

Introduction Page

Write a brief description about your school, the purpose of the school improvement team, and the process used to develop, implement and evaluate the school improvement plan.

Gladiola Elementary is a K-4 school in Wyoming, Michigan. Our school consists of about 420 students, 19 teachers, a social worker, para educators, 3 food service employees, 1.5 custodian/maintenance employees, 1 secretary, and a principal. We are a traditional building with the following sections: 3 kindergarten sections, 1- Developmental first grade, 4- 1st grades, 4- 2nd grades, 3-3rd grades, 3- 4th grades, 3- 5th grades, 1 resoruces rooms, and one k-2 Self-contained Emotionaly Impaired classroom.

The Building School Improvement (SI) Team is comprised of six teachers, including a chairperson for each core academic committee (language arts, math, science and social studies), non-core teacher, school improvement chairperson; a support staff representative; parent(s); and the principal. The school improvement chairperson is appointed by the principal to serve up to two years in this role with mutual agreement between the chairperson and principal to continue the second year in this role. The core chairpersons, non-core representative and support staff representative are elected annually by their colleagues.

It is the role of the SI Team to address curricular and instructional issues with the goal of improving student achievement. The SI Team reviews student success on state (MEAP), national (MAP), and local (district standard) assessments to determine progress on school improvement goals and determine strategeis and an action plan for improvement.

TABLE OF CONTENTS

A. District and School Mission Statements	
B. School Improvement Team Stakeholders	
C. Ten Components to the Schoolwide Plan	
1. Comprehensive Needs Assessment	
2. School Wide Reform Strategies	
Reading Goal	
Writing Goal	
Mathematics Goal	
Science Goal	
Social Studies Goal	
Frameworks Goal	
3. Instruction by Highly Qualified Professional Staff	
4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Need	
5. High-Quality and Ongoing Professional Development	
6. Strategies to Increase Parental Involvement	
7. Preschool Transition Strategies	
8. Teacher Participation in Making Assessment Decisions	
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	
10. Coordination and Integration of Federal, State, and Local Programs and Resources	
D. Curriculum Alignment	
E. Use of community Resources and Volunteers	
F. Adult Roles in Community Education, Libraries, and Community Colleges	
G. Methods for Effective Use of Technology	
H. On the Job Learning	
I. Building Decision Making	
J. Evaluation	
K. Appendices	

A. Mission, Vision, and Belief Statements

Mission Statement

Why do we exist? What is our business?

The staff at Gladiola truly believe that we are "Changing the future one child at a time".

Vision Statements

Gladiola Elementary is committed to excellence in teaching and learning for all students. We will provide effective instructional leadership, and quality learning environments, which improve student outcomes. Gladiola Elementary holds high expectations for students and staff. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

Belief-Value Statements

What we do on a daily basis that makes the mission real?

Gladiola Elementary staff believes:

- **The primary mission of the school is teaching and learning for all.**
- **Continuous improvement is an essential part of our success for all students.**
- **All members of the school community are important and valued as part of the teaching-learning cycle.**
- **A commitment is made by all staff members to strive to be their best for our students.**
- **Parent, guardian, and community involvement is critical to student success.**
- **Student achievement is based on what students can do, as well as what they know.**
- **Diversity among all individuals is to be valued and celebrated.**

B. School Improvement Team Stakeholders

Representatives should include building administrators, teachers, students (secondary schools), support personnel, parents (representative of all students), community members, and school board members.

School Team Members Names	Positions
Dawn Judge	Co-Chair/Language Arts
Autumn Moulton	Co-Chair/Mathematics
Karen Ward	Social Studies
Maddy Cook	Science
Kim Swiger	NonCore
Theresa Wheeler	Support Staff
Bruce Cook	Principal
Theresa Wheeler	Support staff

Role of the District Planning Team

Role of the Building School Improvement Team

The Building School Improvement (SI) Team is comprised of six teachers, including a chairperson for each core academic committee (language arts, math, science and social studies), non-core teacher, school improvement chairperson; a support staff representative; parent(s); and the principal. The school improvement chairperson is appointed by the principal to serve up to two years in this role with mutual agreement between the chairperson and principal to continue the second year in this role. The core chairpersons, non-core representative and support staff representative are elected annually by their colleagues.

It is the role of the SI Team to address curricular and instructional issues with the goal of improving student achievement. The SI Team reviews student success on state (MEAP), national (SRI), and local (district standard) assessments to determine progress on school improvement goals and determine strategies and an action plan for improvement.

As an SI team we have agreed to the following...

- 1. Set Ground rules**
 - a. Be respectful (no side conversations, grading papers, etc)**
 - b. Be attentive**
 - c. Be on time**
- 2. Meeting roles**
 - a. Timekeeper (someone other than the facilitator)**
 - b. Notetaker (minutes-SI chair)**
 - c. Facilitator (will change with topic)**

3 Agenda/Minutes

Wyoming Public Schools

C. Ten Components to the Schoolwide Plan

2C School-wide Reform Strategies

Provide a description of how you ensure the following:

a. Strategies provide detail and are focused on helping all students reach state standards.

Gladiola utilizes several strategies for helping all students. RTI allows for lower el students to receive instruction specific to their needs. STAR and AR allow for individualized reading comprehension instruction. The Marzano vocabulary notebooks are utilized by all students and especially help our at-risk and ELL population. Younger students are provided summer StarFall material. Computer programs, such as Earobics, Compass Learning, and Rosetta Stone are available to help meet students' needs.

b. Strategies increase the quality and quantity of instruction.

