



# **School Improvement Plan**

Westwood Elementary School

Portland Public Schools

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Long form.	

# **Title I Targeted Assistance Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

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

Comprehensive Needs Assessment was conducted through the collection of data on our students' achievement in reading, writing, math, science and social studies as well as demographic data and perceptual data. Analysis followed through the development of the school data profile. This information is then used to guide the school improvement plan.

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

Stakeholders are involved in analyzing M-STEP data, Acadience data, common assessment data, and perceptual data to identify students at risk. Teacher observations are also an integral part of the identification process.

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

Acadience Data

Common Assessments

M-STEP Data

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

N/A

## **Component 2: Services to Eligible Students**

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

Title I staff support classroom goals for identified students through small group instruction using research-based instructional strategies in reading and math.

### **Component 3: Incorporated Into Existing School Program Planning**

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

The school leadership team discusses and reviews the current year's program with administration, followed by the entire staff. This evaluation leads to discussion of the following year's programming needs. We learn our allocation amount and discern what changes are needed to improve student achievement. The staff collaborates on final programming decisions. The program design aligns with building school improvement goals, strategies and activities.

## **Component 4: Instructional Strategies**

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

Eligible students receive additional instruction in math and reading from Title I staff on a regularly scheduled basis. This instruction is planned by their general education teachers and support staff supplements regular instruction based on these plans.

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

Small group instruction, differentiated instruction, reading interventions based on Reading Wonders and WonderWorks, and math instruction utilizing Bridges, math manipulatives and guided math groups.

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

Students receiving the extra instruction and time are demonstrating material improvements in their achievement on our common assessments and their grades.

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

Small group instruction takes place both in and out of the general education classroom. A before school supplement is offered when possible.

## **Component 5: Title I and Regular Education Coordination**

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

Lesson plans are shared weekly, and the staff meets together on a regular basis to coordinate and integrate instruction as well as discuss relevant data.

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

N/A

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Title I, Part A instructional paraprofessionals meet the NCLB requirements.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All meet NCLB requirements.	

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

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

All staff participate in professional development activities in areas of reading and math core instruction annually. They also participate in the constant state of curriculum development with grade level teachers. They are involved in staff meetings and all professional development.

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

N/A

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



## Component 8: Strategies to Increase Parental Involvement

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

Parents respond to annual surveys and are a part of the leadership team at the school. They are also involved via Title I parent meetings.

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

Parents are informed at the onset of each year of the support available through Title I. If a student qualifies for Title I services, they are contacted by staff to discuss, and permission is requested for the child to receive Title I support. We send materials home for parents when appropriate so that they may work with their kids and reinforce the additional instruction.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	Parents are encouraged to complete annual parent surveys.	

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

Information on curricular standards/expectations and how to assist their children is provided to all parents through the school handbook, curriculum guides, parent nights, and newsletters. All parents are provided with at least one parent/teacher conference every year to discuss their child's progress, and most parents work with their teachers on a regular basis. The school offers assistance to students that are struggling through the Instructional Consultation Team and Title I support. Both provide materials and information to parents on how to work with their child in the academic areas that show a struggle. Should it be necessary, an interpreter would be provided.

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

Parents are surveyed for their input/evaluation after activities. Results are collected and analyzed, then used to improve the current plan.

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

The school-parent compact was developed through the leadership team which includes parents and a model plan. Feedback from previous years was also an active part of the compact's development process.

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

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

Parent friendly reports are available through some of the assessment programs we employ in a variety of languages. This has yet to be an issue at Westwood. Interpreters would be used as necessary.

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

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

Teachers discuss with parents. Individual changes to the compact can be made at such a parent teacher conference if required or desired.

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

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

We work actively with Community Mental Health. We work with CMH to offer support to students and families in need. We offer free and reduced breakfast and lunch to those who qualify. We support homeless students through federal funds and coordination with local services. Academic offerings are coordinated through Title I and local programming. In addition, we work with local law enforcement for T.E.A.M. programming.

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

We work actively with Community Mental Health. We work with CMH to offer support to students and families in need. We offer free and reduced breakfast and lunch to those who qualify. We support homeless students through federal funds and coordination with local services. Academic offerings are coordinated through Title I and local programming. In addition, we work with local law enforcement for T.E.A.M. programming.

## **Component 10: Ongoing Review of Student Progress**

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

Progress is reviewed and monitored through Acadience, common assessments, running records, unit assessments, teacher observations, and evaluation of annual state assessment data (M-STEP).

