School Improvement Plan

West

Holland City School District

Ms. Kathleen Ramirez
500 WEST 24TH ST
HOLLAND, MI 49423-4095
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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 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>We continue to use Assist for goals and plans.</td>
<td></td>
</tr>
</tbody>
</table>
Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
**Component 1: Comprehensive Needs Assessment**

1. How was the comprehensive needs assessment process conducted?

   Our School Improvement Team met and completed the CNA.

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 has made gains in student achievement, however we realize our math data has decreased and we need to focus on Tier I instruction in math. This is the first year as a Pre-K through 5th grade building and we need to ensure that all families feel welcome and invited.

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.

   The data we use is: STAR for math and reading, DELTA for math, Running Records, curriculum assessments, M-Step for math and reading.

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?

   We use our Title I funds to ensure that our students who are disadvantaged receive support in both academics and behavior supports.
1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State’s standards.

We offer RtI to all students who are not proficient on local assessments. We also offer enrichment classes for students who need to be challenged.

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).

We only use research based interventions such as: Read Naturally, 95%, and LLI.

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

We offer a lot of support in reading and we need to add math interventions for students who need extra support in math.

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.

Everyday our students receive a 30 minute block of RtI.

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

We conduct data meetings quarterly and our teachers meet with our Tier II provider about every 8 weeks. Any student who has an IRIP is progress monitored throughout the school year.
## Component 3: Instruction by Highly Qualified Staff

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<th>Assurance</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
<td>Yes</td>
<td></td>
<td></td>
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<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
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</thead>
<tbody>
<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
<td>Yes</td>
<td></td>
<td></td>
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</tbody>
</table>
Component 4: Strategies to Attract Highly Qualified Teachers

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

We have one teacher retiring and one teacher being reassigned to a different position.

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

All our of our teachers meet the Highly Qualified status under the state law.

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

The district puts incentives in place for teachers who currently work at HPS and they will recruit as needed.

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

The district offers incentives for teachers who stay in the district and are honored each year for their years of service.

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?

There is not a high turnover rate.
1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The district is offering summer PD for all HEA staff.

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

The district realigns teacher PD each year based on district priorities.

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</thead>
<tbody>
<tr>
<td>3. The school's Professional Learning Plan is complete.</td>
<td>Yes</td>
<td></td>
<td></td>
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</tbody>
</table>
Component 6: Strategies to Increase Parental Involvement

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

A parent will be invited to attend School Improvement meetings and the plan will be shared out at a Back to School Title I Parent Information Night.

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

They will have input via a family survey that is given two times a year.

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

Parents will be asked for their input on West and asked for their suggestions/opinions on how we can improve our practice.

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<tbody>
<tr>
<td>4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

We plan and monitor the plan each school year.

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

The School Improvement Team will look at the plan and evaluate the success of the plan.

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

We will analyze the data and make adjustments as needed.

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

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

At the fall conference, teachers go over the compact with families and they sign it before they leave the conference.

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

N/A

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

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

As needed, staff who speak another language will be present at conferences.
Component 7: Preschool Transition Strategies

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

We have GSRP in our building and they are invited to attend school related activities. We will ensure next school year that these students get to visit kindergarten classrooms.

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?

None at the time.
Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers participate in data review meetings 4 times a year and they are part of the Student Collaboration Team.

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

Through district PD and school CSI meetings.
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.

Students are screened at the beginning of the school year using different assessments and based on these assessments, they receive RtI.

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?

Students receive support from Tier II Providers.

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

Teachers write their lesson plans to meets the needs of all their students.
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.

We have Title I, 31A.

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.

We offer instructional support in Tier I and Tier II.

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.

We use community members as well as HPS staff.
Evaluation:

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

The district conducts Title I program evaluation each school year.

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

There is a team from central office that goes over all the programs and looks at data to ensure these programs are helping academic achievement.

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.

Data is used to make decisions.

