

School Improvement Plan

Title I - Targeted Assistance

Archive Date: 08/31/2012, Report Status: Transmitted

School Year: 2012 - 2013

School District: Lawton Community School District

ISD/RESA: Van Buren ISD

School Name: Lawton Elementary School

Grades Served: PK,K,1,2,3,4,5

Principal: Mr. Christopher Rice

Building Code: 02141

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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. 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.

School Information

School:	Lawton Elementary School
District:	Lawton Community School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	02141
City:	Lawton
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Lawton Elementary School will be a safe, caring, collaborative learning community.

Mission Statement

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.

Beliefs Statement

We believe that everyone involved in the process of educating our children should work to meet the needs of every child, every day. "Every child, Every day, from Everyone"

We believe that all children can learn and deserve opportunities that establish the foundation for future college and career readiness.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Positive Behavior Support	Complete	Open
Reading	Complete	Open
Wellness	Complete	Open
Writing	Complete	Open

Goal 1: Mathematics

Content Area: Math
Development Status: Complete

Student Goal Statement: All students will be proficient in mathematics.

Gap Statement: Based on a review of student achievement data sources (MEAP, Delta Math RtI, STAR math, and St.Clair County ISD Pro-solve problem solving competition).

Cause for Gap: High absenteeism rate, high homeless percentage, high free/reduced lunch population, students lacking in readiness skills, low motivation to achieve and to complete homework. Furthermore, our data shows a need for full implementation of a tier II and III response to intervention model.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, STAR Math Assessment, St. Clair County ISD Pro-Solve problem solving competition, and Delta Math RtI.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Improvement on the criteria as stated above. Progress will be monitored by MEAP results, Pinnacle reports, STAR math results, Delta Math RtI, and Pro-Solve results.

Contact Name: Susan Northup

List of Objectives:

Name	Objective
Improve math performance	Lawton Elementary School 3rd, 4th, and 5th grade students will achieve at a level that is at or above the state average on the annual MEAP mathematics test. In addition, grade levels not at 100% will improve their proficiency percentage yearly.

1.1. Objective: Improve math performance

Measurable Objective Statement to Support Goal: Lawton Elementary School 3rd, 4th, and 5th grade students will achieve at a level that is at or above the state average on the annual MEAP mathematics test. In addition, grade levels not at 100% will improve their proficiency percentage yearly.

List of Strategies:

Name	Strategy
Delta Math RtI Program	The Delta Math program will provide us with a framework for the implementation of a Response to Intervention approach to math instruction. All students will be given benchmark assessments. The data from these assessments will be used to identify students who may require additional, small group math interventions. Students receiving interventions will be progress monitored using guided reviews, quick checks, and growth charts. Interventions will be implemented on fall, winter, and spring screeners.
Small Group Interventions	Provide RtI and reteaching in the area of math.

1.1.1. Strategy: Delta Math RtI Program

Strategy Statement: The Delta Math program will provide us with a framework for the implementation of a Response to Intervention approach to math instruction. All students will be given benchmark assessments. The data from these assessments will be used to identify students who may require additional, small group math interventions. Students receiving interventions will be progress monitored using guided reviews, quick checks, and growth charts. Interventions will be implemented on fall, winter, and spring screeners.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

Please review the document at the link below for the research basis for this program.
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Development of Community Task Force	2012-09-04	2013-06-07	Principal, curriculum director, classroom teachers, and representatives of the math committee.
Staff Delta Math Training	2012-09-04	2012-09-30	Delta Math leadership team and math committee representatives.

1.1.1.1. Activity: Development of Community Task Force

Activity Type: Other

Activity Description: Recruit and train community volunteers to facilitate a math intervention for individuals and/or small groups. This community task force will be monitored and directed by the principal, the curriculum director, and math committee representatives.

Planned staff responsible for implementing activity: Principal, curriculum director, classroom teachers, and representatives of the math committee.

Actual staff responsible for implementing activity: Principal, curriculum director, classroom teachers, and representatives of the math committee.

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.2. Activity: Staff Delta Math Training

Activity Type: Professional Development

Activity Description: A leadership team that consisted of the principal, Title I Director, Curriculum Director, and math committee representatives pursued training during the summer of 2011. This group will provide training to all math teachers and paraprofessional staff in the fall of 2012.

Planned staff responsible for implementing activity: Delta Math leadership team and math committee representatives.

Actual staff responsible for implementing activity: Classroom teachers, technology instructor, and Title I staff

Planned Timeline: Begin Date - 2012-09-04, End Date - 2012-09-30

Actual Timeline: Begin Date - 09/04/2012, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Delta Math materials	Other	735.00	

1.1.2. Strategy: Small Group Interventions

Strategy Statement: Provide RtI and reteaching in the area of math.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

Delta Math <http://rtisupport.oaisd.org/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning Centers and Teacher Led Small Group Instruction	2012-09-04	2013-06-07	Kindergarten and Title I staff

1.1.2.1. Activity: Learning Centers and Teacher Led Small Group Instruction

Activity Type: Professional Development

Activity Description: To incorporate learning centers and/or teacher led small group instruction.

Planned staff responsible for implementing activity: Kindergarten and Title I staff

Actual staff responsible for implementing activity: Kindergarten and Title I staff

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Existing curriculum materials	No Funds Required		

Goal 2: Positive Behavior Support

Content Area: Other
Development Status: Complete

Student Goal Statement: Students will decrease their number of major and minor misbehaviors.

