



School Improvement Plan

Lakeview School

Negaunee Public 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 2016-2017 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 & Plans in Assist	

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

In the spring of the year, the School Improvement Team and instructional staff reviewed achievement, process, perception and demographic data to determine areas of strength and weakness. No subgroups were identified when gap analysis was performed. School Improvement Team representatives completed the school indicators and school data profile with input from all stakeholders. Staff, parents, students, and community members participated in surveys to help guide the School Improvement Team on development of the updated School Improvement Plan. The data reviewed helped to guide the planning of goals, objectives and strategies to address student academic achievement.

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

The School Improvement Team through collaboration with grade level teaching staff and Title I staff has implemented Northwest Educational Assessment (NWEA) MAP (Measurement of Academic Progress) testing and will continue to utilize this assessment to guide instruction and show academic growth. This assessment is the main component of the newly developed matrix utilized for Title I determination. The second component is teacher input which is derived using a rubric created at each grade level. The needs assessment and rubric is reviewed and adjusted each and every assessment period to ensure the tool is meeting the criteria desired by those that implement the assessments and the programming so students with needs are correctly identified. Teachers by grade level agreed upon the criteria that will be used to qualify a student for Title I services. The assessments administered and additional components influencing decisions by each grade level are listed below. Based on our criteria our students are rank ordered to determine the students with the greatest need and they are serviced first. Students move fluidly from one group to another based on growth and needs.

After development of the matrix, each classroom teacher (grades K-4) administers the appropriate assessments or gathers the needed data to determine student level on assessments determined by the grade level team. The following are data sources for the needs assessment and used as data for the matrix in the appropriate grade level: MAP, M-STEP test scores, writing scores, Fountas & Pinnell assessments, and teacher input. Each classroom teacher gathers data for all students in his/her class, and completes a needs assessment form to reveal the most at-risk students in each classroom. The needs assessment form is aligned to the matrix and is used to determine the ranking for service.

Individual classroom data is then combined for entire grade levels and students most at risk of failing per grade level are serviced. Title I Coordinator meets with teachers and Title I staff for final review and inclusion of parent input in grades K-4 for the final verification of the eligibility of the students serviced.

Lakeview staff communicates to ensure needs assessments are fluid and meeting the needs of those students most at risk. Grade level teams meet semi-monthly to discuss Title I concerns, evaluate the current schedule, and students being served including intensive groups by area of concern. Grades K-4 meet to discuss progress monitoring scores and continually assess intensive and at risk instruction.

All pre-school students, upon entering Lakeview Elementary, are screened by qualified teaching staff using the Dial 4 for academic, social skills, motor skills, and speech and language skills. They are additionally evaluated by the Marquette County Health Department for hearing and vision. Students are then placed by the teachers/evaluators into programs that will best meet their instructional needs.

Kindergarten students are assessed up to four times a year by classroom teachers for reading and math skills. The following tests are conducted: MAP, Fountas & Pinnell, and parent/teacher input are used as part of the matrix to determine eligibility for services. Students that

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are determined most at risk of failing are then evaluated for Title I services. These services are provided under the general fund budget or At-Risk funds.

First through second-grade students are tested up to four times a year by classroom teachers using MAP, writing scores, Fountas & Pinnell, and parent/teacher input are used as part of the matrix to determine eligibility for services.

Third and fourth grade students are tested up to four times a year by classroom teachers using MAP, M-STEP test scores, Fountas & Pinnell, writing scores, and parent/teacher input are used as part of the matrix to determine eligibility for services.

Students who qualify under the LA rubric are targeted in Science and Social Studies. There is a shared Title I google drive with all processes and current needs assessments/matrices included to ensure that any future Title I coordinator transitions would be smooth.

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

The following are the multiple, educationally, related, objective criteria established for the needs assessment: MAP, M-STEP assessments, writing scores, Fountas & Pinnell, and teacher input are used as data for rubrics in the appropriate grade level. Science and Social Studies are based on the LA rubric points.

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

Teachers in grades kindergarten through grade 2 conduct assessments for all students three times a year and complete the needs assessment form. Students that move in without comparable testing/data available may automatically qualify for Title I services if deemed necessary by the classroom teacher and the parent. All students eligible for Title I services under ESSA, e.g. economically disadvantaged, neglected or delinquent, migrant, homeless, Head Start, GSRP, etc. are provided needed services.

Upon entering Lakeview Elementary, all kindergarten students are screened using the Dial 4 for academic, social skills, motor skills, and speech and language skills. They are additionally evaluated by the Marquette County Health Department for hearing and vision. Students are then placed by the teachers/evaluators into programs that will best meet their instructional needs.

Kindergarten students are assessed three times a year for reading and math skills. The following data is collected or assessments are conducted and then analyzed: MAP, Fountas & Pinnell, and teacher input. Students that are determined at risk of failing are then evaluated for Title I services.

First through second grade students are assessed three times a year for reading and math skills. The following data is collected or assessments are conducted and then analyzed: MAP, Fountas & Pinnell, writing, and teacher input. Students that are determined at risk of failing are then evaluated for Title I services.

Component 2: Services to Eligible Students

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

MINER (Meeting Individual Needs Expecting Results) Time and specific Guided Reading Time are our MTSS time meets the needs of all students, including instructional time to support our at-risk and special education students, plus challenge all students through enrichment opportunities. We utilize research-based best practice interventions (ex: MAP Mentoring, Literacy Groups, Daily Math Review, Explode the Code, IXL, Reading A-Z, Heggerty Phonemic Awareness Program, Automaticity Math Programs, Structured Language Instruction, Great Leaps, Title I Staff Support, etc.) MTSS time is in place for all of our students.

Program Design: All students in grades 1-4 receive a minimum of 90 minutes of English Language Arts instruction (per day), 45-60 minutes of Math instruction (per day). Science and/or Social Studies instruction will be taught according to developed units and incorporated within ELA and mathematics units when appropriate. Students needing Tier II support will receive guided reading instruction in the classroom and in Title I 3-5 times weekly. Each classroom has a block for student MTSS time in Math/Science/Social Studies for 20 minutes daily.

All students in Kindergarten receive a minimum of 90 minutes of English Language Arts instruction (per day), 45-60 minutes of Math instruction (per day). Science and/or Social Studies instruction will be taught according to developed units and incorporated within ELA and mathematics units when appropriate. In addition to this and scheduled within the Language Arts block and math block during independent practice time, intervention to all eligible students will be 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery.

