



School Improvement Plan

Lakeville Elementary School

Oxford Community Schools

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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?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our Comprehensive Needs Assessment (CNA) process is ongoing.

HISTORICAL INFORMATION:

Starting in 2007, we did a comprehensive self-analysis as part of the Blue Ribbon Application Process. We are proud to report that we received the State of Michigan Blue Ribbon Recognition Award in 2008. From there, we went on to engage in the North Central Association (NCA) process, which also entailed a great deal of data analysis, goal setting and selecting strategies for implementation. We are currently immersed in the International Baccalaureate (IB) Programme process, which again requires us to analyze all aspects of our instructional program.

SCHOOL IMPROVEMENT TEAM:

In this light, the CNA process is a natural and logical extension of what we have been doing for several years. Our School Improvement Team, consisting of an administrator, several teachers, ancillary staff, and parent representation, has met several times over the course of the past year to examine current data, reevaluate our goals and strategies, and make adjustments as needed. The Team updates our staff on our progress through the Haiku Learning Management System and at grade level data meetings. Our newly-revised plan, once approved, is presented to our staff and parent organization.

GRADE LEVEL DATA TEAMS:

In the current school year, we have been involved in studying the needs of our students. Our grade level teachers and title I staff met monthly to examine our most recent student data (MEAP, MLPP, Pre/Post Writing Assessments, Fountas & Pinnell Reading Assessments, EDM Unit Assessments). In our weekly Staff Collaboration meetings, we work to improve our implementation of the International Baccalaureate Programme, learn new teaching strategies to improve our practice, and implement inspirational activities to help our staff keep faith in the fact that the educational climate will eventually shift causing others to recognize their incredible focus on meeting the needs of students. We surveyed our parents, students, and staff. Finally, we used informal data to help us complete the story of our needs. We utilized our Parent School Council members to serve as an advisory group.

CNA PROCESS:

The grade level data teams harvested student achievement data for the school improvement process. Using this student achievement data along with stakeholder perception data, process data, and demographic data, the school improvement team met in January and in May to review and modify the School Improvement Plan. We have scheduled bi-monthly meetings in the upcoming school year (October, December, January, March, May).

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Lakeville Elementary is an amazing K-5 elementary school in Oxford, Michigan. Our school is an International Baccalaureate World School, a Michigan Blue Ribbon School, a Michigan Green School, an AdvancEd accredited school, and a schoolwide Title I building. At Lakeville Elementary, we believe that every student gets what they need. To us, this means that we go to great lengths to help the whole child to find
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success in their pursuit of "being a grown up". One of our favorite stories from this past school year involves a 2nd grade student approaching our principal to find out why a friend from his class last year is in a 1st grade classroom. When the principal shared that our students always get what they need, the 2nd grade student replied (with immense enthusiasm), "That is wonderful! I love how everyone here gets what they need. I am so happy for him!".

DEMOGRAPHIC DATA:

This school year, we have 431 students enrolled in our school. Our students receiving free/reduced lunch services are currently 43% of our student population. Of our 431 students, we have 6 Asian students, 16 African-American students, 21 Multi-Racial students, and 39 Hispanic students. These students (76) comprise 17.6% of our student population.

We are relatively gender balanced with 220 boys and 211 girls in our school. Our school population is very transient. We fluctuate between 390 student to 450 students over the course of a school year. Many students move and then return after a few years. Two years ago, our class of 2020 started with 45 students in kindergarten, then grew to 75 students by fifth grade and only 22 of those students were in the original kindergarten class. Due to the transient nature of our school, our demographic data can fluctuate as well. We monitor our student enrollment very closely to determine if we need to address this transiency issue to meet the needs of migrant parents.

Our enrollment has remained stable over the last 3-year period examined. Six times out of the last nine years, we have added an additional classroom (2 in 2014-15) after the beginning of the school year due to transient and last minute enrollment. Our economically disadvantaged student population has continued to climb, now reaching 43%. We are in a geographical area of continued growth, but also an area that nevertheless was significantly impacted by the previous economic difficulties experienced statewide. We have determined that our economically disadvantaged students demonstrate a significant growth in our district assessments but seem to have difficulty on standardized assessments. We have determined that the formal language used in standardized assessments challenges our economically disadvantaged students. In our district assessments, we are able to use content language that is consistent with the best practice resources utilized in the classroom (i.e. Lucy Calkins Writers' Workshop, MAISA Reading Workshop, Everyday Math, Battle Creek Science, and International Baccalaureate).

Our staff is outstanding, experienced and highly qualified and we believe able to meet the challenges of our growing at-risk student population.

PERCEPTION DATA:

Perception Data on 2016 AdvancED Survey:

Averages by Standard:

Purpose & Direction - Staff = 4.27; Parent = 3.71;

Governance & Leadership - Staff = 4.20; Parent = 3.79;

Teaching and Assessing for Learning - Staff = 3.97; Parent = 3.84;

Resources & Support Systems - Staff = 3.83; Parent = 3.86;

Using Results for continuous Improvement - Staff = 3.90; Parent = 3.86

Perception Data compared to other feedback sources:

Area of Satisfaction

2.88/3.0: My teacher is fair to me

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- 2.89/3.0: My teacher makes me think
- 2.89/3.0: My teacher wants me to help all boys and girls
- 2.93/3.0: I am safe at school
- 2.94/3.0: I learn new things in school
- 2.94/3.0: My teacher tells me when I do good work
- 2.96/3.0: My school has books for me to read
- 2.99/3.0: My teacher wants me to learn
- 3.0/3.0: My teacher wants me to do my best

Teachers/Staff

National Center for School Leadership Survey:

- 80% "Yes" in Quality of Curriculum Resources & Instructional Practices
- 90% "Yes" in Planning to be at Lakeville in 2 years
- 100% "Yes" in Sharing best practices between teachers

Average score on survey was 3.99 out of 5.0

- 4.52/5.0: Our school has a continuous improvement process based on data, goals, actions, and measures for growth
- 4.52/5.0: Our school provides quality staff members to support student learning
- 4.56/5.0: Our school's leaders expect staff members to hold all students to high academic standards

Parents

National Center for School Leadership Survey:

- 85% of parents gave an exemplary rating in communications, use of technology, academics, parent communications, and overall school quality.
- 95% identified our school as a safe place to learn
- Average score survey was 3.72 out of 5.0

- 4.0/5.0: My child has up to date computers and other technology to learn.
- 4.05/5.0: My child knows the expectations for learning in all classes
- 4.0/5.0: Our school provides an adequate supply of learning resources that are current and in good condition
- 4.11/5.0: Our school provides a safe learning environment
- 4.11/5.0: Our school provides qualified staff members to support student learning
- 4.12/5.0: Our school provides students with access to a variety of information and resources to support learning

Adjustments to consider:

Update and maintain computers and other forms of technology.

Teachers will continue to consistently address learning targets to students.

Teachers received grant money from Scholastic and purchased books for the classroom. District purchased new math curriculum. School purchased Moby Max online resource to support curriculum. A portion of our Title One funds will be providing a new leveled library for teachers.

The district will continue to provide teachers with support and training with new curriculum.

The district provided a new math coach to assist staff with math curriculum

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Community / Stakeholder

Area of Dissatisfaction

Student

2.73 / 3.0: My family knows how I do in school

2.65 / 3.0: I know what to do in school everyday

2.48 / 3.0: My family likes to come to school

2.48/3.0: Other teachers know me

2.35/3.0: I use a computer to learn at school

Adjustments to consider or implement:

Staff participated in PD to help understand how better to communicate with parents in a means to make them feel more comfortable. The school will continue to have Family activities.

The district purchased i-pads to use with the art curriculum.

Teachers/Staff

57% "No" in Providing adequate training for technology

3.4 / 5.0: Our school provides a plan for the acquisition and support of technology to support student learning

3.4 / 5.0: Our school ensures all staff members are trained in the evaluation, interpretation, and use of data

3.44 / 5.0: Our school provides a plan for the acquisition and support of technology to support the school's operational needs

3.48 / 5.0: In our school, a professional learning program is designed to build capacity among all professional and support staff members

Adjustments to consider or implement:

Teachers would love more training in technology but are unable to put this as an action.

Administration will guide staff through the evaluation and interpretation process for analysing data.

District will explore a more effective data housing system to help support the operational needs.

School is creating an organized plan for PD that assists staff in ELA and Math.

Parents

Majority of parents gave kind remarks. We are addressing our parent communications.

3.27 / 5.0: Our school provides excellent support services (counseling or career planning)

3.34 / 5.0: Our school's purpose statement is formally reviewed and revised with involvement from parents.

3.55 / 5.0: All of my child's teachers keep me informed regularly of how my child is being graded.

Adjustments to consider or implement:

The school staff members received training in order to support the demographics of our school.

School will provide a parent, teacher, and student compact.

Standard aligned math cover sheets for math assessments.

Exploring Illuminate program.

Standard based report cards better inform parents of specific strengths and weaknesses.

Community / Stakeholder

In March 2017, our school district participated in The National Center for School Leadership Parent Engagement and Satisfaction Survey. The survey was distributed online and through email on five different occasions. The gave our parents several opportunities to participate. Forty five Lakeville parents chose to participate in the survey (11%). The data from this benchmark report informed us that our parents are very happy with our school. Over 75% of our parents identified our school as exemplary in communication, academics, and use of technology. The parents (greater than 85%) find our school to be excellent at reaching out to parents, supporting positive parent communications, and overall school quality. Over 95% of our parents identified our school as a safe place to learn and exceptional associated with the programs offered. Our staff holds parent teacher conferences with 98% to 100% of parents each year. When a parent cannot attend conferences, we will take the conferences to their homes, the parents have expressed their appreciation for this service. Additionally, we post "polls" on our website quarterly to collect informal data from our parents (between 80 and 130 parents participate). For example, we administer quick parent surveys in various polls via Haiku:

From our parent input on surveys, our staff uses this collective information to drive our "next steps" in building exemplary relationships with our Lakeville families.

Our staff participated in the Teacher Attitudes and Beliefs survey in March 2014. We have 43 FTEs for staff at Lakeville. In the survey, 21 (49%)Lakeville staff members participated. The teachers responded very positively (80% Yes) to questions about the quality of curriculum resources and instructional practices. For example, "My school provides teachers with adequate instructional resources to teach students" Yes - 85% No - 15% and "My school does a good job of sharing best practices between teachers" Yes - 100%. In the area of providing adequate training for technology, only 57% of our teachers feel that we need to improve. When asked about their future endeavors, 90% of our staff responded that they plan to be at Lakeville in two years. The most powerful response in the survey was that 95% of the staff would recommend our school to their friends and family.

The process leading to building-wide modifications in data analysis -

In the 2012-13 school year, our principal participated in a Data Wise workshop series. From this experience, we developed grade level data teams consisting of the entire Lakeville teaching staff (including special educators, ancillary staff, and exploratory). The process began with a self-assessment by grade level to determine the teaching staff's level of understanding in the data process. The professional development included video modeling of proper data team protocol, the development of the Lakeville data process, and the controlled learning experience that included practicing using student data within one subject area.

In 2013-14, we used the experience from the prior year to refine our data meeting protocols. Our data meetings grew to include the following discussion areas:

Content Area Data by student, class, grade & students receiving interventions

Learner Centered Problem

Problem of Practice

SMART Goals

Intervention Plan

The process continues to evolve and had become a large part of our Comprehensive Needs Assessment Student Data analysis. To kick off the 2014-15 and 2015-16 school years, we reflected on our data meetings. Through this reflection, staff determined that the data meetings promote incredible conversations and that our data process was missing the following pieces of information:

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What was taught well?

What is the next teaching point?

What instructional changes are necessary?

What evidence do we need to convince us to make instructional adjustments?

Data for students receiving interventions compared to students not in interventions

Data comparisons by subgroups (ED, SWD, Gender)

This was the beginning of what the district has implemented as our Specific Learning Objective process (January 2017). Our teachers were familiar with the concept as we have been implementing it for several years.

In 2017-18, the staff worked on inputting data into the new Illuminate data warehouse.

EXAMPLE OF DATA DIG DISCOVERIES:

Through our data meetings, our teachers identified that our student in grades kindergarten (37%) first (27%), second (30%), and third (63%) are found significantly below grade level in reading at the beginning of the school year (measured through local assessments). In our analysis, we discovered that the focused interventions at these levels are helping students to demonstrate growth at each grade level. On average, 50% of the students in every grade level are above grade level by the end of the second trimester. Approximately 20% to 30% are approaching grade level and 20% is below grade level standards. Each grade level was able to identify the intervention strategies that lead to the greatest student growth.

LAKEVILLE STAFF DATA TEAMS ANALYZE THE M-Step:

GRADE 3 - READING

Overall, 30.5% of our third graders are proficient (Levels 1 & 2) in Reading. A demographic data analysis revealed that 28.5% of males are proficient, while 32% of females are proficient, presenting a 3.5 point gap between males and females. The gap between genders has narrowed from 14% in 2016-17. Further analysis shows Economically Disadvantaged students, 20% of 3rd graders are proficient, presenting a 18.5 point gap between ED and all students. This will be an area of focus for 2018-19.

From this analysis, we have determined that our bottom 30% is comprised of Male and Economically Disadvantaged students. They will become our target populations, who will receive the most accelerated support to close the gaps.

An item analysis revealed that the weakest content areas in third grade reading were reading and comprehending narrative text (R.NT.02.04). This standard will become our priority areas as we attempt to close the identified gaps.

GRADE 3 MATH

Overall, 25% of our third graders are proficient (Levels 1 & 2) in Math. A demographic data analysis revealed that 47.6% of males are proficient, while 32% of females are proficient, presenting a 15.6 point gap between males and females. Further analysis shows that 20% of Economically Disadvantaged students are proficient presenting a 33.8 point gap between ED and all students.

From this analysis, we have determined that our bottom 30% is comprised of Economically Disadvantaged students and Female students. They will become our target populations, who will receive the most accelerated support to close the gaps.

An item analysis revealed that the weakest content areas in third grade math were adding and subtracting whole numbers (M.MR.02.07 & M.MR.02.08). These standards will become our priority areas as we attempt to close the identified gaps.

