School Improvement Plan

Lakewood Early Childhood Center

Lakewood Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lakewood Early Childhood Center is a Pre-K, Kindergarten building that also houses our districts ECSE program. In 2015 our district consolidated and closed two elementary schools in the outer communities of our district. Last school year was the first year for LECC. Lakewood is a rural community and approximately 46% of our students qualify for free and reduced lunches. Our district is unique because of the fact we service 4 different small communities spanning 3 different counties.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

LECC Belief Statements:

The LECC staff will…

Instill a love of learning for

our students in an emotionally

and physically safe environment

Build confidence in our students

and encourage them to take

positive academic risks

Find relevance by creating an

environment that shows we care

Convey that learning is a priority

The LECC staff is committed to…

Educating our students to their highest potential.

We embody these belief statements by creating a positive and exciting environment for all students to learn. We are in the process of implementing PBIS as a school wide platform for positive reinforcement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

At this time we do not have three years of date. We are entering our second year as a Early Childhood Center and are collecting many forms of data to examine ways of improvement. We are currently working on more common assessments and other data tools to help drive instruction. At the district level we are using 5D as an assessment tool. This will be the first year this tool is used in our district.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

LECC is a very welcoming and inviting place for parents and students. We recognize the responsibility of serving these students and providing them with a great educational experience on the early years.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders continue to analyze student achievement data. The School improvement committee consisting of members of the board of education, teachers, paraprofessionals, parents, and students collaborate to make some decisions about school improvement, instructinal strategies and professional development. Staff meet once a week in PLC (Professional Learning Communities) to examine lessons and monitor student progress as well as collaborate on best instructional practices.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The School Improvement Team meet to review DIBLES results and create a plan of action in targeted areas below expectations. Parents assist in identification of strength and weaknesses of our building and assist in ways to improve. The PTO meets to examine ways to support staff and parents in engagement activities. All groups are asked to provide feedback on specific school goals.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Goals and plans are shared with all stakeholders at Open House each year. Annual updates are presented at a school board meeting.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Data not available: LECC is in the second year as a building. Currently enrollment treats are increasing in the second year and challenges include physical space and large class sizes.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

No three year data yet

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

No three year data yet

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Not enough data but we are beginning to identify and collect data on demographic challenges including attendance and frequent drops and enrollments (students moving schools frequently).

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We have a veteran teaching staff with a variety of teaching styles and strategies. Our staff meet once a week in PLC's to share ideas of best practice to ensure instruction in constantly improving. Administration is present and in attendance almost always. Our principal is in his 4th year as an administrator.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student

achievement?

The average years of teaching service in our building is 17. We have several veteran teacher mixed with a couple young staff members. This makes for a nice mix of experience and new and

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The building principal is also the District EL coordinator and Homeless Liaison. Eight times a year these duties keep him out of the building. The building principal misses very few days outside of these professional responsibilities. Regular attendance by the building principal ensures daily operations run smoothly and teachers, students and parents are supported.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teachers are in attendance regularly and miss very few days. The district holds half days of professional development to ensure no loss of instructional time. Teachers being in classrooms consistently ensures for consistent delivery of instruction and continual assessment of student learning and progress.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We do not see demographics as a challenge as it relates to teachers and building leaders.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

A school systems review was not created as our school was in our first year of existence.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

A School Systems Review was not completed as our building was in the first year of existence.

12. How might these challenges impact student achievement?

We are looking at a variety of data sources and documeting ways to improve instruction building wide.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

No SSR was completed for our building as it was our first year in existence.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

The Instructional Consultation process is used as well as weekly teacher PLC's to discuss the emerging needs of our students. The building principal ensures that IEP's are meet and all Title times and 31a allocations are implemented within the criteria designated within these programs.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended learning opportunities are provided by classroom teachers within our building.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Daily assessments by classroom teachers followed by direct contact with parents to determine further procedures.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Meeting minutes from PLC and grade level meetings. The district has begun to create vertical and horizontal teams to ensure the alignment of curriculum. Collaboration and sharing of instructional strategies are a part of each PLC meeting and lesson plans are used to demonstrate alignment with state standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We do not use MIPHY

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students continue to make growth in letter recognition, sounds and blending. By year end many students are able to connect these and begin to read.

19b. Reading- Challenges

Providing supports for those students who begin school with little to no experience with letters and sounds.