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 district has data walls and monitors all student data very closely. The data is then compared to programs to ensure fidelity.
2019-2020 West SIP
Overview

Plan Name

2019-2020 West SIP

Plan Description

This is the updated and current version of the West 19-20 plan.
## Goals Summary

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

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase Social Competence for all students</td>
<td>Objectives:2 Strategies:2 Activities:9</td>
<td>Organizational</td>
<td>$45000</td>
</tr>
<tr>
<td>2</td>
<td>All students will increase math skills.</td>
<td>Objectives:2 Strategies:2 Activities:5</td>
<td>Academic</td>
<td>$50000</td>
</tr>
<tr>
<td>3</td>
<td>All students will increase in English Language Arts skills.</td>
<td>Objectives:1 Strategies:1 Activities:9</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>All students will increase science skills using NexGen standards.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: Increase Social Competence for all students

Measurable Objective 1:
demonstrate a proficiency At West with 80% implementation fidelity of SWPBIS as measured by the Tiered Fidelity Inventory on Tier 1. by 06/05/2020 as measured by Student and Staff perception surveys and district discipline data (i.e., SWIS, Infinite Campus).

Strategy 1:
SC 1: Tier 1 Multi-tiered Systems of Behavior Support - Tier I - Multi-tiered Systems of Behavior Support - All staff will continue to implement building level and classroom level positive behavior intervention and support strategies to improve behavior in the classroom and building.

Category: School Culture


Tier: Tier 1

| Activity - SC: 1.1 Promoting Positive School Climate: | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Leadership Implementation Team and School Leadership Teams | | Tier 1 | Monitor | 08/19/2019 | 06/05/2020 | $0 | General Fund | Assistant Dean of Students, Principal, PBIS team, and district PBIS consultant. |
| PBIS team will continue to meet monthly to review building and district behavior related data and to help buildings address barriers. The LIT’s primary function is to engage in leadership and coordination functions which support and sustain implementation of a continuum of evidence-based School-Wide PBIS practices. The school team is to follow common protocols, review, and use TFI and SWIS/IC data monthly and communicate with district team. PBIS team will also conduct a perception survey 2x per year. This will be year 3 of PPSC. | Professional Learning | | |

| Activity - SC 1.2 Trauma Informed Classrooms | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/05/2020 | $0 | No Funding Required | West Staff, Administrators, and PBIS team |
| All staff at West will continue to discuss, learn, and share best practices on teaching students in trauma with use of mindfulness strategies, and work to implement practices that support students. | |

| Activity - SC 1.3 PBIS Matrix | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| | | | | | | | | |
## Strategy 1:
SC 2 District Behavior Support Model - Through the support and leadership the PBIS team and identified behavior staff at West, teachers will implement the essential components of the districts behavior support model.

**Category:** School Culture  
**Research Cited:** www.pbis.org

<table>
<thead>
<tr>
<th>Activity - SC 1.4 Second Step program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All TK-2 staff will receive Second Step program materials and proper training in order to explicitly teach social skills each week.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Tk-2 teaching staff.</td>
</tr>
</tbody>
</table>

### Measurable Objective 2:
Demonstrate a behavior of improved culture and climate at West by implementing a district behavior support model by 06/05/2020 as measured by reduced behavior referrals and staff survey data.

## Strategy 1:
SC 2 District Behavior Support Model - Through the support and leadership the PBIS team and identified behavior staff at West, teachers will implement the essential components of the districts behavior support model.

**Category:** School Culture  
**Research Cited:** www.pbis.org

### Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - SC 2.1 Professional Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will be trained in CPI (Crisis Prevention Intervention) during the summer or the school year.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Building principal and district Director of Curriculum</td>
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<table>
<thead>
<tr>
<th>Activity - SC 2.2 Equity</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will participate in ongoing training and embedded professional development focused on bringing equity to all classrooms through a greater understanding of student needs. (3 years)</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Title I Part A</td>
<td>District top leadership</td>
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<tr>
<th>Activity - SC 2.3 504 Plan</th>
<th>Activity Type</th>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
Goal 2: All students will increase math skills.

Measurable Objective 1:
80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in all math standards in Mathematics by 06/30/2022 as measured by M Step results.

Strategy 1:
Michigan Common Core Curriculum Alignment - All teachers will use the Math Expressions district approved materials to allow for more coherence and student rigor.
Category: Mathematics
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - M : 1.1- Math Curriculum</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
</table>

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Strategy 1:

MTH 2: Multi-tiered Systems of Support - Multi-tiered systems of support (MTSS) matching student need to instruction and monitoring intervention through progress monitoring. It is not to replace Tier 1 instruction and should be limited to evidence based interventions that align to the standards taught in a grade or course that are designated as critical in order for students to be successful.

