

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.

West Elementary School is one of 7 elementary schools in Wyoming Public Schools. It is a K-5 building with 2 Cognitively Impaired Classrooms. Overall, West has maintained academic achievement over the past five years as measured by MEAP despite a significant increase in students eligible for free and/or reduced lunch. Another point of pride for us is, despite these changing demographics, we continue to have a relatively stable population which values education. Many of our families have multiple children in our school and choose to continue to be part of our school family for many years.

Some information about our school:

- Enrollment has been maintained at around 326 students over the last few years.
- Free and reduced lunch counts have increased from 40% in 2007-08 to 52% in 2008-09
- The special education students have ranged from 12-13%/year across the last 2 years
- Hispanic students have increased from 12% of the population in 2007-08 to 16% in 2008-09
- Caucasion students have declined from 65% of the population in 2007-08 to 62% in 2008-09
- All other subgroups have remained stable over the past 5 years
- Attendance overall is excellent, averaging 95%.
- Parent/guardian attendance at conferences averages 97% participation at fall conferences and 92% participation at spring conferences, and has remained at this level relatively consistently over the past 5 years.
- MEAP scores in all core areas have steadily improved over the past 5 years. Parkview has met AYP in all areas and in all subgroups
- For the past 2 years, West has had an average of 3-6 homeless families (representing 6-12 students). Transportation, meals and social worker services are provided to these families to help in any way we can.

CURRICULUM IMPLEMENTATION AT WEST

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A. Mission, Vision, and Belief Statements

Mission Statement

Why do we exist? What is our business?

Our mission statement is "Learning Today for Success Tomorrow!"

Vision Statements

West 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. West 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?

West Elementary staff believes:

- **The primary mission of the school is teaching and learning for all.**
- **Continuous improvement is an essential part of our success.**
- **All members of the school community are important and valued.**
- **A commitment to Quality is essential for every member of the organization.**
- **People that work in schools are in the best position to improve student performance.**
- **Parent, guardian, and community involvement is critical to student success.**

- **Our students deserve the best teachers, teaching in the most effective ways.**
- **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
Kristi Vugteveen	SI Chair
Kara Reens	Language Arts Chair
Erin Hackett	Science Chair
Michelle Rudolph	Math Chair
Shannon Hendges	Social Studies Chair
Marcia Baker	Non-Core Representative
Matt Elliott	Support Personnel
Mike Sturm	Principal
Jane Roon	Literacy Coach

Role of the District Planning Team

West's school improvement team chair and principal attend monthly meetings to participate in developing the district plan for School Improvement. Through collaborative effort the plan will be written and implemented based upon best research and best practice. This team will collaboratively make recommendations and review procedures to achieve the district's mission and board goals.

West's initiatives are guided by the vision, philosophy, and beliefs of the people who work for or are living in the district. From these core values, the district and West's mission and goals were established. From these the strategies, timelines, responsibilities, and budget recommendations will address the priorities necessary to be successful in implementing the mission and goals.

The Wyoming community likes and needs to be involved in this plan. Therefore the plan includes an explanation of everyone's role in the process. Employees are empowered with opportunities, information, support, time, and resources which enable them to change and improve their environment, through a collaborative and consensus based model for decision-making. Active problem solving, resolution, implementing strategies, and evaluation of programs based on research and best practice will be the model for building and district level teams to follow.

Role of the Building School Improvement Team

The school improvement team, in addition to the bi-weekly meetings, meets for one whole day near the beginning of the year, and another at the end of the year. These day long meetings allow an opportunity to "step back" and review the data as a school-wide "picture" and connect ideas and considerations that might have been missed as each piece of data was used throughout the year. Patterns over multiple years can also be seen more readily at this time, providing insights that might have been overlooked otherwise. These full day meetings provide an opportunity to in-depth dialogue around key issues concerning West.

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.