The quantity of instruction is established with our math and language arts block and the recommended district timelines for math and language arts assessments. The quality of instruction is ensured with RTI, AR, STAR, Marzano vocabulary notebooks, science notebooks, DOG, problem solving practice, curriculum nights, TEAM 21, reassessments in LA and math, Power Standards, professional development, and the before and after school programs. Specific time frames are suggested and quantity expected are outlined in the school improvement plan.

b & c. Research-based methods and strategies are utilized to determine strategies.

There are many methods and strategies in place at Gladiola are grounded in research. In language arts we utilize the 4-Block model, Accelerated Reader program, Dibels, 6+1 traits, and Response to Intervention. In mathematics, we have implemented a problem solving program and Marzano vocabulary notebooks. In social studies we are using a Daily Oral Geograhly program. Constructed response and journaling notebooks are used in science. We also have the Child Study Team to meet individuals' needs. Mastery learning is also expected of each student.

c. Strategies are aligned with the findings of the needs assessment.

The school improvement plan's strategies are all based on evidence of need. Teachers are provided supplementary materials to support instruction in areas that were weak on the MEAP test. SRI and STAR testing are used to meet individual needs. Staff is provided feedback through a powerpoint presentation of specific academic needs from MEAP and district standards. Compass Learning is used to focus on specific needs. Overhead transparencies are provided for teachers to review our lowest scoring items. Dibels is used for intervention grouping.

d. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.

Enrichment grouping is practiced during intervention blocks. Houghton-Mifflin and Scott-Foresman provided enrichment pages and activities for students. AR and Compass Learning provide for specific skill levels. Spelling and reading instruction is at students' ability levels. RTI meets the needs of advanced learners. Teachers create flexible groupings in math and language arts blocks. Paraeducator support can be used for enrichment purposes. Peer tutoring and projects are offered to students who are academically capable.

e. Describe how your strategies address the needs of all children in the school, but particularly the needs of students of target populations participating in the school-wide program and moving toward meeting the needs of students representing all major subgroups participating in the school-wide program.

One subgroup is free/reduced (at-risk) at all grade levels. In fourth grade, we have also a hispanic subgroup. In fifth grade, we also have a hispanic subgroup. Our strategies are RTI and Marzano vocabulary notebooks. We also provide TEAM 21, instructional materials in native languages, and bilingual paraeducators when possible. Professional development has also included poverty training and the Poverty Simulation Workshop.

f. Briefly address how the school will determine if these needs are met.

Gladiola will meet the needs of these students by choosing instructional strategies for the SI plan that are reasearch based and targeted for our subgroups. We can determine if the needs are met by evaluating the SI plans effectiveness. We can also evaluate effectiveness using analysis of MEAP, district standards, SRI, AR scores, and STAR. RTI is very specific and progress is evaluated every two weeks. We also have the Child Study team to review action/behavior plans of students with specific needs.

g. Describe how the school-wide goals and school improvement (PA25) are the same.

Our school-wide goals are written in the school improvement plan. This includes our school mission statement and instructional goals/strategies. Our Ed-Yes goals/smart goals concerning the parent involvement piece and Title 1 Compact are also housed in the School Improvement plan The insrtuotional strategies are based on data analysis and the continual evaluation of student achievement.

2. Reading Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
90% of students will demonstrate the communication skill of reading at grade level by 2010.

Indicators:

1. Comprehension of fiction/narrative and non-fiction/informational text
2. Cross-Text questions on MEAP- comparing characters and their actions, Narrative portion of MEAP (Grades 3-4)

Measures:

1. MEAP (Grades 3-4) Narrative & Informational items District standards RD:2,;3 Accelerated Reader (Renaissance Learning) program, A.R. Reading Practice Diagnostic Report, & A.R. Student Record Report

Targets:

- 80% of students will receive a 1 or 2 on MEAP Reading by 2008.**
- 85% of students will receive a 1 or 2 on MEAP Reading by 2009.**
- 90% of students will receive a 1**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: K-4 Language Arts</p> <p>Use of Accelerated Reader (Renaissance Place) Program- September-June, daily</p> <p>Status of the Class taken during independent reading to monitor students' mastery of reading strategies for comprehension with a focus on genre & author's purpose (Grades 2-4)- 3 times</p>	<p>Verification Tools (How will you know the strategy is implemented):</p> <p>Accelerated Reader Reading Practice Diagnostic Reports/Status of the Class reports will be kept in a binder for the principal to access when needed.</p> <p>Principinal walk through</p>	<p>Who is Responsible? (Who will support and monitor the implementation?)</p> <p>Implementing: ELA Chairperson- Dawn Judge Principal-Bruce Cook</p>	<p>New and current staff will be trained/retrained in how to use the Accelerated Reader Program. (Reaissance Place)</p> <p>2nd grade staff will be trained in Response to Intervention (R.T.I.)</p>
	<p>Assessment Measures (How will you know how to evaluate if the strategy is a success):</p> <p>MEAP (Grades 3-4), District Assessments (RD:2,;3, & :5), Teaching /Learning Cycle, Accelerated Reader, Student Records/Reading Practice Diagnostic Reports found in Renaissance Place</p>	<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)</p> <p>2009-2010</p> <p>Accelerated Reader Reading Practice Diagnostic Reports will be generated at least once a week to monitor student progress and determine next steps. Reports will be kept in a binder</p>	<p>Renaissance Place- Accelerated Reader Program A.R. Reading Practice Diagnostic Reports and Status</p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Interventions planned during Literacy block for students below grade level(Differentiation)K-4.</p> <p>Response to Intervention (R.T.I.)K-2 2009-2010</p> <p>Use of district Standards, MEAP, Star Test, Accelerated Reader Student Record Report, Accelerated Reader Reading Practice Diagnostic Report, and Accelerated Reader Status of the Class Reports to determine need.</p> <p>Compass Learning, Language Arts</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Literacy Night- 9/24/09</p> <p>Train parents on how to read a TOPS (Take Opportunities to Praise Students) Report, an Accelerated Reader Progress Report, and how to support their child's independent reading progress/growth</p> <p>Attendance at workshops</p> <p>Accelerated Reader section in teacher newsletters</p> <p>TOPS (Take Opportunities to Praise Students) reports will go home after a child takes a comprehension quiz to show progress toward point goal, and reading comprehension growth</p> <p>Accelerated Reader Progress Reports will be sent home mid-quarter to let parents know how their child is progressing toward their independent</p>

