



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 2019-2020 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?

Historical Information: In 2007, a comprehensive self-analysis was completed as part of the Blue Ribbon Application Process. In 2008, Lakeville Elementary was awarded Blue Ribbon Status. The North Central Association Process required extensive data analysis, goal setting and selection of strategies for implementation. Lakeville Elementary School is a member of Oxford Community Schools which currently recognized as a district-wide International Baccalaureate (IB) school system. This designation requires on-going analysis of all components of our instructional practices.

CNA Process: The Lakeville School Improvement Team consists of the school administrator, several teachers, ancillary staff members and Lakeville Elementary parents.

DATA TEAMS:

Lakeville Elementary Data and Student Problem Solving Teams (classroom teachers, special education staff, reading specialist, math specialist, social work, teacher consultant, building administrator) meet on an on-going basis to study academic and behavioral data to analyze the academic, social emotional, behavioral needs of our students. From these data digs, we work together to determine the best courses of action to meet the needs of our children. An example of academic meetings would be grade level teachers and Title I staff meeting monthly to examine most recent student data (MEAP, DIBELS, MLPP, Pre/Post Writing Assessments, Fountas & Pinnell Reading Assessments, EDM Unit Assessments). In our weekly Staff collaboration and IB meetings, we work to improve our implementation of the International Baccalaureate Programme, learn new teaching strategies and inquiry based practices in order to improve our educational practices. As part of the school-wide Title I process we survey all of our stakeholders (parents, students, staff) on an on-going basis. We then analyze and use this data to improve the important work that we do.

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 meet several times throughout the course of a school year to review and modify our School Improvement Plan.

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 DK-5 elementary school located in Oxford, Michigan. Our school and school district is an International Baccalaureate World School, a Michigan Blue Ribbon School, a Michigan Green School, an AdvancEd accredited school, and a school-wide Title I building. At Lakeville Elementary, we work hard to help ensure that every student gets what he/she needs. To us, this means that we go to great lengths to help the whole child find success in his/her personal and academic life.

Demographic Data:

For the 2019 - 2020 school year, we currently have 425 students enrolled at Lakeville Elementary School. Approximately 44% of our students qualify for free or reduced lunch. Of our 425 students, we work with 6 Asian students, 10 African American students, 28 Multi-Racial students, 40 Hispanic students. These demographics comprise 20% of our student body.

We are relatively gender balanced with 203 girls and 222 boys in our school. Our school population is very transient. We fluctuate between 400 to 430 students over the course of any school year. Many students move to surrounding districts or out of state and then return later in the same school year or after a year or 2. Reasons for this are many. For example many of our students are raised by family other than

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biological moms and dads. These students often get bounced around from relative to relative depending on who can provide care at any given time. Another reason is that many of our parents are employed on an hourly basis. They often lose their job and change locations throughout the course of a school year. Clearly, due to the transient nature of our school, our demographic data can fluctuate as well. We monitor our student enrollment very closely to determine how we can assist the transiency concern to meet as many needs as possible.

Our economically disadvantaged student population continues to climb percentage points each school year. We are now at 44%. 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. Reading Units of Study (Calkins), Writing Units of Study (Calkins), Everyday Math, Battle Creek Science, and International Baccalaureate).

PERCEPTION DATA:

Results from a student survey:

Area of Satisfaction

2.88/3.0: My teacher is fair to me

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

Parent Data:

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

Staff Data:

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: There is a high accountability for staff members to teach to and hold all students to high academic standards

Other data to consider:

In 2018, School Quality Survey was conducted by K12 Insight. Of the 46 parents/guardians who chose to participate in this study, 92% would recommend Lakeville Elementary School to others seeking a school for their children. Similarly, 91% of the people polled, rated the overall quality of Lakeville Elementary Good to Excellent. Other data collected is as follows:

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- 93% agree to strongly agree that Lakeville Elementary has high learning standards for all students.
- 94% agree to strongly agree that Lakeville Elementary sets high expectations for all students.
- 91% agree to strongly agree that Lakeville Elementary students are challenged, but supported in regards to their schoolwork.
- 87% agree to strongly agree that students are treated fairly regardless of race, culture, religion, etc.
- 98% agree to strongly agree that families are encouraged to attend school-sponsored activities
- 94% agree to strongly agree that families are encouraged to volunteer
- 56% agree to strongly agree that Lakeville uses family input to drive instruction*
- 72% agree to strongly agree that bullying is not tolerated at Lakeville Elementary
- 81% agree to strongly agree that Lakeville Elementary is safe
- 83% agree to strongly agree that students are engaged in learning

*It should be noted that a parent brought the concern of race to the staff of Lakeville Elementary. More specifically, this parent believed that we could do a much better job of providing our students more opportunities to explore/promote people of color. After much conversation/collaboration among staff, it was agreed that Lakeville Elementary could indeed be more intentional about providing more race related, cultural opportunities. This will be one of our focuses as we move into the 2019 - 2020 school year.

Student Achievement Data:

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 have implemented a district Literacy Coach to assist in standardizing our English Language Arts curriculum programs at all grade levels and a district Math Coach to support interventions. Clearly, we will continue to utilize the MTSS process, but will continue to evaluate the process as a problem solving team insure that it is addressing the needs identified for all students and implemented with fidelity. Reading and math interventionists also work 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.

In the 2018 - 2019 school year, 152 students in grades DK- 5 were placed on an Individual Reading Improvement Plan (IRIP). Of this number we were able to exit 6 students from an reading intervention program and off of an IRIP. Overall, 163 students received additional reading supports and at year's end, Lakeville interventionists were able to discontinue service for 38 students.

M-Step Scores for the 2018 - 2019 school year reveal that 44.2% of our 3rd grade students were proficient in ELA and 50% of our students tested proficient in math. In 4th grade, we rose significantly from our 2018 score of only 29% of our students being proficient in ELA to 48.7%. In 4th grade math, 31.6% of our students proved proficient. In 5th grade, 43.1% of our students were proficient in ELA and 32.8% proficient in math.

Noticings:

- In general, students demonstrate difficulty in mastering number sense/skills and demonstrate even more difficulty with the application of these skills, especially in multi-step problems.
- Reading comprehension transcends all content areas and impacts student success. Building/strengthening reading comprehension must remain a Lakeville Focus.
- While 4th grade M-Step scores reveal good progress, we must continue to our local assessment data to diagnosis skill set for students who struggle.
- Student have difficulty expressing their ideas through writing.
- 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.