Strategies in all of the core curriculum areas are focused on helping all students reach state standards using the Comprehensive Needs Assessment as part of the continuous improvement cycle at West. The required data is collected across the year, summarized by the school improvement team and findings shared with the entire staff. The data is organized into - 1. Student achievement data, 2. School programs/processes data, 3. Student/teacher/parent perception data, and 4. Demographic data. The timeline for data collection is determined by the time of year when the data will be most informative. For example, parent surveys are completed during parent-teacher conferences to ensure a high return rate; student surveys are completed mid-year so all students are familiar with our school, and we have time to yet implement suggestions they may have; teacher perception data is gathered 3 times over the year. MEAP data

b. Strategies increase the quality and quantity of instruction.

Strategies are based on data collected across the year, summarized by the West's school improvement team and findings shared with the entire staff.

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

Research-based methods and strategies are used to determine strategies.

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

The availability of the electronic school improvement plan allows for standardized test data to be “dumped” into it for easy reference as teachers are developing and reviewing their strategies. All of the data in this plan is West’s data only, so teachers do not have to access another data base. Having West’s data so easily accessible allows for quick reference to multiple sources of data by content area, grade and subgroup with the click of a tab. While a bit confusing at first, teachers quickly become proficient at utilizing these tables.

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

West 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 para-educator. 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.

West 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 para-educator. 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 at-risk students and high performing students.

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

The standards assessment data is one of the key pieces of data used on an ongoing basis throughout the school year. Each standard has defined proficiency (usually 80%), with re-teaching and re-assessing occurring on an ongoing basis until students demonstrate proficiency. Each quarter, teachers receive a printout summarizing each student's progress on each standard. Interventions for students not yet meeting the standards are put in place.

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

The Comprehensive Needs Assessment is part of the continuous improvement cycle at West. The required data is collected across the year, summarized by the school improvement team and findings shared with the entire staff. The data is organized into the 4 categories as required by Title I - 1. Student achievement data, 2. School programs/processes data, 3. Student/teacher/parent perception data, and 4. Demographic data. The timeline for data collection is determined by the time of year when the data will be most informative. For example, parent surveys are completed during parent-teacher conferences to ensure a high return rate; student surveys are completed mid-year so all students are familiar with our school, and we have time to yet implement suggestions they may have; teacher perception data is gathered 3 times over the year. MEAP data is reviewed immediately upon receiving it; standards data is reviewed

2. Reading Goal/Plan

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

90% of students in each of grade 3 and 4 will score proficient on the Reading portion of the MEAP Test by 2012-2013 school year.

Indicators:

**Fall 2008 MEAP Reading findings; 3rd Grade-79%, 4th Grade-77%, 5th Grade-74%.
Fall 2007 MEAP Reading findings: 3rd grade-86%, 4th grade-84%, 5th grade-81% proficient
Fall 2006 MEAP Reading findings: 3rd grade-84%, 4th**

Measures:

**MEAP - Reading portion.
MAP-Reading portion
District Standards (RD:1 and RD:2)**

Targets:

**MEAP-To meet the ELA, AYP Targets:
2007-2008 - 59% proficient
2010-2011 - 69% proficient
2011-2012 - 82%
2012-2013 - 90%
2013-2014 - 100%**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core: 1. Reading Fluency (RD:1) Grades (K-4):Modeling fluent reading strategies to promote reading fluency.(research to support strategy: "The Fluent Reader:Oral Reading Strategies for Building Word Recognition, Fluency and Comprehension" by Timothy V. Rasinski) 2. Reading Comprehension	Verification Tools (How will you know the strategy is implemented): 1,2 a&b. Regularly scheduled walk-throughs. Improved MEAP scores to meet designated targets for reading. 3a. Para-educators schedules are developed to insure that staff have support during the	Who is Responsible? (Who will support and monitor the implementation?) Implementing: Principal and Literacy Coach walk-throughs, language arts department head, and instructional staff.	1,2,3 Teachers will continue to meet once per month to improve instructional strategies in reading. 1,2,3 Continued implementation of the Four Block structure, Houghton Mifflin curriculum materials and resources. 1,2,3 January 2009PD Marzano Vocabulary Strategies for all content areas to improve reading
	Assessment Measures (How will you know how to evaluate if the strategy is a success): 1A.Regularly scheduled walk- throughs. 1B. Improved MEAP and RD:1 scores to meet designated targets for reading. 2A. Regularly scheduled walk- through	When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 2009-2010 school year. Assessments will occur every 9 weeks. MEAP testing is in the fall. Quarterly review of RD:1 and RD:2 summaries. Annual review of MEAP	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Daily reading intervention groups as defined on the reading goal page.</p> <p>Support Personnel: Language Arts Committee, Literacy Coach, Child Study Team, K-5 Teachers, Para-educators, Principal, Reading Club Staff, Summer Program, Kids Hope Network Mentors provide additional support for low performing students in all areas of reading.</p> <p>Special Education Teacher provides instructional support as defined by the IEP.</p> <p>Compass Learning lessons on-line to improve reading</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Parents are communicated with through weekly progress reports, newsletters, Open House, report cards, phone calls and conferences.</p> <p>Parents can visit the district's website and individual teacher's websites.</p> <p>Parents can also get Compass Learning at home, as well as K-5 resources on the web.</p> <p>Classroom teachers and LA committee Wyoming Public Schools in conjunction with City of Wyoming Team 21 and Child and Family Resource Council will be offering the following seminars: Effective Discipline, Parenting with Love and Logic, Parent and Child Activity Night and Communication is the Key.</p> <p>Ongoing throughout the year</p>

