



School Improvement Plan

Lawton Elementary School

Lawton Community School District

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Lawton, MI 49065

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lawton Elementary School serves approximately 400 students in grades Kindergarten through five and also houses tuition preschool, Great Start Readiness Program, and a licensed Day Care facility. Demographically, our student population is primarily Caucasian but also Hispanic, and of mixed race. Students generally come from working families in Antwerp, Porter, and Prairie Ronde Townships and more than half live in poverty. While the village of Lawton is relatively small, the district is geographically large and the majority of students ride the bus. More than eighty elementary students were school of choice students during the 2015-2016 school year.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Lawton Elementary School's Mission statement is "Lawton Elementary School will create a safe learning community, educating and inspiring all children to reach their potential while leading healthy lifestyles and upholding the values of honesty, caring, respect and responsibility."

This mission is embodied through specific programs aimed toward improvement in the area of wellness, positive behavior support, and academic skills. An aggressive multi-tiered system of supports for all learners through an institutionalized MiBLSi process is key and used to make academic and scheduling decisions. In the past year, this Multi-tiered system of supports has been enhanced by a stronger PLC process and the introduction of a Power Hour program.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Among Lawton Elementary's noted achievements are removal from the Focus School list and a continued improvement in the areas of response to intervention in the areas of behavior and reading. We continue to work at early recognition of all abilities and provide the most appropriate education for each child. With creative scheduling this includes providing quality after school programming for students in the bottom 30% of all students. We continue to expand our system of supports and plan to implement a fuller array of supports that include the needs of on level and gifted and talented learners.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Among the greatest attributes of Lawton Elementary School are the intangibles. Lawton Elementary is served by a caring staff that is committed to each child's success. It is a safe and orderly environment where every child receives the best care and commitment from each staff person at every opportunity. We know that children in a safe, caring community have a great potential to excel and grow and we are proud to be that community for four hundred of our community's children.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All parents and community members as well as staff and students are considered important stakeholders in the school improvement process. Inasmuch, they have several opportunities to participate and plan in school improvement. Included in these are several stakeholder meetings conducted by the Michigan Association of School Boards for the purposes of strategic planning and family nights in which parents can participate in applicable training and planning while they participate with their child in a school activity such as family reading night. This year's school improvement plan for Lawton Elementary School focuses on parent involvement. Community businesses are part of the plan to involve parents including activities like a community room at Open House with Door Prizes from community sponsors. All community meetings are announced through school messenger automated call system (as appropriate), email, social media, and US Postal service as appropriate and reasonable.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholder groups included parents and community members who participated in community meetings including those attended by all staff and the school board. Active community members include teachers, retired school personnel, and local business leaders as well as parents of current students and alumni. They provided guidance on choices of goals, Title I improvement and mission and vision.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan is placed on the website and referenced in all elementary school reports to the board, newsletter articles, and periodic meetings with the PTO. Each report is a progress report as well as an informational report.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our total school enrollment has remained stable. At the same time, we continue to see an increase of students facing poverty and homelessness and the need to coordinate these services has escalated. Additionally, we have seen an increase of students who need individualized supports including supports for students with behavioral needs, a continuation of students who are English Language Learners, and a need for extension services for gifted and talented students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

After last year's attendance was verified through the School Infrastructure Report, the need to add quick and consistent interventions to students who have excessive absences was confirmed. Throughout this year, efforts have been made to intervene earlier in the process with a student's absences. The number has decreased this year.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Discipline referrals, suspensions, and expulsions have all decreased over the past three years.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We continue to address our changes in student demographic data through the use and coordination of Federal Programs such as McKinney Vento Homeless Act programs and Title I and Title III initiatives. Changes are also addressed through increased professional development in the areas of Positive Behavior Support, Differentiation, and Formative Assessment. Also, the use of a stronger child study team and PLC process associated with the Walk to Intervention Model we call "Power Hour" will address these enrollment trends. Finally, we continue to provide behavioral interventions.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