Gap Statement: Our PET and DIBELS data indicate that we have weaknesses in our core reading curriculum. In addition, our discipline referral data and our BoQ and BAT data indicate that we do not have full implementation of a three tier model of behavior supports in place, which means that behavior systems are likely affecting academic outcomes. All of these factors are contributing to our gap.

Cause for Gap: Increasing numbers of students with identified special needs; increase in students from households with limited resources; increased number of children demonstrating intensive behaviors at younger ages as indicated by the fact that our kindergarten class had the highest number of referrals per 100 students by grade (41.68).

Multiple measures/sources of data you used to identify this gap in student achievement: SWIS data including: the Year End Report; Referrals by Student; Referrals by Grade; the Quick Big 5 Report. Report card data (as correlated with student discipline referral data). Number of special education referrals for behavior disabilities.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Reduction in major and minor behaviors as measured by behavior referrals through the Schoolwide Information System (SWIS).

Contact Name: Chris Rice

List of Objectives:

Name	Objective
TIER II: Strategic Supports	Schoolwide behavior data as indicated in the SWIS program indicates that 34 students were in the strategic range (2-5 major referrals) for the 2010-11 school year. Our goal is to reduce this by 10 students for the 2011-12 school year.
TIER III: Intensive Supports	SWIS data for the 2010-11 school indicates that 12 students had more than 5 major Office Discipline Referrals. These students are considered intensive. We plan to reduce this total by 33% at the conclusion of the 2011-12 school year.

2.1. Objective: TIER II: Strategic Supports

Measurable Objective Statement to Support Goal: Schoolwide behavior data as indicated in the SWIS program indicates that 34 students were in the strategic range (2-5 major referrals) for the 2010-11 school year. Our goal is to reduce this by 10 students for the 2011-12 school year.

List of Strategies:

Name	Strategy
Early Stage Interventions	All teachers will implement the Early Stage Interventions identified in Interventions by Sprick and Garrison.

2.1.1. Strategy: Early Stage Interventions

Strategy Statement: All teachers will implement the Early Stage Interventions identified in Interventions by Sprick and Garrison.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

Evidence can be found at the following website:
http://www.safeandcivilschools.com/scs_efficacy/index.php

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Continuous professional development	2012-08-28	2013-06-01	This professional development will occur at the district level as part of the district improvement plan in cooperation with feedback from PBIS school improvement teams at the individual schools. Professional development is coordinated by the District Curriculum Director, Tamara Webster. Assistance may be required from the Behavior Interventionists at KRESA and VBISD.
Interventions Training	2012-08-23	2013-06-08	All teaching staff with guidance from principal and guidance counselor.

2.1.1.1. Activity: Continuous professional development

Activity Type: Professional Development

Activity Description: Professional development will be offered throughout the year to support and enhance tier two and three interventions as well as continuation of universal supports. Specific professional development will be directed to new teachers with additional PD offered to the full staff. PD will include Sprick's intervention book as well as Check In Check out. Teachers will use intervention folder to keep track of interventions in use.

Planned staff responsible for implementing activity: This professional development will occur at the district level as part of the district improvement plan in cooperation with feedback from PBIS school improvement teams at the individual schools. Professional development is coordinated by the District Curriculum Director, Tamara Webster. Assistance may be required from the Behavior Interventionists at KRESA and VBISD.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-01

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.2. Activity: Interventions Training

Activity Type: Professional Development

Activity Description: All teachers will be provided with training in the specific application of Interventions A - F which provide quick, effective methods of dealing with misbehavior at the early stages. This approach is consistent with Behavioral Response to Intervention for strategic students.

Planned staff responsible for implementing activity: All teaching staff with guidance from principal and guidance counselor.

Actual staff responsible for implementing activity: All teaching staff with guidance from principal and guidance counselor. District assistance will be given for professional development as part of the district improvement plan.

Planned Timeline: Begin Date - 2012-08-23, End Date - 2013-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Interventions book by Sprick and Garrison	No Funds Required		

2.2. Objective: TIER III: Intensive Supports

Measurable Objective Statement to Support Goal: SWIS data for the 2010-11 school indicates that 12 students had more than 5 major Office Discipline Referrals. These students are considered intensive. We plan to reduce this total by 33% at the conclusion of the 2011-12 school year.

List of Strategies:

Name	Strategy
Functional Behavior Assessments	All students who reach 6 major Office Discipline Referrals (ODR's) will be referred to the building Response to Intervention (RtI) team who will conduct a Functional Behavior Assessment and develop a Behavior Improvement Plan (BIP)for that child. Data will be collected daily to assess student progress.

2.2.1. Strategy: Functional Behavior Assessments

Strategy Statement: All students who reach 6 major Office Discipline Referrals (ODR's) will be referred to the building Response to Intervention (RtI) team who will conduct a Functional Behavior Assessment and develop a Behavior Improvement Plan (BIP)for that child. Data will be collected daily to assess student progress.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

Functional-Assessment-Based Behavior Support Planning: Research to Practice to Research.

Personal author, compiler, or editor name(s); click on any author to run a new search on that name. Sugai, George; Sprague, Jeffrey R.; Horner, Robert H.

Describes functional assessment, discusses the need to translate research findings into formats and processes that can be used efficiently in applied settings, and stresses the need for research to continue to build a technology of functional assessment that meets the range of situations faced in schools and communities.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
FBA/BIP Referral Process	2011-08-23	2012-06-08	All school staff. Office staff. Itinerant staff.

2.2.1.1. Activity: FBA/BIP Referral Process

Activity Type: Professional Development

Activity Description: Student behavior will be reported using the SWIS referral form. The information from each form will be entered into the SWIS program by school office staff. This information will be monitored by the principal or his designee. Students who reach 6 major ODR's will be referred to the child study team for this intensive intervention.