During MINER Time and specific Guided Reading time, our at-risk and special education students receive additional small group instruction. These supports are individually prescribed based on students' test scores, (MAP, Fountas & Pinnell, DIBELS, etc.) teacher observation, and other classroom formative assessments. The purpose of MINER Time is to move students toward and beyond proficiency by minimizing classroom interruptions and maximizing student learning opportunities. Students are progress monitored throughout the MTSS process. Individual students can move fluidly from one group to another when having achieved establish benchmarks and reaching standardized assessment benchmarks.

Title I support during specific Guided Reading time for all targeted Language Arts students in grades 1-4 will be 15-30 minute sessions three to five times per week with pull out and pull aside delivery. Title I support for Science and Social Studies is provided to all eligible students and will be 10 - 15 minute sessions three to five times per week, scheduled during independent practice time during the Language Arts block.

Title I support during MINER Time for all targeted Math students in grades 1-4 is scheduled within the Math block during independent practice time. Support to all eligible students will be 15-20 minute sessions three to five times per week with pull out and pull aside delivery.

Component 3: Incorporated Into Existing School Program Planning

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

The School Improvement Team includes Title I staff in its membership. The School Improvement Team and Title I Coordinator works cooperatively to support student achievement, professional development, and parent involvement goals. This communication takes place through email and during scheduled meetings. Any decisions are then reported to the School Improvement Team and meeting minutes are shared with all staff, including Title I staff. Data from multiple sources is analyzed to determine who needs additional support, what professional development should be provided, and to determine that curriculum is aligned with no gaps.

Surveys are given to all stakeholders; teachers, Title I staff, support staff, and parents to gather input into how the Title I program might change to better meet the needs of all stakeholders to support eligible students throughout the school year. These surveys are analyzed by the School Improvement Team to guide future programming.

Component 4: Instructional Strategies

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

In Language Arts, explicit phonetic instruction in individual and small groups will be provided by Title I staff and occur in grades K-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Explode the Code or other research based explicit phonetic instructional programs. In Language Arts, small group fluency instruction provided by Title I staff will occur in grades 2-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Great Leaps or other research based programs. In Language Arts small group fluency instruction provided by Title I staff will occur in grades 2-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Six Minute Solutions, Great Leaps, Reading A-Z, or another research based fluency program.

In mathematics, automaticity of basic facts instruction in individual and small groups will be provided by Title I staff will occur in grades 1-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using various automaticity programs. In mathematics, hands on experiential learning with individuals or small groups provided by Title I staff will occur in grades 1-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using various activities.

In science and social studies, small group comprehension and fluency instruction provided by Title I staff will occur in grades 3-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Great Leaps or other research based programs.

In science staff will engage students in the practice and thought dispositions of scientists and engineers across all science STEM related disciplines in all grades. Teachers will begin to expose students to investigating a phenomenon. Students will learn to develop questions, conduct investigations, analyze data, use math, construct explanations, design solutions, argue from evidence and communicate information.

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

The following research-based methods are implemented to increase the quality and quantity of instruction for eligible students:

Small Group Instruction; Individual Instruction; Comprehension Strategies; Five Minute Math Practice; Mad Minutes; Technology Based Instruction; RTI Sessions; Progress Monitoring; Curricular Integration; Hands On Activity; 6+ One Writing; Writing Across the Curriculum; Parental Involvement Activities; Florida Center for Reading Research -Six Minute Solution; Explicit vs. Implicit Phonics Instruction, Reading Horizons

How to Successfully Teach Math Facts and Word Problems Strategies to ALL Students, Dr. Donald Crawford, 2003; Meta-analysis of mathematic basic-fact fluency interventions, Coddling, R.S., Burns, M.K., & Lukito, G., 2011; Explicit Instruction, Tracey Hall, 2009; Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students, Florida Center for Reading Research; Explorations Strategies for Comprehension for informational texts, Allison Davis, 2013; www.ed.gov/stem; <http://www.nextgenscience.org/>

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

Services and interventions are closing the gap by providing explicit phonetic instruction, small group fluency instruction, automaticity of basic facts instruction, hands-on experiential learning instruction and comprehension and fluency instruction in both individual and small group settings. Instruction provided by Title I staff will occur for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery at times when direct teacher instruction is not occurring. Evidence (assessment data) is gathered three scheduled times per year. Processes and procedures will be reviewed to ensure validity and reliability. (No Title I funds are allocated for this.) Progress monitoring is done throughout instruction by Title I staff and classroom teachers. Student growth provides evidence that extended supplemental learning time is effective and decreasing the number of students at risk of not meeting learning targets.

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

Enrichment opportunities are provided to all students based on individual needs identified in the Needs Assessment Profile. Students receive their supplemental instruction and intervention during the scheduled and assigned time. Pull out during regular classroom time occurs for intensive students only as determined by the Child Study Process. Students also have opportunity to participate in after school tutoring through the Title VII homework club.

Component 5: Title I and Regular Education Coordination

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

Title I Staff and Coordinator meet as needed to discuss student needs, improvement of identification and improvement of instruction. The matrix is reviewed three times a year at one of the meetings to be sure it is correctly identifying eligible students and exiting ineligible students. Title I Staff and teaching staff communicate weekly (sometimes daily) regarding students' needs and progress.

Prior to conducting a Child Study Process meeting, the classroom teacher first provides accommodations and interventions. If progress monitoring reveals accommodations and interventions are not successful then the Title I staff will provide additional interventions as determined at the meeting.

Grade level teams and Title I staff have developed pacing guides for all core areas to ensure all state curriculum (Common Core Standards, GLCEs, Michigan Science Standards) is delivered throughout the year. Grade levels developed units in social studies to help vary delivery and differentiate instruction. Units for ELA and mathematics were developed and aligned with Common Core. Title I staff utilizes the units to ensure interventions are aligned with the curriculum.

Title I supports the services of all programs under ESSA. There is close communication between general education teachers, Special Education teachers, and Title I staff to ensure that all interventions are tried and the Child Study Process has been implemented and exhausted before a Special Education referral occurs.