2. Writing Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
60% of students in grades 3 and 4 will score proficient on the writing portion of the MEAP test by 2012-2013 school year.

Indicators:

**Fall 2008 MEAP Writing: 3rd Grade-52%, 4th Grade-34%, 5th Grade-64%.
 Fall 2007 MEAP Writing: 3rd grade-59%, 4th grade-36%, 5th grade-56%.
 Fall 2006 MEAP Writing: 3rd grade - 48%, 4th grade - 54%, 5th grade 51%.**

Measures:

**MEAP Writing portion.
 WPS District Standard-Narrative Writing (WR:2) which is grade level rubrics which are common across the district.**

Targets:

**MEAP-to meet the ELA, AYP targets.
 2007 - 2008 59% of students will score proficient.
 2010 - 2011 69% of students will score proficient.
 District Standard (WR:2): At the designated grade level the**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: 1. All K-4 students have a daily uninterrupted writing block (as part of the 4-Block structure).(research to support strategy: "Four Blocks for Lower Grades" and "Modifying Four Blocks for Upper Grades", both by Cheryl Mahaffey Sigmon</p> <p>2. All teachers will consistently use and teach the writing</p>	<p>Verification Tools (How will you know the strategy is implemented): 1,2,3,4: Regularly scheduled walk-throughs. 3b:School wide writing prompts (WR:2) recorded quarterly using the WPS writing rubrics. 4a:Para-educator schedules are developed to ensure that staff have</p> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success): 1,2,3,4: Regularly scheduled walk-throughs. 3b:School wide writing prompts (WR:2) recorded quarterly using the new WPS writing rubrics. 4a:Para-educator schedules are developed to ensure that staff have</p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: 1,2,3,4:Walk-throughs by Principal, Literacy Coach and Title I Consultant. 3,4:Classroom teachers reviewing writing data to monitor improvement on the 6 Traits of Writing at Grade Level Meetings</p> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 1,2,3,4:Regularly scheduled walk-throughs by Principal, Literacy Coach, and Title I Consultant. 2,3,4:Classroom teachers review data with Principal and Literacy Coach at Grade Level</p>	<p>1. February 2009 PD by Kari Reynolds; Writer's Workshop.</p> <p>1,2,3,4: Ongoing support provided by Literacy Coach.</p> <p>2. Writing Process Wheels visible and used in every classroom.</p> <p>3&4. Utilize Write Trait Kits, Fletcher Kits, 6&1 Writing support materials, grade level mini-lesson resources and grammar resources</p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Writing interventions.</p> <p>Support Personnel: Language Arts Committee, Literacy Coach, Child Study Team, K-4 Teachers, Para-educators, Principal, Reading Club Staff provide additional support for writing.</p> <p>Developmental Kindergarten Teacher-a year long half day program for low performing students that are not adequately ready for a traditional kindergarten. District readiness test determines eligible students. Instruction in Reading, Writing and Math is provided.</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Parents are communicated with through weekly progress reports, newsletters, Open House, report cards, phone calls and conferences.</p> <p>Parents can visit the district's website and individual teacher's website, compass learning at home, as well as K-4 resources on the web.</p> <p>Classroom teachers and LA Committee</p> <p>Wyoming Public Schools in conjunction with City of Wyoming Team 21 and Council will be offering the following seminars: effective discipline, Love and Logic, Parent and Child Activity Night, and Communication is the Key.</p>