Planned staff responsible for implementing activity: All school staff.
Office staff.
Itinerant staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-23, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SWIS data system	General Funds	300.00	

Goal 3: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading.

Gap Statement: Our PET (Planning and Evaluation Tool for Effective Schoolwide Reading Programs) data indicates that we have weaknesses in our core reading curriculum, including fidelity, coverage of big ideas at critical times and use of explicit instruction. All of these items are contributing to our gap of only 1 of 6 grades with 80% of more students meeting DIBELs end of year benchmarks, when our goal is at least 80% of students meeting end of year benchmarks.

Cause for Gap: Our PET and DIBELS data indicate that we have weaknesses in our core reading curriculum. Furthermore, our data shows that we do not yet have full implementation of an effective three tier Response to Intervention model.

Multiple measures/sources of data you used to identify this gap in student achievement: ELPA Exam; Comprehension Item Analysis on MEAP Exam; Schoolwide DIBELS assessments; Benchmarks for Advanced Tiers.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Success would be characterized by increase in ELPA scores; An increase in reading comprehension on the MEAP Assessment and fewer students falling below Benchmark on the DIBELS assessments.

Contact Name: Ann Kaufman

List of Objectives:

Name	Objective
Increase parent involvement.	The Lawton Community Schools will increase the number of parent involvement activities when compared to the 2011-12 school year.
Increase Reading Fluency	At the end of the 2012-2013 school year students in grades K-5 will improve their reading fluency and reach proficiency as measured by each grade levels percentage of students achieving benchmark or low risk status as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the English Language Proficiency Assessment (ELPA).
Prevent core curriculum failure and improve achievement on MEAP tests	Reduce the number of students failing core curriculum subjects including reading/language arts; writing; math; science and social studies. Also improve the achievement of the lowest performing 30% of students on MEAP assessments thereby closing the achievement gap the currently exists.

3.1. Objective: Increase parent involvement.

Measurable Objective Statement to Support Goal: The Lawton Community Schools will increase the number of parent involvement activities when compared to the 2011-12 school year.

List of Strategies:

Name	Strategy
Offering parents opportunities to support learning at home.	A focus area of each parent involvement activity will improving the ability of parents to support their child's learning from home.

3.1.1. Strategy: Offering parents opportunities to support learning at home.

Strategy Statement: A focus area of each parent involvement activity will improving the ability of parents to support their child's learning from home.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

Document from Michigan Dept. of Education titled WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement. Based on the work of Joyce Epstein. Document can be found at: http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Family Activity Night	2012-09-04	2013-06-07	Reading Committee
SoWeMi Conference	2012-09-04	2013-06-07	Title I Director

3.1.1.1. Activity: Family Activity Night

Activity Type: Professional Development

Activity Description: At least twice annually, our school will invite parents and children in during the evening for reading and math based activities including reading together in the library, Accelerated Reader testing in the computer lab, basic facts practice activities and staff presentations to parents enhancing their ability to help their children at home.

Planned staff responsible for implementing activity: Reading Committee

Actual staff responsible for implementing activity: Reading Committee

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Refreshments	Title I Part A	100.00	

3.1.1.2. Activity: SoWeMi Conference

Activity Type: Professional Development

Activity Description: All Title I staff will attend the SoWeMi Conference. This conference focuses on best practice in reading instruction. In addition, we will allocate enough funding for up to 10 parents of Title I children to attend as well.

Planned staff responsible for implementing activity: Title I Director

Actual staff responsible for implementing activity: Title I Director

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Fees for Registration	Title I Part A	300.00	

3.2. Objective: Increase Reading Fluency

Measurable Objective Statement to Support Goal: At the end of the 2012-2013 school year students in grades K-5 will improve their reading fluency and reach proficiency as measured by each grade levels percentage of students achieving benchmark or low risk status as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the English Language Proficiency Assessment (ELPA).

List of Strategies:

Name	Strategy
Targeted Classroom Support	Direct Instruction will be provided to all students who are identified as Intensive via DIBELS assessments of basic reading skills administered 3 times annually.

3.2.1. Strategy: Targeted Classroom Support

Strategy Statement: Direct Instruction will be provided to all students who are identified as Intensive via DIBELs assessments of basic reading skills administered 3 times annually.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

The role of instruction in learning to read: Preventing reading failure in at-risk children.
Foorman, Barbara R.; Francis, David J.; Fletcher, Jack M.; Schatschneider, Christopher; Mehta, Paras
Journal of Educational Psychology, Vol 90(1), Mar 1998, 37-55. doi: 10.1037/0022-0663.90.1.37

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Promoting Comprehension among all readers	2012-09-04	2013-06-08	Classroom teachers with support from the Title I staff.
Reading Mastery and Corrective Reading	2012-09-04	2013-06-08	Title I and Special Education staff.
Research Based Early Elementary Reading Interventions	2012-09-04	2013-06-12	All classroom teachers with support of Title I reading team.

3.2.1.1. Activity: Promoting Comprehension among all readers

Activity Type: Other

Activity Description: Teachers will initiate Common Core Curriculum Reading Information and Reading Literature outcomes with small ability-based groups. Comprehension activities with grade level passages provided by text will include retell, summarizing, and shrinking.

