



School Improvement Plan

Lafayette Elementary School

Lincoln Park 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?

Lafayette Elementary is in the northern section of Lincoln Park, Michigan, just a few miles from Detroit, and Lincoln Park is slightly less than 6 square miles in land area. Lincoln Park has a population of approximately 37,300, according to 2013 estimates. About 80 percent of Lincoln Park's residents are high school graduates, and about fifteen percent have earned higher education degrees. The median family income, as of 2012, was \$48,000.

Lafayette Elementary is a K-5 building. This is the second year Lafayette has not housed sixth grade. Student population is about 535. The fastest growing subgroup is that of English Language Learners; comprising 24.7 percent of all of Lafayette's students; up from 7.5 percent five years ago. The Hispanic subgroup has grown during that time as well; from 29 percent of the school's total population to 45 percent in the 2014-2015 school year. Ninety-one percent of Lafayette students are socioeconomically disadvantaged.

The teaching staff, all of whom are highly qualified, as defined under the No-Child Left Behind Act (NCLB), has remained relatively stable, with 85 percent of the faculty having been at Lafayette a minimum of 3 years. The building principal has been at Lafayette since the 2012-2013 school year.

The school's classroom configuration includes 20 general education classrooms and three classrooms for autistic students. Additional teaching staff includes two special education resource teachers, one at-risk Advisor, one Title I Behavior Intervention Specialist, teachers for physical education, music, and CORE (core content with technology), and six interventionists. This past year, the interventionists have provided support in reading.

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.

Vision Statement:

Prepare...Inspire...Succeed.

Mission Statement:

Educational Excellence for Every Student in Every Class, Every Day.

Belief Statements:

- We believe all children can learn.
- We believe that "deep learning" is the result of effective teaching.
- We believe that how children are taught is as important as what they are taught.

Lafayette Elementary embodies its purpose through the many opportunities it offers its students, providing intervention programs for students in reading, as well as additional support for our ELL students. Staff regularly participates in professional development to enhance strategies and techniques used in the classroom, and the school carefully utilizes its resources to provide up-to-date educational resources and technology. Opportunities are provided to facilitate a smooth transition for our incoming Kindergartners, and parents are encouraged to participate in their children's educations through the Parent Involvement Committee, volunteering in classrooms, and participating in special activities such as field trips and involvement in the Parent Teacher Association.

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.

Our school has been gradually increasing its use of technology in all classrooms, as well as steadily expanding the leveled library used by all reading teachers for guided reading instruction. Also, Lafayette has greatly stepped up its communication with parents, using many different methods to relay information, and increasing its commitment to providing information in the first language of our students and their parents.

Other notable achievements include very well-attended parent involvement events, including Lafayette's annual Multiplication Tournament, Reading Night, Math/Science Night, "Morning of Fun" (for new kindergartners) and vocal music concerts.

In the next three years, Lafayette plans to increase achievement in Reading, Math, Science, and Social Studies through rigorous implementation of a more tightly aligned curriculum, and by improving our delivery system for reading intervention. During the 2014-15 school year, we started a new literacy program for K-3 students called "Power Hour", which provides our students with an additional hour of reading instruction. Lafayette is also planning to provide professional development for instructional strategies designed to increase achievement among our ELL population.

Student discipline is also an area in which we would like to see improvement. Specifically, the school would like to see an increase in "appropriate" behavior, especially in terms of how students relate to each other.

Additional Information

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

The fact that many staff members at Lafayette, including teachers, principal, school secretary, and custodial staff, are Lincoln Park alumni, and that many of them also have, or have had, children and/or grandchildren in Lincoln Park Schools is significant. The staff at Lafayette is deeply invested in the success of its students and in the surrounding community.

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.

The Lafayette Elementary Steering Committee strives to involve a variety of stakeholders in the development of the school improvement plan. Most of the plan development is done by members of the school improvement team. All teachers are invited to serve on this committee; this occurs via a verbal invitation at the initial staff meeting of the year, and several emails through the course of the year. Parents are also invited to serve on the committee. In an effort to attract parents who are committed to being actively involved in their children's education, invitations are verbally extended at the Parent Involvement Committee and at the Parent Teacher Association meetings. Also, parent event surveys request that parents put contact information on their survey forms if they wish to participate in school improvement matters. Occasionally, people are contacted individually and personally and invited to participate. This is done when there is a gap in representation of a specific stakeholder group, such as upper elementary teachers or community members. Starting in the 2014-15 school year, we have a Compliance Monitor. The duties of this position include collecting Title 1 paperwork and ordering supplies for Title 1 programs. Other roles, such as that of co-chairpersons and the secretary, are filled on a volunteer basis, with elections occurring if there is a surplus of volunteers for a specific role. Meetings are scheduled monthly at a time so it is convenient for the majority of a committee, with additional meetings added as the need arises.

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

The stakeholder groups that participated in the development of the improvement plan include teachers from the following groups: general education from various grades, former Title I academic coach, building administrator, two parents, and a school board member. The parents and board member were unable to attend most meetings the first year, but were kept informed electronically of the team's progress and afforded alternative opportunities to have input into the plan development. All members had the responsibility to review and analyze achievement, perception, demographic, and process data, evaluate existing programs, and make recommendations regarding the existing and future budgets, and plan development. Most decisions were made by general consensus, with votes taken when a consensus could not be reached. A first-grade teacher served as secretary, and was responsible for keeping meeting minutes, which were later shared with both the committee members, and the staff as a whole. Chairpersons were responsible for developing agendas, communicating deadlines and Title I requirements to other members, providing necessary materials and data at meetings, "running" the meetings, and, with some assistance from other members and the building administrator, actually completing the plan document.

