

## 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.

**Taft Elementary is located in the City of Wyoming, Michigan, the largest suburb of metropolitan Grand Rapids. Wyoming's economy is diversified with business and industrial centers, retail and manufacturing facilities. Wyoming is a city of well-kept neighborhoods. Parks, recreational, and cultural opportunities abound, and the community atmosphere emphasizes family values.**

**Taft Elementary is one of the districts language centers. Taft provides sheltered English emmersion program Taft is a K-4 grade building.**

**Taft Elementary School is one of 5 elementary schools in Wyoming Public Schools. Overall, Taft has shown growth over the past five years and increase its academic performance as measured by MEAP despite a significant increase in students that are bilingual or eligible for free and/or reduced lunch. Taft Elementary has the most poverty, bilingual and transiency of the schools in Wyoming Public Schools. Taft numbers have remained stable around (300 students for 5 years). Our students have a high moblity rate due to the large number of apartments and unstable housing.**

**Fall enrollment 2008-2009 311**

**2007-2008 293**

**2007-2006 347**

**2005-2006 326**

**2004-2005 310**

**Average 317 students a year**

**Some information about our school (see "SRSD Fall Enrolment by Subgroup" in appendix):**

- All other subgroups have remained stable over the past 5 years**
- Attendance overall is excellent, averaging 92%.**
- Parent/guardian attendance at conferences averages 95% participation at fall conferences and 92% participation at spring conferences and has remained at this level relatively consistently**

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**A. Mission, Vision, and Belief Statements**

**Mission Statement**

**Why do we exist? What is our business?**

**Taft Elementary wants students to be successful learners in a global society**

**Vision Statements**

**Taft Elementary believes all students can learn. Taft is committed to excellence in teaching and learning for all students. We will provide effective instruction and a quality learning environment to improve student outcomes. The Taft staff have high expectations for all students. 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?**

**Taft Elementary will hold high expectations for all students, families and staff.**

**Taft Elementary shall provide a safe and orderly environment**

**Taft Elementary community shall demonstrate mutual respect, caring and loyalty.**

## 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
Jon Blackburn	Building Principal
Lisa DeMaagd	School Improvement Chair/ELL
Merry McKeown	Language Arts Chair/2nd Grade
Jennifer Carey	Mathematics Chair/1st Grade
Judy Prusinowski	Science Chair/4th Grade
Bridgette Billo	Social Studies Chair/1st Grade
Marsha Ybema	WESSA Member at large/School Secret
Chrisi Wondergem	WEA Member at large/MSW/School Col
Marie VanDame	SI Consultant

### Role of the District Planning Team

## **Role of the Building School Improvement Team**

**Taft conducts a comprehensive needs assessment annually as part of the continuous improvement process. The primary sources of data that provide focus and direction to Taft's School Improvement planning process include, but are not limited to:**

**1. Student Achievement Data: MEAP, SRI, ELPA and District Standards-based data (all district standards are aligned with state GLCE's)**

**2. School Programs/Process Data: "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually, Team 21 (after-school program for at-risk students) evaluations and regular review of attendance and discipline data.**

**Parent Perception Data: a survey is given to all parents annually as a means of getting formal feedback. Informal communication/concerns expressed by parents is also readily shared with the school improvement team to ensure that small problems remain small. Regular feedback is also received through the PTO (see parent component).**

**4. Demographic data: Demographic data is readily available in an aggregate form in the district's profile reports, and available by individual student in the data warehouse (the "live" district data base) . Data is broken out by gender, free lunch, reduced lunch, English Language Learners, special education students and ethnic group. Total populations or any sub-group can be easily**

# **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.**

Taft's SI Team meets weekly for one hour after school to engage in review of all sources of data (see below), monitoring of instructional strategies, and updating of SI goals as needed in response to the data.

**b. Strategies increase the quality and quantity of instruction.**

Taft has daily interventions which is a 30 block of time for differentiated instruction in areas of need for reading fluency, comprehension with the assistance of an assigned highly qualified para-educator or ELL staff. Students needing support are identified using district standards assessment data, DIBELS data, PASI, PSI data and SRI data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including a-risk students and high performing students.

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

Each SI Member:

- attends Bi-weekly SI meetings
- chairs core committees - Core curriculum committees (in the areas of reading, writing, math, science and social studies) include all staff members. On a cyclical basis, this committee analyzes and summarizes MEAP, MAP and Standards data in their content area, reviews the effectiveness of the current strategies, determines success of current strategies and makes adjustments as necessary, in a continuous improvement process. Each of these steps is overviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies.