GRADE 4 READING

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Overall, 52% of our fourth graders are proficient (Levels 1 & 2) in Reading. A demographic data analysis revealed that 55% of males are proficient, while 42% of females are proficient, presenting a 13 point gap between males and females. Further analysis shows that 18% of students with disabilities are proficient presenting a 43 point gap between students with disabilities and all students. Among Economically Disadvantaged students, 42% of 4th graders are proficient, presenting a 19 point gap between ED and all students. Additionally, Students without Disabilities who are Economically Disadvantaged demonstrated 53% proficiency compared to Students without Disabilities who are not Economically Disadvantaged at 76%, presenting a 23 point gap between the two groups.

From this analysis, we have determined that our bottom 30% is comprised of Students with Disabilities and Economically Disadvantaged students. They will become our target populations, who will receive the most accelerated support to close the gaps.

An item analysis revealed that the weakest content areas in fourth grade reading were comprehending narrative and informational text (R.CM.03.02 & R.CM.03.03).. These standards will become our priority areas as we attempt to close the identified gaps.

GRADE 4 WRITING

Overall, 29% of our fourth graders are proficient (Levels 1 & 2) in Writing. A demographic data analysis revealed that 17% of males are proficient, while 45% of females are proficient, presenting a 28 point gap between males and females. Further analysis shows that 15% of students with disabilities are proficient presenting a 10 point gap between students with disabilities and all students. Among Economically Disadvantaged students, 8% of 4th graders are proficient, presenting a 21 point gap between ED and all students.

From this analysis, we have determined that our bottom 30% is comprised of Male students, Students with Disabilities and Economically Disadvantaged students. They will become our target populations, who will receive the most accelerated support to close the gaps.

An item analysis revealed that the weakest content areas in fourth grade writing was Grammar and Usage (W.GR.03.01-04). These standards will become our priority areas as we attempt to close the identified gaps.

GRADE 4 MATH

Overall, 34.9% of our fourth graders are proficient (Levels 1 & 2) in Reading. A demographic data analysis revealed that 40.6% of males are proficient, while 29% of females are proficient, presenting a 11 point gap between males and females. Further analysis shows that <10% of students with disabilities are proficient. Among Economically Disadvantaged students, 22% of 4th graders are proficient while students not identified as economically disadvantaged is 41.5% proficient presenting an 18.8 point gap.

From this analysis, we have determined that our bottom 30% is comprised of Economically Disadvantaged, English Language Learners and male students. They will become our target populations, who will receive the most accelerated support to close the gaps.

An item analysis revealed that the weakest content areas in fourth grade math were Understanding Fractions (N.ME.03.17 & N.ME.03.18), Understanding Area & Perimeter (N.UN.03.06, N.UN.03.10-13), and Length, Weight, Temp, Time (M.UN.03.01-02). These standards will become our priority areas as we attempt to close the identified gaps.

GRADE 4 SCIENCE

Overall, 12% of our 4th graders are proficient (Levels 1 & 2) in Science. A demographic data analysis revealed that 12% of males are proficient, while 10% of females are proficient, presenting a 2 point gap between males and females. Further analysis shows that 0% of students with disabilities are proficient presenting a 12 point gap between students with disabilities and all students. Among Economically Disadvantaged students, 12% of 4th graders are proficient, presenting a 0 point gap between ED and all students.

From this analysis, we have determined that our bottom 30% is comprised of our Students with Disabilities. They will become our target population, who will receive the most accelerated support to close the gaps.

GRADE 5 READING

Overall, 35.2% of our fifth graders are proficient (Levels 1 & 2) in Reading. A demographic data analysis revealed that 35.7% of males are proficient, while 34% of females are proficient, presenting a 1 point gap between males and females (reduced by 16 points in 2017-18). Further analysis shows that 13.4% of Economically Disadvantaged students are proficient presenting a 21.8 point gap between students with disabilities and all students.

From this analysis, we have determined that our bottom 30% is comprised of our Economically Disadvantaged students. They will become our target population, they will receive the most accelerated support to close the gaps.

An item analysis revealed that the weakest content areas in 5th grade reading were comprehending narrative and informational text (R.CM.04.03). These standards will become our priority areas as we attempt to close the identified gaps.

An item analysis revealed that the weakest content areas in fifth grade science was Energy (P.EN.03.32), Properties of Matter (P.PM.04.33), and Earth Systems (E.ES.03.42). These standards will become our priority areas as we attempt to close the identified gaps.

GRADE 5 MATH

Overall, 21.5% of our fifth graders are proficient (Levels 1 & 2) in Math. A demographic data analysis revealed that 38% of males are proficient, while 22.6% of females are proficient, presenting a 15.5 point gap between males and females. Further analysis shows that 0% of students with disabilities are proficient presenting a 31.5 point gap between students with disabilities and all students. Among Economically Disadvantaged students, 12.6% of 5th graders are proficient, presenting a 18.9 point gap between ED and all students.

From this analysis, we have determined that our bottom 30% is comprised of Students with Disabilities students. They will become our target populations, who will receive the most accelerated support to close the gaps. Additionally, this data informs us that the classroom teachers' Tier 1 differentiation is boosting students with ED.

An item analysis revealed that the weakest content areas in fifth grade math were Understanding Fractions (N.ME.04.21 & N.ME.04.22), Multiplying Fractions by Wholes (N.MR.04.30), and Multiply & Divide Wholes (N.ME.04.09-11). These standards will become our priority areas as we attempt to close the identified gaps.

FEEDER SCHOOL SOCIAL STUDIES

Overall, 13.7% of our fifth graders are proficient (Levels 1 & 2) in Social Studies. A demographic data analysis revealed that 55% of males are proficient, while 22.6% of females are proficient, presenting a 14 point gap between males and females. Further analysis shows that 0% of students with disabilities are proficient presenting a 45 point gap between students with disabilities and all students. Among Economically Disadvantaged students, 9.9% of 5th graders are proficient, presenting a 4.3 point gap between ED and all students.

From this analysis, we have determined that our bottom 30% is comprised of Female students and Students with Disabilities students. They will become our target populations, who will receive the most accelerated support to close the gaps.

An item analysis revealed that the weakest content areas in fifth grade social studies include comparing Michigan region to another US region (4G2.0.02), explaining why public goods are not privately owned (4E1.0.08), and analyzing current public issue related to Constitution (5P3.1.02). These are the standards will become our priority areas as we attempt to close the identified gaps.

LAKEVILLE STAFF DATA TEAMS ANALYZE LOCAL ASSESSMENTS:

Reading: (Assessed via Fountas & Pinnell, FASTBridge, MLPP, and M-Step data)

Through our data discussions, our teachers identified the following learner centered problems:

Kindergarten: According to MLPP data in the fall 2017, 40% of students were unable to move on to the next level.

1st: Based on F & P fall 2017, 34% of students were unable to move to the next level due to accuracy.

2nd: According to F & P fall 2017, 24% of students were unable to make the next level based on accuracy.

3rd: Based on F & P fall data, 50% of students were unable to move to the next level due to comprehension challenges.

4th: In the Spring 2018 our F & P indicated that students were unable to move to the next level based on accuracy.

5th: Based on F & P Spring 2018 data, 36% of students were unable to move to next level based on decoding.

Writing: (Assessed via District Writing Assessment utilizing the Pathways to the Common Core rubrics and M-Step data for grade 4)

Over the school year, 70% of our students demonstrate growth in writing on the Oxford Writing Assessment. Our teachers have identified the following learner centered problems:

Kindergarten: Students (proficient) lack fundamental writing skills and the ability to express themselves through writing.

1st: According to the fall 2017 Writing Narrative, 98% of 1st grade students were below grade level benchmark in elaboration.

2nd: According to the fall 2017 Writing Narrative, 9% of 1st grade students were below grade level benchmark in elaboration. (note growth from 1st grade)

3rd: Our students (12% proficient) have difficulty transferring their writing skills to all subject areas.

4th: Students lack (16% proficient) a basic understanding of grade level appropriate conventions.

5th: Students (15% proficient) do not have mastery of the craft of writing (showing, sentence fluency, conventions, internal story).

Math: (Assessed via FASTBridge Assessment and Math Expressions Program Assessments)

Kindergarten: 50% of our students demonstrated proficiency on the FASTBridge assessment. Number sense continues to be a struggle for our kindergartners.

1st: First grade students (38% proficient) were below grade level on FASTBridge assessment.

2nd: Second grade students (20% proficient) were below grade level on FASTBridge assessment.

3rd: 34% were considered High Risk on the FASTBridge assessment.

4th: 38% of students are High Risk on the FASTBridge assessment. They have difficulty comprehending story problems.

5th: Students (4% proficient) have not mastered foundational mathematics skills necessary to achieve fifth grade standards mastery.

As mentioned in our M-Step analysis, 36% of male students in third grade are proficient in math, while 17% of female students are proficient; this presents a 19% gap in the academic achievement by gender. Another concern for us in third grade math is with our economically disadvantaged students. Only 7% of the 15 ED students in third grade demonstrated proficiency on the M-Step. While 33% of the 40 students not classified as ED demonstrated proficiency. Our fourth and fifth grade students demonstrated growth and much more equitable scores. This allows us to assume that the third grade math strategy groups with our Title I Math Interventionist is showing positive results (see M-Step analysis above).

Science: (Assessed via M-Step, Battle Creek Science unit assessments and Fountas & Pinnell Informational reading assessments)

We utilized a lab/inquiry based science program. Based on IB research, this is the best practice method for instructing students to become critical thinkers in science. On district assessments, our students perform well in the area of Science. Based on the district's assessments, we find that our students are quite proficient and able to articulate their findings. Our two target areas for our science students are becoming proficient implementing the inquiry cycle and developing the informational text reading & comprehension skills necessary to process science

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test questions.

Kindergarten - Assessment data unavailable

1st - 90% proficient

2nd - 80% proficient

3rd - 75% proficient

4th - 83% proficient

5th - 84% proficient

On the State's M-Step assessment, our 5th graders have scored a consistent 21% proficiency for two straight years. Our scores are also consistent with the Oakland County science M-Step scores and 4% higher than the state's average. Based on the state's assessment, our district is now debating the concept of going back to a book based science curriculum to help students test better.

Social Studies: (Assessed via M-Step Feeder Scores & IB Transdisciplinary Unit Summative Assessments)

We utilize International Baccalaureate Transdisciplinary Unit Summative Assessments to determine student proficiency in Social Studies. The Social Studies program is taught within the IB Primary Years Programme of Inquiry. Assessments are project and action based. This allows students to demonstrate mastery in "real life" type applications. Our teachers are continuously collaborating to improve their IB PYP program. As we continue to modify and adjust the programme, we will use our PYP unit summative assessments to influence the changes in our Social Studies interventions. On district assessments, our students perform well in the area of Social Studies and Transdisciplinary Units of Inquiry.

Kindergarten - Assessment data unavailable

1st - 88% proficient

2nd - 83% proficient

3rd - 74% proficient

4th - 80% proficient

5th - 79% proficient

PROGRAM/PROCESS DATA:

On the 2012 & 2013 EdYes Self-Assessment, our grade level data teams indicated that our school was rated between 3.0 - 3.83 on the following standards:

Purpose & Direction

Governance & Leadership

Teaching, Learning, & Assessing

Resources & Support

In standard 5 (Using Results for Continuous Improvement), we indicated that our school was rated 2.8. This has become a focus area for our school.

Our curriculum is aligned with Michigan standards, and we are immersed in the International Baccalaureate (IB) Programme process, which enhances our ability meet (and exceed) curriculum standards. We are implementing a Literacy Coach to assist in standardizing our English Language Arts curriculum programs at all grade levels and a Math Coach to support interventions. We will continue to utilize the Response to Intervention (RTI) program, but will ensure that it is addressing the needs identified for all students and implemented with fidelity. We each interventionist works on a team with an instructional leader guiding their practice, reviewing the data, and assisting in the development of next steps for our students in need.

CONCLUSIONS:

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Our students continue to meet Adequate Yearly Progress (AYP) objectives in all content areas, and are near or above state averages. However, we have noted some areas of fluctuation and in some cases, gradual decline, that we wish to address.

Strengths:

- Math is generally strongest in grade 5, yet begins significantly lower in grade 3.
 - * Males trend upward with more exposure
 - * 4th & 5th grades are achieving above the state in Math
- Science is above the State averages
- 5th grade Reading is above State averages
 - * Reading increased for economically disadvantaged students & females
- As we evaluate our cohort data, we identified that the student groups are making gains as they move through the grade levels in reading and math. We believe that this may be an indicator of the intervention efficacy.
 - * Reading increased by 25% from 3rd to 5th grade (2016 cohort data)
 - * Math increased by 24% from 3rd to 5th grade (2016 cohort data)

Weaknesses:

- Students are slow to master their math skills/applications.
- The lack of reading comprehension skills, impacts our students in all content areas.
- While 4th grade M-Step writing scores show progress, our local assessments indicated areas of weaknesses in writing across the grade levels.
- Science scores have dipped in a manner that is consistent with Oakland County and the State of Michigan.
- Student have difficulty expressing their ideas through writing.
- Our feeder school data indicates that our students have difficulty retaining Social Studies information as they move on to Middle School.
- It is clear that economically disadvantaged students have needs that must be addressed, especially as the sub-group population is increasingly comprising our bottom 30%. This is a target population for our staff. We will focus our interventions of the academic growth of our ED students.
- We will need to closely monitor gaps between males (reading) and females (math), and endeavor to meet the needs of both, especially in areas of informational reading and reading comprehension across the curriculum.

Opportunities:

- District change in Math resources for CCSS alignment
- IB's inquiry based instructional practices helps students to build their practices in the inquiry cycle.
- Building consistent ELA content via the Literacy Coach to help implement with fidelity
- Writing 4th Grade very few students were considered "Not Proficient". Most students were partially proficient or proficient. The tipping point is close for this group.
- Implementation of Math Recovery in

Threats:

- Adjustments to instructional resources can impact student data
- State testing changes may impact student data

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals were written based on the identified gaps in reading, writing and math. The informational reading & writing and science areas are being addressed within the math, reading, writing, and inquiry goals. The goals were written based on four types of data (student achievement, demographics, process data, and perception data). Our focus was primarily spent on student achievement, demographic data, and teacher perception data (via data team meetings). Our grade level data teams and school improvement team met throughout the year to analyze many sources of data, much of it over a span of 5 years. Considering our changing student demographics and increasing economically disadvantaged populations, we have identified specific content areas and target subgroup populations. To address the needs of all students, but especially our target populations, we have focused on selected research-based strategies and activities we believe will best meet the needs of our students.