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

Data is analyzed by teachers, grade level teams, and administration; and needs of eligible students are examined according to the data. They are consequently incorporated into instructional planning.

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

All teachers are trained in both categories. They are all involved in the examination of data and an active part of adapting/improving instruction, as well as eliciting student effort to improve achievement. Effective supports are continued, while ineffective are changed or discontinued.

## **Evaluation**

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

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

Examining perceptual survey data as a leadership team and then as a staff. Reviewing progress of students on DIBELS and common assessments, as well as state assessments.

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

Staff reviews and examines data from state assessments annually and adjustments are subsequently made where persistent (over time) holes exist. We also review Acadience data regularly at our grade level problem solving meetings.

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

By examining data on all levels, through Acadience, state and common assessments.

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

First, the school leadership team examines data of all varieties and suggests changes to the plan. The entire staff subsequently takes up the plan with the help of administration to develop a comprehensive plan for future years.

# **2019-2020 School Improvement Plan**

## Overview

### Plan Name

2019-2020 School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Westwood Elementary will be proficient in math.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$116400
2	All students at Westwood Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
3	All students at Westwood Elementary will become proficient readers.	Objectives: 3 Strategies: 3 Activities: 13	Academic	\$121531
4	All students at Westwood Elementary will demonstrate positive behaviors.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$89550



## Goal 1: All students at Westwood Elementary will be proficient in math.

### Measurable Objective 1:

20% of All Students will demonstrate student proficiency (pass rate) on state math assessment in Mathematics by 06/08/2021 as measured by M-STEP and common assessments.

### Strategy 1:

Tier 1 Math - Westwood teachers will implement a researched based core program that includes best mathematics teaching practices. Best teaching practices would include; establishing mathematics goals, implement tasks that promote reasoning and problem solving, use and connect mathematical representations, facilitate meaningful mathematical discourse, pose purposeful questions build procedural fluency from conceptual understanding, support productive struggle in learning mathematics, elicit and use evidence of student thinking.

Category: Mathematics

Research Cited: National Council of Teachers of Mathematics (1980). "Agenda for Action: Recommendations for School Mathematics of the 1980s. Reston, VA: NCTM. National Council of Teachers of Mathematics(1989). "Curriculum and Evaluation Standards for School Mathematics". Reston, VA:NCTM.

Tier: Tier 1

Activity - Investigate Universal Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math PLC will analyze different math universal screeners, and decide which screener to utilize building wide.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/23/2017	08/23/2021	\$0	No Funding Required	Math PLC Members Building Principal Curriculum Members

Status	Progress Notes	Created On	Created By
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In Progress	The math PLC will continue this work in during the 2018-19 school year. We will continue to look for a screening tool that meets our needs.	June 18, 2018	Christopher Kenroy
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Activity - Investigate Math Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will investigate current common assessments used per grade level, and analyze the grade level needs determining student math proficiency at the end of each unit within the core math program.	Professional Learning, Materials, Academic Support Program, Direct Instruction	Tier 1	Getting Ready	08/23/2017	08/23/2021	\$0	No Funding Required	Math PLC Curriculum Director Principal

Status	Progress Notes	Created On	Created By
Completed	We have switched to a new curriculum (Bridges) so we will discontinue this curriculum training.	August 29, 2019	Christopher Kenroy
In Progress	We are in the process of looking at a new core program for math, and one of our requirements is to find a program that has common assessments embedded within it.	June 18, 2018	Christopher Kenroy

Activity - Math Investigations Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instruction staff will be trained in Investigation Math curriculum.	Professional Learning, Academic Support Program, Direct Instruction	Tier 1	Monitor	06/12/2017	06/07/2019	\$1900	Title II Part A	All Teachers Curriculum Director Principal

Status	Progress Notes	Created On	Created By
In Progress	All staff received the initial phase of training for Math investigations during the 17-18 school year.	June 18, 2018	Christopher Kenroy

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Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teaching staff will all be trained on the implementation of Number Talks within the classroom. Every teacher will be provided with a book and training will be provided by the ISD and Math PLC.</p> <p>Number talks (or "math talks") are short discussions among a teacher and students about how to solve a particular mental math problem. The focus is not on the correct answer, but on all the possible methods of finding the answer. Each student has a chance to explain their method, and everyone else will learn from other people's methods!</p>	Professional Learning, Academic Support Program, Direct Instruction	Tier 1	Getting Ready	08/29/2018	06/04/2021	\$1000	General Fund	Principal Curriculum Director Ionia ISD Westwood Math PLC members

Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to:</p> <ul style="list-style-type: none"> <li>• Identify students "at risk" by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention.</li> <li>• Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction.</li> <li>• Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas.</li> <li>• Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers.</li> </ul>	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/29/2018	06/04/2021	\$2000	Title I Part A	Classroom Teachers Curriculum Director Principal

Activity - Curriculum Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Members of the Math PLC will begin the work of selecting a new math curriculum. Through the use of a comprehensive process will examine all aspects of various math curriculums to insure alignment to common core standards and district goals around math instruction.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/29/2018	06/01/2020	\$100000	General Fund	Math PLC Members Curriculum Director Building Principal All Teachers
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### Measurable Objective 2:

7% of Bottom 30%, Economically Disadvantaged, Homeless, Students with Disabilities and English Learners students will increase student growth in basic facts and fractions in Mathematics by 06/07/2019 as measured by M-Step, DIBELS Math and common assessments.

### Strategy 1:

Tier 2 Math support - Westwood building will identify students using assessments to determine students who need additional instructional support to strengthen their abilities in Tier 1.

Category: Mathematics

Tier: Tier 2

Activity - Tier 2 Math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Target math instruction in small groups	Academic Support Program	Tier 2	Implement	08/22/2018	03/28/2019	\$11500	Title I Part A	Building principal Title One Director Title One staff

## Goal 2: All students at Westwood Elementary will become proficient writers.

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### Measurable Objective 1:

20% of All Students will increase student growth in Writing by 06/08/2021 as measured by M-STEP and common assessments.

### Strategy 1:

Reading Wonders writing implementation - Classroom teachers will receive specific training on how to implement the writing component of the Reading Wonders program that we just purchased. On a daily basis, teaching staff will instruct students on process writing and core writing.

Category: English/Language Arts

Research Cited: Writing to Read: Evidence for How Writing Can Improve Reading. A Report from the Carnegie Corporation of New York (Graham & Herbert, 2010).

Tier: Tier 1

Activity - Reading Wonders Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will continue to receive professional development on how to best implement core and process writing as it is presented in the Reading Wonders curriculum	Professional Learning, Academic Support Program	Tier 1	Implement	08/23/2017	06/07/2019	\$5000	Title II Part A	All teaching staff Curriculum director Principal

Status	Progress Notes	Created On	Created By
N/A	All staff received 10 hours of professional development on the implementation of Reading Wonders.	June 18, 2018	Christopher Kenroy

## Goal 3: All students at Westwood Elementary will become proficient readers.

### Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency reading in Reading by 06/30/2021 as measured by State Assessments, DIBELS, running records and STAR..

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### Strategy 1:

Tier 1 Reading - Westwood Elementary in partnership with Michigan's Integrated Behavior and Learning Supports Initiative (MiBLSi), Kent County ISD, Ionia County ISD and Montcalm ISD will build understanding and capacity about behavior and reading supports with all staff. The following infrastructure will be modeled and implemented: 1. Ensure all staff are provided the necessary learning about what MiBLSi is and why MiBLSi leadership supports 2. Build and infrastructure.

Category: English/Language Arts

Research Cited: <http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/District/DistrictTrainingScopeSequence/Tier1BehavioralSupports>

Tier: Tier 1

Activity - DIBELS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. The training is free for Westwood Elementary as we are aligned as a partner with MiBLSi grant.	Professional Learning, Academic Support Program	Tier 1	Implement	08/15/2017	06/07/2019	\$0	No Funding Required	MiBLSi District Leadership Team, MiBLSi District Coaches, Director of Curriculum, Building Principals

Status	Progress Notes	Created On	Created By
In Progress	1 of 2 building coaches completed the in depth DIBELS training this school year. The second coach will go during the 18-19 school year.	June 18, 2018	Christopher Kenroy

Activity - DIBELS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 3-5 teachers will be assessed with all appropriate grade level DIBELS modules 3 times per year. Teachers will also progress monitor students with DIBELS when students receive additional instructional support.	Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	\$6000	General Fund	DIBELS Squad Team, MTSS Coordinator

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Status	Progress Notes	Created On	Created By
In Progress	All classes were assessed using DIBELS. As a staff we will continue to work on the implementation of progress monitoring.	June 18, 2018	Christopher Kenroy

Activity - Reading Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet monthly to review DIBELS, STAR, running records, core reading program assessments and make determinations about what systems are needed to occur within the building's tier 1 reading program. The building MIBLSI team will attend training's throughout the school year with the MiBLSi Leadership.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/23/2017	06/08/2022	\$6480	General Fund	All classroom teachers, MTSS coordinator, MIBLSI Liason, curriculum director, building principal, MIBLSI building team