Title I, Part A works closely with the Positive Behavior Support Initiative to enhance and assist all Title I students so they can achieve their highest success.

The assistant principal, school counselor, and school nurse all work closely to coordinate outside agencies, such as the health department (nutrition, immunization programs), violence prevention programming (Michigan State Police), Department of Human Services, (Pathways, Foster Care, Child Protective Services) and vocational/career planning (local businesses) participation for students at Lakeview. Before/After School Program, and breakfast/lunch program directors work closely with Lakeview staff to ensure the needs of eligible students will be met.

The school works closely with Head Start, GSRP, and local preschool agencies to ensure all information is shared and the transition process is smooth for all future Lakeview students.

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

Lakeview Elementary does not have a preschool program. Lakeview Elementary does have an Early Childhood Special Education classroom and these students are included in all age appropriate activities and presentations throughout the school year. The teacher and aides are included in all appropriate professional development and staff meetings. In addition, the local community preschool programs are included in several activities throughout the school year: Rock and Read, assemblies, Open House, Family Reading Night, School Tours, Informational Newsletters, Friendship Festival, Art Fair, Ice Cream Social, School Picnic, etc.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Title I staff meets the ESSA requirements. The paraprofessional serving students has a bachelors degree. All Lakeview classroom teachers and Title I teacher are highly qualified.	

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

The following is a list of ongoing and sustained professional development at Lakeview Elementary. This list is not inclusive. NWEA, Fountas & Pinnell, Structured Language, Autism Awareness/Signs, NGSS Instruction and Implementation, Trauma and Social Emotional Learning, Technological Skills, Assisting in Lesson Delivery, Brain Pop Use in the Classroom, Professional Learning Communities, Foundations of Literacy, Differentiated Instruction, Explicit Instruction, Parent Involvement Strategies, Writing Across the Curriculum, Understanding MTSS, Michigan Reading Conference, The Council for Exceptional Children, MACUL, Upper Peninsula MACUL, Upper Peninsula Reading Conference, Upper Peninsula Special Education Conference, MARESA Professional Development Opportunities

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

Paraprofessional staff has been included in professional development opportunities when it directly impacts their role in the school setting. i.e. Autism Workshop, Structured Language, NWEA, MTSS Instruction, and Technology Skill Development.

BrainPop access is granted to all parents to support the four content areas. Reading A-Z access is granted to all parents to support reading, social studies, and science. IXL access is granted to all parents to support mathematics and science. Parent Information Nights are held to provide opportunities for parents to learn strategies and gain resources to help their children.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Upload document	2018-19 Professional Development Calendar

Component 8: Strategies to Increase Parental Involvement

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

The process of the targeted school plan/program is to encourage and include parents throughout the entire process. In the design the parents should feel welcome and valued as a member of the program planning, and evaluation. The Lakeview Staff, School Improvement Team, LPTP (Parent Organization), S.H.I.N.E. (Volunteer Organization) and Title I staff continually investigate ways to involve parents and assist them with ways to help their children at home throughout the school year.

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

The process of the targeted school plan/program is to encourage and include parents throughout the entire process. In the design the parents should feel welcome and valued as a member of the program planning, and evaluation. The Lakeview Staff, School Improvement Team, LPTP (Parent Organization), S.H.I.N.E. (Volunteer Organization) and Title I staff continually investigate ways to involve parents and assist them with ways to help their children at home throughout the school year.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents were given opportunities to voice opinions/concerns at Title I events and through surveys regarding the delivery of the program/services. They provide feedback regarding what information they need to support their child's learning and become involved in school activities. Parents are encouraged to attend the Title I meetings to review and make changes on the Target Assisted Plan each year. The parent involvement components of the targeted plan will be evaluated in the following ways: parent group, School Improvement Team membership.	

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

Program implementation is a result of a collaborative effort with the Principal, Title I Coordinator, School Improvement Team, Volunteer Coordinator, teaching staff, and LPTP Membership. All stakeholders work cooperatively and communicate effectively to maximize parent involvement. Examples of such activities are: Parent Informational Events, Rock n' Read, Open House, Family Reading Night, Friendship Festival, Talent Showcase and Ice Cream Social, Book Fair, Field Trip Opportunities, 4th grade Transitional Meeting, Awards Assemblies, Family Picnic, Grade Level Plays, and LV Chorus. LPTP and the School Improvement Team are integral in planning many evening and day activities for students and their families. There is opportunity for parents to join the volunteer organization (SHINE). This group is very strong and welcomes all parents and community members to participate.

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Parents are encouraged to participate in parent/teacher conferences held in December of each school year. Additional parent/teacher meetings are held when needed. Parents are also encouraged to attend student IRIP meetings, (Individual Reading Intervention Plan), child student meetings, informational meetings and Title I parent sessions, which are designed to help parents learn about curriculum and how to help their child succeed in the classroom. A continued summer activity is Summer Send Off. This activity provides parents with activities to work on over the summer with their children. Information regarding the GRASP program (summer learning extension) is given to all Lakeview families through information in the school newsletter. Each year the School Improvement Team strives to develop more opportunities for parents and community members.

An Open House is held to welcome parents and students, as well as to allow a visit to each classroom to hear about the upcoming school year. A Title I parent meeting is held during the month of September. The purpose of Title I is explained, plus staff introduces themselves and explains how they support students at each grade level. Title I parents are told about the CCSS and receive information on meetings for the school year. The School-Family Compact is provided which outlines how parents, staff, and students will share the responsibility for improved student achievement. Handouts of literacy and math websites are provided, so parents can access information and activities to support their child's progress in the curriculum.

Communication is encouraged between parents and the school through newsletters. The Communicator provides information about what is happening at Lakeview and to inform parents of upcoming events. It also contains ideas for helping children at home and connecting to curriculum. Teachers also send home classroom newsletters making connections to curriculum and encouraging parents to make that home school connection too. Websites or Facebook pages may be used for the 2018-2019 school year.

Many parents email/text teachers with ongoing specific questions or concerns. Phones and computers are available in every classroom for easy access to teachers and Title I staff. Parent-teacher conferences for all students are held annually. Additional meetings are scheduled, as needed, for students experiencing difficulty at school, either academically or behaviorally.