Target populations identified included males at all grade levels in reading, economically disadvantaged students in informational reading/writing, and science, and special needs students in all areas. In addition, we recognize the need to focus on writing with our entire population. Science is a weak area for all students, but especially special needs and economically disadvantaged students.

GOAL 1. Inquiry: Students at Lakeville Elementary School will enhance their preparation for success in a global environment.

Strategy: Develop Transdisciplinary Units

GOAL 2. Mathematics: Students at Lakeville Elementary School will improve their mathematical skills and knowledge.

Strategy: Application of Knowledge (with the intention of building logical thinking skills that transfer into all content areas)

GOAL 3. Reading: Students at Lakeville Elementary School will improve their Reading performance

Strategy: Focus on our new Balanced Literacy program

GOAL 4. Written Expression: Students at Lakeville Elementary School will improve their writing performance

Strategy: Focus on our new Balanced Literacy program

GOAL 5: Science: Students at Lakeville Elementary School will improve their skills and knowledge within Science

Strategy: Implement NGSS content

GOAL 6: Social Studies: Students at Lakeville Elementary School will improve their skills and knowledge within Social Studies

Strategy: Using Inquiry to Explore Learning (intention is to build capacity in scientific knowledge/exploration)

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our school focuses on ALL students getting what they need. The goals selected by the AdvancEd team allow each student to work in a manner that supports their academic growth. We are currently an International Baccalaureate Primary Years Programme World School. Through the implementation of the Primary Years Programme, the common core standards are incorporated into our unit planners.

Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based

classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including science and social studies, Reader's Theater, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment.

By utilizing the inquiry cycle, we find that students gain confidence in trying to solve problems independently. Our data for inquiry is not as obvious or as tangible as paper/pencil assessments but it is witnessed in the school classrooms by teachers and parents. As the skill is developed, we will be able to witness our students build capacity as active problem solvers.

The literacy and math goals support the needs of our students by addressing the areas in which we struggle. Though the goal may not directly address the needs of our disadvantaged students, we utilized our action steps to guide us in helping all of our students get what they need academically.

To close achievement gaps of at-risk students and increase the academic achievement of all students, we focus our efforts on core instruction, supported by research-based programs and processes proven to be effective. These include:

Response to Intervention (RTI) - a 3-tiered program of support that starts with classroom teacher interventions, progressing to supplemental support, both inside and outside the classroom, and referrals for additional services (i.e. Special Education).

Extended Learning Opportunities - designed to address the needs of both students considered at risk and students who may benefit from accelerated programs.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Our schoolwide reform strategy is the International Baccalaureate Primary Years Programme. Our curriculum is aligned with Michigan standards, and we are immersed in the International Baccalaureate (IB) Programme process, which enhances our ability to meet (and exceed) curriculum standards. At Lakeville, our teachers and support staff utilize inquiry based instruction to develop critical thinking skills, to have an increased understanding of the concepts related to the standards, and to develop the constructivist approach to learning (building upon prior concepts to form additional learning connections). Through the Units of Inquiry, standards are aligned across content areas. For example, by aligning standards across the content, student are able to connect their learning in reading for information to developing their understanding of the science content. Likewise, students may develop an opinion writing piece to address a public issue (ELA alignment to Social Studies). Additionally, through portfolio reflections, students are able to self-assess their progress towards their learning goals.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Rooted in the PYP philosophy is the belief that students learn best when the learning experiences are authentic, relevant, and engaging across disciplines. Learning environments support coherence, as opposed to, "compartmentalized, disconnected teaching and learning." (The Primary Years Programme as a model for transdisciplinary learning, 2010). This methodology of teaching requires teachers to engage in consistent, meaningful collaboration and training. By providing students opportunities to build their understanding of the standards through learning experiences that build on their prior knowledge, students develop deep conceptual knowledge of the content standard and they develop their critical thinking skills. Student interests and questions are valued in making classroom instructional decisions. As teachers continually collaborate and reflect on the classroom learning experiences, through grade-level and whole-staff reflection, they are able to evaluate, refine, and create more meaningful instructional opportunities. Through collaboration are also exposed to more resources and ways to effectively implement those resources within their classrooms.

Our school utilizes the following research based programs to increase the quality and quantity instruction:

- International Baccalaureate PYP Programme of Inquiry
- Leveled Literacy Interventions (Fountas & Pinnell)
- Fountas & Pinnell Reading Assessment protocols
- Lucy Calkins Reading Workshop Curriculum
- Everyday Math Curriculum

classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including science and social studies, Reader's Theater, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment. Our programs expand to meet the needs of students who easily master the standards and need additional, challenging assignments.

We offer after school tutoring in reading and math, Summer School, IB Units of Inquiry, and flexible scheduling to provide students with extended learning opportunities.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

From the comprehensive needs assessment, deficiencies in reading fluency, phrasing text while reading aloud, background knowledge to add details to stories, and the ability to transfer writing skills to all subject areas were identified. The IB Primary Years Programme provides a framework for implementing a concept-based, constructivist approach to learning. Students cultivate their learning by building upon prior learning experiences and create a strong foundation on which to build understanding. Units of Inquiry are created for each grade-level, based on the grade-level standards. Common concepts and skills across content standards are identified and used to create multidisciplinary learning opportunities for students within these units. Within the Units of Inquiry, students are also exposed to real-world applications of the standards, and they are required to apply their understanding of the content to real-world situations. Learning experiences that promote critical thinking and problem-solving are also required within the units. As students are afforded opportunities to find multiple solutions to problems and encouraged to make errors, their confidence increases and they are more motivated to learn. In addition, using inquiry-based methods, students engage in exploration of topics, collaboration with peers, and multiple opportunities to grow their understanding. Furthermore, providing students authentic opportunities to practice and apply their reading and writing across content areas, allows students to make connections with their learning and transfer their learning across subjects. The coherence of concept-based learning provides greater depth of understanding and greater development of skills because the learning isn't fractured and compartmentalized.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

All of our students are beneficiaries of the IB PYP Programme. We believe that the students that make the most significant connections to the programme are our students with more significant risk factors. Through teacher observation, we have determined that our at-risk population finds the PYP programme to meet their social/emotional needs and wants. This has informed us that our students thrive in the IB PYP programme.

At Lakeville, our teachers and support staff collaborate at Data Team Meetings to evaluate their grade level's achievement. In these meetings, our staff determines learner centered problems, problems of practice, instructional next steps, and interventions. Each meeting addresses a different content area. This is based on the district's assessment protocol and schedule.

Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including science

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and social studies, Reader's Theater, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment.

Students who have received any or all of the above interventions or support but are still struggling academically are then discussed in the data team meetings and potentially referred to our Response to Intervention Team. The students may require support services beyond what has already been provided. To close achievement gaps of at-risk students and increase the academic achievement of all students, we focus our efforts on core instruction, supported by research-based programs and processes proven to be effective. These include:

Multi-Tiered System of Support - a 3-tiered program of support that starts with classroom teacher interventions, progressing to supplemental support, both inside and outside the classroom, and referrals for additional services (i.e. Special Education).

We offer a kindergarten Early Literacy Intervention (ELI) program to guide our smallest children toward mastery of letter/sound identification, letter formations, recognizing rhyming words, and sentence recognition. Our goal is to get each kindergartner to a Fountas and Pinnell reading level "D".

In grade 1, the bottom 1/3 of students are serviced in Reading Recovery focused on an intensive reading / writing intervention. In grades 1 through 3, our students receive Leveled Literacy Interventions to continue to build their reading fluency and comprehension skills. Students in grades 3 through 5 are offered interventions in Whole to Part Interventions (Erickson, UNC Chapel Hill) and AARI. In the spring of 2014, we identified the Whole to Part program as a "difference maker" in our 3rd to 5th grade struggling readers. We chose to use this program for our "formal" Program Evaluation (turned into State).

Additionally, we offer strategy groups at each grade level in the area of math. Students qualify for the math intervention by scoring some or high risk on the Fast Bridge screener. After the screening, the students are assessed by the Math Recovery assessment in three areas (number words & numerals, structuring numbers, and addition/subtraction). Students that continue to be high risk are put in small groups (2-3 students or 1 on 1) dependent on their construct level. The goal is to move students through the levels to fill math gaps. Our teachers and math interventionist meet monthly (at Data Meetings) to determine the specific strategy groups needed for the upcoming months.

Extended Learning Opportunities - designed to address the needs of both students considered at risk and students who may benefit from accelerated programs. Support services and enrichment include: After School Homework Club, Summer School, Reading Recovery, Fountas and Pinnell Reading, Lucy Calkins Writing, Readers and Leaders, Michigan Literacy Progress Profile (MLPP), EDM Math Games, Writing Tutorials, Math Tutorials, Homework Club, Lego Club, Orchestra Club.

Students who have received Tier 1 and 2 interventions, and are still not meeting state standards, are reviewed by the RTI team and may be referred for additional academic assessments, including an evaluation for special education support services. The team continues to monitor each student until they make adequate progress through the maximum support available.

5. Describe how the school determines if these needs of students are being met.

We determine this through our monthly Data Team Meetings. Though thoughtful conversations amongst grade level teams, our teachers and support staff are able to identify the students in need of support, acceleration, and new groupings. These conversations have changed the way we look at interventions in our school. In 2013-14, more students received appropriate interventions than in any other year. Grade level data teams consisting of the entire Lakeville teaching staff (including special educators, ancillary staff, and exploratory). Our data meetings

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include the following discussion areas:

Content Area Data by student, class, grade & students receiving interventions

What predictions can be made prior to reviewing data?

Learner Centered Problem

Problem of Practice

What was taught well?

What is the next teaching point?

What instructional changes are necessary?

What evidence do we need to convince us to make instructional adjustments?

SMART Goals

Intervention Plan

The data team schedule is found on our "Lakeville At A Glance" calendar. In evidence folder.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Our paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Lakeville Elementary teachers meet the requirements for NCLB highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

One teacher did not return to Lakeville this fall. Two teachers was moved to Lakeville from other schools in the district.

2. What is the experience level of key teaching and learning personnel?

4 with 0-4 years

10 with 5-10 years

15 with 11-19 years

4 with 20 or more years

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

At Lakeville Elementary, we focus on building a strong culture within our school. We focus several professional development opportunities a year on supporting the growth of the culture. Relationships are important to us (with students, parents, and staff). This year, we attended a PD at Google Headquarters in Ann Arbor. This PD was focused on enhancing a team philosophy, bringing 100 percent of yourself to work each day, and playing to each other's strengths. Our staff found this to be very powerful.

We also collaborate in a way that allows each staff member emphasis their strengths and to receive support for their challenges. This comes without judgement but a requirement of being a successful team member.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

When openings occur, our district posts them with the Oakland County Consortium, which allows candidates to submit their applications to all participating districts in Oakland County at one time. Our Human Resource Department provides online materials to assist interested applicants, and outlines necessary qualifications and hiring steps to acquaint them with our processes.

Applications are screened by our Human Resources Department to ensure that all candidates considered meet NCLB guidelines as highly qualified. Candidates selected for interviews meet with a committee of administrators, teachers, ancillary staff, and HR personnel. Finalists meet with a smaller committee prior to being recommended for a position. References and background checks are conducted before a candidate is offered a position and then approved by the Board of Education.

Once a new teacher is hired, they attend a 2-day New Teacher Orientation which is held in the fall of each year. The Orientation provides them with a strong foundation for joining the Oxford Schools team including an introduction to the programs identified below:

Implementation of IB

[Mentorship program for new teachers](#)

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Instructional Coach for all elementary teachers

Supports a quality culture

Believes in a collaborative learning community

Has a cooperative relationship with the EA groups

New teachers also participate in monthly, after school "New Teacher Academy" sessions. Topics include classroom management, use of our state-of-the-art technology, ancillary services, student retention considerations, and more. The last session of the year is a celebration with new teachers sharing their successes and "Aha" moments of the year. One of our School Board members is invited to speak with the teachers about the role of the School Board, and a question and answer session follows. New teachers are also supported with many professional development opportunities, and our district offers a competitive salary and benefits package. Our schools are equipped with the latest technology, and our curriculum meets International Baccalaureate standards. All teachers are given a budget for selecting additional materials and supplies (new teachers receive additional funds to begin to build their classrooms and academic libraries), and they are also supported by their local school PTO in the same manner. Our schools foster a great spirit of teamwork and camaraderie, and we take pride in making everyone feel like a valued, integral part of our educational community.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

n/a

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

HOW WE CONNECT TO CNA:

From the comprehensive needs assessment, deficiencies in reading fluency, phrasing text while reading aloud, background knowledge to add details to stories, and the ability to transfer writing skills to all subject areas were identified. The IB Primary Years Programme provides a framework for implementing a concept-based, constructivist approach to learning. Professional Development must support teachers as they help students cultivate their learning by building upon prior learning experiences and create a strong foundation on which to build understanding. This professional development must provide time to learn, explore, and collaborate within the Units of Inquiry. Using modeling techniques, our PD must utilize common concepts and skills across content standards to support multidisciplinary learning opportunities for educators within the IB programme.

Within the Units of Inquiry, teachers expose students to real-world applications of the standards, and they are required to guide students through the application of their understanding of the content to real-world situations.

TEACHER FEEDBACK DATA

We formally collected teacher feedback regarding professional development via the National Center for School Leadership Teachers Attitudes & Beliefs survey. Eighteen Lakeville teachers responded to this survey. The following data was considered when creating our PD plan for 2015-16:

District-organized staff development is effective and useful to me.

Yes - 39%

No - 61%

My school provides teachers with adequate professional development opportunities.

Yes - 61%

No - 39%

Professional development opportunities provided to me are highly relevant to my day-to-day work.

Yes - 56%

No - 44%

School-based staff development is effective and useful to me.