2. Writing Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
70% of students will be proficient writers within three years. (2011)

Indicators:

1.MEAP Writing Test
Ideas/Content- use examples and details to adequately develop ideas and content
Organization-use of coherent organization and connections between ideas

? Peer Response to a student

Measures:

1.MEAP (Grades 3-4) Writing from Knowledge & Experience (Comment Codes)
District Standard WR:2 (Grades K-4) On-line checklist & scoring (Ideas and organization section)

Targets:

60% of students will be proficient in writing by 2009
65% of students will be proficient in writing by 2010
70% of students will be proficient in writing by 2011.

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: K-4 Language Arts</p> <p>6+1 Writing Traits will be taught using resources provided. (See resource section), Sept.-June daily.</p> <p>Teachers will demonstrate the traits in their daily writing. A 30-minute writing block per day will be built in to the Language Arts Block</p> <p>6+1 Writing Traits will be assessed using</p>	<p>Verification Tools (How will you know the strategy is implemented):</p> <p>Teachers will meet quarterly with their grade levels to assess writing and determine next steps.</p> <p>Principal, Bruce Cook, will meet with grade levels at that time as well to discuss progress</p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: ELA Chairperson-Dawn Judge Principal- Bruce Cook</p>	<p>Quarterly Grade Level Meetings to assess writing progress, 09-10</p> <p>6+1 writing traits</p> <p>6+1 Write Traits Kit</p> <p>6+1 Trait Crates (located in media center)</p> <p>6+1 Trait resources (located in media center conference room)</p>
	<p>Assessment Measures (How will you know how to evaluate if the strategy is a success):</p> <p>MEAP (Grades 3-4)Writing from Knowledge & Experience</p> <p>MEAP (Grades 3-4) Response to a student writing sample section.</p> <p>District Assessments</p>	<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 2009-2010</p> <p>Prompts for WR:2 will be given in a testing situation (See Prompt Guidelines on WPSIN), and scored by staff to determine strengths, weaknesses (Teaching points), and growth over time. A Base</p>	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>District Standards & student writing samples will be used to show growth/progress over time and to plan interventions during the Literacy block.</p> <p>Para-educators used to assist at-risk students</p> <p>Team Teaching/Common planning time established with grade level partner(s) to plan for instruction.</p> <p>Quarterly grade level meetings to assess writing progress and determine next steps</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Literacy Night 9/24/09 to promote the importance of writing in everyday life. (An opportunity to show parents how they can assist their child with their writing skills)</p> <p>Teacher newsletters</p> <p>District brochures, Language Arts section</p> <p>Writing rubrics based on 6+1 Writing Traits for parents available at conferences</p>

2. Mathematics Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
A minimum of 85% of students will score proficiently in math as determined by the Math MEAP score in 2010.

Indicators:

A) Data & Probability: creating and interpreting charts and graphs, determining range, minimum, maximum, and scale

B) Measurement: determining the area and perimeter of a figure; determining a dimension of figure (given area or

Measures:

A) MEAP (data & probability)

District Standards (DS K:1, 1:1, 2:1, 3:1, 4:1)

B) MEAP (measurement)

Targets:

A) .2 increase in mean points each year

65% scoring AVG or HI in 2007

70% scoring AVG or HI in 2008

75% scoring AVG or HI in 2009

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: 1. Geometry and Measurement standards will be assessed no later than the 3rd quarter, so that remediation and reassessment is possible in the 4th quarter. (MEAP data analysis)</p> <p>2. Teachers will provide remediation and reassessment of students who have not scored an 80% on district priority standards (District</p>	<p>Verification Tools (How will you know the strategy is implemented): 1. Teachers will use supplemental material from math binder (documented in lesson plans), report cards, geometry/measurement assessment timeline.</p> <p>2. Report Cards</p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: 1. Principal and math committee 2. Principal and math committee 3 & 4. The principal will be responsible for</p>	<p>The principal and the math chair will review the grade level measurement assessment plans.</p> <p>Marzano "Building Academic Vocabulary" teacher's manual</p> <p>Compass Learning support</p>
	<p>Assessment Measures (How will you know how to evaluate if the strategy is a success): 1. Report card scores 2. Report card scores 3. Report card scores and MEAP results 4. Report card scores and MEAP results</p>	<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 1. Teachers will create Measurement Assessment Plans plans in the beginning of the 2009-2010 school year. These plans will be modified as needed throughout the school year. Assessments must</p>	<p>Binder of Supplemental Math Material- telling time, elapsed time, spatial relationships</p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Para-educators will visit classrooms and work with at risk students on math skills.</p> <p>Compass Learning will support the needs of all learners by creating learning paths that meet the individual needs of students.</p> <p>Students who are consistently not mastering the standards will go through the TIP process, where a plan is developed and implemented to meet their needs.</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Parents will have the opportunity to participate in Family Math Night that takes place on February 4, 2010.</p> <p>Parents will be provided grade level brochures and math curriculum brochures that provide an outline/timeline for the assessment of math concepts.</p> <p>Teachers will send home the family math letter for each chapter and make notation in classroom newsletters about progress.</p>