- sets committee agendas

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

Taft conducts a comprehensive needs assessment annually as part of the continuous improvement process. The primary sources of data that provide focus and direction to Taft's School Improvement planning process include, but are not limited to:

1. Student Achievement Data: MEAP, MAP, ELPA, DIBELS, SRI and District Standards-based data (all district standards are aligned with state GLCE's)

2. School Programs/Process Data: "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually, Team 21 (after-school program for at-risk students) evaluations and regular review of attendance and discipline data.

Parent Perception Data: a survey is given to all parents annually as a means of getting formal feedback. Informal communication/concerns expressed by parents is also readily shared with the

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

Taft has daily interventions which is a 30 block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified para-educator or ELL teacher. Students needing support are identified using district standards assessment data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including a-risk students and high performing students.

#### **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.**

Taft has daily interventions which is a 30 block of time for differentiated instruction in areas of need for reading fluency, comprehension with the assistance of an assigned highly qualified para-educator or ELL teacher. Students needing support are identified using district standards assessment data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including a-risk students and high performing students

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

## **CURRICULUM IMPLEMENTATION AT Taft**

**Taft follows the district standards based curriculum. Some features of this curriculum and how it is implemented at Parkview are:**

- District standards group GLCE's to ensure all GLCE's are taught and assessed**
- Report cards, sent home quarterly, list mastery level by each standard as one method of communicating student progress to parents**
- All teachers in the district, including teachers at Taft are involved with the development and ongoing revision of the curriculum**
- Each standard at each grade level has a common assessment to ensure a consistent measure of progress**

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

**The Title One school wide goals for Taft are the same school improvement goals as the PA 25. Details provided on the goal pages meet all requirements of PA25 and exceed the expectations for schoolwide Title One.**

## 2. Reading Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):  
**To improve to 69% proficiency in Reading fluency and comprehension of grade level texts as determined by the MEAP ELA score through 2010.**

Indicators:

**MEAP (data for the 2008-09 school year) 2008-2009 59% of students passing (total ELA)**

**DIBELS (Oral Reading Fluency Score) data from Spring 2009  
 % of first graders at Oral Reading Fluency low risk**

Measures:

**MEAP - To meet the ELA, AYP targets: 2008-09 - 59% of students passing  
 2010 – 69% of students passing**

**DIBELS: To show a 5% increase of low risk students (benchmark) at each grade level with Spring 2009 data for**

Targets:

**2008-2009-59%  
 2009-2010-59%  
 2010-2011-69%**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core:  <b>1. K-5 teachers will form small flexible reading groups that are based on student achievement data, to deliver daily, appropriate reading instruction. DIBELS progress monitoring will be given to new students within their first two weeks of enrollment. Read Naturally and 6 minute solutions will be utilized for appropriate intervention groups</b></p>	<p>Verification Tools (How will you know the strategy is implemented):  <b>1a. Principal review of lesson plans looking for evidence of flexible reading group instruction. RIGBY assessments given 4 times per year. Quarterly assessment of identified grade level Dolch/Erv Sight Words</b></p> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success):  <b>1a. Principal review of lesson plans looking for evidence of flexible reading group instruction. RIGBY assessments given 4 times per year. Quarterly assessment of identified grade level Dolch/Erv Sight Words</b></p>	<p>Who is Responsible? (Who will support and monitor the implementation?)  <b>Implementing:            1b. Principal will complete walkthroughs, lesson plan reviews, and give teachers feedback on their lesson plans. Principal will monitor best teaching practices using district Classroom</b></p> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)  <b>1-3. Walkthroughs by Principal and Lit Coach will occur at least once every two weeks in each K-5 classroom.            3. Interventions will take place for 30 minutes each day.            4. Classroom teachers</b></p>	<p><b>1c-7c. Ongoing support provided by the literacy coach.</b></p> <p><b>1c. *PD end of Summer 2009 through VSA grant. Reviewing core materials, intervention materials and RTI.</b></p> <p><b>1/3c. All staff will be trained in DIBELS.</b></p> <p><b>3c. Bi-Weekly Grade level meetings (K-4) led by the literacy coach to assist</b></p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>Teachers will continue to use resources such as Houghton Mifflin Extra support handbook, Handbook for English Language Learners, as well as Challenge Handbook to differentiate instruction to meet the needs of all children.</b></p> <p><b>Intervention groups for reading are implemented for a half hour daily, based on data from progress monitoring on DIBELS and PASI (Phonemic Awareness Screener for Interventions) and PSI (Phonics Screener for Interventions)(PASI and PSI supported by 95% group research). Intervention materials will be used to meet students needs explicitly.</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Parents will be educated on materials being taught in their child's classroom. Parents are encouraged to attend Curriculum Night held in September of each school year to acquaint parents with grade level core curriculum expectations. A language arts curriculum map and grade level content area curriculum map will be provided. Parent/teacher conferences will be held twice a year. K-4 Taft Teachers will provide monthly parent newsletters. Taft Talk, the school newsletter will be sent home monthly. Students who have internet access at home will be provided access to Compass Learning at home.</b></p> <p><b>RIE (Reading is Fundamental) books will be provided to students 4 times a</b></p>