Planned staff responsible for implementing activity: Classroom teachers with support from the Title I staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.2.1.2. Activity: Reading Mastery and Corrective Reading

Activity Type: Professional Development

Activity Description: Using DIBELs assessments, students will be identified and targeted for participation in our Title I reading program. Small group direct instruction will be provided using both pull out and push in models. Student progress will be monitored every two weeks and instructional adjustments made as needed. This instructional model will also apply to students who have been identified for special education support in the area of reading.

Planned staff responsible for implementing activity: Title I and Special Education staff.

Actual staff responsible for implementing activity: Title I and Special Education staff.

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SRA Direct Instruction Programs	No Funds Required		

3.2.1.3. Activity: Research Based Early Elementary Reading Interventions

Activity Type: Other

Activity Description: Strategic reading students in grades K-5 will participate in a research based intervention four times a week. These may include Language for Learning, Road to the Code, Teacher Directed PALS, and Read Naturally and be chosen based on scores and grade/age appropriateness for each student.

Planned staff responsible for implementing activity: All classroom teachers with support of Title I reading team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-12

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.3. Objective: Prevent core curriculum failure and improve achievement on MEAP tests

Measurable Objective Statement to Support Goal: Reduce the number of students failing core curriculum subjects including reading/language arts; writing; math; science and social studies. Also improve the achievement of the lowest performing 30% of students on MEAP assessments thereby closing the achievement gap the currently exists.

List of Strategies:

Name	Strategy
Increase core curriculum instructional time	By providing interventions to targeted students (in particular those identified as our Focus students) as part of an after school program as opposed to a school day pull out, we hope to boost achievement overall for all participants.

3.3.1. Strategy: Increase core curriculum instructional time

Strategy Statement: By providing interventions to targeted students (in particular those identified as our Focus students) as part of an after school program as opposed to a school day pull out, we hope to boost achievement overall for all participants.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

What Works in Schools, Translating Research Into Practice by Bob Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
After school program	2012-10-01	2013-05-24	Title I Staff

3.3.1.1. Activity: After school program

Activity Type: Other

Activity Description: Students who have been identified as the lowest 30% on state assessments will be invited to participate in this after school program. Transportation will be provided for participants with the goal of increasing participation. The program will be conducted by Title I staff. Program goals and activities will include: REWARDS for 4th and 5th grade students which is a program designed to improve multi-syllabic word attack skills thereby improving achievement across the curriculum including Science and Social Studies where such vocabulary is prevalent. Direct Instruction reading programs will be used to improve reading fluency. Delta Math interventions will be utilized as well. Assistance will also be given with homework completion.

Planned staff responsible for implementing activity: Title I Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2013-05-24

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I Reading Paraprofessionals	Title I Part A	7,500.00	
Transportation via School Bus	Title I Part A	4,500.00	

Goal 4: Wellness

Content Area: Coordinated School Health

Development Status: Complete

Student Goal Statement: All students will increase their health and fitness levels.

Gap Statement: Our FitnessGram data indicates that a significant number of our students do not meet Healthy Fitness Zone standards.

Cause for Gap: Through observation and discussion with our students, it is clear that many factors contribute to this problem, including reduced activity time, increased screen time, lack of knowledge of healthy food and drink choices. It has also been observed in Physical Education that some students view the effects of exercise as negative, and therefore avoid exertion.

Multiple measures/sources of data you used to identify this gap in student achievement: FitnessGram and Physical Education observation

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? FitnessGram data - increase the number of students in the Healthy Fitness Zone in each of the fitness test categories

Contact Name: Christine Juszczuk

List of Objectives:

Name	Objective
Physical Fitness	All students will increase fitness levels as measured by FitnessGram standards.

4.1. Objective: Physical Fitness

Measurable Objective Statement to Support Goal: All students will increase fitness levels as measured by FitnessGram standards.

List of Strategies:

Name	Strategy
Jumpstart	A before school fitness program that targets academically challenged and at-risk students.
Staff training in HOPSports and classroom Brain Breaks	Training in use of HOPSports and Brain Breaks will provide teachers the knowledge and equipment to offer opportunities for student activity / movement during the school day.

4.1.1. Strategy: Jumpstart

Strategy Statement: A before school fitness program that targets academically challenged and at-risk students.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

- Brain Gym
- Spark (Dr. John Ratey)
- Other Jump Start programs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
FitnessGram	2012-10-15	2013-06-07	Physical Education teacher

4.1.1.1. Activity: FitnessGram

Activity Type: Other

Activity Description: The Cooper Institute conducts research studies that focus on health and fitness. This institute has developed the FitnessGram physical fitness assessment tool. Students will be tested twice yearly in cardiorespiratory endurance, strength, and flexibility.

Planned staff responsible for implementing activity: Physical Education teacher

Actual staff responsible for implementing activity: Physical Education teacher

Planned Timeline: Begin Date - 2012-10-15, End Date - 2013-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Committee Meeting Time	No Funds Required		

4.1.2. Strategy: Staff training in HOPSports and classroom Brain Breaks

Strategy Statement: Training in use of HOPSports and Brain Breaks will provide teachers the knowledge and equipment to offer opportunities for student activity / movement during the school day.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

Brain Gym
 Spark (Dr. John Ratey)
 HOPSports conference / training

MI-EPEC Fit Bits

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Interactive media fitness	2012-10-01	2013-06-07	Classroom teachers

4.1.2.1. Activity: Interactive media fitness

Activity Type: Other

Activity Description: Classroom use of interactive media (HOPSports)at classroom teacher's discretion during the school day.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2013-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in writing.

Gap Statement: Students demonstrate a marked weakness in the area of written expression. This is characterized by low standardized test scores as well as consistent feedback that students need to add more details and examples and more specific details and examples to improve their scores. This is true at all buildings in the district.