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 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, MTSS team and school improvement team continue to meet on an on-going basis to analyze many sources of data. 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 Balanced Literacy program

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

Strategy: Focus on 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

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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 researched based best practices proven to be effective over time. These include: MTSS - 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 Common Core 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 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) and present that concern in a public forum through our 5th grade exhibition. 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 on-going training. By providing students opportunities to build their understanding of the standards through intentional 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 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. 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.

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 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, identified 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).

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.

Students who have received Tier 1 and 2 interventions, and are still not meeting state standards, are reviewed by the MTSS 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 on-going 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 data driven conversations have changed the way we look at interventions in our school. Grade level data teams consisting of the entire Lakeville teaching staff (including special educators, ancillary staff, and exploratory).

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	Lakeville paraprofessionals meet the standard of NCLB requirements for highly qualified staff.	

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. This is checked on an annual basis through the district's HR office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

All Lakeville Teachers will return to Lakeville Elementary for the 2019 - 2020 school year. Based on enrollment numbers, one teacher will be moved from teaching 4th grade to teaching 3rd grade.

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

- 5 with 4 or less years
- 7 with 5 to 10 years
- 9 with 10 to 15 years
- 8 with 15 to 20 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 each year on cultivating the growth of the culture. Relationships are important to us (with students, parents, and staff). Last year, we implemented a school-wide motto, "Be Amazing!" This initiative has added to strengthening our bond as a school family and helps to motivate us and keep us connected.

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 and usually teach a lesson to the members present. References and background checks are conducted before a candidate is offered a position and then approved by the Board of Education.

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.

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.

Our professional development affords 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 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, balanced literacy, and best practices. The District Literacy Coach received training from Teachers College at Columbia University.

She works with teachers to strengthen their skill set in providing balanced literacy instruction.

Additionally, during our collaborative time at the building level, staff works together to discuss and address the needs of all of our students. Stakeholder feedback is solicited and reviewed to build purposeful agendas that encourage and enhance participation and professional development by and for all.

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

In an effort to provide on-going professional development that includes 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.

Work was done 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 Reading and Writing Units of Study (Calkins), Standards Based Learning, etc).

The instructional coaches also work with individuals, models lessons, and guides teachers through the formative assessment process.

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	3. The school's Professional Learning Plan is complete.	Yes	We utilize formative assessment tools to guide our PD. We map out concepts; learning needs of staff drive the content. Staff are given opportunities to provide feedback which is of great importance when designing high quality professional development. Some on-going topics include Balance Literacy and workshop instruction, Cultures of Thinking, Restorative Practices.	

Component 6: Strategies to Increase Parental Involvement

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

The school-wide 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 AdvancEd 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 MTSS process ensures that students get the timely, additional assistance they need. Parental involvement in the MTSS process is a consistent and key component. 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.

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 (PTO) meetings. Our parents are surveyed and polled to help us collect data for our CNA, programs efficacy, and how well we are doing.

Our PSC further assists us in 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. Parents are involved in the MTSS process through notification of identification and services to be received and participating in meetings as a partner in this system of support. 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. 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.

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

The most efficient way for us to involve parents in the evaluation of our schoolwide plan is through written and on-line surveys. Through a survey, we offer parents an avenue to provide us feedback specific to our plan. On-going parent feedback greatly assists in revising this plan.

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).

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 to the principal.

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

Lakeville provides 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

IB Exhibition

Portfolio Day

School Improvement Plan

Lakeville Elementary School

Lakeville Elementary 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. 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 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.

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.

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.

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.

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.

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 authentic 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 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.

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.

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 every 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.

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 time, 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 an 8 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, interventions and curriculum. Each meeting addresses a different content area. This is based on the district's assessment protocol and schedule.

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.

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 MTSS process is used to identify students in need of additional support. The MTSS team can consist of the Teacher Consultant, School Psychologist, Principal, Social Worker, classroom teacher, and paraprofessionals. The goal is to provide assistance to students needing additional support. Students are assessed to determine growth, program appropriateness, and steps moving forward.

Teams meet regularly 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 partnership 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 meetings to evaluate grade level achievement. In these meetings, each grade level teacher, special education teacher, specials teacher, and support staff determines learner centered concerns, 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. 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.

We offer a kindergarten intervention 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 three to 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).

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 3 to 5 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, Literacy Club, Michigan Literacy Progress Profile (MLPP), EDM Math Games, Homework Club, Lego Club, Orchestra Club, Guitar. 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 MTSS 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 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 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, Sunrise Scholars 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, a Family School Liaison (FSL) and a Reading Recovery teacher (.5 FTE) and materials.

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

IDEA funds our student with special needs and is may be used to support our school-wide 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 MTSS portion of our reform strategies. The school district general fund and Title II support our classroom teachers with the IB programme, Reading and Writing Units of Study (Calkins) program, Standards Based Report Cards, and district PD opportunities for schoolwide reform.

3. Instruction By Highly Qualified Teachers

The Oxford Community Schools general fund provides the majority of the monies for Highly Qualified Teachers and Title I staff members are funded by Title I funds. IDEA provides HQ teachers and para-professionals for special education services. 31A At-Risk funds provides opportunities for HQT

Title I School-wide Diagnostic Lakeville Elementary School 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
SY 2019-2020

School Improvement Plan

Lakeville Elementary School

Coach, Math Coach. The school district's approach to attracting HQT is focused on delivering an excellent and global educational experience. "Be Amazing" is our mantra at Lakeville Elementary School. All students and staff strive to Be Amazing on a daily basis. We support and value everyone's efforts as well as treat one another like family. We are truly a Lakeville Family and for those reasons staff want to remain at their Lakeville Home.

5. High Quality and 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, Oakland Schools, our Literacy Coach, IB Coordinators (International Baccalaureate Programme), Reading Specialists, Teachers College, etc.. 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 pay for curriculum night, parent teacher conferences, portfolio nights, 5th grade exhibition, and other parent teacher collaboration activities. Title I support our Family Literacy Nights, Annual Meeting, Parent Literacy Learning events, and parent information materials. Our Parent School Council's(PSC) fund- raised dollars to help to support parent activities and family events (Haunted House, Santa Breakfast, Family Movie Nights, Bingo, etc.) In the 2018 - 2019 school year, our PSC used their monies to buy Lakeville a computer cart full of desperately needed new Chrome Books.