## 2. Writing Goal/Plan

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

**Goal:**

**69% of students in grades 3 and 4 will score at a proficient level on the writing portion of the 2010-2011 ELA MEAP.**

Indicators:

**MEAP (data for the 2008-2009 school year)**  
**Schoolwide ELA-59%**  
**3rd grade-45% proficient (1 or 2 in writing)**  
**4th grade-16% proficient (1 or 2 in writing)**  
**5th grade-45% proficient (1 or 2 in writing)**

Measures:

**Criteria for Success: (short term (1 year) targets that are challenging, yet achievable)**  
**MEAP - To meet the ELA, AYP targets: 2008-09 - 59% of students passing**  
**2009-2010 – 59% of students passing**

Targets:

**Criteria for Success: (short term (1 year) targets that are challenging, yet achievable)**  
**MEAP - To meet the ELA, AYP targets:**  
**2009-2010 – 59% of students passing**  
**Standards Data• Narrative**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<b>Department/core:</b> <b>1. Trait</b> <b>Instruction: Writing will occur during the writing block through focused trait instruction and re-teaching of the traits using a variety of materials.</b> <b>Ideas</b> <b>Organization</b> <b>Voice</b> <b>Word Choice</b> <b>Sentence Fluency</b> <b>Conventions</b> <b>2. Creating Quality Writers: Individual teachers will use</b>	<b>Verification Tools (How will you know the strategy is implemented):</b> <b>1a. Literacy coaches will be available to help teachers gather lesson on the traits.</b> <b>2a. Literacy coaches will be available to help teachers develop individual plans.</b>	<b>Who is Responsible? (Who will support and monitor the implementation?)</b> <b>Implementing:</b> <b>1b. All teachers will be responsible for implementing trait based writing instruction and support writing vocabulary.</b> <b>Principal will ensure</b>	<b>3c. Grade level time is needed to discuss what the writing block should look like and what it should include. Planning templates are available to map out writing throughout the year.</b> <b>4c. Literacy coach will be available to make sure that teachers know how to input data and run off reports. Literacy coach will also help facilitate</b>
	<b>Assessment Measures (How will you know how to evaluate if the strategy is a success):</b> <b>1a. Literacy coaches will be available to help teachers gather lesson on the traits.</b> <b>2a. Literacy coaches will be available to help teachers develop individual plans.</b>	<b>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)</b> <b>This will take place during the 2008-2009 school year.</b>	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>Teachers will continue to use resources such as Write-Traits Kits, Wee Can Write, the Fletcher Kit, 6- minute solutions and the Wyoming Public Schools Writing Planner to differentiate instruction to meet the needs of all children.</b></p> <p><b>Paraeducators and ELL staff will support interventions. A newcomers room will be used for ELPA "Basic" students. An ELL teacher will teach an extended day Kindergarten program.</b></p> <p><b>At-risk students will be top priority for participating in the Team 21 after school/summer school programs</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Parents will be educated on materials being taught in their child's classroom. Parents are encouraged to attend Curriculum Night held in September of each school year to acquaint parents with grade level core curriculum expectations. A language arts curriculum map and grade level content area curriculum map will be provided. Parent/teacher conferences will be held twice a year. K-5 Taft Teachers will provide monthly parent newsletters. Taft Talk, the school newsletter will be sent home monthly.</b></p> <p><b>Taft Raising a Reader Night will take place in the fall to provide families with materials to support their child's education.</b></p>

## 2. Mathematics Goal/Plan

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

**By 2010, 85% of our students will be proficient in math MEAP.**

Indicators:

**Students are consistently scoring low in math computation on the MEAP, and District assessments.**

Measures:

**Diagnosing Readiness Test from Scott Foresman, MEAP, District Math Assessments**

Targets:

**Each class will achieve an average score of 70% 2007-2008, 80% 2008-2009 of the Diagnosing Readiness Test. MEAP scores will be 70% 07-08, 80% 08-09, 85% 09-10**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: <b>Students will be assessed four times a year using the Scott Foresman Diagnosing Readiness Test (DRT). The first assessment will be given the first week of school. The second will be given first week of December. The third will be given first week in March and the fourth test will be given the third week in May. The first two</b></p>	<p>Verification Tools (How will you know the strategy is implemented):  <b>Students will receive higher than 80% on the Diagnosing Readiness test. Weekly principal walkthroughs and review of lesson plans will look for evidence of meaningful instruction. Students will show continued growth on</b></p> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success):  <b>Scores on DRT and MEAP in the area of numeration will increase. A MEAP gap analysis will be conducted annually.</b></p>	<p>Who is Responsible? (Who will support and monitor the implementation?)            Implementing:  <b>Teachers – will use data given by the Diagnosing Readiness test to drive instruction. Math Chair will collect the data and form it into meaningful building data. SI Chair is responsible for adding</b></p> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)  <b>2009/10 school year. Principal meets with SI Team quarterly to review progress on assessments of strategy success. Principal gives feedback to individual teachers monthly on the data collected on</b></p>	<p><b>Professional Development on Compass learning for how to support materials being taught in the classroom (compasslearning.com supported through the WPS technology department).</b></p> <p><b>Training on analysis for diagnosis and intervention and how to use them during intervention groups. Principal training and staff awareness training</b></p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>Teachers will utilize Scott Foresman extra support resources such as the All Students Learn workbook, review workbook to differentiate instruction to meet the needs of all students.</b></p> <p><b>At-risk students will receive 30 minutes daily of small group intervention time with the classroom teacher, bilingual teacher and/ or bi-lingual or instructional paraeducator. The staff will focus on the individual needs of those at-risk students.</b></p> <p><b>Compass Learning will be used to extend the learning period through technology</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Parents will be educated on materials being taught in their child's classroom. Parents are encouraged to attend Curriculum Night held in September of each school year to acquaint parents with grade level core curriculum expectations. A math curriculum map and grade level content area curriculum map will be provided. Parent/teacher conferences will be held twice a year. K-4 Taft Teachers will provide monthly parent newsletters. Taft Talk, the school newsletter will be sent home monthly.</b></p> <p><b>Parents may use parent connect and compass learning from any computer outside of school. Also they may receive a free copy of universal reader from the district</b></p>

## 2. Science Goal/Plan

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

**Goal: To obtain 80% passing on the fifth grade science MEAP by school year 2010-11.**

Indicators:

**Current data:**

**Taft Elementary Passing the 5th Grade MEAP (Levels 1 and 2 combined)**

**2007-08 52%**

**2006-07 53%**

**2005-06 36%**

**2004-05 48%**

Measures:

**LF: 1, 2, at all grade levels used and MEAP**

Targets:

**In order to achieve the goal of 80% passing the 5th grade science MEAP by school year 2010-11 our targets are:**

**Current data: (2007-08 we are at \_\_\_\_\_)**

**2008-09 60%**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core:  <b>1. Teachers in 3rd and 4th grades will use Constructed Response questions /journaling from the WPS District standards to improve student writing constructed response answers NSTA website and www-ed.fnal.gov/trc/sc</b></p> <p><b>2. Teachers will use inquiry-based scientific method as a part of science lessons at least once a quarter to increase student</b></p>	<p>Verification Tools (How will you know the strategy is implemented):</p> <p><b>1. Teachers will use the constructed response check list to score student responses once a marking period.</b></p> <p><b>2. Teachers will teach science for 3 hours each week also, teachers will use the SIOP Model</b></p> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success):</p> <p><b>MEAP scores and District Report Card Summary Sheets will show improvement.</b></p>	<p>Who is Responsible? (Who will support and monitor the implementation?)</p> <p>Implementing:</p> <p><b>1. Science committee will collect student scores once a marking period. August 2009 through May 2010.</b></p> <p><b>2. Science Committee August 2009 through May 2010</b></p> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)</p> <p><b>Beginning August 2009-10.</b></p>	<p><b>1. Classroom Instruction that works: based on the works of Bob Marzano presented by S. Laninga on Jan.25, 2008.</b></p> <p><b>2. In-service by ELL teachers. SIOP is a framework to assist teachers in helping English Language Learners (ELL) acquire English while at the same time delivering content based instruction</b></p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>In order to support our at-risk students, Taft teachers will utilize United Streaming and Compass Learning for visual support (support for visual learning and incorporating technology from Howard Gardner 1983 and the SIOP Model, Echevarria, Vogt, &amp; Short, 2008.)</b></p> <p><b>Various grouping configurations (whole group, small group, partner, etc) will also be utilized as a support (SIOP Model, Echevarria, Vogt, &amp; Short, 2008).</b></p> <p><b>Struggling readers will be supported through language arts interventions (see reading goal) to increase readability in the content area of science.</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Parents will be educated on materials being taught in their child's classroom. Parents are encouraged to attend Curriculum Night held in September and there will also be a Science night held during the year of each school year to acquaint parents with grade level core curriculum expectations. A Science core curriculum map and grade level content area curriculum map will be provided. Parent/teacher conferences will be held twice a year. K-4 Taft Teachers will provide monthly parent newsletters. Taft Talk, the school newsletter will be sent home monthly. Students who have internet access at home will be provided access to Compass Learning at home. Scholastic News and other science related curriculum information will be sent home to parents</b></p>

