



School Improvement Plan

Oriole Park Elementary School

Wyoming Public Schools

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2019-2020 Goals

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 Goal 1: 100% of students will demonstrate grade level proficiency in reading and/or show growth in reading as measured grade level WPS district reading assessments and M-Step (3rd and 4th) 06/2020..... 30

 Goal 2: 100% of grades will improve their spring annual averages by 5 percentage points as measured by the WPS spring district screener on grade level standards by 6/2020 and/or show a 5 percentage point proficiency increase on grade level MSTEP. 32

 Goal 3: 100% percent of students will demonstrate proficiency (80% or higher) by 6/2020 as measured by the end of the year grade level WPS District writing assessment. 34

 Goal 4: 100% of teachers will implement a minimum of one NGSS aligned unit by 6/2020..... 36

 Goal 5: 100% of students in grades 2-4 will be proficient or show growth on district social studies (EC:1, CI:1, HI:1) by June 2020. 37

 Goal 6: 100% percent of students will attend school all day every day. 39

 Goal 7: 100% percent of students can demonstrate positive behavior. 40

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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	The 2018-2019 SI Goals were updated based on district alignment of goals, strategies, and activities to ensure continued progress throughout the 2019-2020 SI Goals.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Demographic data is collected by the SIT in the spring. This includes data for staff, students, and community.

Perception data (parent and staff surveys) are administered and completed during the school year.

The SIT completes one long form PET and short form PET forms to inform the next year's plan.

Student achievement data (State, local, and subgroup) is gathered & reflected on quarterly by the SIT.

School Improvement members have discussions about data. Staff review, analyze, and then share information on the school and district websites.

A parent is a member on the SIT to provide input and feedback to the SI team.

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?

COMMUNITY DEMOGRAPHIC DATA (<http://www.city-data.com/city/Wyoming-Michigan.html>)

Population in 2016: 75,560

Males: 37,609 (49.8%)

Females: 37,951 (50.2%)

Median resident age: 34.1 years/Michigan median age: 39.7 years

White (48,778) 64.6%

Hispanic (16,169) 21.4%

African American (5,045) 6.7%

Asian (1,326) 1.8%

MultiRacial (3,619) 4.8%

American Indian (589) .8%

Other (34) .04%

Estimated median household income in 2016: \$51,886 (it was \$43,164 in 2000)

Estimated per capita income in 2016: \$23,424 (it was \$19,287 in 2000)

Estimated median house or condo value in 2016: \$112,800 (it was \$91,700 in 2000)

STUDENT DEMOGRAPHIC DATA

Oriole Park Elementary is located in Wyoming and services 346 students in K-4th grade. Ethnic groups include: Hispanic (114), African American (35), White (159), two or more (31), and Asian (7).

The number of students who received Free and/or Reduced Lunch was 261.

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The number of males was 188.

The number of females was 158.

The number of students who qualify for special education was 66.

The number of English Learners was 54.

The number of students in foster care was 1.

The number of students who are homeless was 1.

The number of migrant students was 0.

Oriole Park has not received any of the following designations: Reward, Focus, or Priority.

Top to Bottom Rankings are as follows:

2011-2012 = 45th percentile

2012-2013 = 42nd percentile

2013-2014 = 59th percentile

2014-2015 = NA

2015-2016 = NA

2016-2017 = NA

2017-2018 = NA

2018-2019 = NA

STAFF DEMOGRAPHIC DATA

1 principal

1 psychologist

1 social worker

.8 speech and language pathologist

4 para-educators

3 interventionists

16 classroom teachers (includes MiCI and MoCI teachers)

1 resource room teacher

4 specials teachers

4 teachers have been teaching less than 5 years; 2 have been teaching between 6-10 years; 4 have been teaching between 11-15 years; 2 have been teaching between 16-20 years; and 8 have been teaching more than 20 years. 4 teachers have their BA; 11 have their MA; 4 have their MA+30; and 1 has their EdD.

STUDENT ACHIEVEMENT DATA

The School Improvement team gathered, discussed and analyzed student achievement data.

State Data: M-Step

2017-2018 M-Step

ELA

3rd - 41% proficient (State Average: 44%; District Average: 31%)

Subgroup (percent proficient): Female - 41%; Male - 42%; Economically Disadvantaged - 27%; White - 57%, Hispanic - 25%

SY 2019-2020

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4th - 35% proficient (State Average: 45%; District Average: 29%)

Subgroup (percent proficient): Female - 43%; Male - 23%; Economically Disadvantaged - 26%; Hispanic - <50%; White - 44%

Math

3rd - 53% proficient (State Average: 45%; District Average: 40%)

Subgroup (percent proficient): Female - 46%; Male - 58%; Economically Disadvantaged - 38%; Hispanic - 44%; White - 64%; EL - <50%

4th - 48% proficient (State Average: 42%; District Average: 32%)