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 K5. 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

The General Fund 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 helps to maximize our implementation of programming directly at the building 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.

School Improvement Plan

Lakeville Elementary School

Lakeville Elementary is fortunate to house a Great Start Readiness Program. GSRP teachers collaborate with our entire DK - 5 staff members to become fully immersed in the Lakeville Learning Community. In addition, students in upper grades are serving as Book Buddies (reading mentors) with our GSRP students. Contact is made with the facilitator of the Early Childcare to discuss the current status, on-going developments and opportunities of which our GSRP students may benefit.

Lakeville collaborates with our district office to coordinate nutrition programs for our students. 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 with parents who are unable to read the forms. We provide free and reduced options to families, the Meet Up to Eat Up food program, and Blessings in a Backpack.

Additionally, Lakeville collaborates with our district resources to implement the OLWEUS anti-bullying program, social work services and a family-school liaison to our students in need. Unique to Lakeville (meaning not utilized elsewhere in Oxford Community Schools) is RULER. This program is utilized by classroom teachers on a daily basis and helps students express their feelings on a daily basis and also recognize and find acceptance of others feelings. Also, we utilize the SAEBER screening tool to help to identify students in need. For these students our social worker and family school liaison work together to offer assistance and design/implement a plan which will provide aid. Friendship and social skill groups are most commonly formed to assist students in navigating daily life at school. Examples of the skills addressed are problem solving, bullying, tolerance, etc. In addition, over the last year we have increased our efforts to highlight our students' positive actions through our PBIS program. Our "Caught Being Amazing" initiative helps us to further recognize our students and promote positive actions throughout our entire learning community.

Evaluation:

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

Each spring, program leaders meet with building administration to evaluate the efficacy of programs run over the course of the year. Student performance data, concerns, needed trainings, areas for improvement, budgetary needs are discussed.

The information taken from these meetings assists the SIP team in making adjustments in our Schoolwide program.

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 Elementary School, teachers and support staff collaborate at Data Team Meetings to evaluate student achievement. In these meetings, we uncover and brainstorm ways to remedy student concerns, concerns related to instructional practice, potential interventions, plans of action, etc. All meetings address a different content area 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.

Lakeville teachers and support staff collaborate at Data Team Meetings to evaluate grade level achievement. As the school year progresses, we monitor those programs which prove to be most effective for our students. Our intentional data digs allow us to implement researched based interventions that best progress students toward meeting their goals. 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 Lakeville SIP team meets on an on-going basis to discuss our student data and compare it to the goals/action steps identified in our school wide plan. When we reveal positive correlations, we continue with the goal. For negative correlations, we work to uncover the reasons why and modify our instructional practices.

Our data teams report to our leadership teams. This information helps the SIP leadership team to determine the plan of action for upcoming years.

2019-2020 SIP GOALS

Overview

Plan Name

2019-2020 SIP 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: 2 Strategies: 4 Activities: 24	Academic	\$304500
2	Students at Lakeville Elementary School will improve their writing performance	Objectives: 2 Strategies: 3 Activities: 14	Academic	\$205000
3	Students at Lakeville Elementary School will improve their mathematical skills and knowledge.	Objectives: 2 Strategies: 3 Activities: 13	Academic	\$115500
4	Students at Lakeville Elementary School will improve their skills and knowledge within Science	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$3000
5	Students at Lakeville Elementary School will improve their skills and knowledge within Social Studies	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$15000
6	Students at Lakeville Elementary School will enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$7500

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 06/05/2020 as measured by Fountas & Pinnell Assessment and Fastbridge..

Strategy 1:

Essential Practices in Elementary Literacy - All K-5 Teachers will provide English Language Arts instruction in the essential practices in elementary literacy.

Category: English/Language Arts

Research Cited: Columbia's Teacher College Data, Michigan Department of Education, General Education Leadership Network

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 at least 3 times a year using Fountas and Pinnell Reading Benchmark Assessment. Kindergarten Teachers will also assess with MLPP.	Evaluation, Monitor	Tier 1	Monitor	08/28/2018	06/05/2020	\$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 (i.e. strategy groups, individual conferring) based on student needs to support fluency and comprehension.	Academic Support Program	Tier 1	Implement	08/28/2018	06/05/2020	\$0	General Fund	K-5 Teachers
Activity - Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students on an individual and/or in small groups to support instructional needs in reading.	Academic Support Program	Tier 1	Monitor	08/28/2018	06/05/2020	\$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 in grades 3 -5. In grades K-2, word study is integrated in and supported by Units of Study in Reading (Calkins).	Academic Support Program	Tier 1	Monitor	08/28/2018	06/05/2020	\$0	General Fund	K-5 Teachers

School Improvement Plan

Lakeville Elementary School

Activity - Family Literacy Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual Title I Family meeting (1) and family literacy events will include information related to engaging children in reading activities.	Parent Involvement, Academic Support Program	Tier 1	Monitor	08/26/2019	06/05/2020	\$1500	Title I Part A	K-5 Teachers, building administrator, building reading specialist
Activity - Teacher Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Literacy Coach will assist teachers using the Writing Pathways and Word Study resources & rubrics to determine SBG for all students. The Literacy Coach will continue to support teachers' instructional practices with Reading Units of Study (Calkins)	Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Monitor	08/28/2018	06/05/2020	\$50000	Title II Part A	Building Administrator, 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
K-2 staff is implementing the new Phonics Units of Study (Calkins).	Implementation, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Literacy Coach, K-2 Teaching Staff, Building Administrator
Activity - Read Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize read aloud materials that support instruction from the Reading Units of Study (Calkins).	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	Building Administrator, District Literacy Coach, Building Reading Specialist, Lakeville Elementary Teachers

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Lakeville Elementary School

Activity - Shared Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily part of literacy instruction; Teacher and students read together with the teacher voice guiding the pace to support fluency.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Building administrator, classroom teachers, district literacy coach, building reading specialist
Activity - Read At Home	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-Going collaboration with Families in promoting literacy for life.	Parent Involvement	Tier 1	Implement	08/26/2019	06/05/2020	\$500	Title I Part A	Building administrator, classroom teachers, ancillary staff
Activity - Readers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily activity for 30-60 minutes depending on stamina/grade level, each student has his/her own selection of books, most of the books are at individual student levels and follow the genre of the current unit of study, reading workshop is started with a mini-lesson then into independent reading.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Building administrator, classroom teachers, district reading coach, building reading specialist
Activity - Phonemic Awareness/Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-1 Classroom teachers will utilize the Haggerty Phonics program on a daily basis as part of their literacy instruction to build phonological awareness, to provide explicit instruction in letter-sound relationships and ongoing observation and assessment of students' language development.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Building administrator, K-2 classroom teachers

School Improvement Plan

Lakeville Elementary School

Activity - On-Going Reading Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ALL Lakeville Elementary with a wide variety of high-interest books to promote increased reading both at school and at home. This will help to foster a culture that supports students in reading with engagement.	Extra Curricular, Parent Involvement, Academic Support Program, Community Engagement, Supplemental Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Title I Schoolwide	Building Administrator, Building media specialist, Building IB coordinator, classroom teachers K-5, all reading specialists/interventionists, all special education teachers and support staff.