5. Describe how the parent involvement activities are evaluated.

The parent involvement components of the targeted plan will be evaluated in the following ways: parent group meeting in the fall and spring, Title I meetings in the fall and spring, surveys of Title I parents, review by the School Improvement Team, staff surveys and administration review. The results of these surveys are collated and discussed at the School Improvement Team meetings.

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

Parents, through Title I meetings, parent group meetings, surveys, and the School Improvement Team have helped develop the School-Parent Compact by providing ideas and changes they feel will better serve their children. Although the parent number is low the ideas have been beneficial to forming the compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The School/Parent/Student Compact is included in the Parent/Student Handbook. It is signed by each student, parent, teacher, and principal at the beginning of the school year. This compact is reviewed at Parent Conferences for each and every parent/student at Lakeview.	School Parent Student Compact 2018-19

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

Parents are connected to PowerSchool which is our student management system. They have complete access to their children's grades throughout the entire year. Progress reports are provided to parents on all Title I students at the end of each trimester. Progress reports include current assessment data and indication of whether the student will continue to receive Title I support or be exited from the program. Progress reports and communication with parents occurs throughout the school year explaining growth and progress in all core areas. M-STEP data will be given to parents when the state allows such release. This data is accompanied by an explanation of how to interpret the data. In the school newsletter parents are encouraged to contact the teacher and/or principal if they would like further clarification. Teachers and staff are available to explain or clarify assessment results with parents and students.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached	Parent Involvement Policy

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

The School/Parent/Student Compact is included in the Parent/Student Handbook. It is signed by each student, parent, teacher and principal at the beginning of the school year. This compact is available and reviewed at Parent Conferences for each and every parent/student at Lakeview.

Component 9: Coordination of Title I and Other Resources

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

Title I supports the services of all programs under ESSA. It works cooperatively with Special Ed, Homeless, a Positive Behavior Support initiative, assistant principal, school counselor, school nurse, Before/After School Program, and breakfast/lunch program so the assorted needs of eligible students will be met.

Lakeview Elementary works with Michigan State Police and local fire departments to help ensure students are instructed in safety, drug awareness, and violence prevention. The school nurse and physical education teacher work along with the county health department, local medical/hospitals to provide the necessary lessons on hygiene, immunization, nutrition, and physical fitness for teachers and students. In 2018-2019 school year, students and staff will be participating in year two of the Integrated Health Grant to address the health and social-emotional needs and learning of students and staff. Lakeview Elementary works with Early On Classrooms, ECSE Classrooms, Head Start Programs, Great Start Readiness Program and local preschools to ensure students transition into the school successfully. There are scheduled visits and sharing of information that occurs between both agencies.

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

Title I supports the services of all programs under ESSA. It works cooperatively with Special Ed (K - 4th grade), a Positive Behavior Support initiative, assistant principal, school counselor, school nurse, Northern Michigan University Nursing Program, Before/After School Program, and free and reduced breakfast/lunch program so the assorted needs of eligible students will be met (K - 4th grade). Lakeview Elementary works collaboratively with the Michigan State Police and local fire departments to help ensure students are instructed in safety, drug awareness, and violence prevention. The school nurse and physical education teacher work along with the county health department, local medical/hospitals to provide the necessary lessons on hygiene, immunization, nutrition, and physical fitness for teachers and students (K - 4th grade). In 2018-2019 school year, students and staff will continue participating in the Integrated Health Grant to address the health and social-emotional needs and learning of students and staff. Lakeview Elementary works with Early On Classrooms, ECSE Classrooms, Head Start Programs, Great Start Readiness Program and local preschools to ensure students transition into the school successfully (Kindergarten). There are scheduled visits and sharing of information that occurs amongst all agencies.

Component 10: Ongoing Review of Student Progress

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

ELA and math assessments of all students are administered in September, January, and May, using MAP. Additional progress monitoring of targeted students is done more frequently by either classroom teachers and/or Title I staff. Staff uses literacy assessments in conjunction with unit assessments to monitor students in social studies and science. Assessments tools utilized are: MAP, Fountas & Pinnell, writing assessments, M-STEP, and teacher input.

The assessment results are discussed and reviewed with Title I coordinator, Title I staff, general education teachers, and the Americorps worker a minimum of three times a year. Progress monitoring results are discussed and reviewed with Title I staff, general education teachers, and the Americorps worker during collaboration meetings for the purpose of determining growth in all students, growth toward closing the gap, continued service for those students eligible for Title I services or exiting those students no longer eligible for Title I services. Teachers also use the assessment results to analyze classroom instruction and monitor curriculum alignment and gaps.

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

Grade level teachers meet to analyze current test/assessment data to ensure the most at-risk students are receiving support. Each time the grade level team evaluates data for individual students the team also assesses the amount of support and skills needed for each student. Student growth is monitored for progress toward proficiency. This is done at a minimum of three times per year with the Title I Coordinator, Title I staff, general education teachers, and Special Education teachers. This is done as needed by Title I staff, general education teachers, and Special Education teachers. Intervention services are adjusted each time if determined appropriate.

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

Staff is trained in all assessments given to students. Staff is trained on how to best deliver curriculum to students at their current level. The School Improvement Team analyzes data, to determine the focus of professional development at the building level. Staff is surveyed, so self-assessment has impact on what professional development will be provided. They are encouraged to state what areas they individually need improvement on. New staff is assigned mentors to provide integrity of the entire process.

Title I staff have been involved in professional development that focuses on improving their skills, when working with targeted students. Title I staff and general education staff identified professional development needs for the 2018-19 school year.

Evaluation

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

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

The School Improvement Team meets a minimum of four times a year to evaluate and monitor the Title I program and the goals developed by all stakeholders. Grade level teams meet monthly to evaluate the Title I program and determine if the implementation of additional instruction is closing the student achievement gap. There is designated time at each staff meeting to discuss Title I services and whether change needs to be made to the current plan or continue implementation as stated in the School Improvement Plan. Parent surveys are given and contacts are made to gather input from parents regarding the services provided to their children.

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

Stakeholders review current grades, test results (state assessments, MAP, Fountas & Pinnell, and unit tests for all core areas) to determine if the implemented program is closing the gap with eligible students.

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

Stakeholders review current grades, test results (state assessments, MAP, Fountas & Pinnell, and unit tests for all core areas) to determine if the implemented program is closing the gap with eligible students.