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The school leaders at Lawton Elementary School have the support and expertise of the district administrative team. While the Elementary Principal is in her third year as a full principal, all other members of the team have more than ten years in the principalship.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

While a number of teachers are near to the district, they are supported by a strong new teacher induction system and assigned experienced mentors. We have not yet seen an effect on student achievement though we continue to monitor our student progress.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Professional learning is chosen carefully. This year the administrative team has participated in a Research-Based Evaluation Process that has had a significant effect on quality instruction and may impact student achievement positively.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Student achievement is always effected when a less qualified professional is in the classroom. The use of retired Elementary School teachers in the Elementary School as substitutes has allowed for uninterrupted instruction.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We will continue to provide quality induction and support programs to counteract any negative impact of these demographics.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Lawton Elementary School has a safe and secure environment. We continue to strive to provide each student what they need. While our indicator scores vary little, the greatest strength appears to be in the area of governance and leadership.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

While the standards show very similar results, the lowest overall result is in the area of Purpose and Direction.

12. How might these challenges impact student achievement?

Keeping stakeholders involved in a common purpose always has a positive effect on student achievement. Increasing stakeholder involvement may have an effect on student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The district and each school intend to work throughout the year to increase two way communication and draw parents and community members into the work of the school.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Biweekly PLC's and an active weekly Child Study/RTI committee as well as fluid intervention program groupings all ensure appropriate services for students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

LEAP program, an at-risk after school program is available for necessary students in grades K-5.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are identified through the PLC process using formative data. Parents are informed by phone and/or letter as appropriate.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We collect weekly data aligned to content standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We do not use MIPHY

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students are monitored carefully and students that need help can receive it as needed. This is a fluent program. Reading programs involve a parent involvement component as well as extended opportunities for guided and independent reading.

19b. Reading- Challenges

Transient students provide a strong challenge in the area of reading. New students are immediately benchmarked and provided with appropriate services. More time would, of course, provide for enhancement of the reading program.

19c. Reading- Trends

Without a stable state assessment, it is difficult to properly identify long term trends. Our DIBELS next data shows that we continue to make trends through the year in reading.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on SY 2016-2017

tiered instruction if appropriate.

While we are addressing reading challenges, Lawton Elementary School is pro-actively establishing an early literacy goal.

20a. Writing- Strengths

Lawton Elementary School is committed to a unified approach to writing. This work has significantly changed writing scores.

20b. Writing- Challenges

Writing growth has been complicated by an immediate need to teach keyboarding. Our students continue to show growth in the basic writing process.

20c. Writing- Trends

Writing scores have become more consistent.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing will be provided through a Multi-tiered system of supports.

21a. Math- Strengths

Math continues to be an area of focus. The addition of a set intervention time has allowed us to provide extensions and interventions twice weekly for students at each level.

21b. Math- Challenges

Providing common core instruction as well as computation assistance has been a challenge.

21c. Math- Trends

Math continues to be a challenge in our community, our county, and our state.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our school's focus in this year's school improvement plan is a multi-tiered system of supports that supports all core subject areas.

22a. Science- Strengths

Our school is a partner school with Michigan State University providing professional development opportunities as well as a focus on inquiry based instruction. Lawton Community Schools continues to be a leader in quality science instruction.

22b. Science- Challenges

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The cost of providing consumables for inquiry based instruction paired with the challenge of recruiting and retaining highly qualified teachers is a district-wide challenge. At the elementary level, teacher turnover has caused a need for frequent retraining.

22c. Science- Trends

Science achievement remains high but the challenge of providing resources has become greater.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

23a. Social Studies- Strengths

We continue to offer literacy based social studies instruction at all grade levels.

23b. Social Studies- Challenges

While surrounding districts stop teaching social studies to grades K-2, our emphasis on providing instruction has been questioned. We provide literacy through social studies instruction and will continue to prioritize it in our schedule.