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

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.	Curriculum Development, Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	K-5 Teachers, Building IB Coordinator, Building Administrator

Strategy 3:

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

Category: English/Language Arts

Research Cited: Marzano, Robert

School Improvement Plan

Lakeville Elementary School

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.	Evaluation, Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	K-5 Teachers. Building Administrator

Measurable Objective 2:

55% of Bottom 30% students will increase student growth in fluency in Reading by 06/05/2020 as measured by Fountas & Pinnell Fluency Assessment.

Strategy 1:

Multi-Tiered Small Group Intervention - Classroom Teachers, Building Reading Specialist 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: 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, Raz Kids, Moby Max, Fastbridge.	Technology , Academic Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	06/05/2020	\$500	Title I Part A	Title I Interventionists & K-5 Teachers

Activity - Additional Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on a review of student data, small group skill instruction will be delivered to students who demonstrate the need by Title 1/At Risk Professional and Paraprofessional Staff, with a minimum of 15 minutes,3 - 5 times a week.	Technology , Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$140000	Section 31a, Title I Part A	Title I, At Risk Interventionists, Building reading specialist

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Activity - Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On an ongoing basis, staff will review data with building administration and Grade Level Data teams in an effort to monitor instructional practices and student progress. Students who receive additional academic support will be regularly monitored to assess improvement.	Technology, Behavioral Support Program, Academic Support Program, Teacher Collaboration, Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	K-5 Teachers, building administrator, building math specialist, building reading specialist, Title I Interventionists, Building Based Problem Solving Team
Activity - Specialized Reading Intervention Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading interventionists works with K-1 groups	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$40000	Section 31a	At Risk and Title I Interventionists implement The LLI program with identified students as determined by data.
Activity - Reading Recovery and Ongoing Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After a review of F&P, MLPP, Illuminate data, etc. students who demonstrate the need will participate in the Reading Recovery Program facilitated by a trained Reading Recovery Teacher. The Reading Recovery teacher will maintain ongoing data regarding student growth/progress.	Academic Support Program, Supplemental Materials, Teacher Collaboration, Monitor	Tier 3	Monitor	08/26/2019	06/05/2020	\$50000	Title I Part A	Building Reading Specialist, classroom teachers, building administrator

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Activity - Reading Recover Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Recovery Teacher will participate in on-going Reading Recovery professional development.	Professional Learning	Tier 3	Monitor	08/26/2019	06/05/2020	\$2500	Title I Part A	Building administrator, reading recovery teacher
Activity - Summer Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified reading interventionists will provide reading support/intervention for identified students during a 3 day a week summer reading program. Curriculum, supplies, reading and writing materials, books (text packages), online resources, etc. will all be a part of this program.	Extra Curricular, Parent Involvement, Academic Support Program	Tier 3	Monitor	06/08/2020	08/14/2020	\$15000	Title I Schoolwide	Building administrator, building reading specialist, reading interventionists
Activity - Whole to Part	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole to Part Assessment/Instruction for lowest third of class in grades 2 - 5. Whole-part-whole instruction is a method which is used to teach words in context, break them down into their smaller parts like phonemes, and then read the words again in context (Trupke, 2007)	Academic Support Program, Evaluation, Monitor	Tier 2	Monitor	08/26/2019	06/05/2020	\$1500	General Fund	Teachers Grades 2 - 5
Activity - IRIP Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual Reading Improvement Plan meetings are held to inform and guide parents in the IRIP process and inform them about the 3rd Grade Reading Law	Policy and Process, Parent Involvement, Community Engagement	Tier 2	Monitor	08/26/2019	06/05/2020	\$500	Title I Part A	Classroom Teachers DK-5, building reading specialist

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

Measurable Objective 1:

75% of All Students will increase student growth in language conventions in Writing by 06/05/2020 as measured by On Demand Narrative Assessment.

School Improvement Plan

Lakeville Elementary School

Strategy 1:

Writers Workshop - All K-5 Teachers will teach Writing Units of Study (Calkins) in the Writers Workshop model to improve proficiency in written expression.

Category: English/Language Arts

Research Cited: Columbia's Teachers' College Data, Essential Practices in Elementary Literacy, Michigan Department of Education

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 Writing Units of Study (Calkins) using post-on demand unit writing samples.	Evaluation, Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	General Fund	DK-5 Teachers
Activity - Differentiated Instruction Within Writers Workshop	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	Monitor	08/26/2019	05/29/2020	\$0	General Fund	DK-5 Teachers
Activity - Conferring	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	Monitor	08/26/2019	05/29/2020	\$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 in grades 3 - 5; Units of Study in Phonics DK-2) to support phonics instruction. Implement high-frequency word lists for each grade level.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	08/26/2019	05/29/2020	\$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

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Teachers will use writing samples to gather formative data to guide instruction.	Direct Instruction	Tier 1	Implement	08/26/2019	05/29/2020	\$0	General Fund	DK-5 Teachers and District Literacy Coach
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	Monitor	08/26/2019	05/29/2020	\$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	Monitor	08/26/2019	05/29/2020	\$0	General Fund	DK-5 Teachers, building admin 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 Writing Units of study (Calkins) rubric to inform instruction.	Evaluation	Tier 1	Monitor	08/26/2019	05/29/2020	\$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.	Academic Support Program, Supplemental Materials	Tier 1	Monitor	08/26/2019	05/29/2020	\$0	General Fund	DK-2 Teachers

Strategy 2:

IB Transdisciplinary Learning - All classroom teachers DK-5 will implement the International Baccalaureate Program (PYP) to help students connect content with trans-disciplinary teaching.