Yes - 72%

No - 28%

HOW WE MODEL TO FOSTER TEACHER GROWTH:

Our professional development must afford the teachers appropriate learning experiences that promote critical thinking and problem-solving are also required within the units. Our professional development sessions provide educators with opportunities to find multiple solutions to problems and encouraged to make errors, their confidence increases and they are more motivated to learn. In addition, practicing inquiry-based methods, teachers engage in exploration of topics, collaboration with peers, and multiple opportunities to grow their understanding. Furthermore, providing teachers authentic opportunities to practice and apply and transfer their learning across subjects. The coherence of concept-based learning provides greater depth of understanding and greater development of skills because the learning isn't fractured and compartmentalized.

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WHAT LAKEVILLE TEACHERS LEARN:

DISTRICT LEVEL:

Because we have common goals, our district offers common professional development opportunities that support our AdvancEd goals and IB requirements. These collaborative PD opportunities are typically focused on inquiry, literacy, and learning focused classrooms. We are learning about standards based classrooms to support effective teaching and learning in the Michigan Standards. Our Literacy Instructional Coach is from the Columbia University Literacy Program. She works with teachers to deepen their ability to make an impact on our students' literacy growth.

COLLABORATIVE MORNINGS:

During our building level collaborative time, we address the needs of the students and staff in our building. The agenda is built by the IB Coordinator, Teachers, Principal. They utilize the information derived from teacher feedback at prior meetings. This year's topics include:

Concept Based Teaching & Learning

- Visible Learning

- Book Clubs

- Google Headquarters Field Trip (Inquiry & Collaboration)

- Standard Alignment (aligning concepts)

PYP Unit Reflection & Inquiry Based Instruction

DATA MEETINGS

In the 2012-13 school year, our principal participated in a Data Wise workshop series. From this experience, we developed grade level data teams consisting of the entire Lakeville teaching staff (including special educators, ancillary staff, and exploratory). The process began with a self-assessment by grade level to determine the teaching staff's level of understanding in the data process. The development included video modeling of proper data team protocol, the development of the Lakeville data process, and the controlled learning experience that included practicing using student data within one subject area. In 2013-14, we used the experience from the prior year to refine our data meeting protocols. Our data meetings include the following discussion areas:

Content Area Data by student, class, grade & students receiving interventions

Learner Centered Problem

Problem of Practice

What was taught well?

What is the next teaching point?

What instructional changes are necessary?

What evidence do we need to convince us to make instructional adjustments?

SMART Goals

Intervention Plan

OUTSIDE the DISTRICT - - OAKLAND SCHOOLS, IB Training, etc:

All teachers go through certified International Baccalaureate training through regional workshops. Many have gone to multiple workshops including but not limited to:

Standards Based Teaching, Learning, and Assessment (unpacking the standards)

Literacy - Fountas and Pinnell reading assessment, Reading and Writing Workshop, Word Study

IB - Various Inquiry and IB based workshops offered by the IBO

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Visible Learning at Oakland Schools with John Hattie

Promoting Intentional Conversations at Oakland Schools with Nancy Colflesh

COACHING:

Teachers receive training in ELA implementation and alignment with the CCSS including Words their Way, Reading Workshop and Writers Workshop. Additionally, our instructional coaches guide our teachers through lab classrooms, Columbia Teachers' College model for ELA workshop model instruction, and how to build a rich standards focused classroom.

2. Describe how this professional learning is "sustained and ongoing."

The results of the CNA have encouraged us re-evaluate our professional development opportunities for staff. In the 2014-15 school year, our Professional Learning Leaders (PLL) are seeking continuous feedback from staff, seeking guidance from strong instructional team members, performing "test run" PD sessions with administrators, and focusing on meeting the needs of our learners (staff).

In an effort to avoid the one time workshops that do not include the entire staff, our district has worked to develop a weekly PD plan that allows a PYP coordinator to coach teachers in their implementation of best practice strategies and the PYP curriculum.

The PLL contributors work to create a sustained and ongoing professional development plan, our district creates a school calendar that allows the elementary schools to spread half and full day professional development throughout the year to allow us to scaffold our content and meet the needs of staff. In addition, our literacy coach and instructional coach (2 different positions) work with our staff to promote best practice teaching strategies and protocols (i.e. the Lucy Calkins Reading and Writing program, Standards Based Learning, etc). The instructional coaches also work with individuals, models lessons, and guides teachers through the formative assessment process. Teachers are receiving continuous improvement opportunities on a weekly basis.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	We utilize formative assessment tools to guide our PD. We map out the concepts but the teachers' learning needs guide the content. In each PD session, our teachers provide feedback regarding their learning needs, wants, and what they have mastered. This allows our PD team to focus on the quality instruction for teachers. The topics for this year are: Concept Based Teaching Practices (Visible Learning by J. Hattie, Using Thinking Routines by R. Ritchhart, Google Field Trip) Standards Based Classrooms and Reporting Literacy Development Inquiry Concepts	

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

The schoolwide plan is designed to involve our parents in many different capacities. We coordinate activities, communicate information, and collaborate with our parents regarding aspects of the creation of our schooled plan. For instance, the members of our Principal's advisory group, meet with the principal to provide feedback amongst the parents in the learning community. These people use their social communities to gather information and to provide feedback to the principal. This information is brought to the SIP team through the principal and parent SIP members.

Additionally, our parents collaborate with our staff to refine mission/vision statements, consult on SIP plans, and to offer suggestions for our Title I school wide plan. We consult with stakeholders and our Parent School Council (PSC) through direct feedback, polls, surveys, informal conversations and through meeting participation. The parents in this group are often approached to attend meetings, provide feedback, or to help with school needs. In addition, all parents are invited to join our School Improvement Team, Principals Advisory participate in our Advanc-Ed process, Bond Referendum development, as well as our District Strategic Plan. Parent involvement in PSC provides an opportunity for parents to help in making various decisions for our school regarding programs, activities, and assemblies for our students.

Our stakeholders are involved in meetings where student data, setting goals, selecting research-based strategies, and choosing activities to support those strategies are explained. Parents are informed of how professional development, at the district and building levels, is aligned with our identified needs. We strive for transparency; all stakeholders are provided with up-to-date information, especially as changes occur and instructional strategies evolve. Support services available to our students are highly sought and effectively used by both teachers and parents, and our Response to Intervention (RTI) process ensures that students get the timely, additional assistance they need. Parental involvement in the RTI process is regular. Through our school's Parent Compact and Parent Involvement plan we strive to involve parents in understanding how students are identified and the process used for intervention at school and home.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

General Information:

Our CNA has been an on going process of thorough self-analysis through Blue Ribbon, AdvancEd (formerly NCA), and International Baccalaureate authorization. Each of these processes included parental education and involvement. Our School Improvement Team contains parental representation and completed the CNA which was also presented publicly at PSC meetings. Our parents are surveyed and polled to help us collect data for our CNA, programs efficacy, and how well we are doing.

Our parents may help with staff interviews in the hiring process. The also provide valuable information about staff needs by consulting with the principal regarding their hopes for a "xx" teacher (science expert, hard working teacher, enthusiastic teacher, a teacher with a vast background in interventions, etc).

Our PSC does a great job identifying parents that would like to get involved in our learning community. They help our teachers find classroom volunteers. The classroom chair-parents communicate needs to the parents in their assigned classroom. This creates a safe environment for new parents. This process allows our parents to be involved in and aware of many different forms of volunteering.

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Our Parent School Council (PSC) supports our teachers by providing supply funding, paying for out of district professional development, supporting innovative teaching practices.

Needs Assessment

Our CNA has been an on going process of thorough self-analysis through Blue Ribbon, former NCA and International Baccalaureate authorization. Each of these processes included parental education and involvement. Our School Improvement Team contains parental representation and completed the CNA which was also presented publicly at PSC meetings.

Services for Eligible Students

Our Rtl process outlines the identification and services provided to eligible students. Parents are involved in the Rtl process through notification of identification and services to be received. In many cases, parents are invited to sit in on the Rtl meetings as a partner in the support system similar to a special education IEP meeting. Some Title I supports include at home activities such as Every Day Math home games and SuccessMaker used at home during holidays, breaks, or after school hours.

Incorporating Title I Services into Existing School Program Planning

Parent representation on our School Improvement Team ensures that we are able to gather feedback from our parents regarding how our Title I services are incorporated into our SIP. Including the identification methods and services available.

Instructional Strategies

Parental involvement in the SIP educates on the programs and strategies available. Parents offer feedback on the Parent Information page Polls, at IB parent information nights, curriculum nights, IB Exhibition events, and through informal conversations with staff members (especially teachers & principal).

Title 1 and Regular Education Coordination

Parent representation on our School Improvement Team ensures that they are familiar with how our Title 1 services are incorporated into our SIP. Including the identification methods and services available.

Instruction by highly qualified staff

Our parents are informed of the our status regarding Highly Qualified Staff on the Parent Information page, at curriculum night, and through conversations with staff members.

Strategies to increase parental involvement

Through the use of meetings, surveys IB Authorization and participation in the School Improvement Team parents are encouraged to assist in the development of strategies that can increase parental involvement.

Coordination of Title 1 and Other Resources

Parents are involved in helping to identify local community resources available to Lakeville Elementary. For example, this is how our school was able to add the Blessings in a Backpack program.

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3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

We are a school that thinks "outside of the box", we lure dads into school by having building projects on weekends (rock wall, playground equipment, bottle cap art, and much more). Additionally, we believe in the power of face to face conversations, thus, we work hard to talk directly to parents (harder to say "no" to someone's face) and we visit their homes to keep them informed.

Surveys & Polls...Our parents will receive a survey to collect data regarding their knowledge and experience with the schoolwide plan. Often, you will hear the comment, "I think Ms. Gibson-Marshall made me do a survey for XXX".

Parents are kept informed of their child's progress through report cards, progress reports, and parent teacher conferences. They are provided with all assessment results for their child, and also school and district assessment results. Each year, when the School Improvement Plan is updated, parent input is solicited through surveys so their opinions and concerns can be considered. They receive feedback when the Plan is revised and updated.

Informally, approximately 10 of our staff members (including our principal) have children attending our school (even more attending the district schools). This allows many informal conversations at Soccer on Saturdays or at The Max Sports Center on a Tuesday evening, at GLE gymnastics on Fridays, or even at Red Knapp's American Grill on a Monday night. We are committed to our community and embedded within the learning family.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

As a collaborative team, parents, staff, and students participate in leadership teams that allow for analysis of the efficacy of our parent involvement program.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part -

Lakeville Elementary shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. We will do this in a variety of ways including but not limited to:

Individual Parent-Teacher Conferences will be held in October and April to assist parents in understanding their students' progress toward content standards

Parent input on placement documents for their child's placement in future grade levels via Haiku, completing the form and submitting yo the principal

Parents are invited to contact the principal by phone or email to discuss any concerns (day/night/weekend)

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A guide to understanding the Lakeville Report Card is shared in each reporting cycle

State Assessment results are shared in a parent friendly document

Principal provides handwritten notes to the students receiving State Assessment results

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Some examples of these actions at Lakeville include but are not limited to:

Teacher Placement Day in August affords students and parents to come to Lakeville for school pictures, teacher placement letters, parent support with online registration/information updates

Curriculum night allows our teachers to explain the technology resources accessible by parents to support students in their core academic classes

Parent information nights for special events (camps, field trips, etc)

PSC meetings

Parent Literacy nights

International Baccalaureate Parent nights

Field Trip and Camp parent meetings

EDM Math Games for home use

Leveled book bags

Haiku Parent Communication website

Hispanic Family Meetings (proposed for in 2014-15)

Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

The principal will be expected to support and model the actions desired from the staff by performing home visits, attending meetings, and mentoring new staff in the transition to a Title I school

The principal will utilize staff and data meetings to discuss what we can, should, and will be doing to assist our families in these areas

Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

Our GSRP teachers attend Lakeville staff meetings, professional development meetings, and collaborate with the staff on an ongoing basis

Our principal works with the GSRP program to build relationships with the staff and students in the program

Our preschool students participate in all school activities

Our Principal and the GSRP leadership team chat monthly to discuss the needs and wishes of each program

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;

All materials provided by Lakeville Elementary can and will be translated in to the family's native language at the request of the parents (also through feedback from our staff)

Shall provide such other reasonable support for parental involvement activities under this as parents may request.

Our parents are provided opportunities to participate in the important discussions related to their child's learning and educational experience.

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Additionally, our parents may express their family needs in a multitude of ways:

letter to the principal

parent surveys/polls on Haiku

parent participation in committees and activities for the development and revision of our Parent Involvement Plan, our Parent-School Compact, and our School-wide Title 1 Plan

intervention meetings

student placement requisitions

via meetings with our staff

D. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, 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 providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Lakeville Elementary School has educational professionals that are fluent in Spanish and are also available to translate for parent meetings. In addition, our Spanish teachers support local community events for Hispanic families and host family chats at Lakeville. In addition, we will provide our school information to parents in their native language as requested.

Our school building is fully handicap accessible and a wheel chair is onsite for families requiring such needs.

Lakeville Elementary School works with Oakland Schools to provide services to homeless families with students attending our schools.

E1

Effective parent involvement is an integral part of our instructional program and our philosophy. Staff meetings include discussions of various elements of parent involvement strategies, led by our building principal. In the middle of August, students and parents are invited to our "Teacher Placement Day". This is when the students get their classroom placement letters, school pictures are taken, parents are invited to use our computer lab to update student records, school supplies (backpacks and supplies) are offered, and typically free back to school haircuts are given (as industry specialists are available).

Prior to the first day of school, we host an Open House/Curriculum Night is when teachers acquaint parents with the curriculum that will be provided to their child in all content areas, and how the curriculum is aligned with state standards. Teachers also invite parents, at this time, to become active volunteers in their child's classroom, and they inform parents of the kinds of volunteer opportunities that are open to them, both within the classroom as well as school-wide. The Parent School Council (PSC) then invites parents and children to come to the playground for watermelon and a chance to meet and greet old and new friends.

Parents are assisted in understanding the State's content standards and assessments and how to monitor their child's progress through parent teacher conferences and through regular, ongoing parental education on our developing Standards Based Report Card (SBRC). In order for parents to understand the SBRC they must be familiar with the content standards, how/where they are assessed, and how they can monitor their child's progress on the standards.

