

Strategy 3:

Introduce students and parents to Michigan's six career zones - Students will participate in career day during the school day and will be invited to attend after school STEM and Literacy Nights with their families. There will also be an expansion of grade level reading resources about careers.

Category: Career and College Ready

Research Cited: <https://files.eric.ed.gov/fulltext/EJ1172267.pdf>

Tier: Tier 1

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a career day during the school day where they will learn about Michigan's six career zones. In preparation for this, students will read and learn about the career zones using grade level resources about careers.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	SI Team, Principal, KSSN, Teachers
Activity - Stem Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to participate in a science, technology, engineering, art, and math night where they can learn and explore different ways that science, technology, engineering, art, and math can be applied in the work force.	Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	SI team, Teaching Staff, KSSN, Principal

Goal 3: Students will be proficient in Math

Measurable Objective 1:

100% of All Students will increase student growth by 5 percentage points in Mathematics by 05/29/2020 as measured by the WPS spring district screener on grade level standards and or show a 5 percentage point proficiency increase on grade level MSTEP.

Strategy 1:

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

Category: Mathematics

Research Cited: Teaching Student-Centered Mathematics - VandeWalle and Lovin, June 6, 2005

Common Core Standards

Tier: Tier 1

Activity - Tier 1 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Achieve Core guidance document to align Go Math curriculum to student data needs	Curriculum Development, Supplemental Materials, Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	SI Team, Teachers, Principal, Instructional Coach

Activity - Tier 2 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data to determine Tier 2/Tier 3 students needs and differentiate instruction utilizing intervention instruction through Reflex Math & Happy Numbers Mathematical discussions, and number talks	Supplemental Materials, Professional Learning, Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	SI Team, Teachers, Principal, Instructional Coach

Activity - Content discourse through accountable talk and vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------------------------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

West Elementary School

Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion. The use of student talk supports our EL students. Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	SI Team, Instructional Coach, Principal, Teachers
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------	--------	--	------------	------------	-----	---------------------	---------------------------------------------------

Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four teachers will analyze data to provide strategic math intervention using number talks and Reflex Math twice a week.	Academic Support Program	Tier 2	Implement	09/16/2019	05/14/2020	\$9000	Section 31a	Teachers

Strategy 2:

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

Category: Mathematics

Research Cited: The Art of Coaching by Elena Aguilar

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

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

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will meet with individual and grade level teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning, Direct Instruction	Tier 1		08/29/2019	05/29/2020	\$0	No Funding Required	Principal, Instructional Coach, Teachers

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

School Improvement Plan

West Elementary School

Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Teacher Collaboration, Professional Learning	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Instructional Coach, Principal
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------	--------	--	------------	------------	-----	---------------------	------------------------------------------

Goal 4: Students will be proficient in Reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by reaching end of the year grade level benchmark in Reading by 05/29/2020 as measured by Fountas and Pinnell or Achieve grade level benchmark or proficiency as measured by the DIBELS composite in ELA.

Strategy 1:

Data Driven Tier 1 Instruction - Administer district assessments to plan and align tier 1 instruction, including differentiation and targeted support through the use of mini lessons in the Reading Strategies book, components of Reader's Workshop, and individual reading plans

Category: English/Language Arts

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

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

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

Tier: Tier 1

Activity - Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily instruction using readers workshop minilessons and providing uninterrupted time for students to read books at their level. Strategies will be chosen for each student based on their need from the reading strategies book.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Principal, Instructional Coach
Activity - Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Raz Kids to differentiate for needs based on student data.	Technology, Supplemental Materials	Tier 2	Implement	08/21/2019	05/29/2020	\$2000	General Fund	Teaching staff

School Improvement Plan

West Elementary School

Activity - Daily phonics instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
used reading horizons with fidelity (grades K-3)- K-3 teachers will provide daily explicit phonics instruction which will include feedback during dictation using the - Tier 1 Reading Horizons Curriculum. Instruction will also incorporate the use of the transfer cards. The Wyoming Quick Phonics Screener will be administered quarterly to monitor - growth and plan for instruction.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Principal, Instructional Coach
Activity - Content discourse through accountable talk and vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion. The use of student talk supports our EL students. Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Principal, Teachers, SI Team, Instructional Coach

Strategy 2:

Targeted differentiated tier 2/3 support - Benchmark assessments will be administered (F & P, Dibels, and other local assessments) to identify the lowest bottom 30% of students and subgroup needs in order to provide targeted instruction to close academic achievement gaps during daily intervention blocks to support Tier 1 instruction.