2. Mathematics Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
87% of students in each of grades 3,4,and 5 will be proficient on Math Portion of MEAPtest by 2011/2012.

Indicators:

2006 MEAP: 3rd - 84%, 4th - 85%, 5th - 84%
2005 MEAP: 3rd - 92%, 4th - 86%, 5th - 85%
Constructed response, measurement, geometry

Measures:

MEAP Math/AYP

Targets:

2007-2008 83%
2008-2009 84%
2009-2010 85%
2010-2011 86%
2011-2012 87%
2012-2013 90%
2013-2014 100%

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core: 1.Measurement- Instruction will emphasize the use of the Scott Foresman measurement lessons, including the math intervention materials.In preparation for MEAP GM4:1,GM5:1 will be taught in the fall. 2.Problem of the Day/Constructed Response At least once or twice a week 2nd through	Verification Tools (How will you know the strategy is implemented): 1.All scores will be pulled from GM_:1 from the AS400 (per grade level).	Who is Responsible? (Who will support and monitor the implementation?) Implementing: 1. April 1st Formal Implementation of Measurement Unit (all grades) May 16th Measurement data collected from	Utilize the Scott Foresman Manipulative kits
	Assessment Measures (How will you know how to evaluate if the strategy is a success): 2.Teachers will use the constructed response checklist to score 3 student samples (as determined	When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 2.Formal implementation of this strategy will begin Nov.5th (beginning of 2nd qt.)	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>At risk students will be referred to the building Child Study team and specific goals will be planned and implemented. Students will be given opportunities in the Kids Hope program, and summer school.</p> <p>The following technology resources will be used: Compass Learning, United Streaming, K-5 resources on the district website.</p> <p>Teachers, principal, paraeducator.</p> <p>K-5 resources on the web.</p> <p>Ongoing throughout the 2008-2009 school year.</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Wyoming Public Schools in conjunction with the City of Wyoming Team 21 and Child and Family Resource Center will be offering the following seminars: Effective Discipline, Parenting with Love and Logic, Parent and Child Activity Night, and Communication is the Key.</p> <p>Ongoing throughout the 2008-2009 school year.</p>

2. Science Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
By the 2011-2012 school year, 92% or more of the 5th grade students will demonstrate proficiency on the Science portion of the MEAP test.

Indicators:

On the 2008 science MEAP, 89% of our students scored proficient. According to our analysis of the results, we found that an area of weakness was constructing knowledge (interpreting tables)-47% proficient.

Measures:

MEAP Science test

Student success on science start-ups

Constructed response scores

Targets:

2008-2009 89% or more
2009-2010 90% or more
2010-2011 91% or more
2011-2012 92% or more
2012-2013 95% or more
2013-2014 100%