## 2. Social Studies Goal/Plan

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

**Goal: 85% of Taft students will accurately demonstrate the skills of social studies by 2010.**

**At Risk Goal: Teachers will continue to use resources such as Into English, Board Maker and Bilingual support.**

Indicators:

**The Michigan Educational Assessment Profile (MEAP) has indicated that there has been a deficit over the last three years from our feeder school, Newhall, in Geography. The struggle is in reading several maps, or graphs and synthesizing the information to**

Measures:

**Measures:  
1. 6th grade MEAP**

Targets:

**60% will be proficient by the end of year 1**

**70% will be proficient by the end of year 2**

**85% will be proficient by the end of year 3**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<b>Department/core: 1. Teachers will utilize United Streaming as visual support for Social Studies content instruction. (unitedstreaming.com - Supported by Discovery Education.) 2. Teachers teach and assess the Wyoming Core Social Studies Curriculum. 3. Teachers will use Compass Learning Social Studies grade level appropriate lessons as an</b>	<b>Verification Tools (How will you know the strategy is implemented): In order to promote accountability toward increasing Geography scores on the 6th grade MEAP: 1. Principal will review lesson plans and complete walk-throughs. 2 The social studies</b>	<b>Who is Responsible? (Who will support and monitor the implementation?) Implementing: Teachers are responsible for implementing district curriculum, supporting vocabulary development and demonstrating effective lesson plans. Principal is responsible for reviewing lesson plans</b>	<b>Implementation of Wyoming Core Curriculum based on Michigan Grade Level Content Expectations (GLCE's).  Training and support by school and district social studies committee as needed.  Taft staff was involved in whole staff as well as grade level discussions centering on Power</b>
	<b>Assessment Measures (How will you know how to evaluate if the strategy is a success): We will evaluate the success of the strategies by looking at the feeder school reports in Geography to see if our scores are improving.</b>	<b>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) Ongoing - 2009/10 school year</b>	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p><b>In order to support our at-risk students, Taft teachers will utilize United Streaming and Compass Learning for visual support (support for visual learning and incorporating technology from Howard Gardner 1983 and the SIOP Model, Echevarria, Vogt, &amp; Short, 2008.)</b></p> <p><b>Various grouping configurations (whole group, small group, partner, etc) will also be utilized as a support (SIOP Model, Echevarria, Vogt, &amp; Short, 2008).</b></p> <p><b>Struggling readers will be supported through language arts interventions (see reading goal) to increase readability in the content area of social studies.</b></p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p><b>Parents will be educated on materials being taught in their child's classroom. Parents are encouraged to attend Curriculum Night held in September of each school year to acquaint parents with grade level core curriculum expectations. A Social studies core curriculum map and grade level content area curriculum map will be provided. Parent/teacher conferences will be held twice a year. K-4 Taft Teachers will provide monthly parent newsletters. Taft Talk, the school newsletter will be sent home monthly. Students who have internet access at home will be provided access to Compass Learning at home. Scholastic News, the Grand Rapids Press and other social studies related curriculum information will be sent home to parents when applicable.</b></p>

## 2. Frameworks Strategies

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

Indicators: (Evidence of Need, what is the data telling you about student performance?):

Strategies (explanation of process and frequency of use):  
Building wide/cross content:

Department/core:

Criteria for Success (incremental target goals moving to proficiency):

Measures:

Targets:





<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)</p>	
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	
<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	

### **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 Taft 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 Taft 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, Taft'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 Taft 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:

Taft has had a very stable teaching staff. For the 2008-2009 school year, the teacher turn over rate was 2 of 17 teacher positions. Those two teachers were added due to increased enrollment. All teachers met the No Child Left Behind highly qualified criteria.