Subgroup (percent proficient): Female - 43%; Male - 53%; Economically Disadvantaged - 38%; Hispanic - <50%; White - 67%

2016-2017 M-Step

ELA

3rd - 37% proficient (State Average: 44%; District Average: 29%)

Subgroup (percent proficient): Female - 54%; Male - 21%; Economically Disadvantaged - 27%; White - 47%

4th - 36% proficient (State Average: 44%; District Average: 30%)

Subgroup (percent proficient): Female - 41%; Male - 32%; Economically Disadvantaged - 25%; EL - 15%; Hispanic - 7%; White - 49%

Math

3rd - 54% proficient (State Average: 47%; District Average: 41%)

Subgroup (percent proficient): Female - 54%; Male - 54%; Economically Disadvantaged - 44%; White - 64%

4th - 36% proficient (State Average: 42%; District Average: 22%)

Subgroup (percent proficient): Female - 36%; Male - 37%; Economically Disadvantaged - 29%; EL - 7%; Hispanic - 15%; White - 44%

2015-2016 M-Step

ELA

3rd - 36% proficient (State Average: 69%; District Average: 50%)

Subgroup (percent proficient): Female - 36%; Male - 33%; EL - 42%; Economically Disadvantaged - 25%; Hispanic - 27%; White - 47%

4th - 46% proficient (State Average: District Average:)

Subgroup (percent proficient): Female: 45%; Males - 48%; EL - 10%; Economically Disadvantaged - 31%; Hispanic - 24%; White - 62%

Math

3rd - 44% (State Average: 61%; District Average: 50%)

Subgroup (percent proficient): Female - 48%; Male - 41%; EL - 46%; Economically Disadvantaged - 40%; Hispanic - 23%; White - 60%

4th - 40% (State Average: 61%; District Average: 44%)

Subgroup (percent proficient): Female - 36%; Male - 48%; EL - <5%; Economically Disadvantaged - 33%; Hispanic - 20%; White - 53%

Scholastic Reading Inventory

2018-2019

2nd - 46% proficient

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Subgroup (percent proficient): Female - 46%; Male - 46%; Special Ed - 15%;
Hispanic - 24%; White - 55%; EL - 35%; African American - 30%; Two or more - 81%

3rd - 72% proficient

Subgroup (percent proficient): Female - 72%; Male - 71%; Hispanic - 61%; EL - 44%;
White - 77%; Special Ed - 55%; LEP - 44%; African American - 66%; Two or more - 100%

4th - 67% proficient

Subgroup (percent proficient): Female - 68%; Male - 67%; Special Ed - 50%; Hispanic - 71%; White - 89%; EL - 52%; African American - 36%; Two or more - 79%

2017-2018

2nd - 75% proficient

Subgroup (percent proficient): Female - 48%; Male - 47%; Special Ed - 0%;
Hispanic - 54%; White - 83%

3rd - 64% proficient

Subgroup (percent proficient): Female - 63%; Male - 65%; Hispanic - 62%; EL - 50%;
White - 71%

4th - 78% proficient

Subgroup (percent proficient): Female - 84%; Male - 72%; Special Ed - 67%; Hispanic - 50%; White - 89%

2016-2017

2nd - 79% proficient

Subgroup (percent proficient): Female - 62%; Male - 68%; Special Ed - 36%; White - 74%; African American - 50%; Asian - 85%; Hispanic - 52%; 2+ Races - 48%; EL - 45%

3rd - 62% proficient

Subgroup (percent proficient): Female - 70%; Male - 47%; Special Ed - 28%; White - 70%; African American - 18%; Asian - 50%; Hispanic - 37%; 2+ Races - 33%; EL - 42%

4th - 81% proficient

Subgroup (percent proficient): Female - 78%; Male - 61%; Special Ed - 36%; White - 79%; African American - 54%; Asian - 100%; Hispanic - 50%; 2+ Races - 74%; EL - 43%

Reading - DIBELS

2018-2019

K - 49% proficient

1st - 41% proficient

2nd - 52% proficient

3rd - 62% proficient

4th - 66% proficient

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2017-2018

K - 62% proficient
1st - 53% proficient
2nd - 66% proficient
3rd - 58% proficient
4th - 63% proficient

2016-2017

K - 52%
1st - 46%
2nd - 69%
3rd - 64%
4th - 61%

Math- Spring Grade Level Test

2018-2019

K - 51% proficient
1st - 64% proficient
2nd - 40% proficient
3rd - 57% proficient
4th - 16% proficient

2017-2018

K - 40% proficient
1st - 44% proficient
2nd - 51% proficient
3rd - 61% proficient
4th - 17% proficient

2016-2017

K - 33%
1st - 80%
2nd - 82%
3rd - 75%
4th - 45%

PERCEPTION DATA - Trends 2017 through 2019

Staff - Results from the staff survey indicate strengths are:

1. Satisfaction in the belief that the principal is an effective instructional leader
2. Staff feel valued.

Results from the staff survey indicate needs are:

1. Low level of satisfaction in the belief that teachers increase student achievement through the use of student achievement data.