Cause for Gap: Causes for this gap include general causes of literacy gaps including a sharp increase of students living in generational poverty and a significant number of students living in homes where English is not the primary language.

Multiple measures/sources of data you used to identify this gap in student achievement: ELPA results; MEAP Writing Results; ACT Writing Results (This is a districtwide goal); frequency of comments on

standardized tests regarding details and examples; district grade-level writing prompts.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? ELPA results; MEAP Writing Results; frequency of comments on standardized tests regarding details and examples; district grade-level writing prompts.

Contact Name: Chris Rice

List of Objectives:

Name	Objective
Details and Examples	At the end of 2011-2011 school year, students in grades K-5 will increase the use of details and examples in their writing as measured by each grade levels common core rubric.

5.1. Objective: Details and Examples

Measurable Objective Statement to Support Goal: At the end of 2011-2011 school year, students in grades K-5 will increase the use of details and examples in their writing as measured by each grade levels common core rubric.

List of Strategies:

Name	Strategy
Collins Writing Folders	Teachers will utilize instructional strategies to increase the use of Collins Writing Folders to promote the six traits of writing.
K-5 Shared Writing Process and Practice	All students will be given weekly writing practice as directed by the school-wide Writing Model. In addition, writing instruction will be focused on using writing prompts, Daily Oral Language(DOL) practice, and 6+1 Traits strategies. In grade level PLC meetings, teachers will evaluate student writing using a common rubric.

5.1.1. Strategy: Collins Writing Folders

Strategy Statement: Teachers will utilize instructional strategies to increase the use of Collins Writing Folders to promote the six traits of writing.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

6+1 Traits writing including districtwide training by Kathy Gilbert.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collins Writing Folder Activity	2011-09-07	2012-06-10	Writing Committee; Grade Level Teams

5.1.1.1. Activity: Collins Writing Folder Activity

Activity Description: Teachers will save 6+1 common writing prompts in Collins Folder and use to assess writing improvement during grade level team meetings.

Planned staff responsible for implementing activity: Writing Committee; Grade Level Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

5.1.2. Strategy: K-5 Shared Writing Process and Practice

Strategy Statement: All students will be given weekly writing practice as directed by the school-wide Writing Model. In addition, writing instruction will be focused on using writing prompts, Daily Oral Language(DOL) practice, and 6+1 Traits strategies. In grade level PLC meetings, teachers will evaluate student writing using a common rubric.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning

What research did you review to support the use of this strategy and action plan?

6+1 Traits writing including districtwide training by Kathy Gilbert.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6+1 Traits Activities	2010-09-07	2011-06-10	Chris Rice, Principal; Tamara Webster, Curriculum Director; Writing Committee; Grade Level Teams

5.1.2.1. Activity: 6+1 Traits Activities

Activity Description: Grade level teams will institute developmentally appropriate lessons on the trait of word choice and idea development and focus on those traits on at least one common writing prompt.

Planned staff responsible for implementing activity: Chris Rice, Principal; Tamara Webster, Curriculum Director; Writing Committee; Grade Level Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Learning Community Planning	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$735.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$300.00	\$0.00
Title I Part A	\$12,400.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

By completing the School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report.

2. Describe the process 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.

Monitoring of academic needs includes schoolwide monitoring of literacy, primarily using the DIBELS assessment and progress monitoring those students identified for assistance. Additionally, student report card data is utilized to identify children who are failing or at risk of failing. Finally, MEAP data is also used to identify children who are failing or at risk of failing the state core curriculum standards.

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

Using DIBELS data which are based on the Big Ideas of Reading as identified by the National Reading Panel, student benchmark assessments will be used to determine students who are failing (intensive) or at risk of failing (strategic). Additionally, student proficiency levels on the MEAP assessments can also be used to determine those who are failing the state curriculum standards.

In addition, our school is moving towards a standards based report card that will be incorporated into the Pinnacle Gradebook software program. This will provide us with additional data and criteria used for identification of students who may require targeted assistance.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

The following criteria are used to allocate funds to K-2 students:

**Dynamic Indicators of Beginning Literacy Skills assessments given to all students.*

**Teacher input given during monthly grade level data and child study team meetings.*

**Previous history of support from Title I program.*

**Input from parents received from parent teacher conferences and compact meetings.*

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The Title I program plan will be based entirely on the results/data of the continuous improvement process including: the comprehensive needs assessment; LEAPC; and ultimately the School Improvement Plan which includes specific goals for Reading and Math. All Title I activities will be listed in the strategies/activities section of the SIP.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

The Title I Director participates in Professional Learning Communities, held monthly among grade level teams. She also is an active member of our Response To Intervention team that meets monthly and includes the special education staff and school counselor. She also is invited to participate in early childhood teams including the Preschool, GSRP, and Young 5's program housed within the school.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

District curriculum director oversees K-12 classroom instruction. State standards provide the basis for the curriculum. Progress is measured via performance on state assessments. In addition, state standards based report cards will be phased in over the next 3 years. Curriculum development is now being adjusted to prepare all teachers to successfully teach the Common Core curriculum. Common Core training sessions

have been held with kindergarten staff and are scheduled for other grade levels for the 11-12 school year.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Decisions about curriculum and instruction are made through a lead teacher process in each core academic area and a district wide staff process in related courses. Curriculum changes may go before a district curriculum council and must go before the Board of Education's Curriculum Committee and considered by the full board in a public meeting prior to adoption. Best practices regarding curriculum are disseminated and monitored through an aggressive professional development schedule as well as a professional Learning Communities. Parent input is received via periodic surveys.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*The Title I Director/Lead Teacher possesses the Reading Specialist credential.
All Title I Part A paraprofessionals have met the NCLB highly qualified standard via WorkKeys.
Documentation of these credentials is maintained on file with the district central office.*