2. Science Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):

85% of Gladiola elementary students will demonstrate proficiency of science concepts.

Indicators:

MEAP results show that 9% of fifth grade students at Gladiola Elementary fall into the 'partially proficient' category of science concepts assessed on the MEAP and need to progress towards the 'proficient' and 'advanced' categories.

Measures:

5th Grade MEAP Analysis

Targets:

**Year 1 - 74% MEAP Proficiency
Year 2 - 77% MEAP Proficiency
YEAR 3 - 80% MEAP Proficiency
Year 4 maintain 10% or less proficient.**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: 1.Emphasize the use of Science Start Ups and constructed response questions that have been provided by the Science Core team, and found in the curriculum standard using the district form. All writing will be housed in a science journal/notebook, and stored in a common area in each classroom. Use strategies from 6+1 Writing Kits for</p>	<p>Verification Tools (How will you know the strategy is implemented): 1. Written responses will be housed in a common space in each classroom and will be made available for building principal's review. Students will record scientific observations, procedures and</p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: 1. Certified staff, Science Committee, and building principal</p>	<p>Review the scoring expectations of Constructed Response Rubric with staff.</p>
	<p>Assessment Measures (How will you know how to evaluate if the strategy is a success): 1.Collect scored examples of constructed response and record scores for increases in common areas of need. These will be gathered by the science committee, twice a year, in both the second and fourth quarters</p>	<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) Biannually -second and fourth quarters.</p>	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Strategy 1. Utilize District Vocabulary posters for At-Risk study guides.</p> <p>No professional development will be needed.</p> <p>Science Committee, Certified Staff & Para Professionals</p> <p>District Science resources</p> <p>Ongoing starting in the 2009-2010 school year</p> <p><i>(researched based on Marzano)</i></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Strategies- 1. Gladiola Family Science Night will include activities for all age groups.</p> <p>*Professional development will not be necessary.</p> <p>*Registration forms will be counted to see if 80% goal was met.</p> <p>*Activities used will enhance science areas of need.</p> <p>1. Science Committee</p>

2. Social Studies Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):

A minimum of 80% of our students will be proficient in Social Studies by 2009-2010.

Indicators:

Five of the top ten areas of need on the 2006-2007 6th grade Social Studies MEAP involve Geography. We also exhibit a need to focus on graphs, historical dates and charts. At this time we have not received school data for the 2008-2009 school year. District data has

Measures:

The 6th grade Social Studies MEAP will be used as a measure.

Targets:

**6th grade Social Studies MEAP
2007-2008=75%
2008-2009=78%
2009-2010=80%**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core: All 1-4 classrooms will implement the Daily Oral Geography Program. The expectation is that five lessons will be reviewed per week. This strategy is supported by the research of Donald L. Cohn, PhD in the article Research on the use of practice as an effective teaching strategy. This can be found at www.evanmoor.com	Verification Tools (How will you know the strategy is implemented): Lesson Plan review by principal.	Who is Responsible? (Who will support and monitor the implementation?) Implementing: Gladiola 1-4 staff, building principal and Social Studies Committee.	1. Train staff on proper method for utilizing Daily Oral Geography notebooks. 2. Grade levels will meet within the first week and develop method for sharing binders and appropriate use at grade level.
	Assessment Measures (How will you know how to evaluate if the strategy is a success): Student scores will improve on District Assessments and 6th grade MEAP when compared from year to year.	When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 2009-2010 school year	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Child Study</p> <ol style="list-style-type: none"> 1. Students not meeting standards will be reviewed during the process. 2. Additional support will be given through peer grouping and Title One support. 3. After school reading programs will be offered to students to help improve skill level.(Team 21)
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<ol style="list-style-type: none"> 1. Daily Oral Geography strategies can be reviewed at Conferences

3. Instruction by Highly Qualified Professional Staff

(Teachers and Instructional Paraprofessionals)

a. Provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements.

All paraprofessionals at Gladiola Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

b. Provide an assurance statement that all teachers are highly qualified

All teachers at Gladiola Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

Additional Note: At the end of the 2008-2009 school year, Gladiola's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings and reorganizing the middle schools. Fifth grade students from all of the elementaries except Oriole Park, were taken out of the elementaries and sent to a newly created 5th/6th grade intermediate school at Jackson Park. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Gladiola continues to be part of the highly qualified staff of Wyoming Public Schools

4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Need Students

a. The teacher turnover rate at our school is:

We do not have teacher turn over for the most part unless it is through a district reassignment.

b. The table below identifies the experience level of key teaching and learning personnel

Building Input

Number of years teaching experience	Number of Teachers	Percentage of Teaching Staff
Over 15 years teaching experience		
9 - 15 years teaching experience		
4 - 8 years teaching experience		

0 - 3 years teaching experience

Degree	Number of Teachers	Percentage of Teaching Staff
BA/BS		
MA		
MA +30		

c. There is/is not a high teacher turnover rate at our school. (If there is, describe the initiatives you have implemented to lower the rate).