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

The final improvement plan was communicated to teachers at a staff meeting at the end of the year. This will be done again at the initial staff meetings of the following years. The final plan will be provided electronically to staff members and School Improvement Steering Committee members via email. As the entire plan is fairly large, and providing hard copies to all stakeholders, would be an unnecessary drain on fiscal resources, hard copies of the plan will not be provided. Summaries of the plan will be provided through the Annual Yearly Progress Report to SY 2016-2017

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parents as required, as well as at the annual Title I meeting.

Progress on the plan will be communicated at staff meetings, Parent Involvement Committee meetings and PTA meetings. The development of a semi-annual newsletter for the purpose of updating parents and other stakeholders on plan progress is under consideration.

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?

Based on the student enrollment data, Lafayette's major challenges lie in meeting the needs of an increasingly large population for which English is not the primary language, as well as a large economically disadvantaged clientele.

Student Demographic Data

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

Overall the three year trend has attendance around 93% though there are students with very poor attendance. Similar to last year, 13% of our students have 20 or more days absent. 34% of our students (down from 39% last year) have between 10 and 25 days absent. The students with poor attendance tend to be those students who are most below grade level academically, and whose parents are most resistant to school improvement. Absences are not the only challenge; tardiness and leaving early also take away from instruction time.

Improving students attendance is a challenge. Related challenges are: motivating parents to make regular attendance for their child a priority and trying to increase student achievement for students who are decreasing their time in school.

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?

Office discipline referrals, suspensions, and expulsions are at a three year low. The behaviors most often referred to the office and resulting in suspension or other consequence have to do with "Mild Physical Contact" (pushing, shoving, etc...). Of the three main ethnicities present at Lafayette, Hispanic, Caucasian, and African American, they are disproportionately represented in referrals to the office and suspensions. Hispanic students make up 45% of the population but account for only 25% of office referrals and 24% of suspensions. Caucasian students make up 35% of the population but account for 52% of the office referrals and 60% of the suspensions. African American students make up 18% of the population but account for 20% of the office referrals and 11% of the suspensions.

Student Demographic Data

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

Attendance issues, especially motivating parents to maintain regular student attendance are being addressed at the district level by working to develop district level policies and practices to encourage parents to make school attendance a priority. At the building level we have tried to improve student attendance through implementation of a reward program, and mediation. Both were ineffective.

Our PBIS program seems to be working well to reduce behavior problems, and will be continued in the future with even more support from our central office as we move to a district-wide PBIS program.

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 are making the assumption that for the same individual, the more experience they have in a given position and program, and the more experience they have in the same environment, the better skilled and more effective they will become in that position/program and environment. We are expecting only minimal changes in our teacher leadership and none in our administrative leadership for the upcoming school year. We are optimistic that this stability will have a positive impact on student achievement.

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 fact that we have an experienced staff, with 58% of them having more than 15 years experience, could have a positive impact on student achievement. Bringing new teachers to the staff has been positive as well, as they bring a fresh perspective and have knowledge of new ideas on how to meet the changes in students' needs.

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?

Of the 10 days of absence for the building principal, two of these were for professional growth, the other 8 were for illness or other non-school related issues. The absences were mostly spread throughout the school year and didn't likely have an impact of student achievement. The two absences for professional growth were focused on administrative (office) efficiency and might only have a minimal or indirect impact on student achievement.

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?

With the implementation of a new math program this school year, classroom teachers and resource teachers were pulled from class by grade level for additional math training several times this school year. The expected short term impact of having the teachers out of the classroom might not be positive, but the long term impact of having teachers trained and implementing research-based and proven instructional practices in the area of Mathematics should have a significant positive impact on student achievement in math.

Teacher/School Leader(s) Demographic Data

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

20% of our classroom teachers will be new to the building next school year. 16% of our classroom teachers may be new to the profession. To address this, our school needs to emphasize a culture of sharing resources and team planning so that the new teachers can more quickly learn from the more experienced teachers. Kindergarten and 1st grade have already implemented grade level team planning. 4th and 5th grade currently rotate classes and share students for Science, Social Studies, and Math instruction.

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?

On the Interim Self Assessment, we scored the highest on Standard 5: Using Results for Continuous Improvement. Our district uses many different types of assessment data (NWEA, MLPP, DRA, M-STEP) to identify which content areas we need to improve upon. Our school improvement team, along with our data person, reviews and interprets this data monthly to group students for Power Hour. This data helps us determine which students need small group intervention.

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?

On the Interim Self Assessment, we scored the lowest on Standard 4: Resources and Support Systems. We rated ourselves a Level 3 for qualified professional and support staff, instructional time, resources, school environment, sufficient technology. We rated ourselves a Level 2 for two areas, which lowered our score. These are: The school provides support services for social and emotional needs of students and the school provides services that support counseling, referrals, and career planning. This low rating could be due to our large school population who could benefit from "at-risk" counseling services. Although we have one "at-risk" counselor, she cannot possibly see everyone who could use her services due to our large school population.

12. How might these challenges impact student achievement?

We feel that a student's emotional health affects his/her academic achievement.

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.