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Our recent indicators of school improvement have shown us that increasing parental involvement is an area in need of improvement. We plan to do so in a variety of ways. One way is via enhanced usage of electronic and social media. We plan to unveil a new and improved district website this school year. We also plan to begin utilizing Twitter to distribute important news and messages to parents. We will continue to reach out to our parents and encourage them to participate via attending parent/teacher conferences; school events

including open houses and family reading nights; and enhancing our student incentives for reading outside of school which also brings parents closer to the mission of the school. A new Title I Parent Involvement Plan was developed in August 2012. It can be viewed at www.lawtoncs.org

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

As part of a presentation by the Title I Lead Teacher, the parent compact and design of the Title I program is reviewed and parent input requested during Open House in September of each school year. Title I program information is also shared as part of parent/teacher conferences held 2-3 times each school year and during twice annual Family Reading Nights.

2b. Implementation

At parent/teacher conferences held 2-3 times each school year, the parent compact and implementation of the Title I program is reviewed and parent input requested.

2c. Evaluation

As part of the ED YES Indicators of School Performance, involvement of parents and other stakeholders is evaluated in great detail. Information is then used to identify areas in need of improvement.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Our school is in the process of implementing software from Pinnacle for tracking student attendance and grades. This software program will automatically generate a report card at the end of each marking period. Our district staff in charge of implementing this software will carefully design the reports so that they are user friendly for parents. We also utilize systems of progress monitoring that measure growth via grade level equivalents which are easy for parents to relate to.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

Students targeted for assistance receive research-based small group instruction in the area of literacy. This is supplemental to English Language Arts Instruction in the classroom.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

A formal federal program review committee made up of all levels of stakeholders will adopt a model to

evaluate this program. Additionally, data will be gathered on parent involvement when practical.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

The evaluation will demonstrate the needs still unaddressed and allow us to better meet those needs. We will use this to create more stakeholders to contribute to the program.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Our school houses 2 distinct preschool programs including a Great Start Readiness Program for four year olds and a tuition based preschool for 3 and 4 year olds. School preschool and kindergarten staff are in regular communication regarding student needs. In addition, we are in regular communication with our local Head Start and host a Head Start visit each year. Head Start representatives are invited annually to our kindergarten/preschool roundup. We also have regular communication with the early childhood special education program of Van Buren ISD. IEP meetings for students coming to our school from an ISD program are held here in the elementary school giving parents the opportunity to learn more about the school and the school to learn more about the needs of the incoming special education students.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

As the curriculum is realigned in the area of common core all assessments are being reconsidered. The use of manipulatives and the greater emphasis on writing provides opportunity for new common assessment tools to be developed.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

All children attending Lawton Elementary School have equal access to student assistance programs including: free/reduced meals; counseling services funded by 31A; and programs for homeless children as defined by McKinney-Vento. We also work closely with our local Head Start office to successfully integrate incoming kindergarten age children.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

All children in Lawton Elementary School are given benchmark assessments as recommended by DIBELS from the University of Oregon. Benchmark data is used to identify students who may benefit from assistance. Children identified as intensive and/or strategic are targeted for assistance. Those receiving services are then progress monitored at least every other week. The entire school receives benchmark testing three times annually. Those who show up later in the year as intensive or strategic may be added for Title I support while those who have achieved benchmark status may no longer received support from Title I.

2. Describe how data will be utilized to inform instruction.

Data is used by the Title I director to identify students for support and appropriate instructional placement. Data is also discussed with general education teachers in monthly PLC (professional learning community) meetings and appropriate interventions planned.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

At the montly PLC meetings, student progress graphs are reviewed. Those who have consistently tested below the aimline may be recommended for more intensive interventions including special education evaluation. Those who have shown success may be removed from Title I services. If group data showed lack of progress, we would consider changing our instructional model in Title I.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

Again, data collection drives decision making. Data allows us to identify weaknesses in our basal instruction as well as our interventions. For example: last year we identified a group wide deficit among our kindergarten students in initial sound fluency. This information was used to develop an inservice with a specialist. Teachers adjusted instruction accordingly and the problem was corrected.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Technology improvements have been made at the upper elementary school and in the computer lab to enhance teacher demonstration skills and provide more reliable literacy programs to students. In addition, Title IA ARRA funds were used to place new student computers in the Title I classroom. We also added a 10 station Title IA computer lab for the exclusive use of targeted students.

Technology upgrades are planned for the K-2 classrooms for the 2011-12 school year.

Key programs utilized include: Read Naturally; Study Island; Accelerated Reader

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The School Improvement Plan is part of the continuous improvement plan. Certain goals, such as reading are always included in the plan. Data sources are reviewed annually as the SIP is rewritten or revised.