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

The School Improvement Team meets a minimum of four times a year to evaluate and monitor the Title I program and the goals developed by all stakeholders. Grade level teams meet monthly to evaluate the Title I program and determine if the implementation of additional instruction is closing the student achievement gap. There is designated time at each staff meeting to discuss Title I services and whether change needs to be made to the current plan or continue implementation as stated in the School Improvement Plan. Parent surveys are given and contacts are made to gather input from parents regarding the services provided to their children.

2018-19 LV School Improvement Plan

Overview

Plan Name

2018-19 LV School Improvement Plan

Plan Description

2018 - 2019 School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Lakeview Elementary will increase their proficiency in reading.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$44400
2	All students at Lakeview Elementary will increase their proficiency in mathematics.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$35600
3	All students at Lakeview Elementary will increase their proficiency in the area of science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$5000
4	All students at Lakeview Elementary will increase their proficiency in the area of social studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3000
5	Improve students' access to social and emotional learning opportunities aligned with the tenets of the ASCD Whole School, Whole Community, Whole Child initiative (WSCC)	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1150

Goal 1: All students at Lakeview Elementary will increase their proficiency in reading.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency increase of 5% in reading comprehension in English Language Arts by 06/30/2019 as measured by state assessment, MAP, and/or classroom assessments.

Strategy 1:

Increasing Reading Comprehension - General Education Teachers will engage students in explicit instruction in research-based comprehension and vocabulary strategies.

Category: English/Language Arts

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read developed by the Center for the Improvement of Early Reading Achievement (CIERA); Using picture books to Teach Comprehension Strategies: 30 Lessons That Teach Students the Six Comprehension Strategies They Need to Actively Engage With Text and Read for Meaning by Joanne Jimmy; Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.; National Center for Education Evaluation & Regional Assistance (Feb. 2009)

Tier: Tier 1

Activity - Comprehension Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers will provide whole group, small group, or individual instruction and practice time to students using literature and informational text to improve comprehension skills. This will occur two to five times per week with individual assessment being recorded twice a month. Sources used for instruction will be from Common Core Language Arts 4 Today, our reading series or other grade level agreed upon sources.	Academic Support Program	Tier 1	Implement	06/01/2016	06/30/2019	\$0	General Fund	Administration, General Education Teachers

Activity - Whole Group Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers and Title I staff will provide guidance and practice reading based on each student's instructional level during guided reading sessions. This will range from two to five times per week (maximum meeting time for those not at grade level) for a minimum of 10 minutes using Reading A-Z or other leveled reading sources.	Academic Support Program	Tier 2	Implement	06/01/2016	06/30/2019	\$0	General Fund	Administration, General Education Teachers, Title I Staff

School Improvement Plan

Lakeview School

Activity - Small Group Comprehension and Fluency instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group fluency instruction provided by Title I staff will occur in grades 2-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Six Minute Solutions, Great Leaps, Reading A-Z, or another research based fluency program.	Academic Support Program	Tier 2	Implement	06/01/2016	06/30/2019	\$12000	Title I Part A	Administration, Title I Staff

Strategy 2:

Explicit Phonetic Instruction - All teachers will develop and implement research based systematic explicit phonetic instruction. Title I staff will support this strategy with additional activities, program, and time.

Category: English/Language Arts

Research Cited: Block, C.C., and M. Pressley. 2002 Comprehension Instruction: Research-Based Best Practices. New York: Guilford press

Explicit vs. Implicit Phonics Instruction, Reading Horizons; Gambrell, L.B., L.M. Morrow, and M. Pressley. 2007. The Best Practices in Literacy Instruction. New York: Guilford Press; Put Reading First: the Research Building Blocks for Teaching Children to Read developed by the Center for the Improvement of Early Reading Achievement (CIERA)

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers and Title I staff will receive continued training when available at our local RESA or our school district in a systematic explicit instructional plan and implement this in Tier II and Tier III activities.	Professional Learning	Tier 2	Implement	06/30/2017	06/30/2019	\$1500	Title I Part A	Administration, Title I Staff

Activity - Individual Phonetic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on pre-test data, Title I Staff and At-Risk staff will pull out the lowest 5% for individual instruction using "Explode the Code" or other research-based phonetic instructional programs and this will occur in grades K-4 for 10 - 15 minute sessions 3 - 5 times per week.	Academic Support Program	Tier 3	Implement	06/30/2017	06/30/2019	\$12000	Title I Part A	Title I Staff, Administration

Activity - Small Group Phonetic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on Needs Assessment Data, Title I Staff will pull aside students for small group instruction using "Explode the Code" or other research based phonetic instructional programs. This will occur in grades K-4 for 10 - 15 minute sessions three to five times per week.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$10000	Title I Part A	Title I Staff, Administration

School Improvement Plan

Lakeview School

Activity - Whole Group Phonetic Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers will provide explicit phonetic instruction (determined by grade level) in weekly lessons ensuring that lessons are implemented with fidelity.	Direct Instruction	Tier 1	Evaluate	06/30/2017	06/30/2019	\$0	General Fund	General Education Teachers, Administration

Strategy 3:

Universal Screening - School staff will screen all students for instructional level three times a year.

Category: English/Language Arts

Research Cited: National Center for Education Evaluation & Regional Assistance (Feb 2009); Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom instructional staff and Title I Staff will receive training to understand how data can inform instruction, extensions, and interventions, along with ideas for extensions and interventions. This training will occur from professional development provided by NWEA, our local RESA, MEMSPA Leadership Conference, MEMSPA Annual Conference, The Council for Exceptional Children, Wisconsin Reading Conference, and the Michigan Reading Conference.	Professional Learning, Teacher Collaboration	Tier 2	Implement	06/30/2017	06/30/2019	\$8000	Title II Part A	Administration, School Improvement Team

Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dedicated collaboration time for teaching staff and Title I staff one time per month a minimum of 45 minutes during grade level meeting time. Administration will arrange logistics for this to occur. Collaboration will include topics of current interventions and extensions, review progress monitoring data, and adjustments to interventions and extensions.	Professional Learning, Teacher Collaboration	Tier 1	Implement	06/30/2017	06/30/2019	\$900	Title II Part A	Administration, Teaching Staff, Title I Staff

Goal 2: All students at Lakeview Elementary will increase their proficiency in mathematics.