**Science start-ups 2008/2009:
 Baseline data will be collected**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: 1. Students will practice drawing inferences and conclusions from multiple sources using selected start-ups that reflect these elements. "Science Start-ups for Student Assessment Grades K-5" (Science Explosion Inc., Livonia, Michigan)</p> <p>2. Students will practice answering constructed response questions ("Classroom</p>	<p>Verification Tools (How will you know the strategy is implemented): 1. The fifth grade teachers will use the science start-ups at the beginning of the year to address critical standards necessary for success on the MEAP based on the results of the gap analysis.</p> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success): MEAP Science Test and District Standards</p> <p>Results of constructed responses. Data will be compared from the beginning of the year to the end.</p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: 1. Teachers will implement the start-ups in the classrooms as outlined in the strategy section. 2. Science committee will collect constructed</p> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 1. The science start-ups will be ongoing throughout the 2008-2009 school year with the expectation that a minimum of one per grade level science standard be used.</p>	<p>District PD '08/09</p> <p>1. Teachers will meet one to two times per month as a grade level to familiarize themselves with curriculum changes, to discuss instructional strategies and to plan for optimal use of materials.</p> <p>Building science department heads from district elementary buildings will meet throughout</p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>At risk students will be referred to the building Child Study team and specific goals will be planned and implemented. Students will participate in classroom interventions designed to address their specific areas of need from 2 to 5 days per week. Students will be given opportunities to participate in the after school Reading Club, Kids Hope program, and summer school.</p> <p>The following technology resources will be used: Compass Learning, Kidspiration, Power Point, K-5 resources, and assistive technology such as talking word processor, talking dictionary, Word Q, and Universal Reader.</p> <p>Teachers, principal, paraeducator, parents.</p> <p>Time for Kids, K-5 Resources on the web, Science Start-ups</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Communication with parents will occur through the use of classroom newsletters, websites, weekly progress reports, school open house, conferences, student agendas, and personal contact.</p> <p>The school website will provide a means of communication for parents as well as providing access to teacher web pages and district K-5 resources in specific content areas, including science.</p> <p>Teachers, principal, paraeducators</p> <p>Wyoming Public Schools in conjunction with the City of Wyoming Team 21 and Child and Family Resource Council will be offering the following seminars; Effective Discipline, Parenting with Love and Logic, Parent and Child Activity Night and Communication is the Key</p>

2. Social Studies Goal/Plan

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

85% of students will attain proficiency in the MEAP Social Studies test by 2012.

Indicators:

Looking at the MEAP feeder school report, West Elementary's overall scores are fairly consistent with the state level scores on the Social Studies MEAP test. Also, 80% of students were proficient on the district standard GE 5:2 which measures the 5th grade

Measures:

1. MEAP Social Studies Test

Targets:

**Feeder School Score 2007: 76%
Target:
2008: 78%
2009: 80%
2010: 82%
2011: 84%
2012: 85%**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: 1. The MEAP S.S. is weighted towards geography and interpreting maps (15 pts. out of 50). Teachers will put emphasize on GE5:2. (Social Studies Alive textbook)</p>	<p>Verification Tools (How will you know the strategy is implemented): 1. S.S. Comittee will review the percentage of students that scored proficient on GE 5:2.</p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: Social Studies Committee is responsible for collecting GE 5:2 at end o fyear beginning in 2007-2008.</p>	<p>Teachers will meet one to two times per month to improve instructional strategies and to plan for the units, curriculum change. District social studies department heads from the elementary buildings will update standards and assessments.</p>
	<p>Assessment Measures (How will you know how to evaluate if the strategy is a success): MEAP and District Standards</p>	<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) This will be ongoing throughout the 2009-2010 school year.</p>	<p>Diversity Awareness: Book study</p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>At risk students will be referred to the building Child Study Team and specific strategies will be implemented. Students will participate in classroom interventions designed for their needs from 2 to 5 days per week.</p> <p>United Streaming, K-5 resources</p> <p>Classroom Teacher, principal, parents, paraeducator</p> <p>Utilize Resources: Social Studies Alive, Scholastic News, Online K-5 Resources on the Intranet.</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Websites, newsletters, progress reports, K-5 resources on the web.</p> <p>District web site and classroom web site</p> <p>Classroom teachers and social studies committee.</p> <p>Wyoming Public Schools in conjunction with City of Wyoming Team 21 and child and Family council will be offering the following seminars;</p> <p>Effective Discipline Parenting with Love and Logic, Communication is the Key</p> <p>Parent and child activity.</p> <p>Ongoing throughout the 2008-2009 school year</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.

West Elementary requires that all paraprofessionals meet the NCLP requirements. This is on record with the district's Human Resources Department.

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

West Elementary requires that all teachers are certified and highly qualified. This is on record with the district's Human Resources Department.

All Teachers are certified and highly qualified. The majority of the teaching staff possess a Master's degree.