19c. Reading- Trends

Students continue to raise the bar on the amount of words recognized by year end. Many teachers are reporting and documenting a greater number of words recognized and used by KG students at year end.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Early interventions and subgroups will be formed for students with little recognition of letters and sounds. ICT will be used early to provide strategies for students do develop these skills in a one on one setting. Title aides will be used with subgroups that are behind grade level expectation.

20a. Writing- Strengths

Students are able to write complete sentences and connect with pictures while construction meaning. A large percent of students are able to complete these writing tasks by year end.

20b. Writing- Challenges

No challenges present

20c. Writing- Trends

Teachers are using thinking maps to improve understanding of the writing process.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

KG students are able to do little writing. Our goal is to have them create complete sentences on their own by year end. We use writing and beyond and thinking maps as writing prompts.

21a. Math- Strengths

Students are able to demonstrate knowledge of Math facts using flip cards.

21b. Math- Challenges

None

21c. Math- Trends

New strategies and support from Title aides are improving the number of math facts students are learning by year end.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math will be an area of focus entering this year. We are exploring new math curriculum to ensure horizontal alignment and also implementing the new DIBLES math when available.

22a. Science- Strengths

No data

22b. Science- Challenges

No Data

22c. Science- Trends

No Data

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

No Data

23a. Social Studies- Strengths

No Data

23b. Social Studies- Challenges

No Data

23c. Social Studies- Trends

No Data

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

No Data

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Excitement for attending school and learning.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Amount of play time during school hours.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Specials classes have been extended to allow students more time in non curricular subjects.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

No Data

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

No Data

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

No Data

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

School environment and culture

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Large classroom sizes

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Building principal meeting with District representatives to examine future possibilities of adding staff.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

No Data this year

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

No Data this year

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

No Data this year.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

We are in our first year as a building and are learning and implementing ways to collect much of this data. We recognize a very positive school climate and culture and have received positive feedback from all stakeholders on this. We also recognize the challenges of many students demographic situations and are examining ways to support both parents and students.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Large classroom sizes could have a negative impact on student learning. Reduction in Title 1 aide time will also have an impact on the direct supports students receive. Teachers are meeting these challenges head on and exploring new ways to support students with less resources. We are continuing to communicate and inform parents of events in the building and improve parent participation.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We wil use the data we have to drive programing and the creation of new goals. We will find new ways to support students and increase learning in these designated areas.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.lakewood.k12.mi.us/images/annual_report/annlrept_west.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our building does not host 8th graders	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Randy Fleenor Superintendent, Lakewood Public Schools 223 West Broadway Woodland Mi 48897 616-374-8043	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	Working on this at this time	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We are working as a staff to develop a compact at this time and will present it at Open house in September	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

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?

Staff school improvement team looked at school wide date to drive future planning for instructional strategies.

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?

We are examining the implementation of a new Math curriculum We identified we need to continue to focus on math and reading. These decisions were a result of evaluation local data at our grade level and state data at the higher grade levels.

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 data shows that we have a need in math and reading and this becomes our focus for the goal setting process in the school improvement plan.

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?

District data shows a need for improvement in these areas K-12. ICT and Title supports are present for those students who are disadvantaged. Data is collected to document the growth of these students and review frequently.

Component 2: Schoolwide Reform Strategies

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

All students have access to math and reading instruction and it is differientated to meet the needs of students at various academic levels. Data is evaluated to determine the achievement levels of all students and instruction is designed to support ALL students.

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).

Structured language strategies are implemented and subgroups formed using local data. Both enrichment and intervention supports are provided based on the achievement level of all students.

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

Title 1 aides work with students on an as needed basis. Groups are fluid and students move in and out of groups based on levels of performance.

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.

Title aides work with staff to monitor performance levels of students on a daily basis to provide intervention supports. Groups are formed and students move in and out based on achievement level.

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

Running records are monitored to determine if we are meeting the needs of all students. These records are reviewed frequently to ensure all students receive supports. Title 1 aides are assigned to these subgroups to offer specific differentiated instructional supports.

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

On had one teacher move to another district and had to hire one new teacher.

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

We have a variety of experience levels in our building. We have approximately half of our staff with over 25 years along with a few with 15-20 years and two with less than 5.

