

Abbreviated Goals and Plans Template

Please complete this template and upload it to the ASSIST platform in the Improvement Plan Assurance section. Note that the Michigan school improvement process – Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted.

District Code: 80140

District Name: Lawton Community Schools

School Code: 02141

School Name: Lawton Elementary School

Section One – Plan

In preparation for completing this template, it is recommended that improvement teams complete the School Data Analysis. This diagnostic is available both in the ASSIST platform, and as a [template for you to download and use](#).

1. What multiple data sources were used to determine need?
NWEA math and ELA data, M-STEP scores, CNA information
2. Based on the data, what area(s) needs improvement?
Address Tier 2 and 3 student behaviors. Differentiate math based on student needs. Literacy differentiation using Daily 5, CAFE and literacy essentials.
3. Write a measurable goal for each area of need.
 1. Seek and pursue researched based solutions to support teachers and staff in helping decrease Tier 2 and Tier 3 student behaviors by 20% to be measured by SWIS data.
 2. By the end of the year, 80% of students will achieve their projected RIT growth goal in the area of math as measured by the NWEA test.
 3. By the end of the year, 80% of students will achieve their projected RIT growth goal in the area of reading as measured by the NWEA test.
4. Describe the strategies and activities that will be used for each of the goals.
 1. Behavior Goal: Seek and pursue researched based solutions to support teachers and staff in helping decrease Tier 2 and Tier 3 student behaviors by 20% to be measured by SWIS data.

Strategy: Strengthen positive school-wide climate to improve Tier 2 and Tier 3 student behaviors.

Activity: Use collaborative team meetings to teach Love and Logic strategies.

Activity: Teachers will provide intentional instruction of school-wide behavior expectations.

Strategy: Consistent school-wide implementation of PBIS.

Activity: Using collaborative team meetings throughout the school year, the PBIS team provide staff development on PBIS initiatives.

2. Math Goal: By the end of the year, 80% of students will achieve their projected RIT growth goal in the area of math as measured by the NWEA test.

Strategy: Teachers will provide small group instruction within the classroom at least 3 days a week.

Activity: Use PLC meetings throughout the school year to review math data to plan for differentiated groups.

Strategy: Teachers will examine the rigor provided and implementation of both the mid-module and end of module assessments used in Eureka Math.

Activity: All classroom teachers will administer the mid-module and end of module assessments for each of the Eureka Math modules to ensure rigor.

Activity: All classroom teachers use RDW (read, draw, write) strategy and/or math frames to further students' understanding of problem solving.

3. Reading Goal: By the end of the year, 80% of students will achieve their projected RIT growth goal in the area of reading as measured by the NWEA test.

Strategy: Small group instruction/one-on-one conferring driven by the essential practices of early literacy- teachers will provide small group instruction within the classroom at least 3 days a week.

Activity: Use PLC meetings throughout the school year, with the literacy coach, to provide staff development on the essential practices in early literacy.

Strategy: Teachers will continue the process of developing a school-wide comprehensive writing program using grade level standards.

Activity: Use vertical team meetings throughout the school year to work across grade levels to define grade level writing expectations.

Strategy: Classroom teachers will show evidence of all essential practices of early literacy exhibited daily.

Activity: The literacy coach will provide support to classroom teachers throughout the year in the implementation of the essential practices of early literacy in the classroom.

5. What future multiple data points will be used to determine if the goals are met?
 1. SWISS Data
 2. NWEA (Met Projected Growth)
 3. NWEA (Met Projected Growth)
6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities? Trauma Training-NWEA Training-Daily 5 PD/Essential Training-PBIS or new tier 2 & 3 intervention supports.
7. Describe how the plan and process will be monitored and evaluated.
Building Level Collaborative Team Meetings
8. Provide the budget showing alignment to the plan.

Section Two – Assurances

1. The school has evidence of a mission statement.

Yes

2. The school has evidence of completing a comprehensive needs assessment.

Yes

3. The school has evidence of inviting and allowing school board members, school building administrators, teachers, other school employees, pupils, parents of pupils attending the school, and other residents of the school district to voluntarily participate in the development, review, and evaluation of the school improvement plan.

Yes

4. The school has evidence of a process to evaluate our school improvement plan.

Yes

5. The school has evidence that technology is being integrated into the curriculum to improve learning.

Yes

6. The school has evidence of making available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.

Yes

7. The school has evidence of developing and utilizing community resources and volunteers, the role of adult and community education, and libraries and community colleges in the learning community.

Yes

8. The school has evidence of building-level decision making.

Yes