Status	Progress Notes	Created On	Created By
In Progress	The building MIBLSI team met this year to receive training on the implementation of these meetings. Next year, we will continue to refine our meeting process.	June 18, 2018	Christopher Kenroy

Activity - Core Reading Implementation Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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McGraw-Hill will be providing two days of professional development to all staff from a per diem consultant on the Reading Wonder core curriculum program. The consultant will provide teachers the connection between resource materials and implementation of resources into their daily instruction.	Professional Learning, Materials, Teacher Collaboration, Walkthrough, Technology, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/21/2017	08/22/2017	\$0	No Funding Required	All teaching staff, building principal, director of curriculum, McGraw-Hill per diem consultant
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Status	Progress Notes	Created On	Created By
Completed	The staff received the two days of professional development on Reading Wonders from McGraw-Hill.	June 18, 2018	Christopher Kenroy

Activity - Instructional Consultation Team Process (ICT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers request assistance of the IC Team when they have a professional need for support and/or when student achievement is not meeting expectations. A trained team member (case manager) and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data. The IC Team case manager and teacher are guided by the critical assumptions of IC Teams as they progress through the problem-solving stages. These stages include: -Problem identification and Analysis -Strategy/ Intervention Design -Strategy/Intervention Implementation -Strategy/Intervention Evaluation	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/23/2017	06/07/2019	\$42551	General Fund	IC Facilitator, Classroom Teacher, Building Principal, IC Case Manager

Status	Progress Notes	Created On	Created By
In Progress	The ICT process existed at Westwood this school year.	June 18, 2018	Christopher Kenroy



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Activity - Teachers Learning Together (TLT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the work and research of Dr. Feldman, TLT teaches strategies that teachers can use to ensure that all students are fully engaged in academic work, so that “everyone does everything.” TLT emphasizes the value of a school culture where all teachers work together to improve their teaching and student learning. TLT also emphasizes the value of giving and receiving feedback, and the process of learning walks,	Professional Learning, Teacher Collaboration, Walkthrough, Academic Support Program	Tier 1	Implement	08/29/2018	06/01/2021	\$2500	Title I Part A	Classroom Teachers Principal MTSS Coach Curriculum Director

### Measurable Objective 2:

A 10% increase of Economically Disadvantaged, Homeless and Students with Disabilities students will demonstrate a proficiency in Reading by 06/08/2022 as measured by State Assessments, DIBELS, running records and STAR.

### Strategy 1:

Tier 2 and 3 Reading Intervention - Westwood Elementary will implement a Tier 2 and Tier 3 Reading Intervention support system by increasing the intensity of instructional support. “Increased intensity includes increased supplemental time to the core curriculum, decreased group size, more feedback and meaningful practice opportunities.” Students will be provided with the necessary skills “to be successful within Tier 1 core instruction.” Proficient readers need: • Skills and knowledge to understand how speech sounds are related to print • Ability to decode and decipher unfamiliar words • Ability to read fluidly and effortlessly • Sufficient background information and vocabulary to foster understanding • Development of comprehension strategies to extract meaning from text • Motivation to read

Category: English/Language Arts

Research Cited: MiBLSi (n.d.). Tier 2/Tier 3 Managing Reading Interventions [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx> Daly, E.J., Chafouleas, S., & Skinner, C.H. (2005). Interventions for Reading Problems: Designing and evaluating effective strategies. NY: Guilford Press.

Tier: Tier 2

Activity - Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who are identified as needing intensive support based on DIBELS will receive supplemental support 3-5 days/week by a highly qualified teacher.	Academic Support Program	Tier 2	Getting Ready	08/23/2017	06/08/2022	\$28000	Title I Part A	Highly qualified teacher, Title 1 Director, Building Principal
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Status	Progress Notes	Created On	Created By
In Progress	All students who were identified as needing intensive support received support this year. That begin said, we want to continue to look at what interventions we are using to provide that intensive support.	June 18, 2018	Christopher Kenroy

Activity - Reading Wonder Works Implementation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education and reading intervention staff members will receive additional training on how to implement the Reading Wonder Works program in a small group and targeted strategy.	Academic Support Program	Tier 2	Getting Ready	08/21/2017	08/21/2018	\$0	No Funding Required	Special Education staff Reading intervention staff

Status	Progress Notes	Created On	Created By
Completed	All special education staff received implementation training on Reading Wonder Works from McGraw-Hill.	June 18, 2018	Christopher Kenroy

### Measurable Objective 3:

A 5% increase of English Learners students will demonstrate a proficiency in Reading by 06/08/2022 as measured by State Assessments, DIBELS, running records, STAR and WIDA (for EL population).