Category: English/Language Arts

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

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

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

Tier: Tier 2

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer and analyze literacy assessments to form small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development	Direct Instruction	Tier 2		08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Principal, Instructional Coach
Activity - English Language Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

West Elementary School

WIDA language assessment results and district literacy assessments will be analyzed to identify English Language Learners who will receive push in/pull out services to address language development needs on a daily, weekly, and monitoring basis provided by EL teacher and interventionist.	Academic Support Program, Direct Instruction	Tier 2		08/21/2019	05/29/2020	\$0	No Funding Required	English Language Teachers, English Language Paraprofessional, Principal, teachers
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------	--------	--	------------	------------	-----	---------------------	-----------------------------------------------------------------------------------

Activity - Literacy Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local benchmark assessments will be administered and data analyzed to identify the Tier 2/Tier 3 students to receive academic interventions through a research based program taught by a Literacy Specialist on a daily basis	Academic Support Program, Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Instructional Coach, Literacy Specialist, Principal, Teachers

Strategy 3:

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

Category: English/Language Arts

Research Cited: The Art of Coaching by Elena Aguilar

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

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

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will meet with individual and grade level teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Principal, SI Team, Instructional Coach

School Improvement Plan

West Elementary School

Activity - Learning Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students	Professional Learning	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Instructional Coach, SI team, Principal

Goal 5: Students will be proficient in writing

Measurable Objective 1:

100% of All Students will demonstrate a proficiency 80% or higher in Writing by 05/29/2020 as measured by end of the year grade level WPS district writing assessment.

Strategy 1:

Tier 1 daily writing instruction - Teachers will incorporate daily time for children to write with explicit instruction of writing and process aligned with the genres and standards of writing.

Category: English/Language Arts

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

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

Tier: Tier 1

Activity - Daily Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach a defined writing process using Write from the Beginning and Beyond and/or Unity of study and utilize writing strategies from the Writing Strategies book to adjust instruction based on data and individual student needs through daily Tier 1 instruction.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Principal, Instructional Coach

Activity - Content discourse through accountable talk and vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion. The use of student talk supports our EL students. Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Instructional coach, Teachers, Principal, SI Team

School Improvement Plan

West Elementary School

Strategy 2:

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

Category: English/Language Arts

Research Cited: The Art of Coaching by Elena Aguilar

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

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

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will meet with individual and grade level teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Professional Learning	Tier 2		08/21/2019	05/29/2020	\$0	No Funding Required	Instructional coach, Teachers, Principal
Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Principal, Teachers, Instructional Coach, SI Team

Goal 6: Students will demonstrate positive behavior

Measurable Objective 1:

100% of All Students will demonstrate a behavior demonstrating positive interactions with staff and students in Practical Living by 05/29/2020 as measured by a 10% decrease in student incident referrals involving physical contact and a 5% decrease in the number of students receiving two or more office referrals.

School Improvement Plan

West Elementary School

Strategy 1:

School wide positive behavior interventions and support systems - The building will implement a multi-tiered system of support incorporating the components of schoolwide PBIS system.

Category: School Culture

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

Utilize school wide strategies such as Capturing Kids Hearts (social contract, warm entry) to develop relationships and Incorporate the schoolwide PBIS components of identifying and defining behavior expectations (3-5 school rules), teach and monitor expected behaviors (procedures walk through a common lesson plans), encourage/acknowledge behavior through a schoolwide token economy system (purple tickets, Leader of the Pack, and character opportunities) , correct behavior through a continuum of consequences, and data based decision making.

Tier: Tier 1

Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deliver two-three lessons per week on nine character traits aligned to the state social emotional standards. Use true success tickets to encourage positive behavior.	Behavioral Support Program, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Principal, Social Worker, Student Advocate

Activity - Tier 1 PBIS Components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize school wide strategies such as Capturing Kids Hearts (social contract, warm entry) to develop relationships and Incorporate the schoolwide PBIS components of identifying and defining behavior expectations (3-5 school rules), teach and monitor expected behaviors (procedures walk through a common lesson plans), encourage/acknowledge behavior through a schoolwide token economy system (dojo points, proud paws, and character opportunities) , correct behavior through a continuum of consequences, and data based decision making	Behavioral Support Program, Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Principal, SI Team, PBIS team, Social worker, district MTSS coordinator

Strategy 2:

Tier 2/Tier 3 behavior interventions and supports - Using SRSS screener data, identify students with moderate to high risk behaviors that need targeted behavior interventions. Interventions may include check in and check out, skills groups, or other interventions deemed appropriate to support students in developing identified skills.