Category: Mathematics


Measurable Objective 2:
80% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in all math standards in Mathematics by 06/30/2022 as measured by state and local assessments.

Strategy 1:

MTH 2: Multi-tiered Systems of Support - Multi-tiered systems of support (MTSS) matching student need to instruction and monitoring intervention through progress monitoring. It is not to replace Tier 1 instruction and should be limited to evidence based interventions that align to the standards taught in a grade or course that are designated as critical in order for students to be successful.

Category: Mathematics

Goal 3: All students will increase in English Language Arts skills.

Measurable Objective 1:
80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Bottom 30%, Economically Disadvantaged and Hispanic or Latino students will increase student growth above average in English Language Arts by 06/05/2020 as measured by M-Step; STAR; Running Records.

Strategy 1:
GELN Essential Literacy Practices - Teachers will continue to learn and implement effective reading strategies through GELN research.

Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - M 2.1: 4-5 MTSS for Math</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff at West will use resources to provide Tier 2 support for students in mathematics. (Espark math, Think Central, DELTA, X-tra math, Khan Academy. Tier 3 support will be special education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$50000</td>
<td>Title I Schoolwide</td>
<td>Tier II Math Interventionist, classroom teachers, building principal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - ELA 1.1 Independent Reading</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at West will learn about evidence behind independent reading and develop a schedule with accountability that includes monthly goals for students (K-5 see Literacy Handbook).</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Section 31a</td>
<td>Teachers, administrat or, HIL grant mentor, and literacy coach</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - ELA 1.2: Build/develop Classroom and School Libraries</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and staff will continue to develop classroom and building libraries in order to meet the needs of students to self-select books. West will grow libraries through Scholastic Books Fairs and HIL grant initiative.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials, Supplemental Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers, administrat or, and literacy coach</td>
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SY 2019-2020
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### Activity - ELA 1.3 GELN Essentials 7

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Other</td>
<td>HIL coach, Teachers, and Administrators</td>
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</table>

Staff will participate in ongoing training of the GELN Essential 7: Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge. This includes instruction on how to implement the essential 7 strategy using the book *Teaching the Critical Vocabulary of the Common Core* by Marilee Sprenger.

### Activity - ELA 1.4 Reading Plans & Programs

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers, Administrators, and literacy coach</td>
</tr>
</tbody>
</table>

Teachers and staff at West will implement district reading teaching structure that are supported by data, adhere to district non-negotiables, and include MTSS system of reading support (includes 95% at K-3 level in Tier 1 and Tier 2 settings) that includes regular progress monitoring.

### Activity - ELA 1.5 Writing

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>TK-5 teachers and Reading Coach</td>
</tr>
</tbody>
</table>

Teachers will provide daily time for student writing across disciplines, including opportunities for students to write using digital tools. (GELN Essential 6)

### Activity - ELA 1.6 Seeing Stars

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Section 31a</td>
<td>Special Education teachers</td>
</tr>
</tbody>
</table>

All special education teachers will be trained in Seeing Stars (visualizing and verbalizing program for students identified with dyslexia) and implement and monitor the results.

### Activity - ELA 1.7 Tk Program

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Section 31a</td>
<td>TK-K staff, administrator, and reading coach</td>
</tr>
</tbody>
</table>

West will utilize a TK program that is evidence based and uses screening data to develop a class to meet student needs.

### Activity - ELA 1.8 Benchmark Data
Goal 4: All students will increase science skills using NexGen standards.

Measurable Objective 1:
80% of All Students will demonstrate a proficiency in next gen. standards in Science by 06/30/2022 as measured by M-Step.

Strategy 1:
SCI 1: Learning Science by Doing Science - Teachers will participate in ongoing training in learning what the NexGen standards mean for students and how to best implement for students to be prepared in spring of 2020 for statewide test.

Category: Science

Teachers will continue to use benchmark data 3 times per year to inform instructional needs of students and modify WIN time with appropriate interventions.