School Improvement Plan

Lakeville Elementary School

Category: English/Language Arts

Research Cited: IB PYP Program of Inquiry

Tier: Tier 1

Activity - IB Unit Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
weekly/monthly teacher meetings to update IB trans disciplinary content.	Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	General Fund	Ib Coordinator, Building Admin, classroom teachers

Measurable Objective 2:

80% of Bottom 30% students will increase student growth in language conventions in Writing by 05/29/2020 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

Tier: Tier 2

Activity - Reteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Staff and Special Education Staff will reteach under the direction of the teacher the learning progressions of language conventions.	Academic Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	05/29/2020	\$80000	Title I Part A	Title I Interventionists, Resource Room Teachers

Activity - Writing Support	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, 3 - 5 times a week.	Academic Support Program	Tier 2	Implement	08/26/2019	05/29/2020	\$110000	Section 31a, Title I Part A	Title I Interventionists

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Lakeville Elementary School

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.	Technology, Teacher Collaboration, Monitor	Tier 2	Monitor	08/26/2019	05/29/2020	\$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	Monitor	08/26/2019	05/29/2020	\$0	Title I Part A	Principal, Title 1 personnel

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

Measurable Objective 1:

75% of All Students will increase student growth in number sense in Mathematics by 06/05/2020 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.	Technology, Evaluation	Tier 1	Monitor	08/26/2019	06/05/2020	\$50000	General Fund	K-5 Teachers
Activity - Daily Routine	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	08/26/2019	06/05/2020	\$0	General Fund	K-5 Teachers

School Improvement Plan

Lakeville Elementary School

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.	Academic Support Program, Supplemental Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$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.	Technology, Academic Support Program, Supplemental Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$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	Implement	08/26/2019	06/05/2020	\$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	08/26/2019	06/19/2020	\$0	Title I Part A	Building Admin
Activity - IB Transdisciplinary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In K-5 teachers will continue to develop Transdisciplinary Unit of Inquiry as part of the IB programme.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$15000	General Fund	IB Coordinator and classroom teachers, building administrator

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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 write and verbally answer questions, question each other, critique, and come to conclusions as a class.	Communication, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching Staff, building administrator, district math consultant

Strategy 2:

IB Transdisciplinary Learning - All classroom teachers will implement the International Baccalaureate Program to help students connect academic content with trans disciplinary learning.

Category: Mathematics

Research Cited: IB PYP Program of Inquiry Research

Tier: Tier 1

Activity - IB Unit Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet weekly/monthly to update their Units of Inquiry as it relates to mathematics and trans disciplinary teaching.	Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	General Fund	IB coordinator, district math consultant, classroom teachers, building administrator

Measurable Objective 2:

75% of Bottom 30% students will increase student growth in number sense in Mathematics by 06/05/2020 as measured by Math Recovery Assessment.

Strategy 1:

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: Mathematics

Research Cited: Hattie, John

Tier: Tier 2

School Improvement Plan

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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 FAST, or MobyMax.	Technology , Academic Support Program, Supplemental Materials	Tier 2	Monitor	08/26/2019	06/05/2020	\$500	General Fund	K-5 Teachers and Interventionists, building admin
Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, small group skill instruction with 1st and 2nd grade will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 20 minutes, at least 3 times a week.	Technology , Academic Support Program, Supplemental Materials	Tier 2		08/26/2019	06/05/2020	\$20000	General Fund	Title I Interventionists, Special Education Teachers
Activity - Intense Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students demonstrating below grade level expectations will receive more intense instruction.	Technology , Academic Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	06/05/2020	\$0	Title I Part A	Title I Interventionists and K-5 Teachers, Special Education Teachers
Activity - Kindergarten Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Recovery Teachers/Paraprofessional provide additional instruction to kindergarten students who fall below kindergarten expectations relative to Common Core Kindergarten standards.	Academic Support Program	Tier 2	Monitor	04/13/2020	06/05/2020	\$15000	Title I Part A	Math Recovery

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

Measurable Objective 1:

75% of All Students will increase student growth all strands in Science by 06/05/2020 as measured by the Oxford Report Card.

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Strategy 1:

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

Category: Science

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
K-5 Teachers will use Science Kits, methodology, hands on, observation, vocabulary, and writing.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$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 support science concepts, vocabulary and comprehension.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$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
All will implement the International Baccalaureate Program to help students connect with trans-disciplinary teaching practices.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	IB Coordinator and all teaching staff.

Activity - On the Go Nature Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lower elementary students will engage in a variety of Nature Walks throughout the course of a school year to explore our surrounding ecosystem.	Academic Support Program, Field Trip, Community Engagement	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	Classroom teachers, paraprofessional support

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Activity - Reading in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All will incorporate, utilize reading materials as it relates to science content.	Career Preparation /Orientation , Academic Support Program, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1500	General Fund	All instructional staff and support staff.
Activity - Writing Like Scientists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Units of Study (Calkins) in second grade instruct students how to write like a scientist.	Direct Instruction	Tier 1	Monitor	09/30/2019	05/29/2020	\$0	General Fund	2nd grade teaching staff, district literacy coach, building administrator
Activity - Careers in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going exploration of careers that are related to the field of science.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1500	Other	Classroom teachers and support staff, IB coordinator, building principal

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

Measurable Objective 1:

75% of All Students will increase student growth all strands in Social Studies by 06/05/2020 as measured by the Oxford Report Card.

School Improvement Plan

Lakeville Elementary School

Strategy 1:

District Social Studies Curriculum - Michigan Citizenship Collaborative Curriculum - Teachers will utilize the consortium of social studies materials/curriculum as provided by Oakland Schools.

Category: Social Studies

Research Cited: MC3 (Michigan Citizenship Collaborative Curriculum) through Oakland Schools.

Tier: Tier 1

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	Monitor	08/26/2019	06/05/2020	\$0	General Fund	K-5 Teachers, IB coordinator, building principal
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	Monitor	08/26/2019	06/05/2020	\$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	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	IB Coordinator and Classroom Teachers
Activity - Writing in the content area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students engage in content area writing in social studies through the Writing Units of Study (Calkins).	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	General Fund	Classroom teachers, special education support staff, district literacy coach, building administrator, paraprofessional staff
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Measurable Objective 2:

75% of Bottom 30% students will increase student growth in all strands in Social Studies by 06/05/2020 as measured by the Oxford Report Card.