There is not a high turn over rate at Gladiola Elementary. At the end of the 2008-2009 school year, Gladiola's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings and reorganizing the middle schools. Fifth grade students from all of the elementaries except Oriole Park, were taken out of the elementaries and sent to a newly created 5th/6th grade intermediate school at Jackson Park. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Gladiola continues to be part of the highly qualified staff of Wyoming Public Schools.

d. Describe specific initiatives at the district and school level to

attract and keep highly qualified teachers.

**Wyoming Public schools offers excellent salary/benefits package to the teachers that are hired.
Gladiola elementary offers good working conditions (Facility) and mentors the first two years.**

5. High-Quality and Ongoing Professional Development

a. Describe how staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.

All professional development is planned based on the school improvement plan. Our staff participates in district, building, and personal professional development opportunities. The trainings include Poverty Simulation, Marzano Vocabulary strategies, power standards, 4 blocks of literacy, 6+1 traits of writing, writing development, reading comprehension strategies, AR/Star training, RTI training, and new teacher orientation.

b. List and briefly describe all professional development activities and which goals they are aligned with. (Most of these professional development activities should also be included on goals pages.)

Building Input

Date	Activity (Activity is related to which goal(s?))	Participants	Evaluation
	RTI training	K-1 staff and paraeducators	
	Marzano Vocabulary strategies	all staff	

	MEAP analysis	all staff	
	Writing Scoring	all staff	
	Paired Reading/Cross Text writing	all staff	
	Scholastic Reading Inventory	Bruce Cook, Autumn Moulton, Peg Machuta	
	Accelerated Reader/Star	new staff	

6. Strategies to Increase Parental Involvement

a. Describe how parents are involved in the design, implementation and evaluation of the school wide plan:

Gladiola parents are involved with the school wide plan by participating in the Title 1 compact and completing annual surveys.

b. Provide an assurance statement that a parent policy exists meeting NCLB requirements of Section 1118. It must apply to the entire school population and their parents and supports the goals and strategies outlined in the school-wide plan.

Our entire school population has signed and agreed to the Title 1 Compact. Compacts are kept on file throughout the year. The compact supports the goals of the SI plan.

Attach a copy of the parent policy to this plan

c. Describe how each of the following occur in your building:

- 1. Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress**

We assist parents in understanding the state's expectations and their child's progress in a variety of medias. We provide district brochures detailing the academic standards at each grade level, in addition, the information is accessible online. We send home report cards, MEAP scores, SRI scores, and AR/Star reports. Teachers also meet with parents twice a year for conferences. Each teacher sends home newsletters, and attendance letters. We provide information through the Child Study process for students with special academic/behavior needs. Parents are also provided information in regards to the promotion, placement, or retention of their child.

2. Provide materials and training to help parents work with their children

Gladiola provides kindergarten parents with Starfall materials (reading & writing) to use over the summer with their children. We will also be giving preschool parents materials to help children with colors, shapes, alphabet, numbers, and sight words. Teachers provide homework support materials to parents and additional support materials upon request. Gladiola hosts a variety of curriculum nights where specific information is provided to parents, as well as ideas of how to interact with their children. Love & Logic parenting classes were also offered to parents. Reports from AR, STAR, and SRI are sent home to parents, which include specific skills for parents to focus on at home.

3. Train staff to build effective parent involvement

Gladiola staff has participated in Accelerated Reader training, which has a parent component. The Child Study process offers ideas on how to involve parents in student's education. Staff has also been trained by Ruby Payne institute and will receive training in the fall through a poverty simulation.

4. Collaborate with other programs to coordinate parent involvement

Gladiola has worked with TEAM 21 this year to provide additional support to parents and involve them in their child's education. We collaborated with the district to offer Love & Logic parenting classes. We have a social worker to coordinate community services for parents. The Family Council offers opportunities for parental involvement. We also collaborate with Grace Reformed Church to provide Club 3:16, which supports students and parents.

5. Provide information in a format and language that

parents can understand

14. Provide other reasonable support for parent involvement as parents may request.

f. Provide full opportunity for participation of Parents with Limited English Proficiency or with disabilities and for parents of migratory children.

Parents are included through the Immigration Grant. The grant allows us to conduct workshops in order to explain our culture and help them become accustomed to the U.S. This grant also allows us to purchase dictionaries for translation to their first language.

d. Describe how you evaluate the parent involvement component of the school-wide plan:

Gladiola conducts a parent survey that addresses both academic and climate issues. Surveys are also conducted after each open house and curriculum night. We also track involvement through homework completion and attendance letters. Parent involvement at conferences is monitored, as well as the Title 1 Compacts on record.

e. Explain how the results of the evaluation will be used to improve the school-wide program

Results of the evaluations are used to make necessary changes in curriculum nights and school offerings.

f. Describe the process you followed to develop the school-parent compact which addresses all parents, students and teachers and is a true partnership for learning between the home and school.

The parent compact was designed based upon Title 1 guidelines, internet research, samples from other schools in our district, and samples from other elementaries not in our district. A small committee created the first draft, shared with the SI team, made revisions, and then presented it to the staff.

g. Describe how the compact is used annually at parent teacher conferences.