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Parent - Results from the parent survey indicate strengths are:

1. Parents feel welcome at Oriole Park.
2. Parents feel that the principal promotes and supports an environment of increased student achievement.
3. Parents feel they are informed of their child's progress and believe their academic needs are being met.
4. Parents feel teachers show respect for students.

Results from the parent survey indicate needs are:

1. Ensuring the academic needs are being met for students who are achieving above grade level expectations.
2. Safety & supervision on the playground.

Student - Results from the student survey indicate are:

1. Overall, students feel respected by the adults at Oriole Park.
2. Overall, students feel safe at Oriole Park.

Results from the student survey indicate needs are:

1. Continue to support the safety and respect through True Success Character Education.

SCHOOL PROGRAMS/PROCESS DATA (SSR)

SSR

2018-2019

NA - Not required to complete

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 types of data to connect the needs to the goals. This included demographic data, programs and process data, and student achievement data. Goals and strategies were chosen based on building data as measured by the M-Step, as well as local achievement data. A goal was developed for each of the core content areas.

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 of the students are tier 1 in the SIP.

The goals for the at-risk students are tier 2 and tier 3 in the SIP. Additionally, the lowest three performing subgroups were identified in each core content area with an aligned activity to help close the achievement gap for those identified subgroups.

The goals will ensure that additional support and/or different/unique instructional and intervention strategies will be utilized for those students who are at-risk.

Component 2: Schoolwide Reform Strategies

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

Oriole Park Elementary strives for academic success for all students. As such the following initiatives have been adopted: Capturing Kids' Hearts, Readers Workshop, an emphasis on reading and writing across the curriculum, and professional learning opportunities throughout the school year. Oriole Park has an instructional coach that supports all teachers with planning and/or instructional practices. Additionally, the school (and district at the K-4 level) is implementing PBIS.

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).

High quality, ongoing professional development was provided at the district level throughout the course of the 18-19 school year focusing on student engagement and purpose. The goal of this PD was to increase the level of student engagement in all classrooms through elevating student voice, as well as ensuring teachers are explicitly teaching the purpose of the learning.

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

In order to continue to improve our instructional effectiveness, teachers will have the opportunity to engage in district offered professional development over the course of the 2019-2020 school year. This will include, but is not limited to, implementing practices that specifically address closing the achievement gap for our under performing subgroups.

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.

OP has adopted the following strategies: Capturing Kids' Hearts, Restorative Practices, Readers Workshop, and an emphasis on including accountable talk in the classrooms. Additionally, the school wide plan includes two academic interventionists. These certified teachers will provide support to the most at-risk students. In the area of behavior support, we have a full time social worker and a student advocate who will work to support our PBIS system as we continue to work toward an aligned MTSS for all students.

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

The SIT will review data to determine if our at-risk students are making progress when provided with additional academic and/or behavioral support. Progress monitoring data will be collected and analyzed.

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	All of the instructional paraprofessionals meet the NCLB requirements for highly qualified.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Overall, the teacher turnover rate is low at Oriole Park Elementary. Going into the 2018-19 school year, we will maintain our current staffing.

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

4 teachers have been teaching less than 5 years; 2 have been teaching between 6-10 years; 4 have been teaching between 11-15 years; 2 have been teaching between 16-20 years; and 8 have been teaching more than 20 years. 4 teachers have their BA; 11 have their MA; 4 have their MA+30; and 1 has their EdD.

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

- PTO support
- Access to an instructional coach
- Classroom funds for field trips
- Dinner provided on the evenings of parent-teacher conferences
- Mentor support for new teachers
- Chromebook carts to share among all K-4 classrooms at Oriole Park Elementary

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

- Capturing Kids' Heart training and implementation
- Aligned district professional development
- Early release days for teacher collaboration time
- Competitive salary and benefit packages
- New teacher PLC meetings

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?

NA

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.

To support ongoing professional learning, our content specific instructional coaches will provide math, literacy, social studies, and science learning opportunities.

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

Professional learning is sustained by providing opportunities for staff to collaborate and dialogue about instructional practices on a regular basis. Specific focus areas for the 2019-20 school year include: K-4 teachers implementation of Reader's Workshop and continued PD as it relates to elevating student voice within the classroom to increase student engagement.

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

Component 6: Strategies to Increase Parental Involvement

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

OP's SIT has a parent rep that attended meetings over the course of the school year. Additionally, parents were informed of some of the SI planning during PTO meetings/parent nights. An annual parent survey is used by the SIT to improve the school-wide program for parents, students and staff. The annual survey, which is a part of the CNA, shows consistent strong support for OP over the past several years.