23c. Social Studies- Trends

Our social studies instruction and achievement have remained unchanged.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Lawton Community Schools and Lawton Elementary School continue to provide quality instruction to all studies in the area of social studies K-12. Our multi-tiered system of supports will, in part, support the need of students to read to learn as they enter the study of social studies in the upper elementary school.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students report that they attend a safe school.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Students wish to have more assistance in the area of mathematics.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The highest level of satisfaction among parents is that we have a safe and secure environment.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents and guardians report the lowest level of satisfaction with counseling and career planning services.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Our school improvement goal is based on a multi-tiered system of supports. This should provide the sense of support from all employees for all students.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Our staff members highest level of satisfaction on the most recent survey was in the area of governance and leadership. Specifically, they felt that students were held to high academic standards and that staff members were held accountable for student learning.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The lowest level of satisfaction among staff members on the most recent report was in the area of training for using data.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The staff have already begun undergoing training in this area and will continue to receive support in this skill.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Community stakeholders report that they take pride in our facilities as well as our plans for school improvement.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The most recent community survey suggests that the community is least satisfied with our number of staff members to meet individual student needs.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

One effort underway for the 2015-2016 school year is parent education as well as an increase in two way communication. This may clear up any misconceptions and make us more aware of the community's needs.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Lawton Elementary School is a good school that holds students to high academic standards and is making progress in providing higher level of support for all learners. The 206-2017 school year will continue to focus on the goals of Early Literacy and Multi-Tiered Systems of Support which, when teamed with community engagement activities -- will assist us in the transition from Good to Great!

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

We expect students to need support and will work throughout the year to mitigate any effects on achievement by providing that support.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges will be met by focusing on fewer goals in the school improvement plan and having a widespread effort to meet those goals.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	This will be provided when available in accordance to the MStep adjusted timeline.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A. These are conducted at the middle and high schools.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A. This is a K-5 school.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Christopher Rice, Superintendent Lawton Community Schools 101 Primary Way Lawton, MI 49065 (269)624-7901	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The director of federal programs, Mr. Rice, conducts the needs assessment in conjunction with stakeholders including the district's federal program committee. Oversight for the needs assessment is provided by him and the curriculum director at the district level and by the elementary principal and the Title I Director at the school level.

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

Children are identified using Michigan's Student Selection worksheet in addition to research-based, curriculum-based screeners.

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

Mathematics: Delta Math; STAR Math; MEAP and State Alternate Assessments; Textbook based assessments; Local Assessments

Reading: DIBELS Next, STAR Reading; MEAP and State Alternate Assessments; Textbook based assessments; Local Assessments

Science: MEAP and State Alternate Assessments; Purchased Assessments from Battle Creek Area Math and Science Center; Kellogg Biological Station Partnership

Social Studies: MEAP and State Alternate Assessments; Local Assessments

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

Student Selection Criteria, Research-based, age appropriate universal screeners.

Component 2: Services to Eligible Students

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

Title IA services include the use of research-based interventions in the areas of need provided to students identified by the screening process. Inclusion is flexible based on student need. Students with a high degree of risk also are eligible for extended day and extended year services. Inclusion of science and social studies reading skills in the interventions uses a literacy based approach to supporting achievement in those areas.

Component 3: Incorporated Into Existing School Program Planning

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

The Title staff are important stakeholders in the school improvement process. Additionally goal teams must consider strategies which address the needs of the bottom 30%.

Component 4: Instructional Strategies

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

Instructional strategies in the plan include strategies which focus on parent engagement, student engagement, and best practice. Among these is direct instruction.

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

Among the research based strategies are multi-tiered systems of support, direction instruction, use of collaborative teams, positive behavior support and intervention, and direct instruction.

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

Supplemental learning includes research based lessons including those provided by our textbook series and those endorsed by MDE, including the MAISA work.

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

The use of a "power hour" provides intervention for all students at all levels of achievement through a walk to intervention model. This includes on level instruction during the power block.

Component 5: Title I and Regular Education Coordination

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

A committee of stakeholders meet regularly to coordinate and work toward flexible grouping. Because of the concurrent interventions, all students may receive the interventions needed in the same location.

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

Preschool children have several opportunities to visit the classroom. Local preschool children have school aged reading buddies who share instructional time with them twice a month.