**Additional Note:** At the end of the 2008-2009 school year, Taft's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings, as well as 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

### 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	0/16	0%
9 - 15 years teaching experience	2/16	13%
4 - 8 years teaching experience	6/16	38%

0 - 3 years teaching experience	8/16	50%
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Degree	Number of Teachers	Percentage of Teaching Staff
BA/BS	16/16	100%
MA	11/16	69%
MA +30	6/16	38%

**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).**

Teacher mentors  
 Forced layoffs  
 Excellent salary/benefits package

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

**attract and keep highly qualified teachers.**

**Excellent salary/benefits package**

**Good working conditions (Facility)**

**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.**

Wyoming Public Schools supports each new staff member with a mentor for a minimum of 15 days during his or her first two years or when a staff member is considered in need of improvement. The continued use of a personal professional development plan in collaboration with other staff on a yearly basis focuses on continual improvement. District staff development includes cultural diversity, brain-based learning, learning styles, computer literacy, curriculum instruction, and assessments and are district and building sponsored. Professional Development is an essential part of district and building initiatives.

**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
8-24-09 to 8-28	<b>Building up the Literacy block</b> <b>Day 1- PA/Phonics instruction, Handwriting without tears, technology and literacy</b> <b>Day 2 unwrapping the core</b> <b>Day 3 Small group differentiated instruction</b> <b>Day 4 Engaging students into</b>	Taft staff	Evaluation form
9-2-09	<b>Positive behavior support/Miblsi and review school improvement goals</b>	Taft staff	Evaluation form

11-5-09	<b>Poverty simulation</b>	<b>Elementary staff</b>	<b>Evaluation form</b>
1-22-10	<b>TBD by SI team</b>	<b>Taft staff</b>	<b>Evaluation form</b>
3-22-10	<b>MEAP data analysis</b>	<b>Taft staff</b>	<b>Evaluation form</b>
6-4-10	<b>TBD by SI team</b>	<b>Taft staff</b>	<b>Evaluation form</b>

## 6. Strategies to Increase Parental Involvement

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

A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

The attendance policy at Taft is also in place as part of the parent compact to outlining a clear plan for absences and tardies.

- After 5 absences/tardies a note is sent home to the parents from the Taft classroom teacher.
- After 10 absences a second note is sent home by the teacher.
- After 15 absences the Taft principal sends a note, makes a phone call, or conducts a home visit
- After 20 absences the Taft principal, social worker and classroom teacher meet with the parent

### 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.

A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

The attendance policy at Taft is also in place as part of the parent compact to outline a clear plan for absences and tardies.

- After 5 absences/tardies a note is sent home to the parents from the Taft classroom teacher.
- After 10 absences a second note is sent home by the teacher.
- After 15 absences the Parkview principal sends a note, makes a phone call, or conducts a home visit
- After 20 absences the Taft principal, social worker and classroom teacher meet with the parent

### 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

- A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

The attendance policy at Taft is also in place as part of the parent compact to outlining a clear plan for absences and tardies.

- After 5 absences/tardies a note is sent home to the parents from the Taft classroom teacher.
- After 10 absences a second note is sent home by the teacher.
- After 15 absences the Taft principal sends a note, makes a phone call, or conducts a

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

- Love and Logic seminars provided
- Curriculum Nights/Open House are held on various dates to inform parents of:
  - \* curriculum including curriculum brochures,
  - \* informational packets - including behavior and homework policy
  - \* before and after school opportunities
  - \* sign-in's are collected
- Parent/Teacher Conferences available in English and Spanish

Taft supports the TEAM 21 after-school program. The Taft principal regularly attends TEAM 21 meetings, is visible during program hours, and actively participates

## **3. Train staff to build effective parent involvement**

The annual parent survey, which is part of the comprehensive needs assessment, shows consistent, strong parental support for Taft over the past years. Survey data shows an astounding 95% approval rating that Taft staff communicated well with them. In fact, the survey demonstrated high marks in all categories: Teacher communication - 95% approval, feeling welcomed - 95%, and knowledge of what children are expected to learn - 90%.

Nevertheless, based on parent feedback obtained through the survey, at SI meetings, during parent teacher conferences, and through discussion at PTO meetings the staff felt there was room for improvement in some areas. For example, parents expressed a

## **4. Collaborate with other programs to coordinate parent involvement**

Taft staff collaborate with local faith-based organizations that provided mentors to 25 Taft students to provide additional academic help and attention to challenged students. Additionally, the school strongly supports the TEAM 21 after-school program. The Taft principal regularly attends TEAM 21 meetings, is visible during program hours, and actively participates and helps with special TEAM 21 activities and celebrations. Additionally, behavioral support and follow-up is provided.