### Strategy 1:

MMMEP Reading Interventions - Westwood Elementary in partnership with the Mid-Michigan and EL Consortium (MMMEP) will implement a Tier 2 and Tier 3 Reading Intervention support system by increasing the intensity of instructional support by providing supplemental time to the core curriculum, decreasing group size and providing meaningful individual practice opportunities. Students will be provided with necessary skills to increase success in the classroom along side their peers. The skills provided will include the ability to increase understanding and application to decode and encode unknown words, increase the development of comprehension

**School Improvement Plan**

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strategies to apply in text during whole and small group instruction, provide students sufficient background of common and academic vocabulary to increase students making making of text while reading.

Category: English/Language Arts

Research Cited: <http://miblsi.cenmi.org/MiBLSiModel/Professional Development/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx>

Tier: Tier 2

Activity - MMMEP Consortium Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMMEP Consortium Instructional Support staff will be using REACH and Inside edge supporting Michigan ELA Standards in conjunction with WIDA ELP Standards. Support is provided through the MMMEP agreement.	Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	General Fund	MMMEP Consortium Teacher, building principal, curriculum director

Status	Progress Notes	Created On	Created By
In Progress	A teacher from MMMEP provided EL services for our students this year.	June 18, 2018	Christopher Kenroy

Activity - MMMEP Consortium Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Westwood Elementary will participate with MMMEP Program Consortium to identify EL and Migrant students and their families providing ongoing support through collaboration between Westwood Elementary and MMMEP staff.	Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	General Fund	MMMEP Consortium Teacher, Building Principal, Curriculum Director

Status	Progress Notes	Created On	Created By
In Progress	A teacher from MMMEP provided EL services for our students this year.	June 18, 2018	Christopher Kenroy

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Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMMEP Consortium staff will provide K-5 students the use of the online program Lexia to help them increase mastery of the 5 Big ideas in reading including reading, comprehension and vocabulary.	Technology , Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	General Fund	MMMEP Consortium Teacher, Building Principal, Curriculum Director

Status	Progress Notes	Created On	Created By
In Progress	Lexia was provided for our EL students on an as needed basis.	June 18, 2018	Christopher Kenroy

Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will attend Sheltered Instruction Observation Protocol (SIOP) professional development to help them learn strategies around lesson preparation, building background knowledge, comprehension, interaction, practice and application, lesson delivery, and review and assessment. Teachers will be provided with a sub or stipend to attend the training.	Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	General Fund	MMMEP Consortium Teacher, Building Principal, Curriculum Director

Status	Progress Notes	Created On	Created By
In Progress	A teacher from MMMEP provided EL services for our students this year.	June 18, 2018	Christopher Kenroy

Activity - Family Engagement	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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MMMEP Consortium staff will provide a parental involvement event to inform parents about the services their children receive as well as provide them with strategies on how to help their child with academics at home and how to access community resources.	Parent Involvement	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	General Fund	MMMEP Consortium Teacher, Building Principal, Curriculum Director
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Status	Progress Notes	Created On	Created By
In Progress	A teacher from MMMEP provided EL services for our students this year. They did host an event for parents this year.	June 18, 2018	Christopher Kenroy

## Goal 4: All students at Westwood Elementary will demonstrate positive behaviors.

### Measurable Objective 1:

80% of All Students will demonstrate a behavior to provide capacity to support the PBIS initiative within the district in Practical Living by 06/08/2018 as measured by SWIS assessment implemented within the district.

### Strategy 1:

Positive Behavior Interventions Support System School Wide PBIS - A systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students. Evidence based features of SWPBIS - Prevention - Define and teach positive social expectations - Monitor, acknowledge, and correct positive behavior - Define problem behaviors and create a systematic continuum of responses to misbehavior - Ongoing collection and use of data of decision-making - Continuum of intensive, individual interventions - Administrative leadership: Team-based implementation (systems that support effective practices).