Our behavior interventionist and administrator visits classrooms each morning to greet the students and identify any student who could use some one-on-one time with him/her that day.

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?

All students, including those with disabilities, are benchmarked three times a year for purposes of determining eligibility for intervention programs. Even those students with active IEPs are included in all special programs with general education students, based on criteria set for that program, and the needs of the individual student.

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

After-school tutoring is offered to qualifying ELL students. Before/After school tutoring was offered to qualifying 4th and 5th grade students. Summer reading support is being offered to qualifying students.

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

The process for identifying students is made by reviewing assessment data: DRA, MLPP, NWEA, WIDA. Parents are notified via school calendar, notes home, announcements, robo-calls, cable t.v., school district website.

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?

The building administrator has conducted classroom walkthroughs and data walks to ensure standards are being implemented. Feedback on the results of those walkthroughs are shared with the staff on a regular basis. Lesson plans are posted and reviewed weekly on planbook.com showing the standards are being addressed. Posted "I can" student friendly statements and exhibited student work provide further evidence of common Core State Standard implementation. Multiple grades make their plans together further ensuring horizontal alignment.

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.

NA

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

State level assessment data is not available for the current or past school year.

NWEA scores indicate 18% of students at or above the national norm.

Rtl data indicates 52% of students initially below grade level are now meeting grade level expectations.

19b. Reading- Challenges

State level assessment data is not available for the current or past school year.

NWEA scores indicate 82% of students below the national norm.

Rtl data indicates 48% of students that were identified as below grade level are still below grade level after receiving Rtl support.

19c. Reading- Trends

State level assessment data is not available for the current or past school year. Our most recent available 2 year average proficiency on state assessments is 45%.

No historical NWEA data is available (this program was new to the district this year).

No historical Rtl Power Hour data is available (this program was new to the district this year).

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.

Our Power Hour program including monthly data meetings has been overall successful in bringing a large number of struggling students up to grade level. Our approach in Kindergarten and 1st grade of using Strategies-Based Grouping rather than straight ability grouping has been especially productive. We began Strategies-Based Grouping in Kindergarten in October, and as of our last monthly data meeting, 75% of the students receiving Power Hour support because they were below grade level, have been brought up to grade level (as determined by DRA/Guided Reading levels and MLPP scores). In 1st grade we did not begin Strategies-Based Grouping until the second semester. As of the last monthly 1st grade data meeting, 55% of students who received Power Hour support for being below grade level have been brought up to grade level. In 2nd and 3rd grade where we still implemented ability level grouping, these same results were 30% and 16% respectively. For next year, the Strategies-Based Grouping will be implemented in 2nd and 3rd grade as well.

20a. Writing- Strengths

State level assessment data is not available for the current or past school year.

12% of students assessed scored proficient on a district level annual pretest assessment administered in the Fall. Post-test data will be added when available.

20b. Writing- Challenges

State level assessment data is not available for the current or past school year.

88% of students assessed scored below proficient on a district level annual pretest assessment administered in the Fall. Post-test data will be added when available.

20c. Writing- Trends

State level assessment data is not available for the current or past school year. Our most recent available 2 year average proficiency on state assessments is 34%. District level assessment data shows a decline from 26% to 12% proficient over two years. District-level post-

test assessment data will be added when available.

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.

This challenge is not being addressed as part of the SIP. New Writing programs are being looked into at the district level to address Writing proficiency.

21a. Math- Strengths

State level assessment data is not available for the current or past school year.

NWEA scores indicate 20% of students at or above the national norm.

21b. Math- Challenges

State level assessment data is not available for the current or past school year.

NWEA scores indicate 80% of students below the national norm.

21c. Math- Trends

State level assessment data is not available for the current or past school year. Our most recent available 2 year average proficiency on state assessments is 23%.

No trend data available for NWEA as this is the first year we have used it.

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.

We are encouraging Parent Involvement and student interest by holding after school activities including a Math/Science night and a Multiplication Madness tournament. At the district level, new math programs have been gradually implemented starting in the 2013-14 school year, along with extensive professional development for teachers in research-based proven instructional best practices. All professional development was delivered separately to each grade as grade level specific content. Additional professional development is planned for next year as well.

22a. Science- Strengths

State level assessment data is not available for the current or past school year.
NWEA scores indicate 19% of students at or above the national norm.

22b. Science- Challenges

State level assessment data is not available for the current or past school year.
81% of students are below the national norm on the NWEA.

22c. Science- Trends

State level assessment data is not available for the current or past school year. Our most recent available 2 year average proficiency on state assessments is 6%.
No trend data from NWEA testing as this is the first year we have used this assessment.

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.

We are encouraging Parent Involvement and student interest by holding an after school Math/Science Night activity. Last year we

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researched, selected, and purchased a Science program and instructional materials for fourth grade that are tightly aligned to the state assessment. State assessment data is not currently available, but we are optimistic about the results of recent testing. These additional science instructional materials are being purchased and implemented in both 4th and 3rd grade this coming year. If these materials prove to make a positive difference in student achievement, similar materials from the same program will be purchased for other grades.

23a. Social Studies- Strengths

State level assessment data is not available for the current or past school year.

23b. Social Studies- Challenges

State level assessment data is not available for the current or past school year.

23c. Social Studies- Trends

State level assessment data is not available for the current or past school year. Historically our students have done poorly in Social Studies with our most recent 2 year average proficiency on state assessments at 13%.

