



School Improvement Plan

Lawton Middle School

Lawton Community School District

Mr. Timothy J Cerven, Administrator
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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 Middle School provides a safe and nurturing environment for students to cross the bridge from elementary to high school and gain skills on the road to college and career readiness. The school serves approximately 220 students in grades six through eight from Lawton and surrounding districts and offers a full range of academic services including special education, interventions in the general education program, and interventions and acceleration as socially appropriate for gifted and talented students.

Lawton Middle school takes pride in its R.O.A.R.: Respect, ownership, attitude, and responsibility among its students. Through a strong PBIS initiative, students show that pride by being responsible and respectful in the academic area, on the playing field, and in the community.

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.

Mission Statement: All students will learn the academic and social skills necessary to be successful in school and in life.

Vision Statement: Students demonstrating responsibility, ownership, attitude, and respect.

Lawton Middle School's mission includes making students college and career ready. Among the values demonstrated each day and emphasized in the building are responsibility, respect, ownership, and attitude. The mission and vision statement, along with these core values are the basis for every decision regarding academics and school climate and lead to the district's mission of setting the bar in academic excellence.

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 the school's notable achievements in the past three years are sufficient support for all learners, through inclusion to have full access to the general education curriculum, and progress in early identification and intervention among learners. Additionally, the school continues to expand its opportunities for rigorous instruction for all learners including a partnership with the high school to provide advanced coursework for qualifying students.

Lawton Middle School also has completed Michigan Building Level Integrated School Improvement Process and inasmuch has reduced major behavior referrals that interrupt academic time.

Additional Information

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

Lawton Middle School is a safe school with a motivated, engaged teaching staff committed to giving a world class education with small town attention. Lawton Middle School students are evident wherever they are seen in the community by their demonstration of Blue Devil Pride as respectful, responsible citizens.

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 summer community meetings, in which all parents are welcomed to participate in the staff back to school data review and mission and vision activities (this is part of the annual meeting of all staff and ancillary participants); and specific parent meetings regarding athletics, financial aid, scheduling, and other timely processes. Additionally, the principal does two public presentations of the plan and invites community input and questions. 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. They provided guidance on choices of goals, 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 middle school reports to the board and newsletter articles. 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?

The overall enrollment has decreased from 267 students to 220 students over the past three years at Lawton Middle School. This is the result of "smaller classes" passing through the middle school and is expected to self correct as the overall district enrollment has not significantly changed. There has been an increase in Hispanic males. Other categories including special education have reduced proportionately. The number of English Language Learners has become too small to report.

Student Demographic Data

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

Student attendance is a challenge. A dedicated effort of the principal paired with teachers and the attendance clerk has made the middle school attendance the best in the district.

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?

Problem behaviors had increased for several years as had numbers of suspensions and expulsions. Those numbers are despite a PBIS program. A revitalization of this program in the 2015-2016 year led to a 80% drop in target behaviors and a significant drop in the loss of academic time due to consequences for behavior.

Student Demographic Data

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

Our school improvement plan for the 2016-2017 year was made with this data in mind and is aimed to continue to meet the needs of our students.

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?

Lawton Middle School has one of the more experienced staffs in the district. This is a value to student achievement.

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?

Having some of the senior teachers in the district provides opportunities to increase student learning.

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?

Generally, teacher absences have been kept to a minimum. The long term absence in the building this year was taught by a retired teacher from our district guaranteeing uninterrupted instruction. Unfortunately, due to the teacher shortage in some areas, when a substitute is absolutely necessary, we have difficulty locating a well-qualified person.

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. We have added several new teachers and they have all undergone a rigorous induction program and been paired with a trained mentor.

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?

While the results were similar, the self assessment showed Governance and Leadership and purpose and direction to be strengths.

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?

Using results for continuous improvement showed the lowest overall score.

12. How might these challenges impact student achievement?

Formative assessment may well be the best strategy teachers have to impact their classrooms. Using results for improvement is a necessary step to improving instruction at the school.