Disaggregation of state assessment data may identify areas of need that will need to be subsequently included or adjusted in the school improvement plan.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Individual progress will be shared with parents and other stakeholders through a revised report card as well as a parent teacher conferences, at which we have nearly 100% contact. District wide goals and progress are shared at public meetings at least twice annually.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

School goals, mission, and vision are created and monitored by school committees who work throughout the year on the process. This year, additional stakeholders have been invited to participate through surveys, online surveys, or active present participation.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

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 on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.lawtoncs.org*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments: *As part of the current school improvement process, our school has created a Wellness goal. We are also participating in the School Health Index, Project LEAN, Health Through Literacy, and have received the BCBS Building Healthy Communities grant.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Reviewed policy, but not yet adopted*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Danielle	Triemstra	Parent	dtriem01@aol.com
Ms.	Tamara	Webster	Curriculum Director	twebster@lawtoncs.org
Mr.	Christopher	Rice	Principal	crice@lawtoncs.org
Mrs.	Ann	Kaufman	Title I Director	akaufman@lawtoncs.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Chris Rice
Address:	101 Primary Way Lawton, MI 49065
Telephone Number:	(269)624-7500

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

LAWTON ELEMENTARY SCHOOL
Title I Targeted Assistance
School Parental Involvement Policy/Plan

2012-13

GENERAL EXPECTATIONS

Lawton Elementary School agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning

(B) that parents are encouraged to be actively involved in their children's education at school

(C) that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community (Plan will be presented to PTO in the fall of each school year for review and comment; plan will be posted on school website)
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy
- Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy
- Provide parents with information about agency and government resources available to them
- If the plan for Title I, Part A, developed under section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency
- Provide to each parent an individual student report about the performance of their child on the State assessment in each content area tested
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)
- Provide each parent timely notice information regarding the professional qualifications of the student's classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT 1118 (c)

Lawton Elementary School will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
 - All parents shall be invited and encouraged to attend
 - The school will provide information and explain the requirements of Title I and the rights of parents

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Title I Program Presentation as part of Open House	Title I Lead Teacher	On the second Wednesday of the school year	Teacher will schedule a time for Title I students and parents to attend	Parents will be asked to complete a survey on which they will provide input regarding the Title IA program
Discussion and signing of Title I Parent Compact at Open House	Each general classroom teacher		Open House is widely advertised to parents. Attendance is typically very high.	Signed copies of the compact will be collected for all students regardless of Title I eligibility

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Family Reading Nights	Title I Lead Teacher with support from General Education staff	October 2012 and March 2013	Planning for this event will be done by the SIP Reading Committee	Success will be measured in terms of degree of participation as well as a survey parents will be asked to complete
Parent/Teacher Conferences	All K-5 certified teachers including Title I Lead Teacher	Three times annually: October; January; and March	General education teachers will schedule appointments with all students. Title I teacher will be available to parents on a drop in basis.	Degree of participation is tracked and reported to building administrator

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Focus School Presentation	Elementary Principal and Curriculum Director	August 23, 2012	All parents received a letter via US Mail inviting them to participate	Parents completed a general survey regarding existing programs and needs
Title IA Presentation to Parent Teacher Organization	Elementary Principal	At a PTO meeting in the fall of each year	Principal will ask to be added to PTO agenda	PTO members will be asked for verbal input and complete a survey regarding existing programs and needs

4. Provide parents of participating children:

- Timely information about the Title I programs
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
- Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Parent/Teacher Conferences for all students	All K-5 certified teachers including Title I Lead Teacher	Twice annually: October; and January	General education teachers will schedule appointments with all students. Title I teacher will be available to parents on a drop in basis	Degree of participation is tracked and reported to building administrator
At Risk Conferences	General education, special education and Title I teachers	Annually in March	Parents of children at risk of failure will be invited via letter to participate	At these meetings, interventions including summer programs will be discussed. Success will be measured by a student's progress as a result of the meeting and

Periodic school publications	All certified school staff	Monthly or quarterly	Important information will be shared via monthly school newsletter, quarterly district newsletter, and school website resources	the strategies implemented School information sources will be part of annual stakeholder survey of school programs
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Note: If the school-wide program plan under section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency.

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT 1118(d)

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. *The school-parent compact may be a separate document, but must still be developed in collaboration with parents.*

Lawton Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Michigan's student academic achievement standards as follows:

Lawton Elementary School has embraced the Common Core Curriculum. The transition from GLCE based instruction to Common Core has begun. This transition is an area of emphasis within the district professional development plan. Regular meetings with school staff are scheduled. Use of I Can statements that are linked to Common Core curriculum required of all teachers for all class settings. Adherence to curriculum and instructional standards will be measured via administrative observation and evaluation. Please see the School Improvement Plan and Parent Involvement Policy located at www.lawtoncs.org.

2. Hold an Open House for all students during which this compact will be discussed as it relates to the individual child's academic achievement. Open House will be held the second Wednesday of the school year in the evening:

Teachers will be available during Open House on Sept. 12, 2012 from 6:00-7:00p.m. to discuss the compact. Teachers will also be available to parents via appointment. All teachers have individual classroom phone numbers and email addresses. Parents are encouraged to use these means of communication.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards sent home at the end of each marking period.

- Progress monitoring graphs in reading will be shared at Parent/Teacher conferences for students receiving Title I reading support.
- Parents have access to student grades in real time via the Pinnacle Parent Viewer.
- Child Study Team meetings are scheduled with parents for students who have responded to targeted interventions.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff are available to parents before and after school and by appointment. All teachers have daily planning periods during which parent meetings are often scheduled. Parents are also encouraged to contact staff via telephone or email.

5. Provide parents opportunities to volunteer in their children's school and to participate in their children's class and observe classroom activities, as follows:

Parents and other community members are encouraged to volunteer at all times. All volunteers must undergo a background check via ICHAT. Many teachers have specific schedules for their volunteers. The newly revised School Improvement Plan describes a newly created Parent Task Force which will be called upon to provide regularly scheduled interventions to targeted students – specifically our Focus students.