Trend data over the past three years of survey data were reviewed. Data showed a high level of satisfaction with OP. The strengths are overwhelmingly with the teachers, with parents describing them as caring, available, and masterful. The principal was praised by the parents describing the administrator as approachable, caring, promoting an environment of safety for students and promoting/supporting an environment that results in increased achievement.

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

Weekly classroom newsletters and school newsletters from the office are provided to our families; quarterly report cards; bi-yearly parent teacher conferences; open-house school visitation (for delivering state content expectations); social worker and support staff accessible as needed; child study meetings include parents (as applicable); a 4-way learning agreement based on academics, behavior and homework is signed by parent, teacher, principal, and student.

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

OP's SIT has a parent rep who attended meetings. Parents were informed of some of the SI planning during PTO meetings/family nights. An annual parent survey is used by the SIT to improve the school-wide programming for at-risk students. Additionally, parents complete an annual survey. The SIT reviews this data to determine areas of needing improvement.

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		ParentInvolvement Plan2019

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

Oriole Park 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. Timely responses are given to parental questions, concerns, and recommendations. Oriole Park provides coordination, technical assistance and other support necessary to develop

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effective parental participation activities to improve academic achievement. An annual evaluation of the parental involvement plan (a parent survey) will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.

The Principal shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

A. Convenes an annual meeting at a convenient time to which parents of participating children are invited.

The building principal will explain the parents' rights to be involved and the school's obligation to develop an involvement plan at this meeting;

B. Will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. Will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. Will provide participating students' parents with

1. timely information about the Title I programs;

2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;

3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develops jointly, with parents, a school-parent compact which outlines the responsibilities of the school staff, the parents and the students for academic improvement, including the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment.

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

Parents will be asked to complete a survey at the conclusion of each parent/family event to seek feedback from parents on what went well and what we can improve upon. Additionally, perception data is secured at the end of the school year.

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

The results of the evaluation will be used to improve the school wide program by tailoring future parent/family events so that they are aligned with our school wide goals, in which our parents can help support.

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

The compact was developed by a team of administrators, parents and teachers. The compact is based on academics, behavior and homework.

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

The compact is reviewed at fall parent-teacher conferences.

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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.

Oriole Park newsletters, curriculum brochures, and informational packets are available in English and Spanish. Translators are readily available for parent-teacher conferences, child study meeting, and IEP meetings. A 4-way parent compact (learning agreement) based on academics, behavior, and homework is signed by the student, parent, principal, and teacher at the beginning of the school year (this is provided in both English and Spanish).

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?

- Preschool children are invited to attend a kindergarten visitation day in the spring to participate in the kindergarten classroom.
- Preschool children are invited to attend a fall Smart Start prior to beginning of the school year to welcome them into kindergarten, tour the school, and transition the students into kindergarten.
- Transition meetings are held with the preschool teacher and incoming school for those students leaving the early childhood special education program.

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?

At spring visitation, registration, and at open house, parents are given a copy of the kindergarten standards being taught.

Component 8: Teacher Participation in Making Assessment Decisions

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

Each school has a representative for each content area and feedback is often routed through that representative. Revisions of academic assessments happen over the summer when needed. Grade level teams may meet before school, after school, or during common planning time to discuss assessments.

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

Oriole Park teachers are involved with data analysis for the purpose of improving student academic achievement. Teachers have a variety of formative assessment data used daily and weekly to monitor individual student progress. This level of data is used throughout the year to identify specific skills and knowledge for which targeted students may need extra support. Extra support is given through formal and informal interventions.

Formal quarterly reports for individual students and by classroom provide information on progress with core curriculum standards for teachers to make instructional adjustments. A combination of district standards assessment data and standardized data, such as M-Step, DIBELS, Delta math, and Fountas and Pinnell, are used to determine student success, program effectiveness, and building level improvement strategies. This information is essential to establishing an effective school improvement plan, specifically the strategies to reach the goals, and evaluating success. These results are utilized by the building level school improvement team as data for making informed decisions regarding curriculum, instructional practices and assessment.

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.

Oriole Park students experiencing difficulty are identified using the district standards assessments, DIBELS, SRI, Delta math, and other assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for at-risk students. Oriole Park teachers plan and facilitate daily interventions, with the assistance of an assigned highly qualified para-educator. Students still in need of additional support are brought to a Student Study Team (CST) meeting for the purpose of developing further strategies to improve overall achievement of state standards. These interventions are a designated block of time for differentiated instruction in areas of phonemic awareness, phonics, reading fluency, reading comprehension and writing.

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?

Oriole Park teachers build differentiation into the practice of daily instruction through the use of guided reading groups, strategy groups, flexible grouping, teaching to different learning styles, cross grade level partnering, and exposing students to different teaching styles.