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Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency increase of 5% in number and operations in Mathematics by 06/30/2019 as measured by state assessment, NWEA, and/or classroom assessments.

Strategy 1:

Differentiated Instruction for Number and Operation Activities - General Education Teaching Staff will provide differentiated instruction mini lessons in small groups for students testing less than proficient in readiness assessments.

Category: Mathematics

Research Cited: How to Successfully Teach Math Facts and Word Problem Strategies to ALL Students, Author: Dr. Donald Crawford; "The Effects of Five Minute Practice, Unlimited Practice, with SAFMED Cards on Correct and Error Rate in Math Facts for Two Elementary School Children With Disabilities" by Julie Casey, T.F. McLaughlin, Kimberly P. Weber, and Mary Everson; www.rocketmath.com; "Effective Math Instruction: Developing Automaticity" by T.S. Hasselbring, L.T. Goin, and J.D. Bransford

Tier: Tier 1

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teaching Staff will provide additional student centered activities using Brain Pop that will increase student understanding of numbers and operations. This will improve the conceptual development and understanding of mathematical concepts.	Technology	Tier 1	Monitor	06/30/2017	06/30/2019	\$2500	General Fund	General Education Teachers, Administration

Activity - Automaticity Drills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teaching Staff will implement automaticity drills in the classroom. Students will participate in automaticity assessment a minimum of once a week.	Direct Instruction	Tier 1	Monitor	06/30/2017	06/30/2019	\$0	General Fund	General Education Teaching Staff, Administration

Activity - Small Group Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Basic concept practice in individual and small groups will be provided by Title I Staff will occur in grades K-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using free or low-cost apps, websites, and Common Core Mathematics 4 Today.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$12000	Title I Part A	Title I Staff, Administration

School Improvement Plan

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Strategy 2:

Increase Hands On and Experiential Learning - Teachers will work collaboratively at grade level to design and implement hands on and engaging lessons to increase student involvement.

Category: Mathematics

Research Cited: How to Successfully Teach Math Facts and Word Problem Strategies to ALL Students, Author: Dr. Donald Crawford

"The Effects of Five Minute Practice, Unlimited Practice, with SAFMED Cards on Correct and Error Rate in Math Facts for Two Elementary School Children With Disabilities" by Julie Casey, T.F. McLaughlin, Kimberly P. Weber, and Mary Everson

"Effective Math Instruction: Developing Automaticity" by T.S. Hasselbring, L.T. Goin, and J.D. Bransford

Tier: Tier 1

Activity - Whole Group Hands on Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teaching Staff will work collaboratively at grade level to design and implement hands-on and engaging lessons in units of instruction to increase student involvement. Hands-on activities will occur a minimum of eight times per unit at all grade levels.	Direct Instruction	Tier 1	Monitor	06/30/2017	06/30/2019	\$200	General Fund	General Education Teaching Staff, Title I Staff

Activity - Small Group Hands-On Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hands-on experiential learning with small groups provided by Title I Staff will occur in grades K-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using IXL or another research based program.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$12000	Title I Part A	Title I Staff, Administration

Strategy 3:

Universal Screening - School staff will screen all students for instructional level three times a year.

Category: Mathematics

Research Cited: National Center for Education Evaluation & Regional Assistance (Feb 2009) Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All classroom instructional staff and Title I Staff will receive training to understand how data can inform instruction, extensions, and interventions, along with ideas for extensions and interventions. This training will occur from professional development provided by NWEA, our local RESA, Math Foundations, Math Recovery Training, MEMSPA Leadership Conference, MEMSPA Annual Conference, The Council for Exceptional Children, MACUL, and Upper Peninsula MACUL.	Professional Learning, Direct Instruction, Technology, Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 2	Implement	06/30/2017	06/30/2019	\$8000	Title II Part A	Administration, Teaching Staff, Title I Staff
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Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dedicated collaboration time for teaching staff one time per month a minimum of 45 minutes during grade level meeting time. Dedicated collaboration time for teaching staff and Title I Staff one time per month a minimum of 45 minutes during grade level meeting time. Collaboration will occur by providing a substitute to cover library instructional time.	Professional Learning, Direct Instruction, Technology, Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 1	Implement	06/30/2017	06/30/2019	\$900	Title II Part A	Administration, Teaching Staff, Title I Staff

Goal 3: All students at Lakeview Elementary will increase their proficiency in the area of science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in the 8 science and engineering practices and disciplinary core ideas in Science by 06/30/2019 as measured by classroom, district, and State of Michigan assessments.

Strategy 1:

Practice and Thought - Staff will engage students in the practice and thought dispositions of scientists and engineers across all science STEM related disciplines in all grades.

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Category: Science

Research Cited: <http://www.nextgenscience.org>; www.achieve.org; nationalacademies.org; Learning Science in Informal Environments: People, Places, and Pursuits (2009); www.ed.gov/stem

Tier: Tier 1

Activity - Unpacking Performance Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grade level teams, staff will discuss and review the new Michigan Science standards and resources and unpack the Performance Expectations.	Professional Learning	Tier 1	Getting Ready	06/30/2017	06/30/2019	\$2500	General Fund	Administration, General Education Teaching Staff
Activity - Science and Engineering Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grade level teams, teachers will review the 8 Science and Engineering practices and share and discuss what they think each practice means and how to integrate into classroom instruction.	Professional Learning	Tier 1	Getting Ready	06/30/2017	06/30/2019	\$0	General Fund	Administration, General Education Teachers
Activity - Investigating Phenomenon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will expose students to investigating a phenomenon. Students will develop questions, conduct investigations, analyze data, use math, construct explanations, design solutions, argue from evidence and communicate information.	Academic Support Program	Tier 1	Implement	06/30/2017	06/30/2019	\$0	General Fund	Administration, General Education Teachers, Title I Staff

Strategy 2:

Comprehension and Fluency Intervention - Small group comprehension and fluency instruction provided by Title I Staff using Great Leaps or other research based programs will develop skills necessary to increase vocabulary and reading skills in science.