Category: School Culture

Research Cited: MiBLSi (n.d.). Overview of MiBLSi and Positive Behavioral Interventions and Supports [PowerPoint]. Retrieved from:

<http://miblsi.cenmi.org/Conferences/MiBLSiPresentations/tabid/691/articleType/Article\and-PBIS-Overview.aspx>

Tier: Tier 1

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Activity - School Wide Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a written, accessible communication plan which will include the following components: list of stakeholder groups identified in the districts organization chart, type of information to share and receive from identified stakeholders, who is responsible for communication, frequency and methods of communication, and plan to evaluate the communication plan annually, and stakeholder survey regarding effectiveness of the communication.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/24/2016	06/08/2018	\$5200	General Fund	All teaching staff All support staff Administration MiBLSi Leadership team

Status	Progress Notes	Created On	Created By
In Progress	Through our MiBLSi partnership we have developed an initial communication plan.	June 18, 2018	Christopher Kenroy

Activity - SWIS - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Westwood MiBLSi team will have access to and utilize SWIS data to make data-based decisions about the health of their SW-PBIS system in an effort to reduce the number of behavior incidences. Data will include: fidelity data, outcome data, capacity data, and scale up data.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	General Fund	Administration MiBLSi Team DIT 1 / DIT 2

Status	Progress Notes	Created On	Created By
In Progress	This is our first year using SWIS. We did attend two data review sessions to begin analyzing behavior data.	June 18, 2018	Christopher Kenroy

Activity - SWIS PD	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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PD for SWPBIS staff will be conducted by highly trained individuals and the training will be skill based with opportunities for practice/behavioral rehearsals and feedback.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/23/2017	06/08/2018	\$1000	General Fund	Building Administration Building SWIS Coordinator Building MiBLSI chairperson
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Status	Progress Notes	Created On	Created By
In Progress	MiBLSi Staff provided initial SWIS training. More training will be offered next school year as well.	June 18, 2018	Christopher Kenroy

Activity - SWIS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each building will purchase SWIS by August 1, 2017 for \$350/license.	Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$350	General Fund	Administration MiBLSI Building Coach SWIS Coordinator

Status	Progress Notes	Created On	Created By
In Progress	SWIS was purchased this year, and will be purchased next year as well.	June 18, 2018	Christopher Kenroy

Activity - MiBLSi Building Roll Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fall of the 2017-2018 school year, Westwood will plan a staff roll out during which staff will be trained on how to implement an effective PBIS system through-out the entire school. The building MiBLSI leadership team will lead the training, but all staff will be involved in teaching initial behavior expectations lessons and reteaching throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	General Fund	Building Administration Building MiBLSI Team All Teachers

## School Improvement Plan

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Status	Progress Notes	Created On	Created By
Completed	The initial building roll out was completed this year. Next year, we will begin to look at PBIS on a classroom level.	June 18, 2018	Christopher Kenroy

Activity - Check In Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Check-in, Check-out (CICO), sometimes referred to as the Behavior Education Program (BEP), includes:  Check-in and check-out daily with an adult at school. Regular feedback and reinforcement from teachers. Family component. Daily performance data used to evaluate progress.	Behavioral Support Program	Tier 2	Getting Ready	08/29/2018	06/01/2021	\$1000	General Fund	Principal MTSS Coach Classroom Teachers

Activity - MTSS Behavior Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire a MTSS Behavior coach to work with students and teachers who are in need of assistance. The behavior coach will also help with the implementation of school-wide and classroom PBIS.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/03/2019	\$80000	Section 31a	MTSS Behavior Coach Principal Curriculum Director

Activity - Classroom PBIS	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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<p>When PBIS is implemented in the classroom, it may be referred to as classroom PBIS, positive classroom behavior support (PCBS), positive and proactive classroom management, or a variety of other synonyms. The same critical features (practices, data, and systems) come together to promote desired outcomes for students and educators in the classroom.</p> <p>Classroom PBIS practices include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students.</p> <p>Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of classroom PBIS practices with fidelity.</p> <p>Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify classroom PBIS practices and systems.</p>	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	06/03/2019	\$0	General Fund	Principal MTSS Coach Classroom Teachers
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Behavior Coach	We will hire a MTSS Behavior coach to work with students and teachers who are in need of assistance. The behavior coach will also help with the implementation of school-wide and classroom PBIS.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/03/2019	\$80000	MTSS Behavior Coach Principal Curriculum Director

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Support	Students who are identified as needing intensive support based on DIBELS will receive supplemental support 3-5 days/week by a highly qualified teacher.	Academic Support Program	Tier 2	Getting Ready	08/23/2017	06/08/2022	\$28000	Highly qualified teacher, Title 1 Director, Building Principal
Teachers Learning Together (TLT)	Based on the work and research of Dr. Feldman, TLT teaches e strategies that teachers can use to ensure that all students are fully engaged in academic work, so that “everyone does everything.” TLT emphasizes the value of a school culture where all teachers work together to improve their teaching and student learning. TLT also emphasizes the value of giving and receiving feedback, and the process of learning walks,	Professional Learning, Teacher Collaboration, Walkthrough, Academic Support Program	Tier 1	Implement	08/29/2018	06/01/2021	\$2500	Classroom Teachers Principal MTSS Coach Curriculum Director