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.

It is our belief that stronger Reading skills will help students to increase their achievement in Social Studies.

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?

The students feel the teachers want them to do their best. They also feel that their teachers care about them.

24b. Student Perception Data

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

Students feel that the students do not treat each other with respect.

24c. Student Perception Data

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

We will continue to encourage and give students the tools and skills to deal with and resolve issues which could lead to bullying. Students also need further education as to what constitutes bullying. We will continue our PBIS program to encourage positive behavior.

25a. Parent/Guardian Perception Data

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

Parent survey data indicates that parents like their children's teachers and that they feel strongly that the teachers respect their students.

25b. Parent/Guardian Perception Data

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

Parent survey data indicates that the parents do not feel that students treat each other with respect.

25c. Parent/Guardian Perception Data

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

We will continue to implement our PBIS program.

26a. Teacher/Staff Perception Data

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

96% of the staff believes our administrator supports our instructional practices that help our students learn. The K-3 teachers believe our new literacy program called "Power Hour" is beneficial to increasing student achievement. Teachers are also satisfied with the camaraderie among staff members. We feel we are a team and support each other.

26b. Teacher/Staff Perception Data

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

63% of teachers feel that instructional time is interrupted due to student discipline concerns.

26c. Teacher/Staff Perception Data

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

We continue our PBIS program in order to reduce student behavior problems.

27a. Stakeholder/Community Perception Data

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

The majority of data from multiple surveys suggests a high level of satisfaction with the rapport between students and teachers.

27b. Stakeholder/Community Perception Data

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

The majority of survey data from multiple surveys suggests a low level of satisfaction with student behaviors, especially with respect to each other.

27c. Stakeholder/Community Perception Data

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

A behavioral interventionist dedicated to monitoring and improving student behavior will work with students, staff, parents, and administration to improve overall student behavior. All staff will continue to implement our PBIS program.

Summary

28a. Summary

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

We have seen a slight improvement in attendance. In our Power Hour program we are making good use of collected data in monthly meetings and having a high rate of success with our Strategies-Based grouping. Current state assessment data is not yet available, but we are optimistic about future Reading proficiency rates as we improve our Power Hour program and the students in the most successful grades reach testing age. We are also optimistic about our current (though not yet reported) Science scores. We are also pleased with the positive relationships our teachers have established with their students as recognized in both parent and student surveys.

We still face the challenges of working with an increasingly large ELL population and a large, 90%, Economically Disadvantaged population. We have many students with emotional needs and behavioral issues. We have historically low state assessment scores, especially in Science. The overwhelming perception is that our students have frequent behavior problems especially with peer interactions.

28b. Summary

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

Students for whom English is not their primary language generally perform lower on assessments (especially Reading and Writing in English) than native speakers of English. As a subgroup, Economically Disadvantaged students generally perform lower than non-Economically Disadvantaged students. Students whose emotional needs are not met tend to struggle academically. Poor student behavior can lead to exclusion of students acting up and/or distraction of the teacher and other students from academic endeavors, lowering student achievement by reducing/wasting instructional time.

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?

One of our challenges concerns our ELL students. We have addressed this challenge with our SIP's reading objective, which is for 85% of all students to be proficient by 2022, as measured by state level assessment. One strategy we have implemented is "Power Hour", which is an additional hour of small group instruction. We use NWEA, MLPP and DRA data to determine if the additional instruction has increased student achievement. Other strategies and activities include the use of Heidi Songs (a multisensory program) and parent involvement nights, which provides ELL parents with information, strategies and "take-away" materials to use at home.

We also have a large population of Economically Disadvantaged students, whom generally perform lower than their non-Economically Disadvantaged classmates. We have addressed this by setting the goal to increase parental involvement in their children's education. We

School Improvement Plan

Lafayette Elementary School

will keep parents informed of their child's progress by scheduling parent-teacher conferences and sending home report cards four times a year. We will also plan and implement family involvement nights such as reading night and math/science night. The parents are also informed of our family involvement meetings, which give parents information, strategies and "take-away" activities to help their children.

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	Literacy is tested at least three times a year in grades K - 5, utilizing the Diagnostic Reading Assessment (DRA), and in grades K - 3 using MLPP assessments. NWEA is administered to grades K-5, three times a year. M-STEP is administered to grades 3-5. Teachers assess students informally in math in grades K - 1.	

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://lincolnparkpublicschools.com/userfiles/myadmin/File/Lafayette%20AER%20Letter.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not Applicable. Lafayette is a K - 5 school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable.	

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		

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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	Mr. Gerard Morin, Principal 1350 Lafayette Lincoln Park, MI 48146 313-389-0224	

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.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The School-Parent Compact is revised annually. The most recent revision took place in October of 2013, through the collaborative efforts of the Parent Involvement Committee, the Lafayette School Improvement Steering Committee, and the Lafayette staff.	

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The first step in conducting the Comprehensive Needs Assessment was collecting achievement, demographic, and perception data from numerous sources. Perception data was collected primarily through the use of surveys. Staff members and parents participated in an electronic survey. Students participated in a pencil-and-paper survey. Parent surveys were available in various languages. Parent feedback was also solicited in separate, additional surveys regarding conferences and parent involvement events. Steering committee members shared the responsibility for reading responses and compiling the data, which was shared with the other members. Achievement data was collected from a variety of sources, including the BAA site, Class A, MI School Data, the Golden Package, NWEA and Lafayette in-house records. Demographic data was collected from MI School Data, as well as Zangle, and Census Bureau data sites.