Activity - SCI 1.1 - District Training
Activity Type: Professional Learning
Tier: Tier 1
Phase: Getting Ready
Begin Date: 08/19/2019
End Date: 06/05/2020
Resource Assigned: $0
Source Of Funding: General Fund
Staff Responsible: District Curriculum Director and OAISD

All staff will take part in a two day training session to learn about next gen. standards. Teachers will learn about the different curriculum options and begin planning for piloting units in the 2019-2020 school year.

Activity - ELA 1.9 Inner Rating Reliability Check
Activity Type: Policy and Process
Tier: Tier 1
Phase: Getting Ready
Begin Date: 08/19/2019
End Date: 06/05/2020
Resource Assigned: $0
Source Of Funding: General Fund
Staff Responsible: Reading Coach

The reading coach will select 2 students per class in grades 2-5 to do an in depth analysis on reading via running record 1-2 times per year.
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

## Title I Schoolwide

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 2.1: 4-5 MTSS for Math</td>
<td>Staff at West will use resources to provide Tier 2 support for students in mathematics. (Espark math, Think Central, DELTA, X-tra math, Khan Academy. Tier 3 support will be special education.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$50000</td>
<td>Tier II Math Interventionist, classroom teachers, building principal</td>
</tr>
</tbody>
</table>

## General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 1.1 - District Training</td>
<td>All staff will take part in a two day training session to learn about next gen. standards. Teachers will learn about the different curriculum options and begin planning for piloting units in the 2019-2020 school year.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>District Curriculum Director and OAISD</td>
</tr>
<tr>
<td>SC 2.3 504 Plan</td>
<td>West will implement a system of having a key contact person who has been trained to create, review, and implement 504 plans.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>School psychologist and building principal (504 coordinator)</td>
</tr>
</tbody>
</table>
### SC: 1.1 Promoting Positive School Climate: Leadership Implementation Team and School Leadership Teams

PBIS team will continue to meet monthly to review building and district behavior related data and to help buildings address barriers. The LIT’s primary function is to engage in leadership and coordination functions which support and sustain implementation of a continuum of evidence-based School-Wide PBIS practices. The school team is to follow common protocols, review, and use TFI and SWIS/IC data monthly and communicate with district team. PBIS team will also conduct a perception survey 2x per year. This will be year 3 of PPSC.

| SC 1.4 Second Step program | All TK-2 staff will receive Second Step program materials and proper training in order to explicitly teach social skills each week. | Behavioral Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/05/2020 | $0 | Tk-2 teaching staff. |
| SC 1.3 PBIS Matrix | Staff at West will work to teach and train all staff and students on what the matrix means with consistent use of posters, signs, character traits agenda reminders for staff, and POWER tickets. | Behavioral Support Program | Tier 1 | Monitor | 08/19/2019 | 06/05/2020 | $0 | Staff, Administrators, and PBIS team |
| M 1.1- Math Curriculum | All teachers TK-5 will continue to fully implement the district math program (New Math Expressions and Big Day) for grade level and monitoring student progress using program assessment, formative assessment, and planning for reteaching. | Direct Instruction | Tier 1 | Monitor | 08/19/2019 | 06/05/2020 | $0 | Building principal and all teachers |
| M 1.2: Differentiation Instructional Groupings | All teachers will use the DEAL process (drawing, equation, answer, label) of solving story problems within the context of the math curriculum. | Professional Learning, Direct Instruction | Tier 1 | Implement | 08/19/2019 | 06/05/2020 | $0 | Teachers, math coach, building principal |
| M 1.3 Math Data | All math teachers 3-5 will continue to collect data at common times and be provided coaching supports to increase student achievement. | Teacher Collaboration, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/05/2020 | $0 | Teachers 3-5 teaching math and the math coach |
| ELA 1.5 Writing | Teachers will provide daily time for student writing across disciplines, including opportunities for students to write using digital tools. (GELN Essential 6) | Direct Instruction | Tier 1 | Getting Ready | 08/19/2019 | 06/05/2020 | $0 | TK-5 teachers and Reading Coach |
| ELA 1.9 Inner Rating Reliability Check | The reading coach will select 2 students per class in grades 2-5 to do an in depth analysis on reading via running record 1-2 times per year. | Policy and Process | Tier 1 | Getting Ready | 08/19/2019 | 06/05/2020 | $0 | Reading Coach |