Category: Science

Research Cited: Taking Science to School: Learning and Teaching Science in Grade K-8 by Kindergarten through Eighth Grade Committee on Science Learning, Richard A. Duschl, Heidi A. Schweingruber and Andrew W. Shouse

Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students, Florida Center for Reading Research Explorations Strategies for Comprehension for informational texts, Allison Davis, 2013

Committee on Science Learning: Computer Games, National Research Council, Margaret A. Honey and Margaret Hilton (Apr. 12, 2011)

Tier: Tier 2

School Improvement Plan

Lakeview School

Activity - Small Group Fluency Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group comprehension and fluency instruction provided by Title I Staff will occur in grades 3-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Great Leaps or other research based programs when appropriate.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$2500	Title I Part A	Title I Staff, Administration

Goal 4: All students at Lakeview Elementary will increase their proficiency in the area of social studies.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency increase of 5% in Social Studies by 06/30/2019 as measured by state assessment, unit assessments, and/or classroom assessments.

Strategy 1:

Writing Across the Curriculum - All staff will implement writing across the curriculum.

Category: Social Studies

Research Cited: www.phschool.com; Teaching Students to Write Expository Text for the Content Areas, Author: Dr. V. Pauline Hodges; 6+ One Writing; Writing Across the Curriculum, Teaching That Makes Sense!: www.ttms.org

Tier: Tier 1

Activity - Opinion Piece: Written/Debated	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teaching Staff will require students to write a minimum of one opinion piece per year. Staff will have students discuss opinion pieces which will lead to debate.	Direct Instruction	Tier 1	Monitor	06/30/2017	06/30/2019	\$500	General Fund	General Education Teaching Staff, Administration

Activity - Small Group Comprehension and Fluency instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group comprehension and fluency instruction provided by Title I Staff will occur in grades 3-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Great Leaps or other research-based programs.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$2500	Title I Part A	Title I Staff, Administration

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Activity - Opinion Piece Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers will have students practice adding introductions and conclusions to prewritten opinion pieces a minimum of two times per trimester.	Academic Support Program	Tier 1	Implement	06/30/2017	06/30/2019	\$0	General Fund	Administration, General Education Teachers, and Title I Staff.

Goal 5: Improve students' access to social and emotional learning opportunities aligned with the tenets of the ASCD Whole School, Whole Community, Whole Child initiative (WSCC)

Measurable Objective 1:

collaborate to implement social and emotional learning strategies to improve student engagement by 06/30/2019 as measured by pre and post data by 5% from Fall of 2018 to Spring of 2019.

Strategy 1:

SEL Competencies - Staff will address the needs of all learners by implementing the Social and Emotional Learning Competencies which address the needs of the whole child and increasing student engagement.

Category: Learning Support Systems

Research Cited: When schools focus on the development of the whole child, utilizing SEL standards to guide instruction and interaction with students, academic achievement improves, as well as the skills needed for success learning. Collaborative for Academic, Social, and Emotional Learning. (2015). Social and emotional learning core competencies. Chicago, IL: Author. Retrieved from <http://www.casel.org/social-and-emotional-learning/core-competencies/>

Tier: Tier 1

Activity - Training SEL Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive the necessary training to implement the SEL competencies with a focus on student engagement using the Michigan Model for Health Curriculum	Professional Learning	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$650	Other	IHSIP Grant Coordinator
Activity - Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Provide informational learning sessions for families to familiarize them with the SEL strategies that can be used at home to reinforce what their children have learned at school.	Parent Involvement	Tier 1	Implement	09/01/2018	06/30/2019	\$500	Other	Classroom teachers, IHSIP Coordinator, building principal
Activity - SEL Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively determine the timeframe for teaching the SEL lessons and put the days the lessons will be taught in their lesson plans.	Teacher Collaboration	Tier 1	Implement	09/01/2018	06/30/2019	\$0	No Funding Required	Teachers
Activity - Monitoring Behavioral Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet and analyze the pre/post data to determine if adjustments need to be made in SEL instruction.	Other - Data Collection	Tier 1	Evaluate	09/01/2018	06/30/2019	\$0	No Funding Required	Teachers, IHSIP Coordinator, building administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training SEL Standards	Teachers will receive the necessary training to implement the SEL competencies with a focus on student engagement using the Michigan Model for Health Curriculum	Professional Learning	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$650	IHSIP Grant Coordinator
Family Night	Provide informational learning sessions for families to familiarize them with the SEL strategies that can be used at home to reinforce what their children have learned at school.	Parent Involvement	Tier 1	Implement	09/01/2018	06/30/2019	\$500	Classroom teachers, IHSIP Coordinator, building principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SEL Lessons	Teachers will collaboratively determine the timeframe for teaching the SEL lessons and put the days the lessons will be taught in their lesson plans.	Teacher Collaboration	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Teachers
Monitoring Behavioral Data	Staff will meet and analyze the pre/post data to determine if adjustments need to be made in SEL instruction.	Other - Data Collection	Tier 1	Evaluate	09/01/2018	06/30/2019	\$0	Teachers, IHSIP Coordinator, building administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Lakeview School

Staff Collaboration	Dedicated collaboration time for teaching staff and Title I staff one time per month a minimum of 45 minutes during grade level meeting time. Administration will arrange logistics for this to occur. Collaboration will include topics of current interventions and extensions, review progress monitoring data, and adjustments to interventions and extensions.	Professional Learning, Teacher Collaboration	Tier 1	Implement	06/30/2017	06/30/2019	\$900	Administration, Teaching Staff, Title I Staff
Professional Development	All classroom instructional staff and Title I Staff will receive training to understand how data can inform instruction, extensions, and interventions, along with ideas for extensions and interventions. This training will occur from professional development provided by NWEA, our local RESA, Math Foundations, Math Recovery Training, MEMSPA Leadership Conference, MEMSPA Annual Conference, The Council for Exceptional Children, MACUL, and Upper Peninsula MACUL.	Professional Learning, Direct Instruction, Technology, Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 2	Implement	06/30/2017	06/30/2019	\$8000	Administration, Teaching Staff, Title I Staff
Professional Development	All classroom instructional staff and Title I Staff will receive training to understand how data can inform instruction, extensions, and interventions, along with ideas for extensions and interventions. This training will occur from professional development provided by NWEA, our local RESA, MEMSPA Leadership Conference, MEMSPA Annual Conference, The Council for Exceptional Children, Wisconsin Reading Conference, and the Michigan Reading Conference.	Professional Learning, Teacher Collaboration	Tier 2	Implement	06/30/2017	06/30/2019	\$8000	Administration, School Improvement Team
Staff Collaboration	Dedicated collaboration time for teaching staff one time per month a minimum of 45 minutes during grade level meeting time. Dedicated collaboration time for teaching staff and Title I Staff one time per month a minimum of 45 minutes during grade level meeting time. Collaboration will occur by providing a substitute to cover library instructional time.	Professional Learning, Direct Instruction, Technology, Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 1	Implement	06/30/2017	06/30/2019	\$900	Administration, Teaching Staff, Title I Staff