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

Oriole Park teachers build differentiation into the practice of daily instruction through the use of Guided Reading groups, flexible grouping, teaching to different learning styles, cross grade level partnering, and exposing students to different teaching styles.

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

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

- Title I
- Title II
- Title III
- Section 31a
- General Fund
- Special Ed Fund
- PTO Fund
- Homeless Liaison
- 21st Century Funds
- Early Literacy Grant
- Free and Reduced Lunch Program
- Achievement Centered Leadership Grant

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 Data is paid for with general funds.

Component 2 = School Reform Strategies are paid for with general funds for PD, for resources and some parent involvement. Title II Part A funds are used for PD specific to the building. Title I Part A funds are used to pay for 2 interventionists, a social worker, and parent involvement. Title III funds are used to pay for English Learner support staff for the consortium. The Early Literacy Grant pays for DIBELS testing, The Reading Strategies book, and a literacy coach. The 21st Century Grant pays for summer school and after school programs.

Component 3 = Highly Qualified Staff are paid with general funds.

Component 4 = Attracting and Retaining Quality Staff are paid with general funds, Title I Part A, Early Literacy Grant, and PTO funds.

Component 5 = High Quality and On-Going PD is paid with general funds, Title II Part A funds, Title I Part A, and Section 31a.

Component 6 = Parent Involvement Strategies is paid with Title I Part A funds, general funds, and PTO funds.

Component 7 = Preschool Strategies is paid with general funds.

Component 8 = Teachers Making Assessment Decisions is paid with general funds.

Component 9 = Timely and Additional Assistance is paid with Title I Part A, Title II Part A, Section 31a, and the 21st Century Grant.

Component 10 = Coordination of Programs and Resources is paid with general funds.

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

Violence Prevention Program - True Success character education program, OK to Say, Cyber Safety, and Capturing Kids' Hearts.

Nutrition Program - Free and Reduced Lunch Program, Free Breakfast Program, and District Wellness Policy

Housing Program - We have a homeless liaison that supports families who meet that threshold.

Head Start - District partners with Head Start to prepare preschool age children for kindergarten.

Adult Education - Wyoming Public Schools offer local Adult Ed programming for adults in the community.

Vocational & Technical Education - Provided to high school students by the Kent ISD (KCTC).

Job Training - Is offered to high school students through internships in the community businesses.

Evaluation:

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

The Oriole Park staff will annually evaluate the implement the SI plan and programs for the school wide process. The SIT meets at the end of the school year to evaluate the progress made. There are multiple levels at which we review data and make decisions for the upcoming year. Monthly grade level meetings (or staff meetings) take place in order to evaluate M-Step and other data. Data is specifically reviewed at least on a quarterly basis for all students and for those at-risk students, accommodations/modifications are made. Data will show us which goals need to be dropped, changed, or altered.

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.

Throughout the school year, the SIT meets twice per month and reviews/analyzes data quarterly. During the 4th quarter, the SIT meets to comprehensively review the SI plan. Many data resources reflect the degree of teacher implementation and student achievement levels. Sub-group data is also reviewed. If data reflects growth, the strategies are carried over to the next year. If growth is not shown, then goals are adjusted accordingly.

On a cyclical basis, the SI committee analyzes and summarizes M-Step (when data is available) and standards data in their content area, reviews the effectiveness of current strategies and makes adjustments as necessary in a continuous improvement process. Each of these steps is reviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies. Teacher input, feedback, and suggestions are encouraged to help build the most comprehensive plan possible.

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.

During the 4th quarter, the SIT meets to comprehensively review the SI plan. Many data resources reflect the degree of teacher implementation and student achievement levels. Sub-group data is also reviewed. If data reflects growth, the strategies are carried over to the next year. If growth is not shown, then goals are adjusted accordingly. Additionally, program evaluations are completed on each strategy we have allocated grant funds to.

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

During the 4th quarter, the SIT meets to comprehensively review the SI plan. Many data resources reflect the degree of teacher implementation and student achievement levels. Sub-group data is also reviewed. If data reflects growth, the strategies are carried over to the next year. If growth is not shown,

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then goals are adjusted accordingly.

On a cyclical basis, the SI committee analyzes and summarizes M-Step (when data is available) and Standards data in their content area, reviews the effectiveness of current strategies and makes adjustments as necessary in a continuous improvement process. Each of these steps is reviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies. All the work is placed on holding boards in an effort to make the work visible to all. In this way of working it is possible to collaborate through synergizing.