Parents will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television children watches
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of children's extracurricular time
- Staying informed about children's education and communicating with the school by promptly reading all notices from the school or the school district, either received by children or by mail, and responding as appropriate
- Serving, to the extent possible, on policy advisory groups, such as; serving as the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, and the Early Childhood Advisory Council

Students will share the responsibility to improve our academic achievement and achieve Michigan's high standards in the following ways:

1. Describe the ways in which students will support their academic achievement, such as:
 - Do my homework every day and ask for help when I need to
 - Read at least 30 minutes every day outside of school time
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

BUILDING CAPACITY FOR INVOLVEMENT 1118(e)

Lawton Elementary School will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
 - Michigan's academic content standards
 - Michigan's student academic achievement standards
 - Local academic assessments including alternate assessments

- The requirements of Title I, Part A
- How to monitor their children's progress
- How to work with educators to improve the achievement of their children

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
SO-WE-MI Reading Conference	Title I Lead Teacher		All Title IA parents will receive written invitation	Degree of participation
Family Reading Nights will include a parent education component	SIP Reading Committee	October and March of each year	Embedded in School Improvement Plan	

2. Foster parental involvement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
SO-WE-MI Reading Conference	Title I Lead Teacher		All Title IA parents will receive written invitation	Degree of participation
Family Reading Nights will include a parent education component	SIP Reading Committee	October and March of each year	Embedded in School Improvement Plan	

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Presentation of Parent Involvement Plan to school staff	Building Principal	At September staff meetings in all buildings	Actual plan will be shared	Staff will sign in and complete evaluations

Parent involvement strategies as part of professional development offerings	Curriculum Director with support from administrative team	Throughout the school year	Specific strategies will be developed and presented using resources such as the work of Joyce Epstein	
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4. Coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The schools program must help teachers, principals, and other staff work well with parents. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Housing of and collaboration with community early childhood programs including: Head Start; Great Start Readiness Programs; Tuition based preschool and licensed child care providers.	Building Principal and early childhood teaching team	Continuously	Building principal plays administrative role with school housed GSRP. GSRP staff also attends monthly meetings of the County wide early childhood collaborative group	Success will be determined by serving as many eligible students as possible and filling programs to capacity
Parent education sessions	Title I Team	At least twice annually as part of Family Reading Night	Planned activities based on best practices	Degree of participation and parent satisfaction

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand:

Activity/Task	Staff Responsible	Timeline	Steps	Accountability/Evaluations
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(What will be done)	(Who will be doing it)	(When it will be done)	(How it will be done)	(How success will be measured)
English to Spanish Translation Sign language interpreters available as needed for hearing impaired families	Bilingual paraprofessionals	As needed based on information provided	Teachers will enlist the support/assistance of the bilingual staff	Ability of parents to engage in meaningful two way communication

6. Provide reasonable support for parental involvement activities as parents may request.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Annual survey of school programs	Administration and School Improvement Committees	Data will be collected at Open House and/or at year end to inform program development	School will take advantage of school events with high participation and strongly encourage all parents to participate in surveys	Success will be measured by the degree of participation in the survey instrument

The School Parental Involvement Policy/Plan may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement. The policy may include the discretionary activities as listed under section 1118(e) of the ESEA:

To the extent possible, Lawton Elementary School will strive to:

- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children
- Arrange meetings with parents who are unable to attend conferences at school to maximize parental involvement and participation in their children's education
- Establish a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
 - Kids Hope USA Mentor Program linking trained community mentors from the New Community Church with at risk children

ACCESSIBILITY 1118(f)

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Bilingual paraprofessional staff	Administrative team	Lawton Elementary will maintain staff members who are consistently available to LEP parents	Staff will be available for oral and written translation particularly for Spanish speaking families	Parent satisfaction and ability to engage in meaningful 2 way communication

ADOPTION

This **Lawton Elementary School** Parental Involvement Policy/Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parental Involvement Policy/Plan was developed/revised by **Lawton Elementary School** on 8/28/12 and will be in effect for the period of the school year.

The school will distribute this Parental Involvement Policy/Plan to all parents of participating Title I children and make it available to the community on or before 9/24/2012.



(Signature of Title I Authorized Representative)

8-29-12

(Date)

These parents were involved with the development of this document:
Lawton PTO

Title I Parent Compact

Lawton Elementary School, Lawton Community Schools

As a result of our annual baseline assessment administered to all children, your child may be selected to receive additional assistance from the Title I program. In order to increase the academic gains of the participating student, the work done in Title I will require a team effort. This team is made up of teachers, parents, and students, each of which has their own separate responsibilities.

As a teacher, I am an important part of the team. I believe that Title I is an important part of your child's educational program and I will support and encourage your child in the Title I program by:

- * Meeting with your child on a daily basis to provide instructional strategies in reading, using quality curriculum in a positive learning environment.
- * Participating in parent-teacher conferences.
- * Sending home progress reports at the end of each marking period.
- * Being available for questions and concerns.

As a parent, you are an important part of the Title I team. Your responsibilities are to support and encourage the Title I program by:

- * Listening to your child read each day.
- * Helping your child with reading assignments.
- * Attending parent-teacher conferences, Open House, and family activity nights.
- * Making sure that your child attends school regularly and on time.

As a student, you are an important part of the Title I team. Your responsibilities are:

- * Doing your best in your work and in your behavior.
- * Respecting yourself, your school, and other people.
- * Coming to school prepared with your at-home assignments.

teacher signature _____ date _____

parent signature _____ date _____

student signature _____ date _____