School Improvement Plan

West Elementary School

Category: School Culture

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

Tier: Tier 2

Activity - Grade Level BRTi meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold Fall, Winter, Spring meetings to identify grade level trends in Tier 2 and Tier 3 behaviors and align with appropriate interventions based on SRSS screener data	Behavioral Support Program	Tier 2		08/21/2019	05/29/2020	\$0	No Funding Required	MTSS coordinator, School Psychologist, School Behavior Support Tier 2/3 team (Social worker, Principal, School Psychologist, Student Advocate, Mental Health Clinician, Restorative Practices Coordinator)

Activity - Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign students to check in/check out intervention or a behavior skills group with aligned evidence based curriculum that meet on a daily or weekly basis.	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Teachers, Behavior support Tier 2 Team, Principal, MTSS Coordinator, School Psychologist

School Improvement Plan

West Elementary School

Strategy 3:

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

Category: School Culture

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

Tier: Tier 2

Activity - Kent Schools Services Network/Mental Health	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full time community supports coordinator and mental health clinician will be on site five days a week to work with families and individual students to provide targeted resources, support, and behavior interventions	Community Engagement, Behavioral Support Program, Parent Involvement	Tier 2		05/29/2020	05/29/2020	\$0	No Funding Required	KSSN School Community Coordinator, Mental Health Clinician, Tier 2 Behavior Team, Principal
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative Practice professional will be on site .8% of the school week to support Restorative conferences between individuals (student to student, staff to student, or staff to staff).	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Restorative Practices Facilitator
Activity - Student Advocate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student advocate will be onsite five days a week to coordinate school wide behavior processes and coordinate behavior interventions.	Behavioral Support Program, Parent Involvement	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	Student Advocate

Goal 7: Students will attend school all day every day

School Improvement Plan

West Elementary School

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to attend school 95% of the academic year in Practical Living by 05/29/2020 as measured by end of the year attendance rates.

Strategy 1:

Parent Engagement and Community Messaging - Informing and communicating with parents regarding the importance of school and truancy process - the Strive for Five advertising materials and other communication means, such as digital and paper communications. Continue to share student attendance with families at conferences and set targets for better attendance.

Category: School Culture

Research Cited: Roby, Douglas E. (2003). Research on School Attendance and Student Achievement: A Study of Ohio Schools. Educational Research Quarterly ,Vol. 28.1

DeKalb, J. (1999). Student truancy. Eugene, OR: ERIC Clearinghouse on Educational Management, ED429334.

Tier: Tier 1

Activity - Attendance Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review Attendance data weekly and communicate by letter or phone with parents. Communicate with parents quarterly with report cards and at P/T Conferences	Parent Involvement	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	KSSN staff, Social worker, Student advocate, Building Secretary, Teachers
Activity - Positive Attendance Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct monthly perfect attendance awards and celebrations with parent invitations to recognize students meeting the Strive for Five 95% attendance rate and less than five absences.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	KSSN Staff

Strategy 2:

Differentiated Tier 2/Tier 3 Attendance Support - Attendance data will be analyzed to identify students with attendance issues to develop preventative plans and appropriate support.

School Improvement Plan

West Elementary School

Category: School Culture

Research Cited: Roby, Douglas E. (2003). Research on School Attendance and Student Achievement: A Study of Ohio Schools. Educational Research Quarterly ,Vol. 28.1

DeKalb, J. (1999). Student truancy. Eugene, OR: ERIC Clearinghouse on Educational Management, ED429334.

Tier: Tier 2

Activity - Individual student plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze attendance data to reach out to families to develop an individualized plan of support aligned with the county-wide truancy guidelines.	Behavioral Support Program, Parent Involvement	Tier 2	Implement	08/21/2019	05/29/2020	\$0	No Funding Required	KSSN Staff, Building Principal, Social Worker, Student advocate, Administrative Assistant.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Raz Kids	Teachers will utilize Raz Kids to differentiate for needs based on student data.	Technology, Supplemental Materials	Tier 2	Implement	08/21/2019	05/29/2020	\$2000	Teaching staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 PBIS Components	Utilize school wide strategies such as Capturing Kids Hearts (social contract, warm entry) to develop relationships and Incorporate the schoolwide PBIS components of identifying and defining behavior expectations (3-5 school rules), teach and monitor expected behaviors (procedures walk through a common lesson plans), encourage/acknowledge behavior through a schoolwide token economy system (dojo points, proud paws, and character opportunities) , correct behavior through a continuum of consequences, and data based decision making	Behavioral Support Program, Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	Teachers, Principal, SI Team, PBIS team, Social worker, district MTSS coordinator
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Teacher Collaboration, Professional Learning	Tier 1		08/21/2019	05/29/2020	\$0	Teachers, Instructional Coach, Principal
Tier 2 Intervention	Teachers will utilize data to determine Tier 2/Tier 3 students needs and differentiate instruction utilizing intervention instruction through Reflex Math & Happy Numbers Mathematical discussions, and number talks	Supplemental Materials, Professional Learning, Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	SI Team, Teachers, Principal, Instructional Coach