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

LECC prides itself on having highly qualified and experienced teachers with a very low turnover rate. Research based best instructional practices are implemented. The positive work environment provides mentor teachers for the new staff and opportunity to work with colleagues during weekly grade-level planning meetings. Professional Development is provided and funded by the district per the required number of hours through the state of Michigan and those requested by individual teachers. High quality and updated technology is present in each classroom. Teachers receive a 50 minute planing period. LECC has a developing PTO that is very supportive of our staff.

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

Professional Development is provided and funded by the district per the required number of hours through the state of Michigan and those requested by individual teachers. Teachers are provided with 50 minute planning periods each day of the week.

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?

Not a high turnover rate

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.

Professional development is provided with training on the 5D evaluation tool. We feel this tool will drive instruction in all of the goal areas identified.

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

PD is scheduled throughout the year with frequent dialogue during PD days, staff meetings and PLC meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6:   Strategies to Increase Parental Involvement

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

Surveys will be handed out to parents on ways they would like to be involved. PTO group reaches out to recruit parent volunteers for each classroom. Parents assist with Math and Reading night as well as assisting with daily classroom needs. Parent input will be collected for future use.

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

Parents assist with and provide input through PTO meetings with staff and administration.

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

Parents will provide year end feedback at PTO meetings with teachers and administration.

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).

The PTO parent team coordinates with staff and administration to examine ways to improve the educational experience for our students. Each classroom has a parent representative to works with the teacher and other parents to provide supplemental resources for students. Volunteers are organized and assist with many operations within our building including building beautification and special activities. LECC hosts Math and Reading nights as well as open house and orientation.

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

Each year we will evaluate the amount of involvement by parents and examine new ways to increase this. A year end evaluation by staff, parents, and support staff will be conducted through a survey to ensure all stakeholder input is recognized.

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

The results from the evaluation will be used to used to drive discussions on future programing. All stakeholders will provide input on policies,

procedures and future planning.

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

We do not have on eat this time. This will be developed and distributed in the fall.

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

We are creating this document at this time and will present it to parents in November at conferences.

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

No MS and HS students or parents in our building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	Working on this and issuing it in November.	

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

Student language surveys are issued to all students and than distributed to staff if other language is required.

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?

We host open house/walk through for area day cares and also house GSRP in our building. We do a transition day and bring parents and students in for a walk through.

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?

Each April we host a parent meeting on the expectations for KG students in our building. We also provide information to parents about Kinderstart or Early 5's program.

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?

Discussions are held during staff meetings and PLC's on the best ways to assess students and use the data to improve instruction.

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

We evaluate the DIBLES data three times a year and use the data to drive future instructional strategies.

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.

We use the ICT process (instructional consultation team) to support students who have yet to master these standards. We also use Title 1 supports to provide these supplementary supports to improve student growth.

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?

Title supports are provided daily and ongoing in each classroom. Teachers create subgroups within the classrooms and create differentiated instruction for these students.

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

Assessments are used and subgroups formed according to mastery level. Title 1 paraprofessionals are used to provide enrichment and interventions.

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.

31A, Title 1, Title 2. Money from these programs are used for paraprofessionals in classrooms to provide additional supports to students.

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.

paraprofessionals are assigned to each teacher to support the requirements.

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.

The local ISD operates a Head Start program and works with us to identify students needs. We also house and ECSE program for early childhood special ed students in our district.

Evaluation:

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

Each year the our School Improvement Team evaluates our programs effectiveness. Consideration is taken to the effectiveness of the programs and discussions on future improvements are had.

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.

We use local assessments and evaluate areas of improvement. We do not do state testing in our building as we are an early childhood pre-k, Kindergarten building.

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.

DIBLES testing is used to evaluate the effectiveness of these programs.

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?

We break down overall DIBLES results and collaborate as a whole to plan future lessons and strategies in areas that students do not achieve a high level of mastery.

2016-17 School Improvement Plans and Goals

Overview

Plan Name

2016-17 School Improvement Plans and Goals

Plan Description

LECC goals for the 2016-17 school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics	Objectives: 1 Strategies: 2 Activities: 5	Academic	$155600
2	All students will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 7	Academic	$153500
3	All students will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$153500
4	All students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	All students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All students will be proficient in mathematics

Measurable Objective 1:

80% of Pre-K and Kindergarten grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency as indicated be a 1 or 2 score in Mathematics by 06/09/2017 as measured by grade level report card standards.