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.

At the district level, the use of formative assessment has been made a priority and training in the gathering and use of such data has begun at the district and building level.

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?

Students are identified through several processes including the preparation of At Risk Worksheets using the guides provided by the State of Michigan's 31A Worksheets.

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

The extended learning opportunity available at Lawton Middle School is a standards based intervention summer school. It is available for students exiting grades 6-8.

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

Students are identified by teachers as well as data and parents receive both mail and phone notification.

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?

Teachers follow a pacing guide based on state standards. Additionally, learning targets are visible and aligned each day and measured through a walk through process.

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.

The screener is not yet used.

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

Lawton Middle School uses universal screeners three times each year. Students participate in daily sustained silent reading. Additionally, interventions are available for Tier 2 and 3 students.

19b. Reading- Challenges

Sometimes, it is difficult to schedule an appropriately grouped intervention. Also, interventions for math and reading conflict with each other and with music programs.

19c. Reading- Trends

Reading scores continue to rise. We have carefully monitored the gap and look forward to having state assessment data.

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 tiered instruction if appropriate.

The reading plan is part of our overall achievement goal. It also is part of the district's MTSS goal.

20a. Writing- Strengths

The middle school participates in a common writing method.

20b. Writing- Challenges

Writing scores have long been the lowest in our district especially among boys living in poverty.

20c. Writing- Trends

Writing continues to see the benefit of a united approach.

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.

This is addressed with the achievement goal in our school improvement plan.

21a. Math- Strengths

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We offer a strong and rigorous math program including opportunities for students to excel.

21b. Math- Challenges

We continue to see an achievement problem in math. We have not yet met our goal of all students qualifying for algebra instruction in their eighth grade year. Additionally, we have not yet met "state average" in this subject area.

21c. Math- Trends

Math has the highest failure rate of classes at Lawton Middle School. This did drop this year in the eighth grade. Seventh grade will be the focus this year. While standardized test scores have increased, that has not been reflected in the classroom.

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.

Math continues to present a crisis of confidence and achievement both locally and throughout southwest Michigan. We continue to hold our students to a rigorous standard and allow those able to excel.

22a. Science- Strengths

Lawton Middle School is a leader in data based instruction and Inquiry based learning.

22b. Science- Challenges

Frequent staff changes has made it difficult to maintain momentum in this area.

22c. Science- Trends

Our science scores remain consistently high.

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

Our students are able to demonstrate proficiency at a high level on standardized social studies exams.

23b. Social Studies- Challenges

Social studies is an area in which our achievement gap is higher.

23c. Social Studies- Trends

While scores have remained solid, the performance of at risk students has fallen.

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.

We are addressing these goals through focus school activities as well as through our achievement goal in the School Improvement plan.

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 were satisfied that teachers wanted them to do well and held them to a high standard. They also felt that they had quality instruction.

24b. Student Perception Data

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

Students were concerned with the lack of respect that students show adults.

24c. Student Perception Data

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

The staff has begun work through the school improvement process to teach students expectations for respect as well as providing support for it.

25a. Parent/Guardian Perception Data

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

The highest level of parent satisfaction was in students being aware of expectations. Parents are also pleased with the safe learning environment and the sense of purpose.

25b. Parent/Guardian Perception Data

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

Parents greatest concern was about the counseling and support services available to students.

25c. Parent/Guardian Perception Data

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

We have taken on a college and career readiness culture and changed our activities to promote awareness as we have limited access to a counselor. Additionally, we have a goal to increase two way communication districtwide in hopes of making parents more aware of existing resources.

26a. Teacher/Staff Perception Data

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

Areas of satisfaction include facilities and communication of expectations.

26b. Teacher/Staff Perception Data

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

The lowest areas of satisfaction include professional learning and data training.

26c. Teacher/Staff Perception Data

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

The professional learning plan for 2015-2016 will be adjusted.