School Improvement Plan

West Elementary School

English Language Support	WIDA language assessment results and district literacy assessments will be analyzed to identify English Language Learners who will receive push in/pull out services to address language development needs on a daily, weekly, and monitoring basis provided by EL teacher and interventionist.	Academic Support Program, Direct Instruction	Tier 2		08/21/2019	05/29/2020	\$0	English Language Teachers, English Language Paraprofessional, Principal, teachers
Instructional Coach	Instructional Coach - An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 2		08/21/2019	05/29/2020	\$0	Instructional Coach, Instructional Staff, Administrators
Attendance Communication	Review Attendance data weekly and communicate by letter or phone with parents. Communicate with parents quarterly with report cards and at P/T Conferences	Parent Involvement	Tier 1	Implement	08/21/2019	05/29/2020	\$0	KSSN staff, Social worker, Student advocate, Building Secretary, Teachers
Student Advocate	A student advocate will be onsite five days a week to coordinate school wide behavior processes and coordinate behavior interventions.	Behavioral Support Program, Parent Involvement	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Student Advocate
Daily phonics instruction	used reading horizons with fidelity (grades K-3)- K-3 teachers will provide daily explicit phonics instruction which will include feedback during dictation using the - Tier 1 Reading Horizons Curriculum. Instruction will also incorporate the use of the transfer cards. The Wyoming Quick Phonics Screener will be administered quarterly to monitor - growth and plan for instruction.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	Teachers, Principal, Instructional Coach
Learning Lab	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students	Professional Learning	Tier 1		08/21/2019	05/29/2020	\$0	Teachers, Instructional Coach, SI team, Principal
Content discourse through accountable talk and vocabulary development	Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion The use of student talk supports our EL students. Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	SI Team, Instructional Coach, Principal, Teachers

School Improvement Plan

West Elementary School

Content discourse through accountable talk and vocabulary development	Intentional instruction of vocabulary words and sentence stems from within the social studies content. These will be used during content area learning and during discussion. The use of student talk supports our Limited English Proficient Students Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Principal, Instructional Coach, Instructional Staff
NGSS Instruction	There will still be NGSS unit taught grades K-4 in which students will engage in NGSS practices, including, but not limited to KLEWS or Data summary tables, exploring phenomenas, science journals, and lessons aligned to provide rich literacy opportunities (reading, writing, and discussion)	Teacher Collaboration, Materials, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Instructional Staff and Instructional Coach.
Positive Attendance Celebration	Conduct monthly perfect attendance awards and celebrations with parent invitations to recognize students meeting the Strive for Five 95% attendance rate and less than five absences.	Behavioral Support Program	Tier 1	Implement	08/21/2019	05/29/2020	\$0	KSSN Staff
Content discourse through accountable talk and vocabulary development	Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion. The use of student talk supports our EL students. Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	Instructional coach, Teachers, Principal, SI Team
Tier 1 Instruction	Utilize the Achieve Core guidance document to align Go Math curriculum to student data needs	Curriculum Development, Supplemental Materials, Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	SI Team, Teachers, Principal, Instructional Coach
Content discourse through accountable talk and vocabulary development	Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion. The use of student talk supports our EL students. Utilizing sentence stems and intentional vocabulary will support English Language Learners.	Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	Principal, Teachers, SI Team, Instructional Coach
Readers Workshop	Daily instruction using readers workshop minilessons and providing uninterrupted time for students to read books at their level. Strategies will be chosen for each student based on their need from the reading strategies book.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teachers, Principal, Instructional Coach