Strategy 1:

Tier 1 Math Instruction - LECC staff will instruct students with materials aligned to the Michigan State Mathematics Standards. Staff will continue to collaborate,

research, and implement best practice instruction.

Category: Mathematics

Research Cited: Zbiek, R., Martin, W., & Schielack, J. F. (2010). Making It Happen: A guide to interpreting and implementing common core state standards for

mathematics. Reston, VA: NCTM.

Tier: Tier 1

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/guardians will be invited to attend Math Night training along with their student(s) to build excitement for Mathematics and support on how to work with their student(s) at home.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	$600	Title I Part A	All LECC staff

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used as a tool for teaching and learning to achieve the measurable objective. The integration of technology will be facilitated through the use of Apple Ipads that are available in classrooms and on an Ipad cart. IXL Math will be used by teachers to support math instruction.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	$1500	General Fund	All LECC staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Maps in core math instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	No Funding Required	All Teaching Staff

Strategy 2:

Tier 2 Math Support - LECC staff will provide additional instructional opportunities to students that are below grade level in mathematics based on grade level math assessments.

Category: Mathematics

Research Cited: Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid Response to Intervention: RTI: Professional learning communities, and how to respond when kids don't learn. Bloomington, IN: Solution Tree..

Tier: Tier 2

Activity - Title I Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on teacher directed goals, paraprofessionals will support students with supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$150000	Title I Part A	Teaching and Support Staff

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can request collaborative support from the team to develop and implement strategies to increase students' proficiency.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$3500	General Fund	IC Team and Teaching Staff

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency as shown by a composite score in the no risk category in Reading by 06/09/2017 as measured by DIBELS Next .

Strategy 1:

Tier 1 Reading Instruction - LECC staff will instruct students with materials aligned to the Michigan State ELA Standards. Staff will continue to collaborate, research, and implement best practice instruction.

Category: English/Language Arts

Research Cited: Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (2000, April). In National Reading Panel. Retrieved from https://www.nichd.nih.gov/publications/pubs/nrp/pages/smallbook.aspx

Tier: Tier 1

Activity - Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize an online reading program for pre-emergent and emergent readers. Printable materials allow teachers to provide guided reading instruction for all students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$0	General Fund	K Teaching Staff

Activity - Structured Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize this phonics based program to teach letters/sounds, blending, and segmenting as well as auditory and visual skills.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$0	Title I Schoolwide	All Teaching Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Maps in core reading instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	No Funding Required	All Teaching Staff

Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use Daily 5 as a framework for additional reading instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$0	No Funding Required	All Teaching Staff

Strategy 2:

Tier 2 Reading Support - LECC staff will provide additional instructional opportunities to students that are below grade level in reading based on DIBELS Next scores.

Category: English/Language Arts

Research Cited: Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid Response to Intervention: RTI: Professional learning communities, and how to respond when kids don't learn. Bloomington, IN: Solution Tree.

Tier: Tier 2

Activity - Title I Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on teacher directed goals, paraprofessionals will support students with supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$150000	Title I Part A	Teaching and Support Staff

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can request collaborative support from the team to develop and implement strategies to increase students' proficiency.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$3500	General Fund	IC Team and Teaching Staff

Activity - Title I Paraprofessional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will be trained to administer DIBELS Next	Professional Learning	Tier 1	Getting Ready	09/09/2016	06/09/2017	$0	No Funding Required	Teaching and Support Staff

Goal 3: All students will be proficient in writing.

Measurable Objective 1:

80% of Pre-K and Kindergarten grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency as indicated by a 3 or higher in Writing by 06/13/2017 as measured by "Write from the beginning... and beyond" narrative writing rubric.

Strategy 1:

Tier 1 Writing Instruction - LECC staff will instruct students with materials aligned to the Michigan State ELA Standards using Write from the Beginning...and Beyond

writing program. Staff will continue to collaborate, research, and implement best practice instruction.

Category: English/Language Arts

Research Cited: Buckner, J. (2011). Writing from the beginning…and beyond. Cary, North Carolina: Thinking Maps.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Maps in core writing instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2017	$0	General Fund	All Teaching Staff and Building Administration

Strategy 2:

Tier 2 Writing Support - LECC staff will provide additional instructional opportunities to students that are below grade level in writing based on rubric scores.

Category: English/Language Arts

Research Cited: Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid Response to Intervention: RTI: Professional learning communities, and how to respond when kids don't learn. Bloomington, IN: Solution Tree.