2019-2020 Goals

Overview

Plan Name

2019-2020 Goals

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 students will demonstrate grade level proficiency in reading and/or show growth in reading as measured grade level WPS district reading assessments and M-Step (3rd and 4th) 06/2020.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
2	100% of grades will improve their spring annual averages by 5 percentage points as measured by the WPS spring district screener on grade level standards by 6/2020 and/or show a 5 percentage point proficiency increase on grade level MSTEP.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
3	100% percent of students will demonstrate proficiency (80% or higher) by 6/2020 as measured by the end of the year grade level WPS District writing assessment.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	100% of teachers will implement a minimum of one NGSS aligned unit by 6/2020.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
5	100% of students in grades 2-4 will be proficient or show growth on district social studies (EC:1, CI:1, HI:1) by June 2020.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
6	100% percent of students will attend school all day every day.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
7	100% percent of students can demonstrate positive behavior.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0

Goal 1: 100% of students will demonstrate grade level proficiency in reading and/or show growth in reading as measured grade level WPS district reading assessments and M-Step (3rd and 4th) 06/2020.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by reaching end of the year grade level benchmark as measured by Fountas & Pinnell; OR Demonstrate at least a years worth of growth as measured by Fountas & Pinnell; OR Achieve grade level core benchmark proficiency as measured by the DIBELS composite in English Language Arts by 06/01/2020 as measured by Fountas & Pinnell or DIBELS.

Strategy 1:

Data Driven Literacy 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 Readers 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
Teachers will utilize the Units of Study for Teaching Reading by Lucy Calkins.	Direct Instruction	Tier 1		08/21/2019	06/01/2020	\$0	No Funding Required	All teachers

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

Activity - Content Discourse through Accountable Talk & Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers
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Strategy 2:

Targeted Differentiated Tier 2 & 3 Instruction - 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 Differentiated 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, Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers
Activity - English Language Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA language assessment results and district literacy assessments will be analyzed to identify English Language Learners who will receive push in/pull out services to address language development needs on a daily, weekly, and monitoring basis provided by EL personnel, general education teacher, and/or academic interventionist.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers, EL support personnel
Activity - Academic Interventionist	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.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers, Academic Interventionist

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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 teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers, Instructional Coach

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

Goal 2: 100% of grades will improve their spring annual averages by 5 percentage points as measured by the WPS spring district screener on grade level standards by 6/2020 and/or show a 5 percentage point proficiency increase on grade level MSTEP.

Measurable Objective 1:

100% of All Students will increase student growth or show growth in mathematics in Mathematics by 06/01/2020 as measured by the grade level district math screener..

Strategy 1:

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

Category: Mathematics

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

Common Core Standards

The National Council of Teachers of Mathematics Principles and Standards for School Mathematics

Tier: Tier 1

Activity - Achieve the Core Guidance Document	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	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers

Activity - Content Discourse through Accountable Talk & 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	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers

Strategy 2:

Mathematics Intervention - Teachers will utilize data to determine Tier 2/Tier 3 student needs. Intervention will be provided through direct instruction.

Category: Mathematics

Tier: Tier 2

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex Math will be accessed by students who demonstrate a need for building math fact fluency.	Supplemental Materials	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	2nd, 3rd, and 4th grade teachers

Activity - Happy Numbers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Happy Numbers will be accessed by students who demonstrate a need for building a stronger conceptual understanding of mathematical concepts.	Supplemental Materials	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	K-4 Teachers

Strategy 3:

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

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

Goal 3: 100% percent of students will demonstrate proficiency (80% or higher) by 6/2020 as measured by the end of the year grade level WPS District writing assessment.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or will show growth in process writing. in Writing by 05/31/2019 as measured by end of the year WPS district writing assessments. .

Strategy 1:

Daily Writing Instruction - Through the use of explicit instruction of writing and the writing process aligned with the genres and standards of writing, teachers will provide daily time for students to write. Teachers will teach a defined writing process using Write from the Beginning and Beyond and/or Units of Study for Teaching Writing.

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Teachers may utilize writing strategies from The Writing Strategies book to adjust instruction based on data and individual student needs through daily Tier 1 instruction.

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

Jennifer Seravallo - The Writing Strategies Book

Tier: Tier 1

Activity - Content Discourse through Accountable Talk & 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 process of writing. 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	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	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: 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.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers, Instructional Coach

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

Goal 4: 100% of teachers will implement a minimum of one NGSS aligned unit by 6/2020.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a behavior in NGSS practices in Science by 06/01/2020 as measured by classroom project(s) connected to standards in Earth, Physical and/or Life Science..

Strategy 1:

NGSS Instruction - Teachers of grades K-4 students will teach one or more NGSS units focused on Science and Engineering practices, developing and using models, 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 Aligned Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NGSS unit(s) will be taught in grades K-4 in which students will engage in NGSS practices, including, but not limited to KLEWS or Data summary tables, exploring phenomena, science journals, and lessons aligned to provide rich literacy opportunities (reading, writing, and discussion).	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers

Activity - Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may teach science units using Mystery Science to plan and deliver units aligned to the NGSS standards and practices.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers

Activity - Content Discourse through Accountable Talk & Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Intentional instruction of vocabulary words and sentence stems from within the science 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	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers
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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

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

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

Goal 5: 100% of students in grades 2-4 will be proficient or show growth on district social studies (EC:1, CI:1, HI:1) by June 2020.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or show growth in their understanding of social studies content in Social Studies by 06/01/2020 as measured by WPS district assessments ((EC:1, CI:1, HI:1)..