School Improvement Plan

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Investigating Phenomenon	Teachers will expose students to investigating a phenomenon. Students will develop questions, conduct investigations, analyze data, use math, construct explanations, design solutions, argue from evidence and communicate information.	Academic Support Program	Tier 1	Implement	06/30/2017	06/30/2019	\$0	Administration, General Education Teachers, Title I Staff
Automaticity Drills	General Education Teaching Staff will implement automaticity drills in the classroom. Students will participate in automaticity assessment a minimum of once a week.	Direct Instruction	Tier 1	Monitor	06/30/2017	06/30/2019	\$0	General Education Teaching Staff, Administration
Opinion Piece Skill Development	General Education Teachers will have students practice adding introductions and conclusions to prewritten opinion pieces a minimum of two times per trimester.	Academic Support Program	Tier 1	Implement	06/30/2017	06/30/2019	\$0	Administration, General Education Teachers, and Title I Staff.
Whole Group Fluency	General Education Teachers and Title I staff will provide guidance and practice reading based on each student's instructional level during guided reading sessions. This will range from two to five times per week (maximum meeting time for those not at grade level) for a minimum of 10 minutes using Reading A-Z or other leveled reading sources.	Academic Support Program	Tier 2	Implement	06/01/2016	06/30/2019	\$0	Administration, General Education Teachers, Title I Staff
Opinion Piece: Written/Debated	General Education Teaching Staff will require students to write a minimum of one opinion piece per year. Staff will have students discuss opinion pieces which will lead to debate.	Direct Instruction	Tier 1	Monitor	06/30/2017	06/30/2019	\$500	General Education Teaching Staff, Administration
Science and Engineering Practice	In grade level teams, teachers will review the 8 Science and Engineering practices and share and discuss what they think each practice means and how to integrate into classroom instruction.	Professional Learning	Tier 1	Getting Ready	06/30/2017	06/30/2019	\$0	Administration, General Education Teachers

School Improvement Plan

Lakeview School

Comprehension Instruction	General Education Teachers will provide whole group, small group, or individual instruction and practice time to students using literature and informational text to improve comprehension skills. This will occur two to five times per week with individual assessment being recorded twice a month. Sources used for instruction will be from Common Core Language Arts 4 Today, our reading series or other grade level agreed upon sources.	Academic Support Program	Tier 1	Implement	06/01/2016	06/30/2019	\$0	Administration, General Education Teachers
Whole Group Phonetic Instruction	General Education Teachers will provide explicit phonetic instruction (determined by grade level) in weekly lessons ensuring that lessons are implemented with fidelity.	Direct Instruction	Tier 1	Evaluate	06/30/2017	06/30/2019	\$0	General Education Teachers, Administration
Unpacking Performance Expectations	In grade level teams, staff will discuss and review the new Michigan Science standards and resources and unpack the Performance Expectations.	Professional Learning	Tier 1	Getting Ready	06/30/2017	06/30/2019	\$2500	Administration, General Education Teaching Staff
Brain Pop	General Education Teaching Staff will provide additional student centered activities using Brain Pop that will increase student understanding of numbers and operations. This will improve the conceptual development and understanding of mathematical concepts.	Technology	Tier 1	Monitor	06/30/2017	06/30/2019	\$2500	General Education Teachers, Administration
Whole Group Hands on Opportunities	General Education Teaching Staff will work collaboratively at grade level to design and implement hands-on and engaging lessons in units of instruction to increase student involvement. Hands-on activities will occur a minimum of eight times per unit at all grade levels.	Direct Instruction	Tier 1	Monitor	06/30/2017	06/30/2019	\$200	General Education Teaching Staff, Title I Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Interventions	Basic concept practice in individual and small groups will be provided by Title I Staff will occur in grades K-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using free or low-cost apps, websites, and Common Core Mathematics 4 Today.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$12000	Title I Staff, Administration
Small Group Hands-On Opportunities	Hands-on experiential learning with small groups provided by Title I Staff will occur in grades K-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using IXL or another research based program.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$12000	Title I Staff, Administration

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Lakeview School

Small Group Fluency Instruction	Small group comprehension and fluency instruction provided by Title I Staff will occur in grades 3-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Great Leaps or other research based programs when appropriate.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$2500	Title I Staff, Administration
Small Group Comprehension and Fluency instruction	Small group fluency instruction provided by Title I staff will occur in grades 2-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Six Minute Solutions, Great Leaps, Reading A-Z, or another research based fluency program.	Academic Support Program	Tier 2	Implement	06/01/2016	06/30/2019	\$12000	Administration, Title I Staff
Professional Development	General Education Teachers and Title I staff will receive continued training when available at our local RESA or our school district in a systematic explicit instructional plan and implement this in Tier II and Tier III activities.	Professional Learning	Tier 2	Implement	06/30/2017	06/30/2019	\$1500	Administration, Title I Staff
Small Group Comprehension and Fluency instruction	Small group comprehension and fluency instruction provided by Title I Staff will occur in grades 3-4 for 10 - 15 minute sessions three to five times per week with pull out and pull aside delivery using the program Great Leaps or other research-based programs.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$2500	Title I Staff, Administration
Individual Phonetic Intervention	Based on pre-test data, Title I Staff and At-Risk staff will pull out the lowest 5% for individual instruction using "Explode the Code" or other research-based phonetic instructional programs and this will occur in grades K-4 for 10 - 15 minute sessions 3 - 5 times per week.	Academic Support Program	Tier 3	Implement	06/30/2017	06/30/2019	\$12000	Title I Staff, Administration
Small Group Phonetic Intervention	Based on Needs Assessment Data, Title I Staff will pull aside students for small group instruction using "Explode the Code" or other research based phonetic instructional programs. This will occur in grades K-4 for 10 - 15 minute sessions three to five times per week.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2019	\$10000	Title I Staff, Administration