Tier: Tier 2

Activity - Title I Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on teacher directed goals, paraprofessionals will support students with supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$150000	Title I Part A	Teaching and Support Staff

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can request collaborative support from the team to develop and implement researched based strategies to increase students' proficiency.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$3500	General Fund	IC Team and Teaching Staff

Goal 4: All students will be proficient in science

Measurable Objective 1:

100% of Pre-K and Kindergarten grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in understanding in Science by 06/09/2017 as measured by teacher observations and formative assessment.

Strategy 1:

Tier 1 Science Instruction - LECC staff will instruct students with materials aligned to the Michigan State Science Standards and incorporate the three dimensions of science learning - cross cutting concepts, disciplinary core ideas, and science/engineering practices.

Category: Science

Research Cited: Michigan K-12 Standards for Science. (2012, November). In Michigan Department of Education. Retrieved May 20, 2016, from

file:///C:/Users/Employee/Documents/K-12_Science_Performance_Expectations_v5_496901_7.pdf

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Maps in core science instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	No Funding Required	All Teaching Staff

Goal 5: All students will be proficient in social studies.

Measurable Objective 1:

100% of Pre-K and Kindergarten grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in understanding in Social Studies by 06/09/2017 as measured by teacher observations and formative assessment.

Strategy 1:

Tier 1 Social Studies Instruction - LECC staff will instruction students with materials aligned to Michigan State Social Studies Standards.

Category: Social Studies

Research Cited: Hughes, C. & Dexter D. (n.d.) Selecting a Scientifically Based Core Curriculum for Tier 1 [PDF]. Retrieved from

http://www.rtinetwork.org/learn/research/selecting corecurriculum-tier1

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Maps in core social studies instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	No Funding Required	All Teaching Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Paraprofessionals	Based on teacher directed goals, paraprofessionals will support students with supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$150000	Teaching and Support Staff
Title I Paraprofessionals	Based on teacher directed goals, paraprofessionals will support students with supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$150000	Teaching and Support Staff
Title I Paraprofessionals	Based on teacher directed goals, paraprofessionals will support students with supplemental instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$150000	Teaching and Support Staff
Family Math Night	Parents/guardians will be invited to attend Math Night training along with their student(s) to build excitement for Mathematics and support on how to work with their student(s) at home.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	$600	All LECC staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Structured Language	Teachers will utilize this phonics based program to teach letters/sounds, blending, and segmenting as well as auditory and visual skills.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$0	All Teaching Staff

General Fund

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

Raz Kids	Teachers will utilize an online reading program for pre-emergent and emergent readers. Printable materials allow teachers to provide guided reading instruction for all students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$0	K Teaching Staff
Instructional Consultation Team	Teachers can request collaborative support from the team to develop and implement researched based strategies to increase students' proficiency.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$3500	IC Team and Teaching Staff
Technology Integration	Technology will be used as a tool for teaching and learning to achieve the measurable objective. The integration of technology will be facilitated through the use of Apple Ipads that are available in classrooms and on an Ipad cart. IXL Math will be used by teachers to support math instruction.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	$1500	All LECC staff
Instructional Consultation Team	Teachers can request collaborative support from the team to develop and implement strategies to increase students' proficiency.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$3500	IC Team and Teaching Staff
Thinking Maps	Teachers will continue to implement Thinking Maps in core writing instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/13/2017	$0	All Teaching Staff and Building Administration
Instructional Consultation Team	Teachers can request collaborative support from the team to develop and implement strategies to increase students' proficiency.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	$3500	IC Team and Teaching Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Maps	Teachers will continue to implement Thinking Maps in core social studies instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	All Teaching Staff
Thinking Maps	Teachers will continue to implement Thinking Maps in core science instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	All Teaching Staff
Title I Paraprofessional Training	Paraprofessionals will be trained to administer DIBELS Next	Professional Learning	Tier 1	Getting Ready	09/09/2016	06/09/2017	$0	Teaching and Support Staff
Thinking Maps	Teachers will continue to implement Thinking Maps in core reading instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	All Teaching Staff

Daily 5	Teacher will use Daily 5 as a framework for additional reading instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	$0	All Teaching Staff
Thinking Maps	Teachers will continue to implement Thinking Maps in core math instruction.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	$0	All Teaching Staff