After the data was collected, it was reviewed and analyzed by stakeholders, sometimes at a staff meeting, but, more often, at a School Improvement Steering Committee Meeting. Steering Committee Meetings were held monthly throughout the year. On occasion, individual Steering Committee members would analyze specific sets of data and report back to the larger group. Trends and possible causes were discussed by the committee over the course of several meetings before conclusions were reached regarding the needs of Lafayette Elementary.

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?

It was determined that, overall, the percentage of Lafayette students achieving proficiency in Science, Math, Reading, and Social Studies is declining. This is true for most subgroups at almost every grade level. Students receiving additional Reading and Math support through Title I and At-Risk programs seem to be benefiting. The largest growing subgroups are Hispanic students and English Language Learners, and, while the achievement gap is not widening for these subgroups overall, it continues to exist at most grade levels and in most subjects.

While parents seem satisfied with the progress their students are making, academically, teachers see a need for improvement in all areas. Perception data also indicated concern among students, teachers, and parents alike over discipline-related issues.

It was concluded that, according to the achievement data, there is a need to make modifications to instructional approaches utilized in most content areas. Research-based strategies designed to engage and support ELL and economically disadvantaged students need to be utilized, and we need to continue our efforts to strengthen academic support in Science instruction. Social Studies is also an area of concern.

The results also showed that attendance is a continuing problem, particularly for students performing below grade level, and that the two different attendance programs initiated at the school level over the past two years have not been effective.

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 are developed directly in response to the data compiled from the needs assessment. Lafayette has four achievement goals, based on the fact that there were four academic areas where we failed to meet the state standard in the past. Although achievement data was the primary type of data considered in selecting these goals, multiple types of data were analyzed.

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?

In our building, we no longer have a subgroup of "non-economically disadvantaged." The goals were developed specifically to recognize and address the needs of the disadvantaged students who make up the vast majority of our student population. This was done as a direct result of our analysis of the achievement data of our economically disadvantaged students.

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 of the strategies in the school-wide plan are designed for the purpose of helping students reach the State's standards. "Power Hour" is a framework which will continue to be utilized to help ALL students achieve the State's standards. Utilizing PLCs to collaborate about instructional strategies, and their effectiveness, should also help ALL students achieve the State's standards, especially when used as a reflective practice in conjunction with Power Hour. Other strategies include professional development in Sheltered Instruction Observation Protocol, scheduling specific instructional time devoted to science and social studies, and increasing the amount and quality of instructional materials and supplies available for science and social studies instruction.

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).

Each of the methods and strategies in the school-wide plan are designed to specifically address the issues of quality and/or quantity of instruction. "Power Hour" increases both the quality and quantity of reading instruction for all students. Scheduling specific time periods for science and social studies instruction will lead to an increase in the quantity of instruction in many classrooms. Providing additional resources to support the current science and social studies curriculum should also increase the quality of the instruction.

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

All of the research-based reform strategies in the school-wide plan align with the findings of the needs assessment. The need for greater proficiency in reading achievement is addressed by the reform strategy of the "Power Hour." Professional development in Sheltered Instruction Observation Protocol aligns with the finding that there is a significant achievement gap between ELL and non-ELL students. The strategy of more structured and scheduled time devoted to science and social studies in the lower grades, and increased access to and variety of quality science and social studies materials aligns to the finding of the needs assessment indicating no growth in achievement in those areas.

Full-time access to both a behavior interventionist and at-risk student advisor aligns with the findings of the CNA that "bullying," discipline issues, and increasing perceptions of students that they are not treated respectfully by their peers are all areas of concern.

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.

Small-group intervention support in reading, specifically during Power Hour, will provide a level of intervention for all major subgroups participating in the school-wide program. The increase in the variety of instructional materials and supplies available to teachers of science and social studies will facilitate more effective differentiation for those students needing the most instructional support.

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

Ongoing formal and informal analysis of formative and informative achievement data during our monthly Power Hour data meetings are instrumental in determining the needs of our students, as well as our success in meeting those needs. Regular progress monitoring is another component in determining our success in meeting the needs of students requiring additional support.

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	All instructional assistants (IAs) meet the NCLB requirements for highly qualified.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate for this school year is 24 percent, which mostly occurred with the ASD teachers.

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

The experience level of key teaching and learning personnel is high, with most of our teachers having more than 15 years' experience.

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

Teachers are conscious of their role as ambassadors of Lafayette, and strive to maintain a professionally welcoming work environment. Frequent opportunities for collaboration, including regularly scheduled common prep periods, ongoing professional development are a few of the initiatives that have been implemented to attract and retain high quality teachers.

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

Lafayette Elementary is not aware of initiatives to attract and retain highly qualified teachers at the DISTRICT level.

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?

There is 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.

In accordance with the comprehensive needs assessment, staff will receive one day of professional development in Sheltered Instruction Observation Protocol, which is designed to increase literacy development of all students, with a specific benefit to the ELL students. This professional development is being planned at the building level, and is tentatively planned for June 2015.

The district will continue to provide professional development in math-teaching strategies for teachers of grades K-5 through embedded coaching.