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

Staff receive common professional development based on our school improvement plan and based on this year's professional development theme--"Good to Great: Focusing on High Quality Instruction." Additional professional development based on school level and district level goals is offered weekly and staff participate based on their individual goals and the results of the past or current evaluations.

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

Staff will continue to be offered a menu of professional development choices based on our school and district level goals as well as district level scheduled professional development based on the theme, "Good to Great: Focusing on Quality Instruction."

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		PD Schedule Lawton District 2016-2017

Component 8: Strategies to Increase Parental Involvement

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

Parents participate in parent planning meetings as well as conference visits and family nights. Parents are also encouraged to participate in professional development sessions through SoWeMI to assist them in advocating as stakeholders.

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

Parents are trained during conferences and parent nights to participate as partners in their children's success. After a well-attended parent training in 2015-2016, plans are underway to expand parent training opportunities in 2016-2017.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

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

The reading school improvement team takes the lead in providing parent involvement activities and training and includes these activities in their strategies.

5. Describe how the parent involvement activities are evaluated.

The federal program committee meets to evaluate parent involvement activities and parent input is sought as often as reasonable to obtain reliable results.

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

The parent compact was developed by the Title I Director in coordination with her building administrator and parent input.

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

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

Assessment results are provided to parents in a parent-teacher conference process. The Title I and III staffs are available during these conferences.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	We have both a district policy and a plan. The school plan is attached.	

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

The parent compact is introduced during open house and used as a tool for discussing student screening, placement, and progress monitoring and conferences and family nights.

Component 9: Coordination of Title I and Other Resources

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

The use of a district curriculum committee and a Program Committee are used to coordinate the services to eligible K-12 children. These committees meet regularly.

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

This work is done when individual goal committee chairs bring their plans and strategies together with the district curriculum committee for coordination.

Component 10: Ongoing Review of Student Progress

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

Progress monitoring occurs each week and student selection sheets are updated regularly.

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

The after school LEAP program is an example of a program provided through creative scheduling to provide additional intensive intervention to support rising standards.

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

Teachers are provided with guidance through a structured PLC process by trained staff.

Evaluation

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

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

All federal program are evaluated using available tools through MDE or other sources. This is coordinated by the federal programs committee.

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

This is part of the program evaluation process done by the federal program committee.

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

The examination of growth and growth rate is used to determine the achievement of these students. A desirable growth rate is more than one year's growth.

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

We consider the plan to be a "living document" and regular data examination and updates are scheduled as part of the district's mandatory professional development.

Lawton Elementary School Improvement Plan 2016-2017

Overview

Plan Name

Lawton Elementary School Improvement Plan 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Lawton Elementary will implement a multi-tiered system of support to improve academic progress for all students.	Objectives: 3 Strategies: 5 Activities: 5	Academic	\$11000

Goal 1: Lawton Elementary will implement a multi-tiered system of support to improve academic progress for all students.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of improved reading fluency and reading comprehension as well as improved skills in English Language Arts by 06/13/2017 as measured by research based assessments as well as formative assessments.

Strategy 1:

ELA Power Hour - Teachers will divide students into fluid, differentiated groups, Monday-Thursday, based on specific reading skills and needs.

Category: English/Language Arts

Research Cited: Response to Intervention

Tier: Tier 1

Activity - Skill Specific Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff responsible for teaching reading, along with Title 1 staff, will plan reading activities and instruct small groups based on pre-test scores. The activities could include any of the following: collaboration between students and/or student/teacher, centers, manipulatives, technology, and a focus to enhance extension activities.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/13/2017	\$1000	Title I School Improvement (ISI)	Classroom, Title 1, resource teachers, paraprofessionals, and building principal

Strategy 2:

ELA Family Engagement - Teachers will provide opportunities for parents to be active participants in their child's education.