The parent compact is shared and discussed at conferences. Teachers and parents sign the compact together at conferences. Teachers help students understand what their responsibilities are and then have students sign it in class.

h. Attach a copy of the School compact to this plan

Gladiola Elementary

A Partnership in Learning

Four-Way Learning Agreement

We believe the responsibility for learning is shared by all of us: students, parents, teachers and principal.

FOUR-WAY LEARNING AGREEMENT

Student

i. Describe how your school provides individual student academic assessment results in language parents can understand, including an interpretation of the results.

Gladiola provides report cards in languages other than English, as well as STAR/AR progress. SRI reports are available in Spanish. Translators are provided at conferences, or any other time needed by teacher, or parent. ELPA results are sent home in first language.

7. Preschool Transition Strategies

a. Describe your plan for connecting with preschool age children that involves more than a once a year visit to the kindergarten classroom (include attachment if appropriate). OR Describe your plan for transitioning students at the entry and exit levels of your school.

Preschool/kindergarten families are given Starfall materials to use over the summer. Our kindergarten teacher visits the preschool rooms in the building. The district provides a brochure detailing expectations for start of kindergarten. Dibels is used to provide an accurate picture of where students are academically. When exiting students to middle school, students tour and participate in an orientation at the middle school and attend a question/answer session with future principal.

b. Describe how you provide training to preschool parents and/or preschool teachers on the skills these students need when they enter kindergarten.

We provide an opportunity for our kindergarten teacher to dialogue and visit with preschool classrooms. Preschool students receive a report card that charts progress towards kindergarten readiness. Families are given materials to work on over the summer.

8. Teacher Participation in Making Assessment Decisions

a. Describe how teachers participate in the selection, development and use of school based academic assessments.

Gladiola teachers participate in district grade level meetings for curriculum and assessment work. Members of the staff serve on the district school improvement committee, district assessment team, and the county Power Standards movement. Lower elementary teachers also collaborate with other elementary buildings for RTI training and implementation.

b. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Gladiola staff participates in MEAP analysis with the core academic team that they serve on. The teachers on the school improvement team further analyze MEAP and assessment data for progress on goals. Teachers use the writing checklists to analyze classroom achievement and determine next steps. RTI is used to create intervention groups and monitor student progress. Teachers use district assessment data to monitor progress and to create intervention groups. Select staff members participate in the county Power Standards movement.

9. Timely and Additional Assistance to Students Having difficulty Mastering the Standards

a. Describe your process for identifying students experiencing difficulty mastering the state standards at an advanced or proficient level:

Gladiola identifies students using a variety of measures. Teachers use formative/summative assessments for progress tracking. District assessments are used for interventions and enrichments. Child Study is used for students having more difficulties. RTI is used for lower elementary interventions. SRI/AR/STAR and AS 400 grades are used for building and classroom progress monitoring. MEAP results are analyzed and instruction adjusted to help students meet the proficient or advanced level.

b. Describe your process for providing timely and effective additional assistance to students experiencing difficulty mastering the state standards at an advanced or proficient level:

The process for providing timely and effective assistance is based on formative/summative classroom assessments, district quarterly assessments, RTI for K-1 students, and TEAM 21. Teachers use this information for grouping students and designing interventions. Mastery learning is expected, especially in mathematics and language arts. Paraeducator support is provided in each classroom and summer school is offered for students in need.

c. Provide a description of how you differentiate instruction to meet the needs of all students in the classroom.

Intervention groups are created in language arts and mathematics. RTI is utilized in K-1 classrooms. Paraeducators are provided in each classroom for additional academic support. Child study is used to determine accommodations necessary for high-needs students. Extra assistance is given for ELL and special education students. Assignments/Assessments may be shortened, modified, or adjusted as necessary.

10. Coordination and Integration of Federal, State, and Local Programs and Resources

a. Describe how all programs and resources are coordinated and integrated toward the achievement of the school wide goals

All professional development is based on the goals in the school improvement plan. In mathematics, we are using Marzano vocabulary notebooks and teachers have been provided binders with supplementary material for our lowest scoring concepts. In science, we are using notebooks for journaling and constructed responses. Science kits are organized for teachers for the use with each standard. In social studies, teachers have implemented a Daily Oral Geography this year. In language arts, teachers are using AR/STAR, SRI, 6 +1 writing traits kits, phonemic awareness kits, Fletcher kits, and RTI materials. Teachers are provided MEAP launch materials by the district and then more specific material from the building. As part of the MEAP launch, teachers are given transparencies of the MEAP questions our students scored lowest on the year before. Teachers are expected to review these problems and other like it prior to the blackout

Building Input

Schoolwide Components	Funding Sources	Goal Areas	Programs
1. Comprehensive Needs Assessment			
2. Schoolwide Reform Strategies			
3. Instruction by Highly Qualified Professional Staff			
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools			

5. High-Quality and Ongoing Professional Development			
6. Strategies to Increase Parental Involvement			
7. Transition Strategies			
8. Teacher Participation in Making Assessment Decisions			
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards			
10. Coordination and integration of Federal, State, and Local Programs and Resources			

d. Describe how you coordinate and integrate federal, state and local program services that apply to the grade levels in your building. (Violence prevention programs, nutrition programs,

housing programs, Head Start, adult educations, vocational and technical education, and job training.