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

The bulk of the professional learning provided for in our improvement plan will be spread out over a period of several weeks, giving teachers the opportunity to practice implementation of learned strategies and return to the training for support with areas of difficulty or points of confusion. Also, this learning will be sustained by frequent "revisits" during staff meetings, weekly grade level "huddles," as well as during grade level common prep times.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the design of the schoolwide plan through participation in surveys, membership on the School Steering Committee, and input via feedback from the Parent Involvement Committee.

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

Parents were involved in the implementation of the school-wide plan through their participation in parent involvement events, including reading and math nights, kindergarten transition activities, and the Final Four Multiplication Tournament. They were also involved in implementing the school-wide plan by adhering to the assurances they made when signing the school-parent compact, participating in conferences and student support team meetings designed to monitor progress and personalize support for their children, and cooperating with the school's efforts to provide at-home practice in reading.

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

Parents were involved in the evaluation of the schoolwide plan through surveys, participation on the Parent Involvement Committee, and through representation on the School Improvement Steering Committee.

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 school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) through multiple methods. Parent meetings are scheduled, usually in the format of Parent Involvement Committee meetings, to solicit parent involvement and input, collaboratively plan family involvement activities, provide information regarding student achievement, program availability and eligibility, and build capacity for supporting their children's educational needs by teaching them strategies for home skill practice. Some of these activities are also carried out through collaboration with the PTA. Others are carried out in the context of family involvement activities. Program information is shared on an annual basis, whereas specific information regarding the progress and program recommendations of individual students is shared at Student Support Team Meetings throughout the year.

Every effort is made to provide parents with appropriate information in a language they can understand. Lafayette Elementary has two co-chairs on our school improvement team, in addition to the rest of the team, who coordinate parent involvement activities, as well as one full-

time translator on staff to assist in these communications. The translator is available for meetings and most parent involvement activities. Written communications and electronic messages are delivered in the parents' primary language.

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

Both the School Improvement Steering Committee and the Parent Involvement Committee evaluated the parent involvement component of the school-wide plan this year. This was done through a combination of parent surveys, participation data, parent evaluations of various family involvement events, and feedback from the members of Lafayette's Parent Involvement Committee.

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

Parents made positive suggestions in terms of scheduling, organization, and personal preference regarding the family event component of the school-wide program. These suggestions will be utilized in planning next year's events. In terms of the program itself, feedback was positive, but very limited, due to the small number of active Parent Involvement Committee participants. Building upon the quality and quantity of parent involvement is, consequently, a key component of the plan moving forward.

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

The initial school-parent compact was developed by Lafayette's entire School Improvement Committee several years ago. It is reviewed annually by both parents and teachers, and modifications are made based on the recommendations of the stakeholders. The compact was revised in the fall of 2013 and reviewed by parents this past fall.

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

Teachers discuss the compact with the parents at the conferences, and both teachers and parents sign them as part of the conference. Teachers ask parents to discuss the compact with their students. Students also sign the compact after a class discussion with their teacher and fellow classmates within a few days of the parent teacher conferences.

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

NA

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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.

Most communications are provided in the parents' primary language, and keys are provided, in simple language, to explain terms used in assessment results. Information on the district website can be translated. Also, Lafayette has an interpreter available at the school to handle questions and to aid in teacher-parent communications.

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?

Parents of preschool age children are invited to attend Lafayette Elementary for a follow-up to kindergarten round-up, several weeks after the initial visit. Parents and teachers have the opportunity to share important information in a less formal setting, and children have an opportunity to interact with their future classmates and acclimate themselves to the school. Materials are provided for the children to use at home with their parents to build readiness skills over the summer.

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?

This has been addressed previously. Kindergarten teachers provide this at the initial visit and at the "post round-up" meeting, both in the form of discussion and in the providing of literature to take home with them explaining the readiness skills their child should have before entering school. Parents are also provided with strategies for assisting their children in developing these skills.

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 have regular input in these decisions through their involvement on the school improvement team and during discussions at staff meetings and common grade-level planning meetings ("huddles"). Increased collaboration on the creation of school-based academic assessments, particularly those of a formative nature, is something that is encouraged and supported. This has been slowed somewhat due to the many assessments that teachers have already been mandated to administer. Also, frequent changes in required assessments have been made in recent years, with minimal teacher input. All teachers were invited to join a formal assessment committee to create district-level common assessments.

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

Teachers regularly analyze and discuss data, and use it to modify instruction as needed, based on results of school-wide assessments. Much of this analysis occurs at Steering Committee Meetings, staff meetings, and in weekly "huddles" by grade level. Data analysis also occurs during monthly Power Hour data meetings with the academic coach. For the 2014-15 school year, we created and hired a data coach to compile and analyze the assessment data. This information aided in the grouping of students for Power Hour. Analysis of progress monitoring data drives instructional recommendations for at-risk students.

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.

The first step in identifying students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level is to look at the students' scores on the State's academic achievement assessments. DRA, MLPP, and NWEA data are used to corroborate state assessment results, as well as give more current information regarding student difficulty in mastering achievement standards. Data from the NWEA assessment will also be used to identify students experiencing difficulty in mastering the standards in math, reading, and science.

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?

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards through differentiated instruction in the classroom, both through guided reading and differentiated instruction in the content areas. When these methods are insufficient to meet student needs, intervention support is delivered in the form of additional instruction by highly-qualified instructional personnel, using targeted intervention strategies in a small-group or individual instructional setting. Phonics Soup, guided leveled reading, and LLI are some of the strategies that are utilized to help students close gaps in achievement. Beginning with the 2014-2015 school year, this additional assistance will be provided utilizing the "Power Hour" format. Students who receive intervention support are/will be progress monitored regularly. Student progress and intervention strategies are evaluated regularly at our monthly Power Hour data meetings.