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Math Recovery	The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/29/2018	06/04/2021	\$2000	Classroom Teachers Curriculum Director Principal
Tier 2 Math support	Target math instruction in small groups	Academic Support Program	Tier 2	Implement	08/22/2018	03/28/2019	\$11500	Building principal Title One Director Title One staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MiBLSi Building Roll Out	Fall of the 2017-2018 school year, Westwood will plan a staff roll out during which staff will be trained on how to implement an effective PBIS system through-out the entire school. The building MiBLSI leadership team will lead the training, but all staff will be involved in teaching initial behavior expectations lessons and reteaching throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	Building Administration Building MiBLSi Team All Teachers

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SIOP	Teachers of EL students will attend Sheltered Instruction Observation Protocol (SIOP) professional development to help them learn strategies around lesson preparation, building background knowledge, comprehension, interaction, practice and application, lesson delivery, and review and assessment. Teachers will be provided with a sub or stipend to attend the training.	Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	MMMEP Consortium Teacher, Building Principal, Curriculum Director
SWIS - Data Review	The Westwood MiBLSI team will have access to and utilize SWIS data to make data-based decisions about the health of their SW-PBIS system in an effort to reduce the number of behavior incidences. Data will include: fidelity data, outcome data, capacity data, and scale up data.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	Administration MiBLSI Team DIT 1 / DIT 2
Curriculum Review	Members of the Math PLC will begin the work of selecting a new math curriculum. Through the use of a comprehensive process will examine all aspects of various math curriculums to insure alignment to common core standards and district goals around math instruction.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/29/2018	06/01/2020	\$100000	Math PLC Members Curriculum Director Building Principal All Teachers
DIBELS Assessment	All 3-5 teachers will be assessed with all appropriate grade level DIBELS modules 3 times per year. Teachers will also progress monitor students with DIBELS when students receive additional instructional support.	Academic Support Program	Tier 1	Implement	08/24/2016	06/07/2019	\$6000	DIBELS Squad Team, MTSS Coordinator
Check In Check Out	Check-in, Check-out (CICO), sometimes referred to as the Behavior Education Program (BEP), includes:  Check-in and check-out daily with an adult at school. Regular feedback and reinforcement from teachers. Family component. Daily performance data used to evaluate progress.	Behavioral Support Program	Tier 2	Getting Ready	08/29/2018	06/01/2021	\$1000	Principal MTSS Coach Classroom Teachers

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Reading Data Review Meetings	Grade level teams will meet monthly to review DIBELS, STAR, running records, core reading program assessments and make determinations about what systems are needed to occur within the building's tier 1 reading program. The building MIBLSI team will attend training's throughout the school year with the MiBLSi Leadership.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/23/2017	06/08/2022	\$6480	All classroom teachers, MTSS coordinator, MIBLSI Liason, curriculum director, building principal, MIBLSI building team
Classroom PBIS	<p>When PBIS is implemented in the classroom, it may be referred to as classroom PBIS, positive classroom behavior support (PCBS), positive and proactive classroom management, or a variety of other synonyms. The same critical features (practices, data, and systems) come together to promote desired outcomes for students and educators in the classroom.</p> <p>Classroom PBIS practices include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students.</p> <p>Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of classroom PBIS practices with fidelity.</p> <p>Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify classroom PBIS practices and systems.</p>	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	06/03/2019	\$0	Principal MTSS Coach Classroom Teachers
School Wide Communication Plan	The school will develop a written, accessible communication plan which will include the following components: list of stakeholder groups identified in the districts organization chart, type of information to share and receive from identified stakeholders, who is responsible for communication, frequency and methods of communication, and plan to evaluate the communication plan annually, and stakeholder survey regarding effectiveness of the communication.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/24/2016	06/08/2018	\$5200	All teaching staff All support staff Administration MiBLSi Leadership team