E2

Parents are provided materials and training to work with their children through teacher newsletters, school provided student planners, Every Day Math Home Links and Student Reference Books, Every Day Math family games, and other materials sent home. Teachers work with parents on a regular basis to assist with training them on how to use the materials. PowerSchool is an online student information system that

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parents can access to provide information on their child's progress including assignments or activities that their child is missing, assessment results, current assignments, attendance, etc. Powerschool also provides parents information about student progress on particular Common Core State Standards. Staff are trained to build effective parent involvement through regular Professional Development opportunities on increasing capacity to inform and involve parents in their child's education. Teachers are trained to communicate with student and parents effectively through Haiku and Powerschool. Staff training on Standards Based Report Cards as another tool to involve parents by reporting specific strengths and weakness in the CCSS.

E3

Our teachers are provided with a variety of resources to help guide them in making connections with families. Prior to the beginning of school, we arrange for our teachers to meet the families. This allows them to begin to build effective relationships with their learning community. We utilize resources at Oakland Schools, book clubs, and seek guidance from colleagues to build capacity when working with parents.

E4

The school collaborates with our Great Start Readiness Program and Nutrition programs (Free/reduced lunch, breakfast program) to coordinate parent involvement. Additionally, parents are solicited and trained to work with our student reading program. Students working in the Reading Programs work 1:1 with a trained volunteer, usually a parent, for 20 - 25 minutes. Students meet once or twice a week with a parent tutor.

E5

Parents are provided with school announcements and general information through our School Messenger program. This sends parents phone calls, emails, and text messages regarding school events. These messages are initiated by the school staff and district. Additionally, the parents are able to access their student's information online through Power School. Both programs can translate the messages in the family's preferred language.

E14

Other reasonable support for parent involvement as requested by parents are provided as needed. Through survey data and monthly parent meetings input is gathered to determine how the school can improve communication and support for all parents.

F

Parents are provided information in a format and language that they understand through translated documents as needed. Through coordination with ELL services and the annual registration process, parents requiring translated documents are identified. Powerschool also provides information to parents whenever they want to access it.

Full opportunities for participation of parents with Limited English Proficiency, disabilities or migratory children occurs through coordination with district services such as ELL, Special Education and Student Services. Collectively we develop a plan to ensure that all parents have the opportunity for full participation.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

GENERAL FEEDBACK

Teachers and staff have regular communication with parents through conferences, phone calls, email communication etc. Feedback from staff regarding parental involvement activities is collected at bi-weekly staff meetings. Surveys, monthly parent meetings and PSC leadership

are additional source of feedback on parent involvement activities. Using this feedback the different activities are evaluated for what to offer, effectiveness of those in place, and the satisfaction of the parents with the activity.

ANNUAL MEETING

At our Title I Annual Meeting, parents share their thoughts on the question, "Are we giving you all that you need for your child?". This allows us to discuss improvements that can be investigated and implemented in the future.

PSC MEETINGS

At our PSC meetings, our principal does "thinking routines" to solicit feedback from parents regarding a variety of topics associated with parent involvement (i.e. communication, getting volunteers, report cards, testing results, etc.).

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Each year, our leadership teams look at the feedback from surveys, teacher reports of parent input, formative and summative perceptions data to determine the next steps for our team. As we unpack the data, we must understand our school mission and the functional direction of our school. Our SIP team reviews the data to seek ideas to improve our current plan.

ANNUAL MEETING

At our Title I Annual Meeting, parents share their thoughts on the question, "Are we giving you all that you need for your child?". This allows us to discuss improvements that can be investigated and implemented in the future.

PSC MEETINGS

At our PSC meetings, our principal does "thinking routines" to solicit feedback from parents regarding a variety of topics associated with parent involvement (i.e. communication, getting volunteers, report cards, testing results, etc.). This is one source of feedback that allows for organic conversations and direct feedback to the principal regarding school needs.

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

Lakeville's Parent Compact and Parent Involvement Plan has been in existence for many years. When the compact was originally developed it was a collaborative effort by the school, parents and community. A committee of teachers, parents, support staff, and specials teachers was organized with the intent of developing the compact.

Our staff and parents utilized sample documents to help them get started. Once they began the process, the team was able to build a quality product. Every year the Compact is reviewed and open to feedback from parents through survey and presentation at monthly parent meetings. The Parent Compact will be available at Curriculum Night / Open House as well as Parent Teacher Conferences. The principal will present an an overview of the Parent Compact at the first PSC meeting in the fall, to ensure that all parents have an opportunity to review and discuss the Compact and/or the Involvement Plan.

At the Annual Meeting, the principal asks the parents to review the information on the Compact. Through a "thinking routine", we identify possible modifications to the Parent Compact /Parent Involvement Plan.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

HOW WE USE THE PARENT COMPACT:

Our teachers share this information with their parent at conferences. They allow parents time to read through and ask questions as needed. The goal of sharing this information at Parent Teacher conferences is to reinforce a positive relationship between the teacher and families.

In addition, the use of the document allows us to demonstrate the school's transparency in the following areas:

- Providing individual assessment results, reading results, progress reports, report cards, and parent conferences.
- Providing descriptions and explanations of curriculum, assessments, and proficiency levels.
- Providing descriptions of discipline plans and attendance policies.
- Providing for flexible, scheduled parent/teacher conferences and accommodating parent-requested conferences.
- Encourage active attendance of parents at PSC meetings.
- Publish district and school newsletters that regularly inform parents about events and activities at school.
- Classroom teachers are committed to communication with parents via conferences, email, and phone relative to discussions of behavioral and/or academic progress.
- Classroom teachers are openly committed to regularly keep parents abreast of classroom assignments, assessments, class events and activities.
- Providing and reinforcing opportunities for active parent involvement within the PSC, as well as curricular and extracurricular programming, field trips, camping programs, and in class activities.
- Results of Standards Based assessment data and reporting tool will be explained to parents in detail.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

n/a

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

All information is provided to parents in parent-friendly language. Education terms are explained whenever necessary. Newsletters are translated for non-English speaking parents. Translators are available within the building to assist during conferences, conversations and phone calls. In an effort to provide additional assistance, our Spanish & ELL teachers work with our parents that have limited English proficiency to provide opportunities to ask follow up questions.

International Baccalaureate requires books and materials available to parents and students in their mother tongue language. We continue to build our Mother Tongue library book options.

their results. Our translators help our principal to use the parents' native language in this note.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

In addition to the typical preschool "field trip" by bus to their future home school for kindergarten, spending the day in a kindergarten classroom, eating lunch in the cafeteria and having an opportunity to play on our playground, we have the distinct opportunity to build excellent relationships with our preschool students and their parents.

GSRP has been added to our school building, this allows our GSRP teachers to collaborate with our grade level teachers in staff meetings, data team meetings, and professional development. Additionally, it helps our kindergarten teachers in building relationships with our preschool students by making visits to the preschool classrooms and greeting parents in the hallways.

Our principal enjoys visiting with our preschool students. She reads to our preschool students during reading month, visits the classroom during school days, sits on GSRP parent committees, and invites the GSRP parents to participate in the PSC.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Our District's Kindergarten enrollment process is held each spring. Parents are invited, along with their child/ren, to tour the building, visit the kindergarten classrooms, meet our kindergarten teachers, and are welcomed by our building administrator. Parents receive information about kindergarten preparation and expectations, and the State of Michigan Standards. Teachers share information with parents cover topics like letters and letter sounds, rhyming, suggestions for reading with their child, suggested reading lists, and math games to play at home. Ancillary staff are available to meet with parents individually if they require information about support services, Latchkey, etc. During the Round-up, each incoming kindergarten student meets with a teacher, who provides them with a summer "homework" packet, along with school supplies, to get them excited about school. The teacher shows the child how to write his/her name to practice during the summer.

At the Lakeville Kindergarten Open House in March, our principal provides parents with a graphic organizer to help them identify the important questions that they may have for the following Lakeville stakeholders:

Kindergarten Teachers

Kindergarten Students

Kindergarten Parents

Kindergarten Interventionists

Principal

In a "Talk Show" format, the parents are able to ask their questions to each group (one group is interviewed at a time). In all honesty, the kindergartners steal the show but the entire process is a fun and informative experience. After the "Talk Show" event, the stakeholders take the parents to visit the kindergarten classrooms and continue their conversations. As a follow up, our principal hosts meetings in the summer to help parents transition to kindergarten.

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During the school year, the principal serves on GSRP committees to build relationships, answer questions, and to help the parents feel safe in our school community. The preschool parents are involved in our PSC, family activities, and parent meetings that relate to their needs (i.e. parent literacy nights).

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers volunteer to serve on district curriculum frameworks committees. In the committees teachers review current curriculum guides, state standards, and common core standards, with the objective of revising the guides as necessary. The new guides and necessary resources are distributed to teachers for implementation. Teachers are given a reasonable amount of time (up to 3-4 weeks), depending on grade level and professional development, to implement the new curriculum materials in their classrooms. The curriculum in each academic area is updated on a three year cycle.

Part of this process is determining what assessments will be used, when, and how often. In addition to state and district mandated assessments, teachers may elect to use alternative methods of assessment, including teacher-made tests, student portfolios, performance and authentic assessments, and teacher observations.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

At Lakeville, our teachers and support staff collaborate at Data Team Meetings to evaluate their grade level's achievement. In these meetings, our staff determines learner centered problems, problems of practice, instructional next steps, and interventions. Each meeting addresses a different content area. This is based on the district's assessment protocol and schedule.

In addition, Teachers are given "data days" each quarter to review and evaluate current data for each grade level and student. This data is used to drive instruction and to bridge the gap in areas that need more development. Guided by the School Improvement Team, teachers also engage in MEAP data, gap and item analysis, to refocus our goals each year on newly identified areas of need or challenges as they emerge.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

At Lakeville, our teachers and support staff collaborate at Data Team (grade level teachers, support staff, specials teachers, special educators) meetings to evaluate their grade level's achievement. In these meetings, our staff determines learner centered problems, problems of practice, instructional next steps, and interventions. Each meeting addresses a different content area. This is based on the district's assessment protocol and schedule.

Students are identified by classroom teachers who are constantly monitoring each child's progress to determine if they are not functioning at grade level in any content area. This information is brought to the data team meetings in an effort to identify appropriate interventions. Teachers use state, district and classroom assessments, reading running records, math checklists, report cards, progress reports, and teacher observations to remain alert to any needs as they emerge.

The Response to Intervention (RTI) process is used to identify students in need of additional support. The RTI teams can consist of the Teacher Consultant, School Psychologist, Principal, Social Worker, classroom teacher, and paraprofessionals. RTI is a 3-tiered model that allows for structured and consistent support in all subjects and grade levels. The goal is to provide assistance to students needing additional support 5 days a week for approximately 6 weeks. At that point, students are assessed to determine growth, program appropriateness, and next steps.

Level 1 interventions are generally provided in the classroom setting, by the teacher or instructional paraprofessional. They may also include extended learning opportunities.

Level 2 interventions may include push-in or pull-out supports, remediation in reading or math, individual and/or small group instruction, differentiated instruction, and extended learning opportunities.

Level 3 interventions may include an evaluation to determine if the student may be eligible for special education support services.

Data teams meet regularly (at least monthly) to review the progress of students brought before the team/s, and to recommend levels of interventions available. Interventions are implemented in a timely manner in an effort to minimize the time required for each intervention, and to provide remediation immediately and effectively. Parents are an integral part of the process to ensure continued parent support and involvement.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

At Lakeville, our teachers and support staff collaborate at Data Team Meetings to evaluate their grade level's achievement. In these meetings, each grade level teacher, special education teacher, specials teacher, and support staff determines learner centered problems, problems of practice, instructional next steps, and interventions. Each meeting addresses a different content area. This is based on the district's assessment protocol and schedule.

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Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including science and social studies, Reader's Theater, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment.

In addition, our programs expand to meet the needs of students who easily master the standards and need additional, challenging assignments.

Students who have received any or all of the above interventions or support but are still struggling academically are then discussed in the data team meetings and potentially referred to our Response to Intervention Team. The students may require support services beyond what has already been provided. To close achievement gaps of at-risk students and increase the academic achievement of all students, we focus our efforts on core instruction, supported by research-based programs and processes proven to be effective. These include:

Response to Intervention (RTI) - a 3-tiered program of support that starts with classroom teacher interventions, progressing to supplemental support, both inside and outside the classroom, and referrals for additional services (i.e. Special Education).

We offer a kindergarten Rtl program to guide our smallest children toward mastery of letter/sound identification, letter formations, recognizing rhyming words, and sentence recognition. Our goal is to get each kindergartner to a Founts and Pinnell reading level "C". Students receive 20-30 minute interventions five days a week.

In grades 1 through 3, our students receive Leveled Literacy Interventions to continue to build their reading fluency and comprehension skills. Students in grades 3 through 5 are offered interventions in Whole to Part Interventions (Erickson, UNC Chapel Hill) and AARI. In the spring of 2014, we identified the Whole to Part program as a "difference maker" in our 3rd to 5th grade struggling readers. We chose to use this program for our 2014-15 Program Evaluation. Students receive 30 minute interventions five days a week.

Additionally, we offer strategy groups at each grade level in the area of math. Our teachers and math interventionist meet monthly (at Data Meetings) to determine the specific strategy groups needed for the upcoming months. Students receive 30 minute interventions five days a week.

Extended Learning Opportunities - designed to address the needs of both students considered at risk and students who may benefit from accelerated programs. Support services and enrichment include: After School Homework Club, Summer School, Reading Recovery, Fountas and Pinnell Reading, Lucy Calkins Writing, Readers and Leaders, Michigan Literacy Progress Profile (MLPP), EDM Math Games, Writing Tutorials, Math Tutorials, Homework Club, Lego Club, Orchestra Club. These programs are offered up to three times a week as extended learning opportunities.

Students who have received Tier 1 and 2 interventions, and are still not meeting state standards, are reviewed by the RTI team and may be referred for additional academic assessments, including an evaluation for special education support services. The team continues to monitor each student until they make adequate progress through the maximum support available.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

At Lakeville, our teachers and support staff collaborate at Data Team Meetings to evaluate their grade level's achievement. In these

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meetings, our staff determines learner centered problems, problems of practice, instructional next steps, and interventions. Each meeting addresses a different content area. This is based on the district's assessment protocol and schedule.

Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including science and social studies, Reader's Theater, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

According to our Skyward Chart of Accounts, our building receives resources from our school district, Title I, and Title IIA, 31A at risk, IDEA, and Title III. The General Fund is used to provide basic educational needs: staff, including teachers and administrators, textbooks, materials, supplies, building maintenance.

Title I is used to provide support services to students deemed at-risk: Reading Recovery Teacher, Math Tutorial Assistant, Literacy Tutorial Assistant, and K-2 Literacy Paraprofessional Support. Title I funds also provide extended learning opportunities, such as After School Homework Club and Summer School.

Title IIA is used to provide professional development support for the goals, objectives, strategies and activities outlined in the SIP. Title III is used to support ESL/ELL students, including staffing, materials and supplies.

Section 31A is used to assist at-risk students with supplies, student/teacher resources, workshops and conferences for Reading Recovery teachers and a Reading Recovery teacher (.5 FTE) and materials.

Title III is used to fund supplemental programs for ELL students in our schoolwide program that need additional language support.

IDEA funds our student with special needs and is may be used to support our schoolwide program.

Oxford/Orion Youth Assistance helps families with counseling services, parenting classes, summer camps, volunteer opportunities and with coordinated family support.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

General fund - the district provides funding for district level assessment measures to determine student eligibility and the resources needed to conduct the CNA.

2. Schoolwide Reform Strategies

Our General Fund, 31A at-risk, IDEA, and Title I funding are all coordinated to support the interventions and staff providing the RtI portion of our reform strategies. The school district general fund and Title II support our classroom teachers with the IB programme, Lucy Calkin's Writing Workshop program, Standards Based Report Cards, and district PD opportunities for schoolwide reform.

3. Instruction By Highly Qualified Teachers

Our district provides the majority of the funding for Highly Qualified Teachers and Title I staff members are funded by Title I funds. IDEA funds provides HQ teachers and para-professionals for special education services. 31A At-Risk funds provides opportunities for HQ

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individuals to support LEP students and for additional reading support from a highly qualified staff member. Title II provides HQ Instructional Coach (.5 FTE) to support the quality of teaching occurring in classrooms.

4. Strategies to Attract High Quality, Highly Qualified Teachers to High Needs Schools

General funds are used to produce materials that will attract highly qualified candidates for open positions at our school. We also use general funds to support the hiring process and recruit quality teaching candidates.

We work to retain our teachers through a variety of methods. General Fund and title IIA funds are used to support staff team building activities, new teacher mentoring programs, workshops, conferences and instructional / curriculum support from the IB Coordinators, Literacy Coach, and Instruction Coach. The school district's approach to attracting HQT is focused on delivering an excellent and global educational experience. At Lakeville our staff motto is "Fiercely United", we depend on our uniquely collaborative school culture for support and motivation. Our staff collaborates to handle disciplinary actions in a variety of ways to support both the student and affected staff member. In addition, our shared leadership / "Multipliers" approach allows for each team member to get what they need (as it relates to school based support). Our principal and Social Worker make home visits monthly to encourage motivation and build better relationships with students and families. Ultimately, our "Fiercely United" approach has created a family of highly qualified, high quality educators.

5. High Quality & Ongoing Professional Development

The school district funding, IDEA, Title II, Title III and Title I funding provide professional development to all staff at Lakeville in an effort to support program consistency and implementation fidelity. This training may be offered by Professional Organizations (Whole to Part, Word Study), Oakland Schools (Bully Prevention, AARI, Truancy, Literacy Interventions), our Literacy Coach (Workshop fidelity), IB Coordinators (International Baccalaureate Programme), Reading Specialists (RtI Support, Literacy Interventions). Title I staff receive training through these sources as well with title I funds are used specifically to train title I paraprofessional providing interventions. IDEA funds are used specifically to train special education teachers and paraprofessionals.

6. Strategies to Increase Parental Involvement

Our general funds pays for curriculum night, parent teacher conferences, portfolio nights, 5th grade exhibition, and other parent teacher collaboration activities.

Title I funds our Family Literacy Nights, Annual meeting, Parent Literacy Learning events, and parent information materials.

Our Parent School Council's fund raised dollars to help to support parent activities and family events (Haunted House, Santa Breakfast, Winterfest, Family Movie Nights, Bingo, etc.)

7. Transition Plans to Assist Preschool Children from Early Childhood Programs to Elementary School Programs

Our school district's general fund provides the majority of funding for these transition programs. General fund supports the kindergarten parent meetings, trainings, and informational materials. Title I provides kindergarten readiness activities to preschool students.

8. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments (selection of appropriate assessments, collection of data and its use to inform instruction).

The general fund supports our data meetings and professional development times where we meet to discuss academic assessments and student results. 31A At Risk funds are used to purchase assessments to identify RTI students K-2 and a diagnostic for students struggling K-5.

General fund pays for testing of ELL students for English language proficiency. IDEA funds provides testing for special needs students.

9. Activities to Ensure that Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance

General funds are used to assist with staff for interventions in core content areas.

Title I are an important source for interventions and staff at Lakeville such as after school programs, summer school, and support staff.

31a at risk funds support reading interventions and reading recovery staff at Lakeville.

IDEA funds are used to support interventions qualifying students with IEPs.

The general fund and the ISD assist us with Homeless and additional special education needs such as social workers and guidance assistance.

Title III provides additional resources for interventions with ELL students.

10. Coordination and Integration of State, Federal, and Local Services and Programs

General funds provides opportunities for our district offices and building principals to work with our School Improvement Planning team to support the coordination and integration of our state, federal and local funds. This maximizes our implementation of programming at the school level.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Lakeville Elementary was fortunate to add a Great Start Readiness Program to our building this fall. Though we are in the infant stages of this partnership, we have quickly discovered the exciting possibilities that lie ahead. So far, the GSRP teachers are participating in our staff collaboration meetings, our principal has started meeting with the GSRP parents to build a safe and collaborative culture, and our 5th grade students are serving as reading mentors to the GSRP students. Our principal contacts the Early Childcare Center monthly to discuss the current status, developments, and opportunities of which our GSRP students may benefit.

Our school works with the district to coordinate the violence prevention and nutrition programs. As you can imagine, we work closely with our nutrition services department to assure that our students receive the necessary nutritional supports. Our staff provides assistance in completing the Free and Reduced Lunch forms when parents are unable to read the forms. Our principal will go to the homes of our neediest students to see what assistance our nutrition program can offer. Additionally, we are always willing to try the newest nutrition programs and incentives to help our students get what they need in the area of nutrition. We provide free and reduced options to families, summer dining program, and blessings in a backpack.

In addition, we collaborate with the district to implement the OLWEUS anti-bullying program, Second Step social interventions, and social work services to our students in need. In our social strategy groups, the para professional will help students work through social stories, problem solve challenging situations, and approach the Second Step program with the intent of making appropriate social skill choices independently. Our social worker and teachers, meet with students in small friendship groups with the intent of building their capacity as independent and responsible students. We often seek assistance from our district OLWEUS coordinator to help our friendship groups understand appropriate social responses in frustrating situations.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Each spring, our program leaders meet with the principal to identify the efficacy of the programs. Each program leader brings their data, concerns, training needed, additional budget/staff requests and suggestions to the meetings. The information taken from these meetings helps the SIP team to make adjustments in our Schoolwide program. For example, this past year we determined that our staff needed to implement the Whole to Part program in the 3 to 5 grades. Our staff received training and will implement the program with integrity in the 2014-15 school year. This adjustment came from our evaluation meeting. In addition, we determined that our kindergarten RtI program is creating very positive results in literacy. We intend on maintaining this program for the upcoming school year.

We have not identified a confidential way to include parents in this process. We will investigate several options in the upcoming school year.

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

At Lakeville, our teachers and support staff collaborate at Data Team Meetings to evaluate their grade level's achievement. In these meetings, our staff determines learner centered problems, problems of practice, instructional next steps, and interventions. Each meeting addresses a different content area. This is based on the district's assessment protocol and schedule.

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

At Lakeville, our teachers and support staff collaborate at Data Team Meetings to evaluate their grade level's achievement. As the year progresses, we are able to determine which programs are working for each student. We dig into the data in a manner that allows us to focus interventions on a learning target and assessing the student's progress toward that target. Each intervention cycle, provides us with an opportunity to monitor the students' progress and to adjust the intervention programs as needed.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Our SIP review team meets to discuss the student data and compares it to the goals/action steps identified in the school wide plan. If there are positive correlations, we continue with the goal (with modifications). If there are negative correlations, we work to modify our instruction or goal needs. Our data teams report to our leadership teams. This information helps the SIP leadership team to determine the plan of action for coming years.

2018-19 Goals +

Overview

Plan Name

2018-19 Goals +

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Lakeville Elementary School will improve their Reading performance	Objectives: 3 Strategies: 5 Activities: 18	Academic	\$283000
2	Students at Lakeville Elementary School will improve their writing performance	Objectives: 3 Strategies: 3 Activities: 15	Academic	\$190000
3	Students at Lakeville Elementary School will improve their mathematical skills and knowledge.	Objectives: 3 Strategies: 4 Activities: 15	Academic	\$85500
4	Students at Lakeville Elementary School will improve their skills and knowledge within Science	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	Students at Lakeville Elementary School will improve their skills and knowledge within Social Studies	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$300
6	Students at Lakeville Elementary School will enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1500

Goal 1: Students at Lakeville Elementary School will improve their Reading performance

Measurable Objective 1:

70% of All Students will increase student growth in comprehension in Reading by 06/08/2018 as measured by Fountas & Pinnell Assessment.

Strategy 1:

Balanced Literacy - All K-5 Teachers will teach Reader's Workshop providing Balanced Literacy based on Lucy Calkins research.

Category: English/Language Arts

Research Cited: Columbia's Teacher College Data

Tier: Tier 1

Activity - Benchmark Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess student reading proficiency 3 times a year using Fountas and Pinnell Reading Benchmark Assessment.	Monitor, Evaluation	Tier 1	Getting Ready	08/28/2017	06/21/2019	\$0	General Fund	K-5 Teachers
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will offer small group differentiated instruction based on student needs to support fluency and comprehension.	Academic Support Program	Tier 1	Implement	08/28/2017	06/22/2018	\$0	General Fund	K-5 Teachers
Activity - Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will individually or in small groups conference with teacher to support instructional needs.	Academic Support Program	Tier 1	Implement	08/28/2017	06/01/2018	\$0	General Fund	K-5 Teachers
Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use word study resources (i.e. Words their Way) to support phonics instruction.	Academic Support Program	Tier 1	Implement	08/28/2017	06/22/2018	\$0	General Fund	K-5 Teachers
Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I Family meeting (1) will include information related to engaging children in reading activities.	Academic Support Program	Tier 1	Implement	08/28/2017	06/22/2018	\$0	Title I Part A	K-5 Teachers
Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Coach will assist teachers using the Writing Pathways and Word Study resources & rubrics to determine SBG for all students.	Supplemental Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/22/2018	\$50000	Title III	Literacy Coach and K-5 Teachers
Activity - Lucy Calkins Curriculum implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff being trained in Reading Workshop.	Direct Instruction, Implementation, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/01/2017	\$0	General Fund	Literacy Coach
Activity - Read Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read books that support learning from Lucy Caulkins Reading Program.	Direct Instruction	Tier 1	Implement	08/29/2017	06/08/2018	\$0	No Funding Required	Maureen Magdaleno, Beth Delano, Lakeville Elementary Teachers

Strategy 2:

IB Transdisciplinary Learning - All K-5 Teachers will implement the International Baccalaureate Primary Years Program to help students connect with transdisciplinary elements.

Category: English/Language Arts

Research Cited: IB PYP Program of Inquiry Research

Tier: Tier 1

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Activity - IB Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Teachers meet weekly/monthly to update their Unit of Inquiry and build transdisciplinary content.	Academic Support Program, Curriculum Development	Tier 1		08/28/2017	06/22/2018	\$0	General Fund	K-5 Teachers and IB Coordinator

Strategy 3:

Standards Based Grading - Teachers will utilize a standards based approach to assess student learning.

Category: English/Language Arts

Research Cited: Marzano, Robert

Tier: Tier 1

Activity - Standards Based Report Card	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will inform parents of student progress through a standards based grading system.	Monitor, Evaluation	Tier 1	Implement	08/28/2017	06/01/2020	\$0	General Fund	K-5 Teachers

Measurable Objective 2:

60% of Bottom 30% students will increase student growth in fluency in Reading by 06/08/2018 as measured by Fountas & Pinnell Fluency Assessment.

Strategy 1:

Multi-Tiered Small Group Intervention - K-5, Support Teachers and Interventionists will use data to identify the bottom 30% readers and provide multi-tiered small group differentiated supplemental reading instruction to promote reading proficiency.

Category: English/Language Arts

Research Cited: MobyMax, Khan Academy, and Robert Marzano

Tier: Tier 2

Activity - Computerized Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students Identified in the lower 30% needing comprehension support will receive Khan Academy and/or Moby Max Intervention	Supplemental Materials, Technology, Academic Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$500	Title I Part A	Title I Interventionists & K-5 Teachers

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Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, small group skill instruction will be delivered by Title 1/At Risk Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Technology , Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$140000	Title I Part A, Section 31a	Title I and At Risk Interventionists
Activity - Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff on a monthly basis will review data with building administration and Grade Level Data teams in an effort to self-monitor instructional practices and student remediation. Students in remediation will be monitored regularly to determine rate of improvement.	Technology , Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$0	General Fund	K-5 Teachers and Title I Interventionists
Activity - Intense Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not making adequate progress based on rate of improvement will move to more intense instruction.	Monitor, Supplemental Materials, Academic Support Program	Tier 3		11/01/2015	06/01/2017	\$0	General Fund	K-5 Teachers, Title I Interventionists, Reading Specialists
Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading interventionist works with K-1 groups	Academic Support Program	Tier 2	Implement	01/01/2016	06/01/2017	\$40000	Section 31a	At Risk and Title I Interventionists

Measurable Objective 3:

80% of First grade students will increase student growth in Reading Recovery Intervention in Reading by 06/01/2022 as measured by Reading Recovery Observation Survey.