## **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.**

All Taft newsletters, curriculum brochures, and informational packets are available in English and Spanish

Translators are readily available for Parent/Teacher Conferences, Child Study meetings, and IEP meetings

A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

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

The annual parent survey, which is part of the comprehensive needs assessment, shows consistent, strong parental support for Taft over the past years. Survey data shows an astounding 95% approval rating that Taft staff communicated well with them. In fact, the survey demonstrated high marks in all categories: Teacher communication - 95% approval, feeling welcomed - 95%, and knowledge of what children are expected to learn - 90

Taft staff collaborate with local faith-based organizations that provided mentors to 25 Taft students to provide additional academic help and attention to challenged students. Additionally, the school strongly supports the TEAM 21 after-school program. The Taft principal regularly

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

The Taft School Improvement Team uses the results to improve any areas of concern demonstrated by the data. Surveys are distributed and completed during Parent Teacher Conferences to insure a high rate of return.

Based on parent feedback obtained through the survey, at Taft SI meetings, during parent teacher conferences, and through discussion at PTO meetings the staff felt there was room for improvement in some areas. For example, parents expressed a desire for more academic support. Consequently a partnership with local faith-based organizations provided mentors to 25 students to provide additional academic help and attention to challenged students. Additionally, the school strongly supports the TEAM 21 after-school program. The Taft principal regularly

## **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.**

All Taft parents are actively invited and consistently encouraged to be a part of the school-wide design and consulted in offering overall feedback and evaluation. Two of the ways this is demonstrated are:

A. Parents have been invited to join Taft School Improvement Meetings. Many parents have been unable to attend these meetings. B. The annual parent survey, which is part of the comprehensive needs assessment, shows consistent, strong communication support for Taft over the past several years. In fact, the survey demonstrated high marks in all categories.

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

- An annual parent Survey is given to parents at Parent-Teacher Conferences and is used by the school to improve the school-wide program and parent compact for parents, students, and staff.
- Survey results are shared with all staff and parents through the Taft Talk.

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

A copy of the Taft School compact is attached to this plan.

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

"Parent Connect" (an instructional website) is available to monitor student progress in classes, attendance and discipline, as well as providing direct email access to teachers.

- Quarterly report cards in English and Spanish
- Translators are available upon request for meetings, conferences, and interpretations of test score results
- ELPA (English Language Proficiency Assessment) test result interpretations provided to parents in English and Spanish

## **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 transiting students at the entry and exit levels of your school.**

Taft understands the importance of communicating not only within the building, but between buildings, departments and community agencies that support student growth and learning and also reduces duplication of services. By using technology a continuous student profile is available to staff in order to monitor individual student support and progress while attending our school. Beginning with Even Start, Head Start, Pre-Primary Impaired (PPI) programs, students are continually monitored for effectiveness. This data based has provided information to each program or building as the student moves through elementary, middle, high school, and beyond. The information provided, which includes personal, academic, and demographic is utilized for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by staff in planning to during a Child Study. This is a

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

Kindergarten teachers provide professional development to Preschool teachers on the expectations for Kindergarten readiness. Preschool teachers meet monthly to align GLCEs between preschool and Kindergarten. Summer Kick-off program was provided for parents to teach parents what to work on with their child over the summer to get them ready for kindergarten.

## **8. Teacher Participation in Making Assessment Decisions**

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

Taft staff have the ability to sit on district committees with a district appointed chairperson. They also are involved in creating the district assessments.

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

Every Taft staff member can access this person with suggestions/changes to make decisions regarding standards and assessments including data(district and building). Through grade level meetings teachers have the opportunity to analysis student data and adjust instruction as needed.

## **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:**

Wyoming Public Schools utilizes a "Child Study" process for identifying students. Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including: at-risk students and high-performing students.

### **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:**

Taft has daily interventions which are a designated block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified paraeducator. Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including: at-risk students and high-performing students.

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

Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including: at-risk students and high-performing students.

## 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

Beginning with Even Start, Head Start, Pre-Primary Impaired (PPI) programs, students are continually monitored for effectiveness. This data based has provided information to each program or building as the student moves through elementary, middle, high school, and beyond. The information provided, which includes personal, academic, and demographic is utilized for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by staff in planning to during a Child Study. This is a formal evaluation of a child's progress by a team, including staff and parents, to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child.