**No Funding Required**
### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 2.2 Equity</td>
<td>All staff will participate in ongoing training and embedded professional development focused on bringing equity to all classrooms through a greater understanding of student needs. (3 years)</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>District top leadership</td>
</tr>
<tr>
<td>SC 2.4 Check-N-Connect</td>
<td>West will implement a Check-N-Connect Coordinator for both academic and behavioral supports. Some of the strategies will include Check-In/Check-Out, Academic Weekly Report, Academic/Behavior Plans.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Principal and Behavior Support Staff</td>
</tr>
</tbody>
</table>

### Other

**ELA 1.4 Reading Plans & Programs**  
Teachers and staff at West will implement district reading teaching structure that are supported by data, adhere to district non-negotiables, and include MTSS system of reading support (includes 95% at K-3 level in Tier 1 and Tier 2 settings) that includes regular progress monitoring.  
Direct Instruction Tier 1 Implement 08/19/2019 06/05/2020 $0 Teachers, Administrators, and literacy coach

**ELA 1.2: Build/develop Classroom and School Libraries**  
Teachers and staff will continue to develop classroom and building libraries in order to meet the needs of students to self-select books. West will grow libraries through Scholastic Books Fairs and HIL grant initiative.  
Materials, Supplemental Materials Tier 1 Implement 08/19/2019 06/05/2020 $0 Teachers, administrator, and literacy coach

**SC 2.1 Professional Learning**  
All staff will be trained in CPI (Crisis Prevention Intervention) during the summer or the school year.  
Behavioral Support Program Tier 1 Implement 08/19/2019 06/05/2020 $0 Building principal and district Director of Curriculum

**SC 1.2 Trauma Informed Classrooms**  
All staff at West will continue to discuss, learn, and share best practices on teaching students in trauma with use of mindfulness strategies, and work to implement practices that support students.  
Behavioral Support Program Tier 1 Implement 08/19/2019 06/05/2020 $0 West Staff, Administrators, and PBIS team

**State Data Review**  
SIT will review state data over the last 3 years in Math and other areas for actionable steps to increase overall outcomes and to identify subgroups to focus strategies on. This will be shared with all staff.  
Academic Support Program Tier 1 Implement 08/29/2019 06/05/2020 $0 Principal Coaches SIT All staff
### Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA 1.3 GELN Essentials 7</strong></td>
<td>Staff will participate in ongoing training of the GELN Essential 7: Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge. This includes instruction on how to implement the essential 7 strategy using the book Teaching the Critical Vocabulary of the Common Core by Marilee Sprenger</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>HIL coach, Teachers, and Administrators</td>
</tr>
<tr>
<td><strong>ELA 1.8 Benchmark Data</strong></td>
<td>Teachers will continue to use benchmark data 3 times per year to inform instructional needs of students and modify WIN time with appropriate interventions.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>K-5 teachers and reading coach</td>
</tr>
<tr>
<td><strong>ELA 1.6 Seeing Stars</strong></td>
<td>All special education teachers will be trained in Seeing Stars (visualizing and verbalizing program for students identified with dyslexia) and implement and monitor the results.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Special Education teachers</td>
</tr>
<tr>
<td><strong>SC 2.5 In House</strong></td>
<td>West will continue to implement the In House program for student behaviors requiring an alternative setting to de-escalate and reflect. (2 Paraprof for In house).</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$45000</td>
<td>Principal and Behavior Support Staff</td>
</tr>
<tr>
<td><strong>ELA 1.1 Independent Reading</strong></td>
<td>Teachers at West will learn about evidence behind independent reading and develop a schedule with accountability that includes monthly goals for students (K-5 see Literacy Handbook).</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>Teachers, administrat or, HIL grant mentor, and literacy coach</td>
</tr>
<tr>
<td><strong>ELA 1.7 Tk Program</strong></td>
<td>West will utilize a TK program that is evidence based and uses screening data to develop a class to meet student needs.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/05/2020</td>
<td>$0</td>
<td>TK-K staff, administrat or, and reading coach</td>
</tr>
</tbody>
</table>