Strategy 1:

Reading Recovery Identification - The Reading Recovery teacher will identify the bottom 20% readers in 1st grade to participate in Reading Recovery.

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Category:

Research Cited: Reading Recovery Data

Tier: Tier 3

Activity - Reading Recovery Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery Teacher will meet with Reading Recovery Student for 30 minute lessons, Academic Support 5 times a week for 20 weeks.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 3	Implement	08/28/2017	06/15/2018	\$50000	Title I Part A	Title I Reading Recovery Teacher and 1st Grade Teachers
Activity - Reading Recovery Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery Teacher will maintain ongoing progress notes and test final progress.	Monitor, Evaluation	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Title I Reading Recovery Teacher
Activity - Reading Recovery Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery Teacher will participate in regular Reading Recovery Professional Development	Technology, Academic Support Program, Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$2500	Title I Part A	Title I Reading Recovery Teacher

Goal 2: Students at Lakeville Elementary School will improve their writing performance

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in language conventions in Writing by 06/16/2018 as measured by On Demand Narrative Assessment.

Strategy 1:

Balanced Literacy - All K-5 Teachers will teach Lucy Calkin's Writer's Workshop to promote proficiency in written expression.

School Improvement Plan

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Category: English/Language Arts

Research Cited: Columbia's Teachers' College Data

Tier: Tier 1

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess student growth in language conventions throughout the year using the Lucy Calkin's using post-on demand unit writing samples.	Monitor, Evaluation	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement small group differentiated instruction based on student needs	Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers
Activity - Confering	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students individually or in strategy groups to monitor progress in Language Conventions.	Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers and District Literacy Coach
Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use word study resource (i.e. Words Their Way) to support phonics instruction. Implement high-frequency word lists for each grade level.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers and District Literacy Coach
Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use writing samples to gather formative data to guide instruction.	Direct Instruction	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers and District Literacy Coach

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Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DK-5 Teachers will collaborate to identify students strengths and weaknesses to create learning goals for the next grade level.	Technology , Teacher Collaboration	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for literacy development, our staff will receive Professional Learning that is researched based provided by our Literacy Coach. Teachers will participate in Lab classrooms to grow knowledge in writing best practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers and District Literacy Coach
Activity - On Demand Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess pre and post- on demand writings using Lucy Calkins rubric to inform instruction.	Evaluation	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers and District Literacy Coach
Activity - Word Wall Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DK-2 students will be taught to use the word wall words as a resource to spell grade level sight words.	Supplemental Materials, Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	DK-5 Teachers

Measurable Objective 2:

80% of Bottom 30% students will demonstrate a proficiency in language conventions in Writing by 06/16/2018 as measured by Lucy Calkin's Pathways On Demand Writing Rubric.

Strategy 1:

Small Group Interventions - K-5 Teachers and Interventionists will use data to identify the bottom 30% in writing. They will provide differentiated instructional writing support to develop language conventions.

Category: English/Language Arts

Research Cited: Marzano, Robert / Hattie, John Lucy Caulkins units of study

School Improvement Plan

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Tier: Tier 2

Activity - Reteaching Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Staff will reteach under the direction of the teacher the learning progressions of language conventions.	Supplemental Materials, Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$80000	Title I Part A	Title I Interventionists

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$110000	Title I Part A, Section 31a	Title I Interventionists

Activity - Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review data, including bottom 30% from Fastbridge and illuminate results. Teachers will work with building administration and Grade Level Data Teams in an effort to self-monitor instructional practices and student remediation.	Monitor, Technology, Teacher Collaboration	Tier 2	Implement	08/28/2017	06/16/2018	\$0	Title I Part A	DK-5 Teachers and Title I Interventionists

Activity - Title I Annual Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family meeting (1) will include information related to engaging children in writing activities.	Parent Involvement, Academic Support Program	Tier 2		08/28/2017	06/16/2018	\$0	Title I Part A	Principal

Measurable Objective 3:

75% of Male students will increase student growth language conventions in Writing by 06/01/2017 as measured by Lucy Calkins Post On Demand.

Strategy 1:

Language conventions - K-2 Teachers will utilize the Lucy Caulkins Writing Workshop to target and improve language conventions in the male k-2 elementary population.

Category: English/Language Arts

Research Cited: Columbia's Teachers' College Research

Tier: Tier 2

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Activity - Shared Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers and interventionists will use shared writing to demonstrate language conventions.	Supplemental Materials, Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$0	General Fund	Interventionists and K-2 teachers
Activity - Small Group Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Supplemental Materials, Technology, Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$0	Title I Part A	Title I Interventionists

Goal 3: Students at Lakeville Elementary School will improve their mathematical skills and knowledge.

Measurable Objective 1:

5% of All Students will increase student growth in number sense in Mathematics by 06/08/2018 as measured by unit assessments.

Strategy 1:

District Math Curriculum - All K-5 Teachers will use a researched based math curriculum that aligns with the standards to improve mathematical skills.

Category: Mathematics

Research Cited: Oakland County ISD Support and Math Expressions training

Tier: Tier 1

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math end of the year assessment at the beginning and end of the year to monitor growth and assess proficiency.	Evaluation, Technology	Tier 1	Implement	08/28/2017	06/22/2018	\$50000	General Fund	K-5 Teachers

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Activity - Daily Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers deliver instruction through math lessons that align with grade level CCSS's with the new district math curriculum.	Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2022	\$0	General Fund	K-5 Teachers
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will target all learners by differentiating lessons in math instruction.	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/22/2018	\$0	General Fund	K-5 Teachers
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will offer small group differentiated instruction based on student needs to support individual needs.	Supplemental Materials, Technology, Academic Support Program	Tier 1	Implement	09/08/2015	06/01/2017	\$0	General Fund	K-5 Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development to strengthen best practices in teaching math that align with the new math curriculum, Math Expressions, chosen by the Frameworks Committee & approved by the Board of Education.	Professional Learning	Tier 1		08/28/2017	06/22/2018	\$0	General Fund	Frameworks Committee
Activity - Title I Annual Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family meeting (1) will include information related to engaging children in mathematical activities.	Parent Involvement	Tier 1	Implement	08/27/2015	06/19/2020	\$0	Title I Part A	Principal
Activity - IB Transdisciplinary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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In K-5 teachers will continue to develop Transdisciplinary Unit of Inquiry as part of the IB programme.	Academic Support Program	Tier 1	Implement	06/02/2016	06/01/2018	\$15000	General Fund	IB Coordinator and classroom teachers
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Activity - Math Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through crafted questions from Math Expressions, students will be engaged to answer questions, question each other, critique, and come to conclusions as a class.	Communication	Tier 1	Implement	05/26/2017	06/08/2018	\$0	No Funding Required	Ken Weaver, Stephanie Niemie, and Lakeville Elementary Staff

Measurable Objective 2:

A total of 20 Third grade Economically Disadvantaged students will demonstrate a proficiency in number sense in Mathematics by 06/08/2018 as measured by math recovery assessment.

(shared) Strategy 1:

Grade Level Data & Interventions - Each grade level teacher & support staff will meet as a team to perform data digs, identify learner centered problems, identify problem of practices, and next steps for instruction and interventions.

Category:

Research Cited: Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching And Learning Paperback – November 30, 2005 by Kathryn Parker Boudett (Author, Editor), Elizabeth A. City (Editor), Richard J. Murnane (Editor)

Tier: Tier 2

Activity - Monthly Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Data and/or Rtl meetings will allow teacher to collaborate on student data with the intent of finding supports for students in need.	Teacher Collaboration	Tier 2	Implement	09/17/2014	05/29/2015	\$0	No Funding Required	All grade level teachers and support staff

Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Students will be assessed through Fast Bridge Test, and a Math Recovery Test. 3rd grade teachers will teach students in small groups the math recovery program.	Academic Support Program	Tier 2	Implement	08/29/2017	06/08/2018	\$0	Title I Part A	Ken Weaver, Kristy Gibson-Marshall, Jill Powers, 3rd grade teachers at Lakeville Elementary
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Strategy 2:

Specialized Instruction - Teachers and paraprofessionals will assist students identified by data that are in the bottom 30% to gain understanding of mathematical connections and operational fluency, in small groups.

Category: Mathematics

Research Cited: Marzano & Hattie

Tier: Tier 2

Activity - Computerized interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students Identified in the lower 30% needing math support will receive SuccessMaker Intervention, FAST, or MobyMax.	Technology , Academic Support Program	Tier 2	Implement	08/28/2017	06/21/2019	\$0	Title I Part A	K-5 Teachers & Interventionists

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, small group skill instruction will be delivered by Title 1 Professional and/or Paraprofessional Staff, with a minimum of 15 minutes daily.	Academic Support Program	Tier 2		09/08/2015	06/01/2017	\$0	Title I Part A	K-5 Teachers and Interventionists

Measurable Objective 3:

5% of Bottom 30% students will demonstrate a proficiency in number sense in Mathematics by 06/08/2018 as measured by Math Recovery Assessment.

(shared) Strategy 1:

Grade Level Data & Interventions - Each grade level teacher & support staff will meet as a team to perform data digs, identify learner centered problems, identify problem of practices, and next steps for instruction and interventions.

Category:

Research Cited: Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching And Learning Paperback – November 30, 2005 by Kathryn

School Improvement Plan

Lakeville Elementary School

Parker Boudett (Author, Editor), Elizabeth A. City (Editor), Richard J. Murnane (Editor)

Tier: Tier 2

Activity - Monthly Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Data and/or Rtl meetings will allow teacher to collaborate on student data with the intent of finding supports for students in need.	Teacher Collaboration	Tier 2	Implement	09/17/2014	05/29/2015	\$0	No Funding Required	All grade level teachers and support staff
Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed through Fast Bridge Test, and a Math Recovery Test. 3rd grade teachers will teach students in small groups the math recovery program.	Academic Support Program	Tier 2	Implement	08/29/2017	06/08/2018	\$0	Title I Part A	Ken Weaver, Kristy Gibson-Marshall, Jill Powers, 3rd grade teachers at Lakeville Elementary

Strategy 2:

Mathematical Operations - All K-2 Teachers and Paraprofessionals will assist students in understanding mathematical applications and operational fluency, in small groups to facilitate practice activities and targeted skills to continue support students to become proficient in mathematical application and Operational Fluency.

Category:

Research Cited: Hattie, John

Tier: Tier 2

Activity - Computerized Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students Identified in the lower 30% needing math support will receive SuccessMaker Intervention, FAST, or MobyMax.	Supplemental Materials, Technology, Academic Support Program	Tier 2		09/08/2015	06/01/2017	\$500	General Fund	K-5 Teachers and Interventionists

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Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 20 minutes, at least 3 times a week.	Supplemental Materials, Technology, Academic Support Program	Tier 2		09/08/2015	06/01/2017	\$20000	General Fund	Title I Interventionists
Activity - Intense Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not making adequate progress based on rate of improvement will move to more intense instruction.	Supplemental Materials, Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/01/2017	\$0	Title I Part A	Title I Interventionists and K-5 Teachers

Goal 4: Students at Lakeville Elementary School will improve their skills and knowledge within Science

Measurable Objective 1:

85% of All Students will increase student growth all strands in Science by 06/01/2017 as measured by Oxford Report Card.

Strategy 1:

Science Practices - All Teachers will use best practices to improve and monitor science comprehension - Students will engage consistently in methodology integrated within all scientific units of study.

Category:

Research Cited: Battle Creek Science Program

Tier: Tier 1

Activity - Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-5 Teachers will use Science Kits, methodology, hands on, observation, vocabulary, and writing.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2022	\$0	General Fund	K-5 Teachers
Activity - Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 will use science response journals to further science support concepts, vocabulary and comprehension.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2022	\$0	General Fund	K-5 Teachers
Activity - IB Transdisciplinary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building the Transdisciplinary PYP units	Academic Support Program	Tier 1	Implement	06/01/2016	06/01/2017	\$0	No Funding Required	IB Coordinator and classroom teachers

Goal 5: Students at Lakeville Elementary School will improve their skills and knowledge within Social Studies

Measurable Objective 1:

85% of All Students will demonstrate a proficiency all strands in Social Studies by 06/01/2017 as measured by Oxford Report Card.

Strategy 1:

Thinking Routines - Teachers will use skills associated with the Cultures of Thinking / Visible Thinking model to help students develop inquiry skills. Teachers will use the IB Inquiry Cycle to build their capacity in becoming independent thinkers.

Category: Social Studies

Research Cited: Drawing on previous research by Ron Ritchhart (2002), the CoT project focuses teachers' attention on the eight cultural forces present in every school, classroom, and group learning situation.

Tier: Tier 1

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Lakeville Elementary School

In collaboration with a local district, our teachers will build their capacity in the Cultures of Thinking instructional model.	Professional Learning	Tier 1	Implement	08/28/2017	06/16/2018	\$300	Title I School Improvement (ISI)	Principal
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Activity - Social Studies Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 will use reflection process in IB to further support social studies concepts, vocabulary and comprehension.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/28/2017	06/16/2018	\$0	General Fund	K-5 Teachers

Activity - Social Studies Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Oakland School Atlas Social Studies Grade Level Lessons to supplement social studies curriculum.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/28/2017	06/01/2022	\$0	General Fund	K-5 Teachers

Activity - IB Transdisciplinary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Transdisciplinary Units in the IB PYP units.	Academic Support Program	Tier 1	Implement	08/28/2017	06/01/2018	\$0	No Funding Required	IB Coordinator and Classroom Teachers

Measurable Objective 2:

50% of Bottom 30% students will increase student growth in all strands in Social Studies by 06/01/2017 as measured by Spring State Assessments.

Strategy 1:

Multi-Tiered Model of Support - All Teachers, Title 1 and support team will identify students that do not demonstrate social studies proficiency and use a multi-tiered model of support to improve social studies proficiency.

Category:

Research Cited: Marzano & Hattie

Tier: Tier 2

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with approximately 15 minutes, 3 times a week following lessons aligning with the strategy group's non-fiction reading proficiency. Improving non-fiction reading leads to improved proficiency in the social studies curriculum.	Academic Support Program	Tier 2	Implement	08/28/2017	06/01/2022	\$0	General Fund	K-5 Teachers and Interventionists
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Goal 6: Students at Lakeville Elementary School will enhance their preparation for success in a global environment.