### 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			

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

**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.**

**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. Taft has daily interventions which are a designated block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified Paraprofessional. Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support of the entire spectrum of the student population including: at-risk students and high performing students.**

## D. Curriculum Alignment

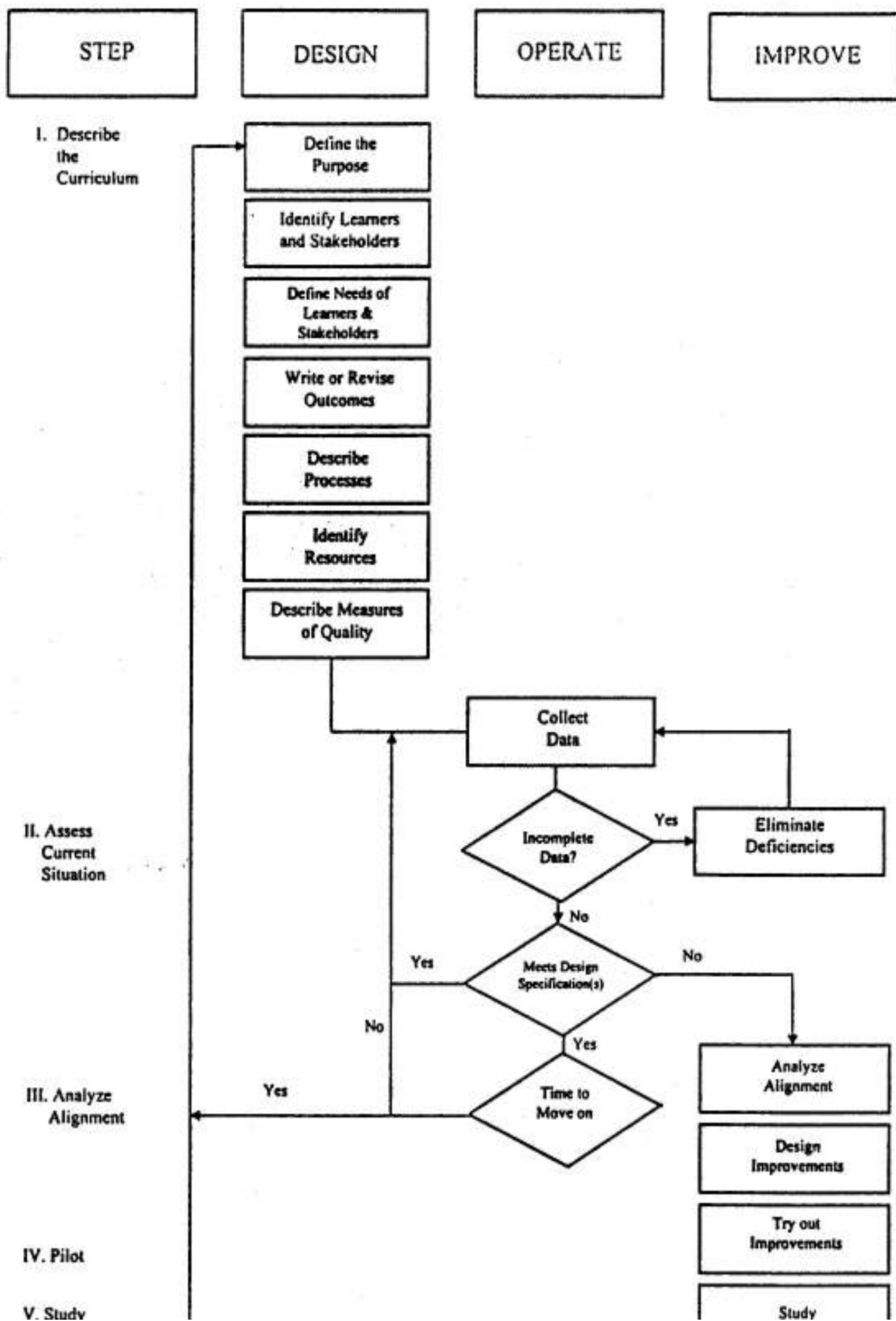
**Describe the district/building process for aligning the academic goals, core curriculum development process, instructional strategies and assessment practices on an ongoing basis meets the needs of all students.**

**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.

Wyoming Public Schools supports each new staff member with a mentor for a minimum of 15 days during his or her first two years or when a staff member is considered in need of improvement. The continued use of a personal professional development plan in collaboration with other staff on a yearly basis focuses on continual improvement. District staff development includes cultural diversity, brain-based learning, learning styles, computer literacy, curriculum instruction, and assessments and are district and building sponsored. Professional Development is an essential part of district and building initiatives.

**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.**

Taft uses presentations, field trips, career reports and many books and resources on careers to get students interested in career choices.

## 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 Taft 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. Monthly grade level meetings take place in order to evaluate MEAP and data received. Kindergarten through fourth 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**

Taft 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, 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 Taft 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. Monthly grade level meetings take place in order to evaluate MEAP and data received. 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.




School Team Members Names	Positions
SI chair	Wendy Kiel
ELA Chair	Katie Jobson
Math Chair	Jennifer Carey
Science Chair	Judy Prusinowski
Social Studies Chair	Open
Non-Core Rep	Chrisi Wondergem
WASA rep	Marsha Ybema
Principal	Jon Blackburn