A more effective use of electronic Individual Education Plan (IEP) and Teacher Intervention Plan (TIP) process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

Team 21 after school and summer program is housed at Gladiola and is a considered a vital part of the school community. It services over one-third of Gladiola students and is always filled to capacity. This program offers additional academic support to those students identified as academically at risk as determined by standardized test scores (MEAP and MAP) and priority

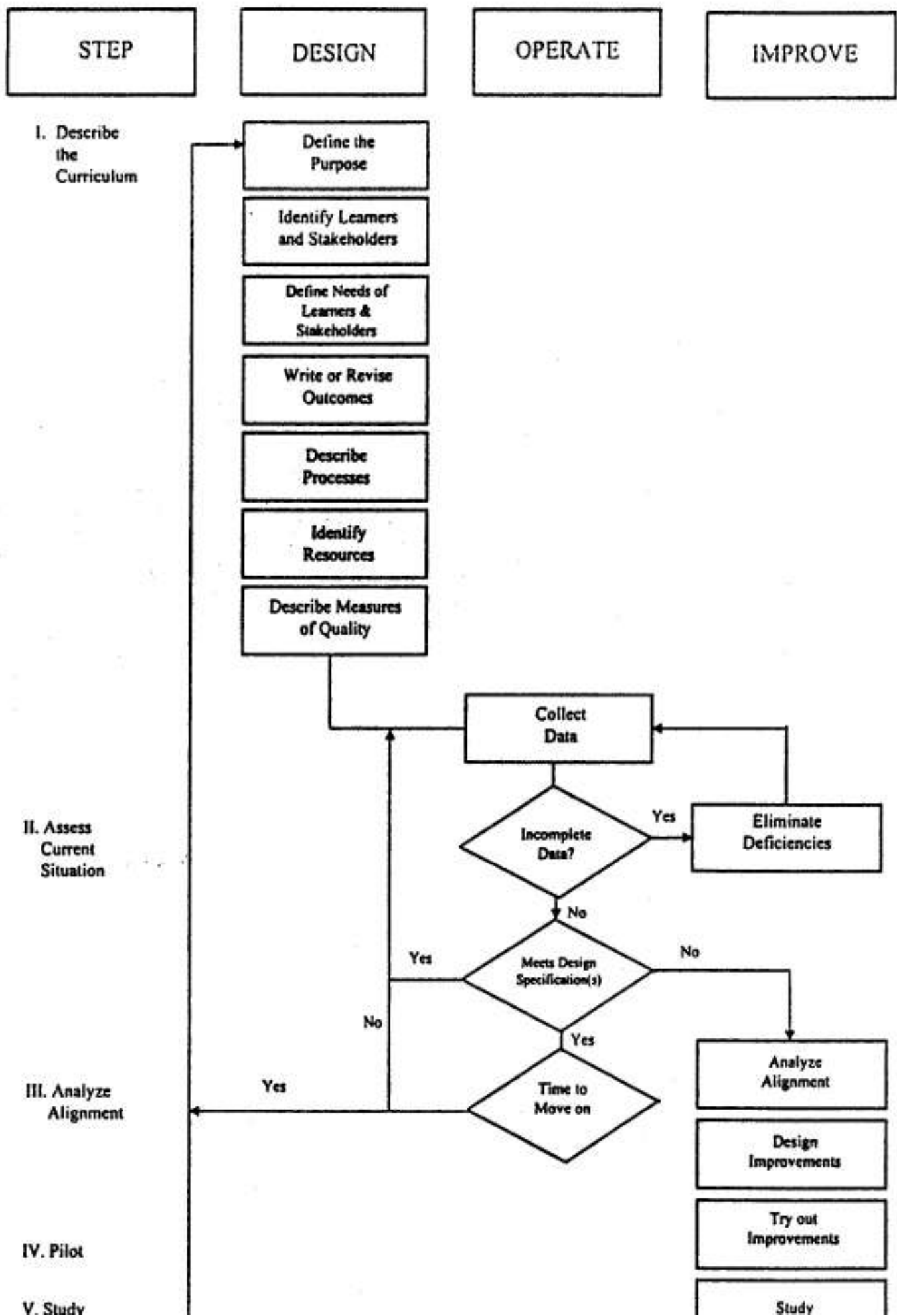
D. Curriculum Alignment

Describe the district/building process for aligning the academic goals, core curriculum development process, instructional strategies and assessment practices on an ongoing basis meets the needs of all students.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team, continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

**Description of District
Curriculum Development Process
Flowchart**



E. Use of Community Resources and Volunteers

Resources

a. Describe how the district and building utilize community resources and volunteers.

All professional development is planned based on the school improvement plan. Our staff participates in district, building, and personal professional development opportunities. The trainings include Poverty Simulation, Marzano Vocabulary strategies, power standards, 4 blocks of literacy, 6+1 traits of writing, writing development, reading comprehension strategies, AR/Star training, RTI training, and new teacher orientation.

F. Adult Roles in Community Education, Libraries, and Community Colleges

a. Describe the "exit" skills developed that you want all students to demonstrate when they graduate.