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Strategy 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

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 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	08/21/2019	06/01/2020	\$0	No Funding Required	All teaching staff
Activity - Project Based Activity - Grades 2-4	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide one Project Based Learning opportunity. Students will participate in at least one Project Based Learning Activity. At the end of the unit, students may demonstrate their learning through a comprehensive summary of their learning experience. Examples include, but are not limited to: journal, Google presentation, or a tri-fold documentation board.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	All teaching staff.
Activity - Content Discourse through Accountable Talk & 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	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teaching staff

Strategy 2:

Introduce students and parents to Michigan's Six Career Zones - Teachers will secure community members as career guest speakers as part of a social studies unit.

Category: Career and College Ready

Tier: Tier 1

Activity - Career Awareness Speaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As part of an aligned social studies unit, community member(s) will be invited to speak to students (class, grade, or school wide). These may include, but are not limited to: the city manager, firefighter, and/or police officer).	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	All teaching staff
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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: Social Studies

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	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	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.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teaching Staff

Goal 6: 100% percent of students will attend school all day every day.

Measurable Objective 1:

90% of All Students will demonstrate a behavior so that 90% of students will attend 95-100% of the academic year in Practical Living by 06/01/2020 as measured by WPS district attendance guidelines..

Strategy 1:

Parent Engagement and Community Messaging - Inform parents via handbook, open house, & website of attendance policy & expectations at the beginning of they year.

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Category: Other - Attendance

Research Cited: 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 - Communicate Attendance Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents via handbook, open house, & website of attendance policy & expectations at the beginning of they year.	Policy and Process	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers & Building Administrator

Strategy 2:

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

Category: Other - Attendance

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

Tier: Tier 2

Activity - Individual student plans as identified by the Truancy Process	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.	Other - Attendance Plans	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers and Building Administrator

Goal 7: 100% percent of students can demonstrate positive behavior.

Measurable Objective 1:

100% of All Students will demonstrate a behavior demonstrating positive behavior interactions with staff and other students in Practical Living by 06/01/2020 as measured by a 10% decrease in student incidents involving physical contact and a 5% decrease of student incidents involving non-compliance/disruption as measured by office discipline referrals..

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Strategy 1:

Schoolwide Positive Behavior Interventions and Support Systems - The building will implement a multi-tiered system of support incorporating the components of schoolwide PBIS system.

Category: Other - Behavior

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

Tier: Tier 1

Activity - 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. Incorporate the schoolwide PBIS components of identifying and defining behavior expectations (3-5 school rules), teach and monitor expected behaviors (procedures walk through using common lesson plans), encourage/acknowledge behavior through a schoolwide acknowledgement system (PAWS lanyards), correct behavior through a continuum of consequences, and data based decision making.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	All building staff
Activity - True Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deliver two lessons per week on nine character traits aligned to the state social emotional standards.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers

Strategy 2:

Behavior Interventions and Supports - Using SRSS screening data, identify students with moderate to high risk behaviors that need targeted behavior interventions.

Category: Other - Behavior

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
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School Improvement Plan

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Grade level BRtI meetings will be held in the Fall, Winter, Spring to identify grade level trends in Tier 2 and Tier 3 behaviors and align with appropriate interventions based on SRSS screening data.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers, MTSS coordinator, School Social Worker, Building Principal
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Activity - Behavior Interventions - Check in/Check out	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 group with aligned evidence based curriculum that meet on a daily or weekly basis.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers

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: Other - Behavior

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

Tier: Tier 1

Activity - Restorative Practices Practitioner	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative Practice professional will be on site .6% 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	06/01/2020	\$0	No Funding Required	Restorative Practices Practitioner

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, Community Engagement	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Student Advocate

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Interventions - Check in/Check out	Assign students to check in/check out intervention or a behavior group with aligned evidence based curriculum that meet on a daily or weekly basis.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	Teachers
True Success	Deliver two lessons per week on nine character traits aligned to the state social emotional standards.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers
Daily Phonics Instruction	K-3 teachers will provide daily explicit phonics instruction using Reading Horizons, which will include feedback during dictation. Reading Horizons Curriculum. The Wyoming Quick Phonics Screener will be administered quarterly to monitor - growth and plan for instruction.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers
Instructional Coach	An instructional coach will meet with individual and grade level teachers teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers, Instructional Coach
Project Based Activity - Grades 2-4	Teachers will provide one Project Based Learning opportunity. Students will participate in at least one Project Based Learning Activity. At the end of the unit, students may demonstrate their learning through a comprehensive summary of their learning experience. Examples include, but are not limited to: journal, Google presentation, or a tri-fold documentation board.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	All teaching staff.
Career Awareness Speaker	As part of an aligned social studies unit, community member(s) will be invited to speak to students (class, grade, or school wide). These may include, but are not limited to: the city manager, firefighter, and/or police officer).	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	06/01/2020	\$0	All teaching staff