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

Student reading instruction is being delivered primarily through guided, leveled reading in small groups, ensuring that reading practice and instruction is appropriate for the individual students. More individualized support and increased differentiation is available through the Power Hour format, with students receiving additional skill-based support in reading based on their specific needs.

Technology in the classroom, such as interactive white boards, chrome books, and i-Pads, has also increased the variety of differentiation available for instruction. Non-fiction reading materials in the content areas, available in multiple levels, are another way of addressing students' individual needs in the classroom.

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.

Lafayette Elementary actively coordinates and integrates various programs and resources from a variety of sources to meet school improvement goals. These programs include, but are not limited to:

General Fund, Title III, Title I, At-Risk Funds - ELL Programs

Title I - Parent Involvement Events, Academic Intervention Services, Kindergarten Transition Program, SIOP training, Additional Materials for Science and Social Studies

Title II - Professional Development in Math, NWEA testing, and technology training

Programs Funded by Other Sources: Positive Behavior and Intervention Support, Mobile Dentist, Gift of Sight, and the Universal Breakfast Program

Private Grants and Corporate Donations: Reading Night

It is Lafayette's plan to continue to improve in the coordination of Title I, ELL, and PBIS efforts by an emphasis on intentional, deliberate collaboration throughout the student support process.

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.

Comprehensive Needs Assessment - performed by all staff, utilizing general funds, utilizing State resources

School-wide Reform Strategies - Title I and State

Instruction by Highly Qualified Staff - State (classroom teachers, ELL Support); Title I (intervention support); At-risk funds (At-risk Advisor, ELL Support); Title III (ELL Support)

Strategies to Attract Highly Qualified Teachers - State

High Quality Professional Development - Title I and Title II

Strategies to Increase Parental Support - Title I, Private Donations and Local Grants

Preschool Transition - State, Title I

Teacher Participation in Making Assessment Decisions - State, Title I

Timely and Additional Assistance to Students Having Difficulty Meeting the Standards - State, Title I, Title III, At-Risk Funds

Coordination and Integration of Federal, State and Local Programs and Resources - All of the above

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.

NA, with the exception of the Universal Breakfast Program.

Evaluation:

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

The Steering Committee meets regularly to evaluate the implementation of the school-wide program. Some elements of implementation can be evaluated by simple observation (i.e., Did we hold the multiplication tournament?; Were conferences scheduled and held with parents of students with poor attendance?). Evaluation of the implementation of other elements of the programs are done by survey. Starting in 2014, the Evaluation Template from AdvancED will be utilized in this process.

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.

The staff evaluates the results achieved by the school-wide program using data from the M-STEP, DRA, MLPP and NWEA assessments. Some of this evaluation occurs during staff meetings, often within Professional Learning Communities. More in-depth analysis is done by the Steering Committee at regularly scheduled meetings (usually monthly), and reported back to the staff and by our data coach.

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.

The School Improvement Team reviews the data at regularly scheduled meetings. Coordinating the process of analyzing our local achievement data with our M-STEP and NWEA results helps the school get a clearer picture of the success of the program. Data regarding the progress of students receiving intervention support is closely monitored in terms of evaluating program effectiveness. Also, gap analysis data of those subgroups furthest from achieving the standards is analyzed to see if the gaps are widening or lessening in response to implementation of the school-wide program.

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?

When success is not evident, as shown through progress monitoring, DRA, NWEA, MLPP and formative assessments, the School Improvement Team shall meet to make adjustments as necessary, always considering relevant research. Such modifications will be conveyed to all those parties involved and responsible for plan implementation.

2014 - 2017 Lafayette SIP

Overview

Plan Name

2014 - 2017 Lafayette SIP

Plan Description

2014 - 2017 Lafayette SIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Lafayette Elementary will work towards proficiency in English Language Arts.	Objectives: 1 Strategies: 5 Activities: 16	Academic	\$77592
2	All students at Lafayette Elementary will work towards proficiency in Math.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$96543
3	All students at Lafayette Elementary will work towards proficiency in Science.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$6190
4	All students at Lafayette Elementary will work towards proficiency in Social Studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
5	All staff will improve school climate by improved implementation of Lafayette's Positive Behavior Intervention and Support Plan.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$28203

Goal 1: All students at Lafayette Elementary will work towards proficiency in English Language Arts.

Measurable Objective 1:

65% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency all reading standards in English Language Arts by 06/01/2017 as measured by state level assessment.

Strategy 1:

Reading Intervention (Power Hour) - Instructional Personnel will identify students with deficits in reading and intervene by use of research-based, best practice targeted instruction in a small group setting.