**Wyoming Public Schools
General Learner Outcomes (GLO's) and Descriptors**

- 1. The student will demonstrate the ability to communicate effectively.**
 - **Demonstrate verbal, quantitative, technical, visual, and aural literacy.**
 - **Demonstrate the ability to communicate in at least two languages, one which is English.**
- 2. The student will demonstrate critical thinking.**
 - **Demonstrate observation skills**
 - **Draw reasonable inferences from observations**
 - **Perceive and make classifications schemes to organize inferences**
- 3. The student will demonstrate creative thinking.**
 - **Demonstrate fluency, flexibility, elaboration, and originality**
 - **Develop intellectual, artistic, and practical ideas and/or products**
 - **Assess creative works by reflecting on the originality, purpose, and quality of work**
- 4. The student will demonstrate skills in problem solving.**
 - **Define problems**
 - **Select appropriate frameworks, strategies, and resources to solve problems**
 - **Implement and evaluate solutions to problems**
 - **Create or adapt to change in social or work life**
- 5. The student will demonstrate skills as a self-directed learner and achiever.**
 - **Demonstrate self-esteem**
 - **Demonstrate self motivation and self-discipline**
 - **Self-assess performance as a learner according to academic, social and personal standards**
 - **Set educational and career goals**
- 6. The student will demonstrate skills for effective social interaction and cooperative work.**
 - **Identify, analyze, and evaluate behavior of self and others in a group situation**
 - **Work cooperatively to accomplish a goal**
 - **Demonstrate values and ethics with concern, tolerance, and respect for others and all cultures**
- 7. The student will demonstrate effective local, state, national, and global citizenship.**
 - **Contribute time, energy, and talent to improve the welfare of the world community**
 - **Contribute time, energy, and talent to preserve and enhance the environment**
 - **Analyze and evaluate possible solutions to social and political problems**
- 8. The student will contribute time, energy, and talent to personal and physical well-being.**
 - **Self-assess fitness level through knowledge of a healthy life style**

G. Methods for Effective Use of Technology and Alternative Assessment

a. How is technology instructed and used as an integral strategy for teaching and learning.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team, continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

Description of Development and Use of Alternative Assessment Measures

What, How, describe, the alternative assessments used for providing authentic and reliable assessment of skills, competencies and achievements and what professional development is needed to encourage and ensure staff appropriate use.

Volunteers (fingerprinted and/or criminal background checks as required) play a significant role in continued improvement of achievement rates of Wyoming students. Volunteers, who work in and out of classrooms, on and off school sites, help students to master curriculum objectives on a daily basis. Parent organizations, such as PTA's, PTO's, and Booster Clubs provide many hours of their time to raise funds and/or assist school or programs with their instructional goals. In addition, Wyoming Public Schools is privileged to have a quality adult education/community education program and many education partnerships with local colleges and universities which provide adult students who are working on internships or student teaching experiences.

We are fortunate to have a city library within our district that provides excellent service to students looking for reading and resource materials for leisure or completion of work. In addition, the library personnel have coordinated and worked with our media specialists to improve services, develop programs, and eliminate duplication.

Other local service agencies, such as the Fine Arts Council, Neighborhood Associations, churches, Police and Fire Departments, Family Outreach, Big Brother/Big Sister, and Network 180 provide programs and services to enhance our curriculum and support services. Businesses have coordinated with our school programs to provide on-the-job opportunities and internships, in addition to materials and training to enhance classroom instruction.

Our elementary schools have worked with Kid's Hope to partner with a local church to provide mentorship opportunities and supplies for students and their families.

Wyoming Public Schools

H. On the Job Learning

Opportunities

Describe how on-the-job opportunities are provided to students in your school and/or district.

I. Building Level Decision Making

a. Describe the decision-making process for your district and how this process is clearly communicated to all stakeholders.

Wyoming Public Schools is increasingly aware of the changes that are taking place at an accelerated rate in today's world. The research indicates that bureaucracies do not, and most likely will not, change quickly enough to respond to these changes.

School-Based Decision Making provides an opportunity to make quicker, more appropriate responses to change because:

- People who work in school have the skills and expertise to make good decisions that impact the quality of work life and student outcomes;
- Empowered people make and act upon decisions that advance the mission of the district; and
- Empowered schools respond to change more quickly and appropriately in the interest of students and the system.

Wyoming Public Schools encourages the use of the Decision Making Model. The steps in using the model are:

- Clearly identify the problem based upon reliable short and long-term data.
- Clearly state the decision needing to be made by/for all stakeholders.
- Clearly identify the choices (identify research if necessary) and alternatives to be considered, including expected results.
- Clearly identify any new problems that may arise, costs and timeline for implementation, and evaluation.
- Have stakeholders discuss and weigh the alternatives and criteria and then make a decision based on their quantification

b. Administrative Support - Describe the decision-making process for your district and how this process is clearly communicated to all stakeholders.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team, continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

J. Evaluation

Describe how your school:

a. Annually evaluates the implementation of, and results achievement by, the school-wide program, using data from the State's annual assessments and other indicators of academic achievement

The Gladiola Elementary staff will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process. The school improvement team meets annually at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year. Kindergarten through second grade staff involved with Response To Interventions(RTI) will be evaluating the data collected in the 2008/2009 school year to continue monitoring students.

b. Determines whether the school-wide program has been effective in increasing the achievement of students who have been furthest from achieving the standards

Gladiola teaching staff evaluates students who are furthest from achieving proficiency on the state standards by using Scholastic Reading Inventory(SRI), data collected from district report cards, MEAP data, Star test, Accelerated Reading, and Response to Interventions(RTI) data.

c. Revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the school-wide program

Based upon the data collected throughout the year Gladiola Elementary staff will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process. The school improvement team meets annually at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year. Kindergarten through second grade staff involved with Response To Interventions(RTI) will be evaluating the data collected in the 2008/2009 school year to continue monitoring students.