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: Social Studies

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
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	08/26/2019	06/05/2020	\$0	General Fund	K-5 Teachers and Interventionists

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 06/05/2020 as measured by Teacher/Student perception data, participation in IB Exhibition and an inventory of opportunities for students.

School Improvement Plan

Lakeville Elementary School

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 along with 5th grade teachers will organize opportunities for 5th grade students to utilize student learning in a problem based learning opportunity. Teachers will also explore careers associated with the chosen problem based learning opportunities.	Career Preparation /Orientation , Parent Involvement, Communication, Community Engagement, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	08/26/2019	05/29/2020	\$0	General Fund	IB Coordinator s, 5th grade teachers, student mentors, building administrator
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 Ruler Training.	Parent Involvement, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	06/05/2020	\$0	General Fund	K-5 Teachers, special education staff, support staff, building principal
Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Exploring the philosophy of Cultures of Thinking by on-going professional development.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1500	General Fund	Principal, Teachers, and Instructional Coaches, special education staff, support staff.
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Activity - Career Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional resources will continue to be added to the library. Through the use of these additional resources students will continue to increase their knowledge of potential career opportunities in the future.	Career Preparation /Orientation , Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$1500	Other	Media center support staff, classroom teachers, building principal, IB coordinator.

Activity - Purposeful Play with Careers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early elementary teachers will promote purposeful play by incorporating "career uniforms." This activity will help promote career awareness in our young learners.	Career Preparation /Orientation , Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$1500	Other	Early elementary staff, building principal, IB coordinator

Activity - IB Unit Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet each trimester to update Units of Inquiry and build trans disciplinary content as it relates to career awareness and preparation.	Career Preparation /Orientation , Curriculum Development	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1500	Other	IB coordinator, teaching staff, building administrator

Activity - Student Portfolios	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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All students in each grade level will engage in the creation of their own student portfolio. This portfolio will serve as a reflection tool and artifact of their learning. Global and career awareness along with academic specific content will be highlighted.	Career Preparation /Orientation , Parent Involvement, Academic Support Program, Communication, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/05/2020	\$1500	General Fund	IB coordinator, classroom teachers, building administrator, support staff, special education staff
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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	Monitor	08/26/2019	06/05/2020	\$0	General Fund	Family School Liaison, classroom teachers, support staff, building administrator

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
IB Unit Planning	Classroom teachers will meet each trimester to update Units of Inquiry and build trans disciplinary content as it relates to career awareness and preparation.	Career Preparation /Orientation , Curriculum Development	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1500	IB coordinator, teaching staff, building administrator
Career Books	Additional resources will continue to be added to the library. Through the use of these additional resources students will continue to increase their knowledge of potential career opportunities in the future.	Career Preparation /Orientation , Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$1500	Media center support staff, classroom teachers, building principal, IB coordinator.
Purposeful Play with Careers	Early elementary teachers will promote purposeful play by incorporating "career uniforms." This activity will help promote career awareness in our young learners.	Career Preparation /Orientation , Curriculum Development	Tier 1	Implement	08/26/2019	06/05/2020	\$1500	Early elementary staff, building principal, IB coordinator
Careers in Science	On-going exploration of careers that are related to the field of science.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1500	Classroom teachers and support staff, IB coordinator, building principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher Learning Labs	The District Literacy Coach will assist teachers using the Writing Pathways and Word Study resources & rubrics to determine SBG for all students. The Literacy Coach will continue to support teachers' instructional practices with Reading Units of Study (Calkins)	Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Monitor	08/28/2018	06/05/2020	\$50000	Building Administrator, Literacy Coach and K-5 Teachers
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment	Teachers will assess student growth in language conventions throughout the year using Writing Units of Study (Calkins) using post-on demand unit writing samples.	Evaluation, Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	DK-5 Teachers
Shared Reading	Daily part of literacy instruction; Teacher and students read together with the teacher voice guiding the pace to support fluency.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Building administrator, classroom teachers, district literacy coach, building reading specialist
Computerized Interventions	Students Identified in the lower 30% needing math support will receive FAST, or MobyMax.	Technology, Academic Support Program, Supplemental Materials	Tier 2	Monitor	08/26/2019	06/05/2020	\$500	K-5 Teachers and Interventionists, building admin
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	08/26/2019	06/05/2020	\$15000	IB Coordinator and classroom teachers, building administrator
Differentiated Instruction Within Writers Workshop	Teachers will implement small group differentiated instruction based on student needs	Academic Support Program	Tier 1	Monitor	08/26/2019	05/29/2020	\$0	DK-5 Teachers

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Student Portfolios	All students in each grade level will engage in the creation of their own student portfolio. This portfolio will serve as a reflection tool and artifact of their learning. Global and career awareness along with academic specific content will be highlighted.	Career Preparation /Orientation , Parent Involvement, Academic Support Program, Communication, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/05/2020	\$1500	IB coordinator, classroom teachers, building administrator, support staff, special education staff
Science Kits	K-5 Teachers will use Science Kits, methodology, hands on, observation, vocabulary, and writing.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	K-5 Teachers
Lucy Calkins Curriculum implementation	K-2 staff is implementing the new Phonics Units of Study (Calkins).	Implementation, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Literacy Coach. K-2 Teaching Staff, Building Administrator
Writing in the content area	Students engage in content area writing in social studies through the Writing Units of Study (Calkins).	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Classroom teachers, special education support staff, district literacy coach, building administrator, paraprofessional staff
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	Monitor	08/26/2019	05/29/2020	\$0	DK-5 Teachers
IB Unit Planning	weekly/monthly teacher meetings to update IB trans disciplinary content.	Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	Ib Coordinator , Building Admin, classroom teachers