Category: English/Language Arts

Research Cited: Epstein's Framework of Six Types of Involvement, http://www.dropoutprevention.org/sites/default/files/epsteins_framework_20100914.pdf, Hattie's List

Tier: Tier 1

Activity - Parent Explore Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will invite, plan, and provide parents with information and materials to support students in reading at home.	Parent Involvement	Tier 1	Implement	09/06/2016	06/13/2017	\$1000	Title I School Improvement (ISI)	Teachers and building principal
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Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of improved problem solving and mathematical skills and practices in Mathematics by 06/13/2017 as measured by research based assessments as well as formative assessments.

Strategy 1:

Math Power Hour - Teachers will divide students into fluid, differentiated groups, Monday-Thursday, based on specific math skills and needs.

Category: Mathematics

Research Cited: Response to Intervention Model

Tier: Tier 1

Activity - Skill Specific Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff responsible for teaching reading, along with Title 1 staff, will plan reading activities and instruct small groups based on pre-test scores. The activities could include any of the following: collaboration between students and/or student/teacher, centers, manipulatives, technology, and a focus to enhance extension activities.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/13/2017	\$1000	Title I School Improvement (ISI)	Classroom, Title 1, resource teachers, paraprofessionals, and building principal

Strategy 2:

Math Family Engagement - Teachers will provide opportunities for parents to be active participants in their child's education.

Category: Mathematics

Research Cited: Epstein's Framework of Six Types of Involvement, http://www.dropoutprevention.org/sites/default/files/epsteins_framework_20100914.pdf, Hattie's List

Tier: Tier 1

Activity - Parent Explore Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will invite, plan, and provide parents with information and materials to support students in math at home.	Parent Involvement	Tier 1	Implement	09/06/2016	06/13/2017	\$1000	Title I School Improvement (ISI)	Teachers and building principal

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Measurable Objective 3:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of increased technology awareness and increased technology to support learning in Career & Technical by 06/13/2017 as measured by frequency of use of technology and number of projects created.

Strategy 1:

Technology in the Classroom - Teachers will divide students into fluid, differentiated groups, Monday-Thursday, based on specific reading and math skills and needs. Students will use iPads during intervention, remediation, and extension time to enhance learning. Students will also use technology as part of daily classroom instruction. The exception to this will be when technology is in use during the M-Step window.

Category: Career and Technical Education(CTE)

Research Cited: According to findings pulled from four meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means, Toyama, Murphy, Bakia, and Jones, 2009).

Tier: Tier 1

Activity - Skill Specific Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology during ELA and math power hour to support/enhance student achievement.	Academic Support Program	Tier 1	Implement	09/06/2016	06/13/2017	\$7000	General Fund	Teachers, Title 1 Staff, paraprofessionals, and building principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Skill Specific Small Group Instruction	Teachers will use technology during ELA and math power hour to support/enhance student achievement.	Academic Support Program	Tier 1	Implement	09/06/2016	06/13/2017	\$7000	Teachers, Title 1 Staff, paraprofessionals, and building principal

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Explore Nights	Teachers will invite, plan, and provide parents with information and materials to support students in math at home.	Parent Involvement	Tier 1	Implement	09/06/2016	06/13/2017	\$1000	Teachers and building principal
Skill Specific Small Group Instruction	All staff responsible for teaching reading, along with Title 1 staff, will plan reading activities and instruct small groups based on pre-test scores. The activities could include any of the following: collaboration between students and/or student/teacher, centers, manipulatives, technology, and a focus to enhance extension activities.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/13/2017	\$1000	Classroom, Title 1, resource teachers, paraprofessionals, and building principal
Skill Specific Small Group Instruction	All staff responsible for teaching reading, along with Title 1 staff, will plan reading activities and instruct small groups based on pre-test scores. The activities could include any of the following: collaboration between students and/or student/teacher, centers, manipulatives, technology, and a focus to enhance extension activities.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/13/2017	\$1000	Classroom, Title 1, resource teachers, paraprofessionals, and building principal

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Parent Explore Nights	Teachers will invite, plan, and provide parents with information and materials to support students in reading at home.	Parent Involvement	Tier 1	Implement	09/06/2016	06/13/2017	\$1000	Teachers and building principal
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