Measurable Objective 1:

demonstrate a behavior for preparedness in an ever-changing global society by 06/01/2017 as measured by Teacher/Student perception data, participation in IB Exhibition and an inventory of opportunities for students.

Strategy 1:

Global Citizens - To become proficient participants in a global learning community.

Category: School Culture

Research Cited: Oakland Schools ISD

International Baccalaureate Programme

Tier: Tier 1

Activity - IB Exhibition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IB Coordinators will organize opportunities for students to utilize student learning in a problem based learning opportunity.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/21/2019	\$0	General Fund	IB Coordinators

Activity - Social Emotional Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement programs to address students' social and emotional needs to improve their academic achievement through OLWEUS and Diversity Training.	Parent Involvement, Supplemental Materials, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/28/2019	\$0	General Fund	K-5 Teachers and Title I Interventionists

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Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exploring the philosophy of Cultures of Thinking by conducting a book study and professional development.	Professional Learning	Tier 1	Getting Ready	06/01/2016	06/01/2018	\$1500	General Fund	Principal, Teachers, and Instructional Coaches

Strategy 2:

Social Emotional Development - Implement programs to address students' social and emotional needs, allowing students to improve their academic achievement.

Category: School Culture

Research Cited: Elias, M. J. (2006). The connection between academic and social-emotional learning.

Tier: Tier 1

Activity - RULER Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the RULER Social Emotional Learning program to support social-emotional learning in our school.	Behavioral Support Program	Tier 1	Implement	06/01/2016	06/14/2019	\$0	General Fund	Principal's Advisory Team, Staff, and Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach	The Literacy Coach will assist teachers using the Writing Pathways and Word Study resources & rubrics to determine SBG for all students.	Supplemental Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/22/2018	\$50000	Literacy Coach and K-5 Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Assessment	Teachers will assess student reading proficiency 3 times a year using Fountas and Pinnell Reading Benchmark Assessment.	Monitor, Evaluation	Tier 1	Getting Ready	08/28/2017	06/21/2019	\$0	K-5 Teachers
Conferring	Students will individually or in small groups conference with teacher to support instructional needs.	Academic Support Program	Tier 1	Implement	08/28/2017	06/01/2018	\$0	K-5 Teachers
Science Journals	K-5 will use science response journals to further science support concepts, vocabulary and comprehension.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2022	\$0	K-5 Teachers
Standards Based Report Card	Teachers will inform parents of student progress through a standards based grading system.	Monitor, Evaluation	Tier 1	Implement	08/28/2017	06/01/2020	\$0	K-5 Teachers
IB Transdisciplinary Learning	In K-5 teachers will continue to develop Transdisciplinary Unit of Inquiry as part of the IB programme.	Academic Support Program	Tier 1	Implement	06/02/2016	06/01/2018	\$15000	IB Coordinator and classroom teachers

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Conferring	Teachers will confer with students individually or in strategy groups to monitor progress in Language Conventions.	Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers and District Literacy Coach
Social Studies Journals	K-5 will use reflection process in IB to further support social studies concepts, vocabulary and comprehension.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/28/2017	06/16/2018	\$0	K-5 Teachers
Differentiated Instruction	Teachers will offer small group differentiated instruction based on student needs to support fluency and comprehension.	Academic Support Program	Tier 1	Implement	08/28/2017	06/22/2018	\$0	K-5 Teachers
Professional Development	Teachers will be provided professional development to strengthen best practices in teaching math that align with the new math curriculum, Math Expressions, chosen by the Frameworks Committee & approved by the Board of Education.	Professional Learning	Tier 1		08/28/2017	06/22/2018	\$0	Frameworks Committee
Professional Development	In an effort to build teacher capacity for literacy development, our staff will receive Professional Learning that is researched based provided by our Literacy Coach. Teachers will participate in Lab classrooms to grow knowledge in writing best practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers and District Literacy Coach
Assessment	Teachers will use the math end of the year assessment at the beginning and end of the year to monitor growth and assess proficiency.	Evaluation, Technology	Tier 1	Implement	08/28/2017	06/22/2018	\$50000	K-5 Teachers
Science Kits	K-5 Teachers will use Science Kits, methodology, hands on, observation, vocabulary, and writing.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2022	\$0	K-5 Teachers
Math Interventions	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 20 minutes, at least 3 times a week.	Supplemental Materials, Technology, Academic Support Program	Tier 2		09/08/2015	06/01/2017	\$20000	Title I Interventionists
Collaboration	DK-5 Teachers will collaborate to identify students strengths and weaknesses to create learning goals for the next grade level.	Technology, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers

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Lucy Calkins Curriculum implementation	Staff being trained in Reading Workshop.	Direct Instruction, Implementation, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/01/2017	\$0	Literacy Coach
Small Group Support	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with approximately 15 minutes, 3 times a week following lessons aligning with the strategy group's non-fiction reading proficiency. Improving non-fiction reading leads to improved proficiency in the social studies curriculum.	Academic Support Program	Tier 2	Implement	08/28/2017	06/01/2022	\$0	K-5 Teachers and Interventionists
Data Digs	Staff on a monthly basis will review data with building administration and Grade Level Data teams in an effort to self-monitor instructional practices and student remediation. Students in remediation will be monitored regularly to determine rate of improvement.	Technology, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$0	K-5 Teachers and Title I Interventionists
Shared Writing	K-2 teachers and interventionists will use shared writing to demonstrate language conventions.	Supplemental Materials, Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$0	Interventionists and K-2 teachers
Differentiated Instruction	Teachers will implement small group differentiated instruction based on student needs	Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers
Word Study	Teachers will use word study resource (i.e. Words Their Way) to support phonics instruction. Implement high-frequency word lists for each grade level.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers and District Literacy Coach
Small Group Instruction	Teachers will offer small group differentiated instruction based on student needs to support individual needs.	Supplemental Materials, Technology, Academic Support Program	Tier 1	Implement	09/08/2015	06/01/2017	\$0	K-5 Teachers
Word Study	Teachers will use word study resources (i.e. Words their Way) to support phonics instruction.	Academic Support Program	Tier 1	Implement	08/28/2017	06/22/2018	\$0	K-5 Teachers

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Writing Workshop	Teachers will use writing samples to gather formative data to guide instruction.	Direct Instruction	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers and District Literacy Coach
IB Exhibition	IB Coordinators will organize opportunities for students to utilize student learning in a problem based learning opportunity.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/21/2019	\$0	IB Coordinators
Social Studies Content	Teachers will use Oakland School Atlas Social Studies Grade Level Lessons to supplement social studies curriculum.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/28/2017	06/01/2022	\$0	K-5 Teachers
Computerized Interventions	Students Identified in the lower 30% needing math support will receive SuccessMaker Intervention, FAST, or MobyMax.	Supplemental Materials, Technology, Academic Support Program	Tier 2		09/08/2015	06/01/2017	\$500	K-5 Teachers and Interventionists
Intense Support	Students not making adequate progress based on rate of improvement will move to more intense instruction.	Monitor, Supplemental Materials, Academic Support Program	Tier 3		11/01/2015	06/01/2017	\$0	K-5 Teachers, Title I Interventionists, Reading Specialists
On Demand Writing	Teachers will assess pre and post- on demand writings using Lucy Calkins rubric to inform instruction.	Evaluation	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers and District Literacy Coach
RULER Program	Utilize the RULER Social Emotional Learning program to support social-emotional learning in our school.	Behavioral Support Program	Tier 1	Implement	06/01/2016	06/14/2019	\$0	Principal's Advisory Team, Staff, and Principal
Cultures of Thinking	Exploring the philosophy of Cultures of Thinking by conducting a book study and professional development.	Professional Learning	Tier 1	Getting Ready	06/01/2016	06/01/2018	\$1500	Principal, Teachers, and Instructional Coaches
Word Wall Resource	DK-2 students will be taught to use the word wall words as a resource to spell grade level sight words.	Supplemental Materials, Academic Support Program	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers

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Assessment	Teachers will assess student growth in language conventions throughout the year using the Lucy Calkin's using post-on demand unit writing samples.	Monitor, Evaluation	Tier 1	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers
IB Unit Planners	K-5 Teachers meet weekly/monthly to update their Unit of Inquiry and build transdisciplinary content.	Academic Support Program, Curriculum Development	Tier 1		08/28/2017	06/22/2018	\$0	K-5 Teachers and IB Coordinator
Social Emotional Needs	Staff will implement programs to address students' social and emotional needs to improve their academic achievement through OLWEUS and Diversity Training.	Parent Involvement, Supplemental Materials, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/28/2019	\$0	K-5 Teachers and Title I Interventionists
Daily Lessons	Teachers deliver instruction through math lessons that align with grade level CCSS's with the new district math curriculum.	Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2022	\$0	K-5 Teachers
Differentiated Instruction	Teachers will target all learners by differentiating lessons in math instruction.	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/22/2018	\$0	K-5 Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventionists	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$30000	Title I Interventionists
Reading Interventionist	Reading interventionist works with K-1 groups	Academic Support Program	Tier 2	Implement	01/01/2016	06/01/2017	\$40000	At Risk and Title I Interventionists

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Interventionists	Based on data, small group skill instruction will be delivered by Title 1/At Risk Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Technology , Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$60000	Title I and At Risk Interventionists
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery Program	Reading Recovery Teacher will meet with Reading Recovery Student for 30 minute lessons, Academic Support 5 times a week for 20 weeks.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 3	Implement	08/28/2017	06/15/2018	\$50000	Title I Reading Recovery Teacher and 1st Grade Teachers
Interventionists	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$80000	Title I Interventionists
Math Recovery	Students will be assessed through Fast Bridge Test, and a Math Recovery Test. 3rd grade teachers will teach students in small groups the math recovery program.	Academic Support Program	Tier 2	Implement	08/29/2017	06/08/2018	\$0	Ken Weaver, Kristy Gibson-Marshall, Jill Powers, 3rd grade teachers at Lakeville Elementary
Reteaching Materials	Intervention Staff will reteach under the direction of the teacher the learning progressions of language conventions.	Supplemental Materials, Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$80000	Title I Interventionists

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Intense Support	Students not making adequate progress based on rate of improvement will move to more intense instruction.	Supplemental Materials, Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/01/2017	\$0	Title I Interventionists and K-5 Teachers
Computerized Interventions	Students Identified in the lower 30% needing comprehension support will receive Khan Academy and/or Moby Max Intervention	Supplemental Materials, Technology, Academic Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$500	Title I Interventionists & K-5 Teachers
Title I Annual Meeting	Title I Family meeting (1) will include information related to engaging children in mathematical activities.	Parent Involvement	Tier 1	Implement	08/27/2015	06/19/2020	\$0	Principal
Title I	Title I Family meeting (1) will include information related to engaging children in reading activities.	Academic Support Program	Tier 1	Implement	08/28/2017	06/22/2018	\$0	K-5 Teachers
Interventionists	Based on data, small group skill instruction will be delivered by Title I/At Risk Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Technology, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/28/2017	06/22/2018	\$80000	Title I and At Risk Interventionists
Data Digs	Staff will review data, including bottom 30% from Fastbridge and illuminate results. Teachers will work with building administration and Grade Level Data Teams in an effort to self-monitor instructional practices and student remediation.	Monitor, Technology, Teacher Collaboration	Tier 2	Implement	08/28/2017	06/16/2018	\$0	DK-5 Teachers and Title I Interventionists
Small Group Instruction	Based on data, small group skill instruction will be delivered by Title 1 Professional and/or Paraprofessional Staff, with a minimum of 15 minutes daily.	Academic Support Program	Tier 2		09/08/2015	06/01/2017	\$0	K-5 Teachers and Interventionists
Reading Recovery Professional Development	Reading Recovery Teacher will participate in regular Reading Recovery Professional Development	Technology, Academic Support Program, Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$2500	Title I Reading Recovery Teacher
Computerized interventions	Students Identified in the lower 30% needing math support will receive SuccessMaker Intervention, FAST, or MobyMax.	Technology, Academic Support Program	Tier 2	Implement	08/28/2017	06/21/2019	\$0	K-5 Teachers & Interventionists

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Reading Recovery Assessment	Reading Recovery Teacher will maintain ongoing progress notes and test final progress.	Monitor, Evaluation	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Title I Reading Recovery Teacher
Title I Annual Meeting	Title I Family meeting (1) will include information related to engaging children in writing activities.	Parent Involvement, Academic Support Program	Tier 2		08/28/2017	06/16/2018	\$0	Principal
Small Group Interventions	Based on data, small group skill instruction will be delivered by Title I Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Supplemental Materials, Technology, Academic Support Program	Tier 2	Implement	08/28/2017	06/16/2018	\$0	Title I Interventionists

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	In collaboration with a local district, our teachers will build their capacity in the Cultures of Thinking instructional model.	Professional Learning	Tier 1	Implement	08/28/2017	06/16/2018	\$300	Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IB Transdisciplinary Learning	Building Transdisciplinary Units in the IB PYP units.	Academic Support Program	Tier 1	Implement	08/28/2017	06/01/2018	\$0	IB Coordinator and Classroom Teachers
IB Transdisciplinary Learning	Building the Transdisciplinary PYP units	Academic Support Program	Tier 1	Implement	06/01/2016	06/01/2017	\$0	IB Coordinator and classroom teachers
Read Aloud	Teachers will read books that support learning from Lucy Caulkins Reading Program.	Direct Instruction	Tier 1	Implement	08/29/2017	06/08/2018	\$0	Maureen Magdaleno, Beth Delano, Lakeville Elementary Teachers

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Monthly Data Meetings	Monthly Data and/or Rtl meetings will allow teacher to collaborate on student data with the intent of finding supports for students in need.	Teacher Collaboration	Tier 2	Implement	09/17/2014	05/29/2015	\$0	All grade level teachers and support staff
Math Talks	Through crafted questions from Math Expressions, students will be engaged to answer questions, question each other, critique, and come to conclusions as a class.	Communication	Tier 1	Implement	05/26/2017	06/08/2018	\$0	Ken Weaver, Stephanie Niemie, and Lakeville Elementary Staff