School Improvement Plan

West Elementary School

Small group instruction	Administer and analyze literacy assessments to form small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development	Direct Instruction	Tier 2		08/21/2019	05/29/2020	\$0	Teachers, Principal, instructional Coach
Daily Writing Instruction	Teachers will teach a defined writing process using Write from the Beginning and Beyond and/or Unity of study and utilize writing strategies from the Writing Strategies book to adjust instruction based on data and individual student needs through daily Tier 1 instruction.	Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teachers, Principal, Instructional Coach
Graphic Organizers	Teachers will utilize graphic organizers/thinking maps to engage students in higher level thinking skills, such as (but not limited to) comparing and contrasting, evaluating, and creating.	Direct Instruction	Tier 1	Implement	06/21/2019	05/29/2020	\$0	All instructional Staff
Instructional Coach	An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Professional Learning	Tier 2		08/21/2019	05/29/2020	\$0	Instructional coach, Teachers, Principal
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	Principal, Teachers, Instructional Coach, SI Team
Instructional Coach	An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning, Direct Instruction	Tier 1		08/29/2019	05/29/2020	\$0	Principal, Instructional Coach, Teachers
Instructional Coach	An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Instructional Coach, Administrator, Teaching Staff
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$0	All instructional staff

School Improvement Plan

West Elementary School

Grade Level BRTi meetings	Hold Fall, Winter, Spring meetings to identify grade level trends in Tier 2 and Tier 3 behaviors and align with appropriate interventions based on SRSS screener data	Behavioral Support Program	Tier 2		08/21/2019	05/29/2020	\$0	MTSS coordinator, School Psychologist, School Behavior Support Tier 2/3 team (Social worker, Principal, School Psychologist, Student Advocate, Mental Health Clinician, Restorative Practices Coordinator)
Content discourse through accountable talk and vocabulary development	Intentional instruction of vocabulary words and sentence stems from within the math content. These will be used during content area learning and during discussion. The use of student talk supports Limited English Proficient Students in the content areas. Utilizing sentence stems and intentional vocabulary will support English Language Learners	Walkthrough, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	All instructional Staff
Literacy Specialist	Local benchmark assessments will be administered and data analyzed to identify the Tier 2/Tier 3 students to receive academic interventions through a research based program taught by a Literacy Specialist on a daily basis	Academic Support Program, Direct Instruction	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Instructional Coach, Literacy Specialist, Principal, Teachers
Instructional Coach	An instructional coach will meet with individual and grade level teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1		08/21/2019	05/29/2020	\$0	Teachers, Principal, SI Team, Instructional Coach

School Improvement Plan

West Elementary School

Individual student plans	Analyze attendance data to reach out to families to develop an individualized plan of support aligned with the county-wide truancy guidelines.	Behavioral Support Program, Parent Involvement	Tier 2	Implement	08/21/2019	05/29/2020	\$0	KSSN Staff, Building Principal, Social Worker, Student advocate, Administrative Assistant.
Kent Schools Services Network/Mental Health	A full time community supports coordinator and mental health clinician will be on site five days a week to work with families and individual students to provide targeted resources, support, and behavior interventions	Community Engagement, Behavioral Support Program, Parent Involvement	Tier 2		05/29/2020	05/29/2020	\$0	KSSN School Community Coordinator, Mental Health Clinician, Tier 2 Behavior Team, Principal
Stem Night	Students will be invited to participate in a science, technology, engineering, art, and math night where they can learn and explore different ways that science, technology, engineering, art, and math can be applied in the work force.	Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/21/2019	05/29/2020	\$0	SI team, Teaching Staff, KSSN, Principal
True Success	Deliver two-three lessons per week on nine character traits aligned to the state social emotional standards. Use true success tickets to encourage positive behavior.	Behavioral Support Program, Direct Instruction	Tier 1	Implement	08/21/2019	05/29/2020	\$0	Teachers, Principal, Social Worker, Student Advocate
Restorative Practices	Restorative Practice professional will be on site .8% of the school week to support Restorative conferences between individuals (student to student, staff to student, or staff to staff).	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Restorative Practices Facilitator
Behavior Interventions	Assign students to check in/check out intervention or a behavior skills group with aligned evidence based curriculum that meet on a daily or weekly basis.	Behavioral Support Program	Tier 2	Implement	08/21/2019	05/29/2020	\$0	Teachers, Behavior support Tier 2 Team, Principal, MTSS Coordinator, School Psychologist

School Improvement Plan

West Elementary School

Career Day	Students will participate in a career day during the school day where they will learn about Michigan's six career zones. In preparation for this, students will read and learn about the career zones using grade level resources about careers.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	05/29/2020	\$0	SI Team, Principal, KSSN, Teachers
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/21/2019	05/29/2020	\$0	All instructional staff and administrator

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Learning	Four teachers will analyze data to provide strategic math intervention using number talks and Reflex Math twice a week.	Academic Support Program	Tier 2	Implement	09/16/2019	05/14/2020	\$9000	Teachers