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 Middle School is a school driven by purpose and expectation. With a small group of students at this time, achievement goals and gaps are carefully being monitored. Professional learning will be provided to assist educators in monitoring student progress. Additionally, the staff will work together to support all students.

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. Additionally, providing appropriate formative assessment and data training should positively impact student achievement.

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 school improvement plans has been re-established to focus on achievement strategies as well as behavior expectations.

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.	No	Literacy and math are tested annually, but this is a 6-8 building.	

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	http://www.lawtoncs.org/Our_District/Annual_Reports.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	These are begun in seventh grade and completed in eighth then revised through high school in coordination with our local technology center and district guidance staff.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

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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	Chris Rice, Superintendent 101 Primary Way Lawton, MI 49065 269-624-7906	

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.	No	This is not a Title I School	

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

LMS SIP 2016-2017

Overview

Plan Name

LMS SIP 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	All students at LMS will improve academic success.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	All students at Lawton Middle School will follow ROAR guidelines.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Lawton Middle School will enhance instruction by integrating student use of technology.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at LMS will improve academic success.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth 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 achieve college and career readiness in order to become productive, successful citizens of society. in Mathematics by 06/15/2018 as measured by student growth from pretest to posttest, passing grades, increase in students receiving a score of proficient on state assessments.

Strategy 1:

Formative Assessment - Formative assessment strategies will be incorporated into classroom instruction on a regular basis. Frequent feedback will be available to teachers and students. Teachers will adjust instruction based on feedback and data.

Teachers will continue to be trained in formative assessment techniques through professional development. They will also utilize new technologies to provide faster access to assessment results.

The strategy will be monitored through grade books, district assessments and PLC meetings.

Category:

Research Cited: Hattie, J. A. C. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London,UK: Routledge.

Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement.

Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Tier: Tier 1

Activity - Exit Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students write a response to a question or prompt designed to gauge student understanding of the daily learning target. Additionally, students answer questions and scan results for immediate feedback on the achievement of the learning target through the Illuminate data analysis software.	Monitor	Tier 1	Monitor	09/08/2015	06/15/2016	\$0	No Funding Required	All teachers, curriculum director, technology support staff.

Strategy 2:

Academic Interventions - Direct instruction will be provided by interventionists in the areas of math and reading to improve academic weaknesses in those areas.

Programs include Corrective Reading, Corrective Math, REWARDS, and Six Minute Solution.

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Students will be identified based on RTI and district assessments in reading and math and will be placed in intervention classrooms. Teachers will progress monitor students using the tools provided in direct instruction programs and through ongoing district assessments.

Category:

Research Cited: Perspectives on Language and Literacy, vol. 36, No. 2, Spring 2010, copyright by The International Dyslexia Association.

Tier: Tier 2

Activity - REWARDS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
REWARDS is a multisyllabic decoding program used to teach basic reading skills to improve reading comprehension and fluency.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2016	\$0	Title I Part A	Interventionists

Goal 2: All students at Lawton Middle School will follow ROAR guidelines.

Measurable Objective 1:

demonstrate a behavior All students will follow ROAR guidelines (Responsibility Ownership Attitude Respect) by 06/10/2016 as measured by an indication of fewer student misbehaviors via SWIS; school community surveys.

Strategy 1:

Teaching ROAR guidelines - All teachers and staff will set the tone and demonstrate the standards for the year by teaching, reteaching, and exemplifying the ROAR guidelines.

Category:

Research Cited: CHAMPs and Teach Like a Champion programs

Tier: Tier 1

Activity - BTS Orientation/PowerPoints, Mini-Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will begin the school year with a comprehensive orientation for the middle school community that describes each of our principles, and how each is demonstrated through appropriate student behavior. Teachers will reinforce through use of PowerPoints and Mini-Lessons at the classroom level.	Behavioral Support Program, Direct Instruction, Teacher Collaboration, Implementation, Communication, Community Engagement, Parent Involvement	Tier 1	Implement	08/27/2015	06/10/2016	\$0	No Funding Required	Principal, all teachers
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Activity - Leadership Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Class will involve the "best of the best" 8th grade students, who will be instrumental in helping to establish a more positive school community.	Behavioral Support Program, Direct Instruction, Other, Extra Curricular, Policy and Process, Academic Support Program, Community Engagement	Tier 3	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Tony Karsen (lead teacher on project) with help from other teachers, principal