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

a. The teacher turnover rate at our school is:

From the 2007/2008 school year to the 2008/2009 school year the teacher turnover rate at West Elementary was 26%. This turnover rate is due to the decline in the enrollement at West Elementary as well as a staff member retirement

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	1	6%
9 - 15 years teaching experience	2	12%
4 - 8 years teaching experience	14	82%

0 - 3 years teaching experience	5	29%
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Degree	Number of Teachers	Percentage of Teaching Staff
BA/BS	3	18%
MA	6	35%
MA +30	8	47%

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).

At West Elementary there is not a high turnover rate of teachers. The turnover rate that was experienced was due to declining enrollment.

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

attract and keep highly qualified teachers.

Initiatives to attract highly qualified teachers has not been a necessity due to our low turnover rate of staff. Support that we do not need specific initiatives to keep highly qualified teachers at this time is that 47% of our teaching staff has been at West for 10 or more years. If the turnover rate was to increase significantly the school improvement team would collaborate to implement an initiative plan to attract highly qualified teaching staff.

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.

Professional Development is determined by West's School Improvement Team based on our content area goals within the School Improvement Plan.

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
8-27-08	Writing - related to West's language arts writing goal	All Staff	
8-28-08	Information presented to staff regarding MIBLSI Grant	All Staff	

1-16-09	Review Marzano Vocabulary - related to West's math, science and social studies goals	All Staff	
2-26-09	Writing Workshop with Kari Reynolds - related to our language arts writing goal	All Staff	
4-30-09	Good School vs. Great School - related to all school improvement goals for this year and for next years school improvement plan	All Staff	

6. Strategies to Increase Parental Involvement

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

West Parents are encouraged to be part of the School Improvement Team, participate in PTO and attend parent teacher conferences.

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 parent pact is in place for West Elementary.

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**

Curriculum brochures
Informational packets
Open House
Parent Teacher Conferences
School-wide Newsletter
Classroom Newsletter "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
SRI (Scholastic Reading Inventory)

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

Materials and training are available for parents during parent-teacher conferences, Open House, district wide classes.

3. Train staff to build effective parent involvement

Parents are encouraged to participate in PTO and volunteer in classrooms.

4. Collaborate with other programs to coordinate parent involvement

PTO coordinates with parents and staff to involve 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 with Limited English Proficiency are encouraged to participate in school activities with translators available.

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

West uses a parent survey during parent-teacher conference to evaluate parent involvement.

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

West's School Improvement Team reviews the parent survey results and informs staff of the results to improve school-wide parent participation.

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.

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

Parent Survey is distributed during parent teacher conferences and evaluated to improve parent involvement.

h. Attach a copy of the School compact 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.

Individual student academic assessment results are available to parents in a language they can understand.

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 transing students at the entry and exit levels of your school.

West Elementary's plan for connecting with preschool-age children include a Kindergarden registration/open house before the first day of school to see their classroom and meet their teacher. The Principal greets and provides tours for children and Parents. A care package which includes essential school materials and information will be distributed to each family.

Fourth graders transitioning to Jackson Park Intermediate School will tour the school. Also, a parent orientation night will be held to answer questions, tour the building, and meet teachers.

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

Preschool Teachers will discuss Kindergarten expectations at Spring conferences. Parents will also be given a brochure with grade level standards.

All Preschool teachers will hold an early childhood endorsement.

8. Teacher Participation in Making Assessment Decisions

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

West staff have the ability to sit on district committees with a district appointed chairperson.

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

Every West staff member can access this person with suggestions/changes to make decisions regarding standards and assessments including data(district and building).

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:

West identifies students experiencing difficulty mastering the state standards using district assessments, MEAP test results, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Phonemic Awareness Assessment, Phonics Assessment, and Scholastic Reading Inventory.

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:

West 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. Our Kindergarten and first grade classrooms also provide Response to Interventions.

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

These formative and summative assessments drive West's 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

Title I funds at West are used for monthly grade level meetings, 0.5 paraprofessional, 1 literacy coach 2.5 days per week and afterschool Literacy Club 2 days per week.

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.

West 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.