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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	Monitor	08/26/2019	06/05/2020	\$0	K-5 Teachers, IB coordinator, building principal
On Demand Writing	Teachers will assess pre and post- on demand writings using Writing Units of study (Calkins) rubric to inform instruction.	Evaluation	Tier 1	Monitor	08/26/2019	05/29/2020	\$0	DK-5 Teachers and District Literacy Coach
Conferring	Teachers will confer with students individually or in strategy groups to monitor progress in Language Conventions.	Academic Support Program	Tier 1	Monitor	08/26/2019	05/29/2020	\$0	DK-5 Teachers and District Literacy Coach
IB Exhibition	IB Coordinators along with 5th grade teachers will organize opportunities for 5th grade students to utilize student learning in a problem based learning opportunity. Teachers will also explore careers associated with the chosen problem based learning opportunities.	Career Preparation /Orientation , Parent Involvement, Communication, Community Engagement, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	08/26/2019	05/29/2020	\$0	IB Coordinators, 5th grade teachers, student mentors, building administrator
Small Group Instruction	Teachers will offer small group differentiated instruction based on student needs to support individual needs.	Technology , Academic Support Program, Supplemental Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$0	K-5 Teachers
IB Unit Planning	All teachers will meet weekly/monthly to update their Units of Inquiry as it relates to mathematics and trans disciplinary teaching.	Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/05/2020	\$15000	IB coordinator, district math consultant, classroom teachers, building administrator

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Word Study	Teachers will use word study resource (i.e. Words Their Way in grades 3 - 5; Units of Study in Phonics DK-2) to support phonics instruction. Implement high-frequency word lists for each grade level.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	08/26/2019	05/29/2020	\$0	DK-5 Teachers and District 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	08/26/2019	06/05/2020	\$0	K-5 Teachers and Interventionists
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.	Technology, Evaluation	Tier 1	Monitor	08/26/2019	06/05/2020	\$50000	K-5 Teachers
Word Study	Teachers will use word study resources (i.e. Words their Way) to support phonics instruction in grades 3 -5. In grades K-2, word study is integrated in and supported by Units of Study in Reading (Calkins).	Academic Support Program	Tier 1	Monitor	08/28/2018	06/05/2020	\$0	K-5 Teachers
Word Wall Resource	DK-2 students will be taught to use the word wall words as a resource to spell grade level sight words.	Academic Support Program, Supplemental Materials	Tier 1	Monitor	08/26/2019	05/29/2020	\$0	DK-2 Teachers
Whole to Part	Whole to Part Assessment/Instruction for lowest third of class in grades 2 - 5. Whole-part-whole instruction is a method which is used to teach words in context, break them down into their smaller parts like phonemes, and then read the words again in context (Trupke, 2007)	Academic Support Program, Evaluation, Monitor	Tier 2	Monitor	08/26/2019	06/05/2020	\$1500	Teachers Grades 2 - 5

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Data Digs	On an ongoing basis, staff will review data with building administration and Grade Level Data teams in an effort to monitor instructional practices and student progress Students who receive additional academic support will be regularly monitored to assess improvement.	Technology , Behavioral Support Program, Academic Support Program, Teacher Collaboration, Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	K-5 Teachers, building administrator, building math specialist, building reading specialist, Title I Interventionists, Building Based Problem Solving Team
Social Emotional Needs	Staff will implement programs to address students' social and emotional needs to improve their academic achievement through OLWEUS and Ruler Training.	Parent Involvement, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	06/05/2020	\$0	K-5 Teachers, special education staff, support staff, building principal
Standards Based Report Card	Teachers will inform parents of student progress through a standards based grading system.	Evaluation, Monitor	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	K-5 Teachers. Building Administrator
Conferring	Teachers will confer with students on an individual and/or in small groups to support instructional needs in reading.	Academic Support Program	Tier 1	Monitor	08/28/2018	06/05/2020	\$0	K-5 Teachers
Benchmark Assessment	Teachers will assess student reading proficiency at least 3 times a year using Fountas and Pinnell Reading Benchmark Assessment. Kindergarten Teachers will also assess with MLPP.	Evaluation, Monitor	Tier 1	Monitor	08/28/2018	06/05/2020	\$0	K-5 Teachers
Phonemic Awareness/Phonics	K-1 Classroom teachers will utilize the Haggerty Phonics program on a daily basis as part of their literacy instruction to build phonological awareness, to provide explicit instruction in letter-sound relationships and ongoing observation and assessment of students' language development.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Building administrator, K-2 classroom teachers
Differentiated Instruction	Teachers will offer small group differentiated instruction (i.e. strategy groups, individual conferring) based on student needs to support fluency and comprehension.	Academic Support Program	Tier 1	Implement	08/28/2018	06/05/2020	\$0	K-5 Teachers

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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	Implement	08/26/2019	06/05/2020	\$0	Framework's Committee
Cultures of Thinking	Exploring the philosophy of Cultures of Thinking by on-going professional development.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1500	Principal, Teachers, and Instructional Coaches, special education staff, support staff.
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	Monitor	08/26/2019	06/05/2020	\$0	K-5 Teachers
IB Unit Planners	K-5 Teachers meet weekly/monthly to update their Unit of Inquiry and build transdisciplinary content.	Curriculum Development, Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	K-5 Teachers, Building IB Coordinator, Building Administrator
Science Journals	K-5 will use science response journals to further support science concepts, vocabulary and comprehension.	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	K-5 Teachers
RULER Program	Utilize the RULER Social Emotional Learning program to support social-emotional learning in our school.	Behavioral Support Program	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Family School Liaison, classroom teachers, support staff, building administrator

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Reading in the Content Area	All will incorporate, utilize reading materials as it relates to science content.	Career Preparation /Orientation , Academic Support Program, Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$1500	All instructional staff and support staff.
Writing Like Scientists	Writing Units of Study (Calkins) in second grade instruct students how to write like a scientist.	Direct Instruction	Tier 1	Monitor	09/30/2019	05/29/2020	\$0	2nd grade teaching staff, district literacy coach, building administrator
Differentiated Instruction	Teachers will target all learners by differentiating lessons in math instruction.	Academic Support Program, Supplemental Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$0	K-5 Teachers
Readers' Workshop	Daily activity for 30-60 minutes depending on stamina/grade level, each student has his/her own selection of books, most of the books are at individual student levels and follow the genre of the current unit of study, reading workshop is started with a mini-lesson then into independent reading.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Building administrator, classroom teachers, district reading coach, building reading specialist
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	Monitor	08/26/2019	05/29/2020	\$0	DK-5 Teachers, building admin and District Literacy Coach
Writing Workshop	Teachers will use writing samples to gather formative data to guide instruction.	Direct Instruction	Tier 1	Implement	08/26/2019	05/29/2020	\$0	DK-5 Teachers and District Literacy Coach