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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.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teaching staff
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.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers, Instructional Coach
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.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers and Building Administrator
Mystery Science	Grades K-4 may teach science units using Mystery Science to plan and deliver units aligned to the NGSS standards and practices.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teaching Staff
Content Discourse through Accountable Talk & 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	Implement	08/21/2019	06/01/2020	\$0	Teachers
Content Discourse through Accountable Talk & Vocabulary Development	Intentional instruction of vocabulary words and sentence stems from within the science 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	Implement	08/21/2019	06/01/2020	\$0	Teachers
Grade Level BRTI Meetings	Grade level BRTI meetings will be held in the Fall, Winter, Spring to identify grade level trends in Tier 2 and Tier 3 behaviors and align with appropriate interventions based on SRSS screening data.	Behavioral Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	Teachers, MTSS coordinator, School Social Worker, Building Principal

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Happy Numbers	Happy Numbers will be accessed by students who demonstrate a need for building a stronger conceptual understanding of mathematical concepts.	Supplemental Materials	Tier 2	Implement	08/21/2019	06/01/2020	\$0	K-4 Teachers
Achieve the Core Guidance Document	Utilize the Achieve Core guidance document to align Go Math curriculum to student data needs	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers
Graphic Organizers	Teachers will utilize graphic organizers 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	08/21/2019	06/01/2020	\$0	All 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.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers, Instructional Coach
Readers Workshop	Teachers will utilize the Units of Study for Teaching Reading by Lucy Calkins.	Direct Instruction	Tier 1		08/21/2019	06/01/2020	\$0	All teachers
NGSS Aligned Instruction	NGSS unit(s) will be taught in grades K-4 in which students will engage in NGSS practices, including, but not limited to KLEWS or Data summary tables, exploring phenomena, science journals, and lessons aligned to provide rich literacy opportunities (reading, writing, and discussion).	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers
Individual student plans as identified by the Truancy Process	Analyze attendance data to reach out to families to develop an individualized plan of support aligned with the county-wide truancy guidelines.	Other - Attendance Plans	Tier 2	Implement	08/21/2019	06/01/2020	\$0	Teachers and Building Administrator
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Instructional Coach, Building Administrator, Teachers
Content Discourse through Accountable Talk & 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	Implement	08/21/2019	06/01/2020	\$0	Teachers
Small Group Differentiated 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, Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	Teachers

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Restorative Practices Practitioner	Restorative Practice professional will be on site .6% 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	06/01/2020	\$0	Restorative Practices Practitioner
Content Discourse through Accountable Talk & Vocabulary Development	Intentional instruction of vocabulary words and sentence stems from within the process of writing. 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	Implement	08/21/2019	06/01/2020	\$0	Teachers
PBIS Components	Utilize school wide strategies such as Capturing Kids Hearts (social contract, warm entry) to develop relationships. Incorporate the schoolwide PBIS components of identifying and defining behavior expectations (3-5 school rules), teach and monitor expected behaviors (procedures walk through using common lesson plans), encourage/acknowledge behavior through a schoolwide acknowledgement system (PAWS lanyards), correct behavior through a continuum of consequences, and data based decision making.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	All building staff
Content Discourse through Accountable Talk & 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	Implement	08/21/2019	06/01/2020	\$0	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.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers and Building Administrator
Communicate Attendance Expectations	Inform parents via handbook, open house, & website of attendance policy & expectations at the beginning of they year.	Policy and Process	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers & Building Administrator
Reflex Math	Reflex Math will be accessed by students who demonstrate a need for building math fact fluency.	Supplemental Materials	Tier 2	Implement	08/21/2019	06/01/2020	\$0	2nd, 3rd, and 4th grade teachers
Learning Labs	Teachers will engage in peer learning observation facilitated by the Instructional Coach to observe, reflect, and plan research based practices to meet the academic needs of their students	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers, Instructional Coach

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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 personnel, general education teacher, and/or academic interventionist.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	Teachers, EL support personnel
Academic Interventionist	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.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$0	Teachers, Academic Interventionist
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, Community Engagement	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Student Advocate

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	An instructional coach will meet with individual and grade level teachers on an ongoing basis (weekly, monthly, and/or quarterly) to examine best practices to close the achievement gap based on data that identifies the subgroup and academic needs of the bottom 30% of students in the classroom.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Instructional Coach, Teachers, Building Administrator