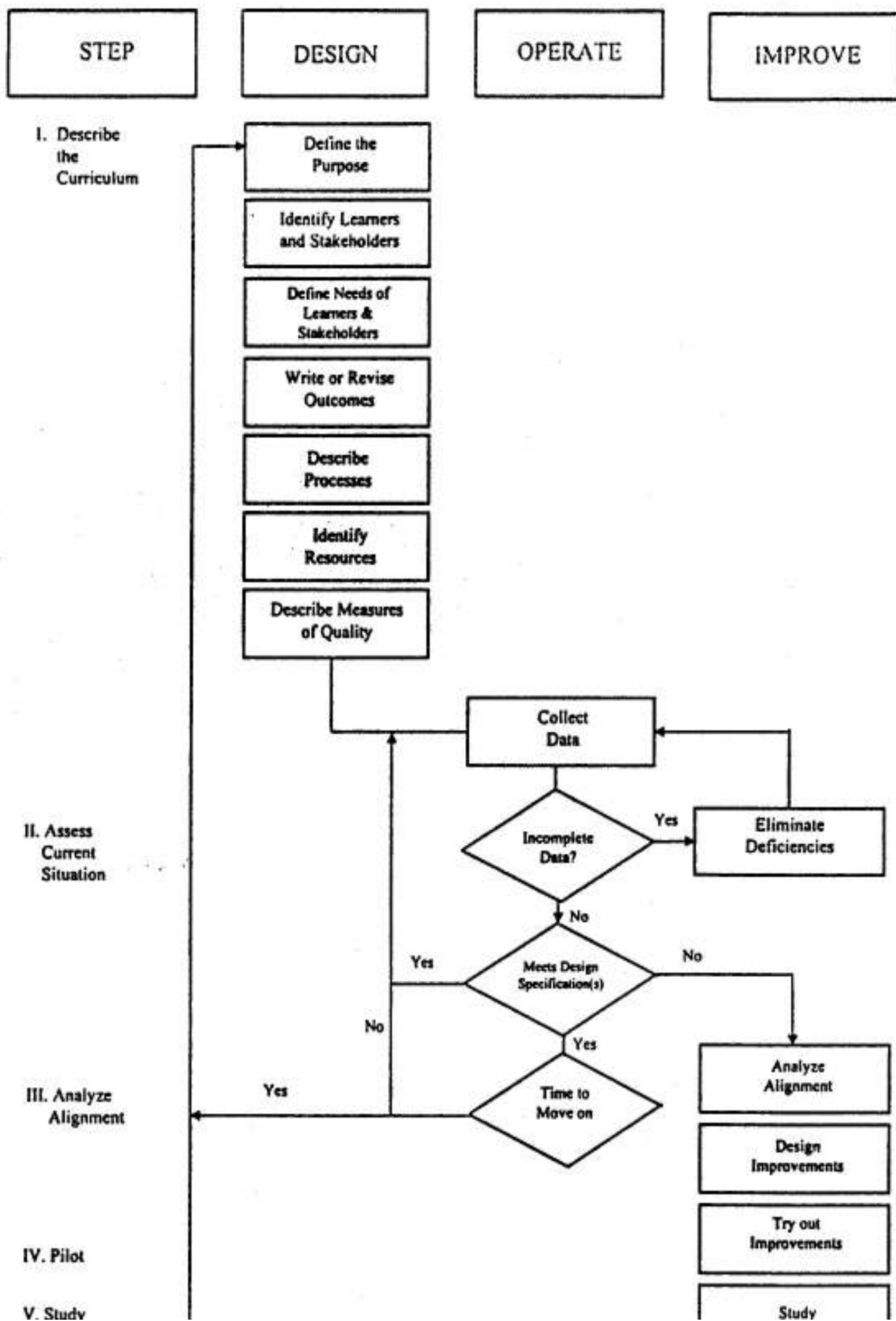
D. Curriculum Alignment

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.

Professional Development is determined by West's School Improvement Team based on our content area goals within the School Improvement Plan.

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.

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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.

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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 West Elementary staff will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process. The school improvement team meets twice a month to monitor the progress of buildings goals and strategies. 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.

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

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 West 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.