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Instructional Consultation Team Process (ICT)	Teachers request assistance of the IC Team when they have a professional need for support and/or when student achievement is not meeting expectations. A trained team member (case manager) and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data. The IC Team case manager and teacher are guided by the critical assumptions of IC Teams as they progress through the problem-solving stages. These stages include: -Problem identification and Analysis -Strategy/ Intervention Design -Strategy/Intervention Implementation -Strategy/Intervention Evaluation	Teacher Collaboration, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/23/2017	06/07/2019	\$42551	IC Facilitator, Classroom Teacher, Building Principal, IC Case Manager
Number Talks	Teaching staff will all be trained on the implementation of Number Talks within the classroom. Every teacher will be provided with a book and training will be provided by the ISD and Math PLC.  Number talks (or "math talks") are short discussions among a teacher and students about how to solve a particular mental math problem. The focus is not on the correct answer, but on all the possible methods of finding the answer. Each student has a chance to explain their method, and everyone else will learn from other people's methods!	Professional Learning, Academic Support Program, Direct Instruction	Tier 1	Getting Ready	08/29/2018	06/04/2021	\$1000	Principal Curriculum Director Ionia ISD Westwood Math PLC members
Family Engagement	MMMEP Consortium staff will provide a parental involvement event to inform parents about the services their children receive as well as provide them with strategies on how to help their child with academics at home and how to access community resources.	Parent Involvement	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	MMMEP Consortium Teacher, Building Principal, Curriculum Director
MMMEP Consortium Instructional Support	MMMEP Consortium Instructional Support staff will be using REACH and Inside edge supporting Michigan ELA Standards in conjunction with WIDA ELP Standards. Support is provided through the MMMEP agreement.	Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	MMMEP Consortium Teacher, building principal, curriculum director
SWIS Assessment	Each building will purchase SWIS by August 1, 2017 for \$350/license.	Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$350	Administration MiBLSI Building Coach SWIS Coordinator

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MMMEP Consortium Partnership	Westwood Elementary will participate with MMMEP Program Consortium to identify EL and Migrant students and their families providing ongoing support through collaboration between Westwood Elementary and MMMEP staff.	Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	MMMEP Consortium Teacher, Building Principal, Curriculum Director
Lexia	MMMEP Consortium staff will provide K-5 students the use of the online program Lexia to help them increase mastery of the 5 Big ideas in reading including reading, comprehension and vocabulary.	Technology , Academic Support Program	Tier 2	Implement	08/23/2017	06/08/2018	\$7200	MMMEP Consortium Teacher, Building Principal, Curriculum Director
SWIS PD	PD for SWPBIS staff will be conducted by highly trained individuals and the training will be skill based with opportunities for practice/behavioral rehearsals and feedback.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/23/2017	06/08/2018	\$1000	Building Administration Building SWIS Coordinator Building MIBLSI chairperson

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Wonders Writing Training	All teaching staff will continue to receive professional development on how to best implement core and process writing as it is presented in the Reading Wonders curriculum	Professional Learning, Academic Support Program	Tier 1	Implement	08/23/2017	06/07/2019	\$5000	All teaching staff Curriculum director Principal
Math Investigations Training	All instruction staff will be trained in Investigation Math curriculum.	Professional Learning, Academic Support Program, Direct Instruction	Tier 1	Monitor	06/12/2017	06/07/2019	\$1900	All Teachers Curriculum Director Principal

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Investigate Universal Screener	The math PLC will analyze different math universal screeners, and decide which screener to utilize building wide.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/23/2017	08/23/2021	\$0	Math PLC Members Building Principal Curriculum Members
Core Reading Implementation Professional Development	McGraw-Hill will be providing two days of professional development to all staff from a per diem consultant on the Reading Wonder core curriculum program. The consultant will provide teachers the connection between resource materials and implementation of resources into their daily instruction.	Professional Learning, Materials, Teacher Collaboration, Walkthrough, Technology, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/21/2017	08/22/2017	\$0	All teaching staff, building principal, director of curriculum, McGraw-Hill per diem consultant
Reading Wonder Works Implementation Training	All special education and reading intervention staff members will receive additional training on how to implement the Reading Wonder Works program in a small group and targeted strategy.	Academic Support Program	Tier 2	Getting Ready	08/21/2017	08/21/2018	\$0	Special Education staff Reading intervention staff
DIBELS Training	District MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. The training is free for Westwood Elementary as we are aligned as a partner with MiBLSi grant.	Professional Learning, Academic Support Program	Tier 1	Implement	08/15/2017	06/07/2019	\$0	MiBLSi District Leadership Team, MiBLSi District Coaches, Director of Curriculum, Building Principals
Investigate Math Common Assessments	Instructional staff will investigate current common assessments used per grade level, and analyze the grade level needs determining student math proficiency at the end of each unit within the core math program.	Professional Learning, Materials, Academic Support Program, Direct Instruction	Tier 1	Getting Ready	08/23/2017	08/23/2021	\$0	Math PLC Curriculum Director Principal