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Math Recovery	Based on data, small group skill instruction with 1st and 2nd grade will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 20 minutes, at least 3 times a week.	Technology , Academic Support Program, Supplemental Materials	Tier 2		08/26/2019	06/05/2020	\$20000	Title I Interventionists, Special Education Teachers
Daily Routine	Teachers deliver instruction through math lessons that align with grade level CCSS's with the new district math curriculum.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	K-5 Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Going Reading Resources	Provide ALL Lakeville Elementary with a wide variety of high-interest books to promote increased reading both at school and at home. This will help to foster a culture that supports students in reading with engagement.	Extra Curricular, Parent Involvement, Academic Support Program, Community Engagement, Supplemental Materials	Tier 1	Implement	08/26/2019	06/05/2020	\$2500	Building Administrator, Building media specialist, Building IB coordinator, classroom teachers K-5, all reading specialists/interventionists, all special education teachers and support staff.
Summer Literacy Program	Highly qualified reading interventionists will provide reading support/intervention for identified students during a 3 day a week summer reading program. Curriculum, supplies, reading and writing materials, books (text packages), online resources, etc. will all be a part of this program.	Extra Curricular, Parent Involvement, Academic Support Program	Tier 3	Monitor	06/08/2020	08/14/2020	\$15000	Building administrator, building reading specialist, reading interventionists

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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On the Go Nature Walks	Lower elementary students will engage in a variety of Nature Walks throughout the course of a school year to explore our surrounding ecosystem.	Academic Support Program, Field Trip, Community Engagement	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Classroom teachers, paraprofessional support
IB Transdisciplinary Learning	All will implement the International Baccalaureate Program to help students connect with trans-disciplinary teaching practices.	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	IB Coordinator and all teaching staff.
Math Talks	Through crafted questions from Math Expressions, students will be engaged to write and verbally answer questions, question each other, critique, and come to conclusions as a class.	Communication, Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Teaching Staff, building administrator, district math consultant
Read Aloud	Teachers will utilize read aloud materials that support instruction from the Reading Units of Study (Calkins).	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Building Administrator, District Literacy Coach, Building Reading Specialist, Lakeville Elementary Teachers
IB Transdisciplinary Learning	Building Transdisciplinary Units in the IB PYP units.	Academic Support Program	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	IB Coordinator and Classroom Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Support	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 3 - 5 times a week.	Academic Support Program	Tier 2	Implement	08/26/2019	05/29/2020	\$80000	Title I Interventionists

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Intense Support	Students demonstrating below grade level expectations will receive more intense instruction.	Technology , Academic Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	06/05/2020	\$0	Title I Interventionists and K-5 Teachers, Special Education Teachers
IRIP Parent Meetings	Individual Reading Improvement Plan meetings are held to inform and guide parents in the IRIP process and inform them about the 3rd Grade Reading Law	Policy and Process, Parent Involvement, Community Engagement	Tier 2	Monitor	08/26/2019	06/05/2020	\$500	Classroom Teachers DK-5, building reading specialist
Read At Home	On-Going collaboration with Families in promoting literacy for life.	Parent Involvement	Tier 1	Implement	08/26/2019	06/05/2020	\$500	Building administrator, classroom teachers, ancillary staff
Computerized Interventions	Students Identified in the lower 30% needing comprehension support will receive Khan Academy, Raz Kids, Moby Max, Fastbridge.	Technology , Academic Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	06/05/2020	\$500	Title I Interventionists & K-5 Teachers
Reading Recovery and Ongoing Monitoring	After a review of F&P, MLPP, Illuminate data, etc. students who demonstrate the need will participate in the Reading Recovery Program facilitated by a trained Reading Recovery Teacher. The Reading Recovery teacher will maintain ongoing data regarding student growth/progress.	Academic Support Program, Supplemental Materials, Teacher Collaboration, Monitor	Tier 3	Monitor	08/26/2019	06/05/2020	\$50000	Building Reading Specialist, classroom teachers, building administrator
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	Monitor	08/26/2019	05/29/2020	\$0	Principal, Title 1 personnel
Title I Annual Meeting	Title I Family meeting (1) will include information related to engaging children in mathematical activities.	Parent Involvement	Tier 1	Implement	08/26/2019	06/19/2020	\$0	Building Admin

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Reteaching	Intervention Staff and Special Education Staff will reteach under the direction of the teacher the learning progressions of language conventions.	Academic Support Program, Supplemental Materials	Tier 2	Implement	08/26/2019	05/29/2020	\$80000	Title I Interventionists, Resource Room Teachers
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.	Technology, Teacher Collaboration, Monitor	Tier 2	Monitor	08/26/2019	05/29/2020	\$0	DK-5 Teachers and Title I Interventionists
Kindergarten Math Intervention	Math Recovery Teachers/Paraprofessional provide additional instruction to kindergarten students who fall below kindergarten expectations relative to Common Core Kindergarten standards.	Academic Support Program	Tier 2	Monitor	04/13/2020	06/05/2020	\$15000	Math Recovery
Additional Reading Support	Based on a review of student data, small group skill instruction will be delivered to students who demonstrate the need by Title I/At Risk Professional and Paraprofessional Staff, with a minimum of 15 minutes, 3 - 5 times a week.	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$80000	Title I, At Risk Interventionists, Building reading specialist
Reading Recover Professional Development	The Reading Recovery Teacher will participate in on-going Reading Recovery professional development.	Professional Learning	Tier 3	Monitor	08/26/2019	06/05/2020	\$2500	Building administrator, reading recovery teacher
Family Literacy Events	Annual Title I Family meeting (1) and family literacy events will include information related to engaging children in reading activities.	Parent Involvement, Academic Support Program	Tier 1	Monitor	08/26/2019	06/05/2020	\$1500	K-5 Teachers, building administrator, building reading specialist

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Support	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 3 - 5 times a week.	Academic Support Program	Tier 2	Implement	08/26/2019	05/29/2020	\$30000	Title I Interventionists

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Additional Reading Support	Based on a review of student data, small group skill instruction will be delivered to students who demonstrate the need by Title 1/At Risk Professional and Paraprofessional Staff, with a minimum of 15 minutes,3 - 5 times a week.	Technology , Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/26/2019	06/05/2020	\$60000	Title I, At Risk Intervention ists, Building reading specialist
Specialized Reading Intervention Support Program	Reading interventionists works with K-1 groups	Academic Support Program	Tier 2	Monitor	08/26/2019	06/05/2020	\$40000	At Risk and Title I Intervention ists implement The LLI program with identified students as determined by data.