Activity - Promoting the Positive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refocus/revamp Student of the Month...Offer "rolling incentives" in individual classrooms at intermittent times...Reinstitute "Caught Doing Something Good"...use of Love and Logic Student Behavior Refocusing sheets	Behavioral Support Program, Monitor, Policy and Process, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All teachers and staff

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Activity - Trooper Hamilton Character Building Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific students meet with Trooper Hamilton for an Intervention-type class to help students take accountability for their own actions, especially those regarding their civic responsibilities. Students learn how to participate within the community more positively and effectively.	Behavioral Support Program, Direct Instruction	Tier 3	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Michigan State Police Trooper OJ Hamilton, Principal, some teachers

Goal 3: Lawton Middle School will enhance instruction by integrating student use of technology.

Measurable Objective 1:

collaborate to increase student use of technology by 05/04/2017 as measured by all students participating in technology dependent instruction at least once each week.

Strategy 1:

Technology Use - Through collaborative teams, teachers will assist each other in planning and coordinating instruction that requires student use of technology.

Category: Technology

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to plan activities and ensure they are technology dependent and not technology enhanced.	Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	General Fund	Tim Cerven; Amanda Lindemulder; Chad Williams; Shelley Klotz; Troy Reedy

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
REWARDS	REWARDS is a multisyllabic decoding program used to teach basic reading skills to improve reading comprehension and fluency.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2016	\$0	Interventionists

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will work together to plan activities and ensure they are technology dependent and not technology enhanced.	Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Tim Cerven; Amanda Lindemulder; Chad Williams; Shelley Klotz; Troy Reedy

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Exit Tickets	Students write a response to a question or prompt designed to gauge student understanding of the daily learning target. Additionally, students answer questions and scan results for immediate feedback on the achievement of the learning target through the Illuminate data analysis software.	Monitor	Tier 1	Monitor	09/08/2015	06/15/2016	\$0	All teachers, curriculum director, technology support staff.

School Improvement Plan

Lawton Middle School

Leadership Class	The Leadership Class will involve the "best of the best" 8th grade students, who will be instrumental in helping to establish a more positive school community.	Behavioral Support Program, Direct Instruction, Other, Extra Curricular, Policy and Process, Academic Support Program, Community Engagement	Tier 3	Getting Ready	09/08/2015	06/10/2016	\$0	Tony Karsen (lead teacher on project) with help from other teachers, principal
Promoting the Positive	Refocus/revamp Student of the Month...Offer "rolling incentives" in individual classrooms at intermittent times...Reinstitute "Caught Doing Something Good"...use of Love and Logic Student Behavior Refocusing sheets	Behavioral Support Program, Monitor, Policy and Process, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All teachers and staff
Trooper Hamilton Character Building Class	Specific students meet with Trooper Hamilton for an Intervention-type class to help students take accountability for their own actions, especially those regarding their civic responsibilities. Students learn how to participate within the community more positively and effectively.	Behavioral Support Program, Direct Instruction	Tier 3	Implement	09/08/2015	06/10/2016	\$0	Michigan State Police Trooper OJ Hamilton, Principal, some teachers
BTS Orientation/PowerPoints , Mini-Lessons	We will begin the school year with a comprehensive orientation for the middle school community that describes each of our principles, and how each is demonstrated through appropriate student behavior. Teachers will reinforce through use of PowerPoints and Mini-Lessons at the classroom level.	Behavioral Support Program, Direct Instruction, Teacher Collaboration, Implementation, Communication, Community Engagement, Parent Involvement	Tier 1	Implement	08/27/2015	06/10/2016	\$0	Principal, all teachers