



School Improvement Plan

Lawton Elementary School

Lawton Community School District

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans Template has been uploaded.	LES Abbreviated Document

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 comprehensive needs assessment was a districtwide initiative this year, using the preliminary template for CNA's. All teachers as well as some additional employees as well as perception data and local data were included.

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: MStep and State Alternate Assessments; Textbook based assessments; Local Assessments; NWEA MAP

Reading: DIBELS Next, MStep and State Alternate Assessments; Textbook based assessments; Local Assessments; NWEA MAP

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

Social Studies: MStep and State Alternate Assessments; Local Assessments

Progress Monitoring is done in classrooms and Title I using the DIBELS progress monitoring tool.

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. Preschool programs on site are not under the academic purview of the district. Students in that program are kindergarten screen using DIBELS at the end of the preschool years.

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. The addition of the Sidewalks intervention has added content to the Intervention time provided in Title I programs.

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%. Among the goals in the 2019-2020 school year is articulating and refining an MTSS process. The Title I program is an important program in this process.

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.

Additionally, the staff at Lawton Elementary School has re-established their commitment to MTSS.

The staff is being provided instructional coaching including coaching in the Essential Practices. The instructional coach now serves as the Title I Director.

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.

Additionally, Lawton Elementary School is currently being coached through the High Impact Literacy Grant. This has allowed us to build capacity for literacy with all teachers and build Tier I literacy instruction in all areas of the curriculum.

Among the goals this year is adding a more intentionally fluid process which reduces group size and ensures that students return to the general instruction as quickly as possible and those most in need get optimum intervention time.

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

Selected students also receive research based lessons after school and during our "power hour" walk to intervention time. Research based intervention strategies are matched to fluid student groups using data and a strong weekly PLC process.

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. Additional Daily Five Cafe time has been added to ensure differentiation for all learners.

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. Tier III students are addressed by a multi-disciplinary general education team including general education core teachers, Title I, and ELL program staff as appropriate.

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. 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. Due to the literacy coaching requirements provided by the Read by Grade Three Law and the guidelines provided by GLEN all teachers have been provided with substantial ongoing additional training in literacy and quality instruction. Additionally, our coach has been moved to the Title I Director position to allow additional coaching including provision of quality MTSS services.

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. The Read by Grade Three Law requires and encourages additional parent workshops. These are ongoing.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

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. Parent training with and without children present are offered throughout the year. These include parenting workshops as well as academic support. Parents are allowed to have input in their child's reading plan. Parents of deficient readers are provided a read at home plan in accordance with Michigan Law.

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	Parents are asked for input in their child's reading plan. This year Title I Targeted Services will be the focused evaluation for the Elementary School.	

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. It will be considered in the evaluation this year.

School Improvement Plan

Lawton Elementary School

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

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. Academic results for students in K-2 are provided in the IRIP which is distributed three times annually based on student performance.

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.

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. All school improvement chairs will meet to coordinate goals and ensure they are serving all traditionally underserved populations.

Component 10: Ongoing Review of Student Progress

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

Progress monitoring occurs biweekly according to student tier. Student selection sheets are updated at each count.

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. This year Lawton Elementary School will complete the Program Evaluation Diagnostic for the TAP program and submit it for state reporting.

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.