Category:

Research Cited: National Reading Panel, April 2000

"Classroom Instruction that Works," Marzano, 2001

Tier: Tier 2

Activity - Small Group Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will meet in a small group setting with reading interventionists for intensive targeted reading instruction using research-based intervention strategies.	Direct Instruction	Tier 2	Implement	09/02/2014	06/09/2017	\$73527	Title I Schoolwide	Teachers and Interventionists
Activity - Assessing Need for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess students using NWEA, DRA, and MLPP to identify students in need of reading intervention.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	Reading Teachers
Activity - Power Hour Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff teams will meet collaboratively to analyze data and student artifacts to designate intervention groups, design interventions, and progress monitor the success of interventions and ongoing learning of struggling students.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	All reading teachers and interventionists

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Activity - Student Support Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Support Team Members, including teachers, interventionists, other support staff, and parents will meet regularly to evaluate and modify intervention plans for those students not making appropriate achievement gains even with small group support.	Parent Involvement	Tier 3	Evaluate	09/02/2014	06/09/2017	\$840	Title I Schoolwide	Teachers, interventionists, other support staff as appropriate

Strategy 2:

Multisensory Instruction - K -- 1 Teachers will use "Heidi Songs" to facilitate learning in different modalities.

Category:

Research Cited: How Does Integrating Music and Movement in a Kindergarten Classroom Effect Student Achievement, Janet K. Evans Wayne State College, Wayne Nebraska; The Power of Movement in Teaching and Learning

Susan Griss - Education Week - Published Online: March 20, 2013.

Tier: Tier 1

Activity - Heidisongs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K - 1 Teachers will use Heidisongs to use music, movement, and graphics to provide instruction in early literacy skills using auditory, kinesthetic, and visual modalities.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	Teachers, K - 1

Activity - Multisensory Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remind teachers to use multisensory materials and make sure materials are available and in good working order.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	Building Principal, Steering Committee Treasurer

Activity - Multisensory Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least monthly, walkthrough will be conducted to observe implementation of strategy.	Walkthrough	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	Building Principal

Strategy 3:

Sheltered Instruction Observation Protocol - One teacher will be trained as a SIOP trainer. That teacher will then train other staff members in SIOP strategies.

Category:

School Improvement Plan

Lafayette Elementary School

Research Cited: Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction. Center for Applied Linguistics: Washington, DC, United States. TESOL QUARTERLY Vol. 46, No. 2, June 2012.

Echevarria, J., Richards-Tutor, C., Canges, R., & Francis, D. (2011). Using the SIOP Model to promote the acquisition of language and science concepts with English learners. Bilingual Research Journal, 34 (3), 334-351.

Tier: Tier 1

Activity - Train the Trainer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher will be trained as a SIOP trainer.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/12/2015	\$300	Title I Schoolwide	Paulette Carson

Activity - SIOP Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in the SIOP components from a trained staff member.	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$500	Title I Schoolwide	All teachers

Activity - SIOP Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share experiences and offer constructive feedback to their colleagues regarding implementation of SIOP strategies. This may occur during monthly staff meetings or during weekly "huddles" with same-grade teachers. .	Teacher Collaboration	Tier 1	Evaluate	10/01/2014	06/09/2017	\$0	No Funding Required	All teachers and building principal

Strategy 4:

Parent Involvement Reading Events - Teachers and support staff will plan a family involvement event designed to engage students and their families in literacy-related activities to both heighten their enthusiasm for reading and increase parent involvement in their children's reading progress. Parents will be provided instruction and resources to assist them in their efforts to work with their children at home, and students will be provided reading materials (of their choosing) for at-home reading.

Category:

Research Cited: Research Cited: What Research Says About Parent Involvement in Children's Education (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (Southwest Educational Development Laboratory, 2002)

Tier: Tier 1

Activity - Reading Night Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and other stakeholders (PTA, Parent Involvement Committee members, etc.) will attend several planning meetings to determine the theme, reading strategies of focus, and format of the event(s). Title I parental involvement funds will support this activity, but additional funds will be solicited in the form of grants, private donations, and contributions from local businesses. Books for students and materials for event must be purchased, vendors and "guests" (authors, etc.) contracted for presentations, letters and sign-up sheets sent home.	Parent Involvement	Tier 1	Getting Ready	06/02/2014	03/31/2017	\$2200	Title I Schoolwide	All Instructional Staff, Building Principal, Compliance Monitor, and Steering Committee Treasurer
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Activity - Reading Night Event	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will involve students and their families in literacy-rich, engaging activities at an evening event, designed to foster an enthusiasm for reading, and to provide concrete examples of ways reading can be enjoyed at home. Teachers and the academic coach will also provide parents with materials and "tips" on how to help their children improve their reading achievement.	Parent Involvement	Tier 1	Implement	03/02/2015	03/31/2017	\$0	No Funding Required	All Teachers and Building Principal

Activity - Reading Night Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be surveyed the evening of the event for their feedback on the effectiveness of Reading Night. Other perception data gathered from parents and students will also be evaluated in terms of perceptions regarding family involvement opportunities, responsiveness to parent/student needs, and school culture. Sign-in sheets will also be utilized to evaluate the number and percentage of students and parents, from each subgroup, that participated in the event.	Parent Involvement	Tier 1	Evaluate	03/02/2015	03/31/2017	\$0	No Funding Required	Compliance Monitor

Strategy 5:

Preschool Transition - At Kindergarten Round-up, parents of following year's kindergarteners will be invited to come with their children to a follow-up "Morning of Fun" at Lafayette. This will be an opportunity for children to become acclimated to the school setting, as they participate in engaging group activities under the guidance of the kindergarten teachers; parents will receive additional support/instruction on ways they can prepare their children for kindergarten.

Category:

Research Cited: Dockett, Sue, & Perry, Bob. (1999a). Starting school: What matters for children, parents, and educators. AECA Research in Practice Series, 6(3).

Canberra: Australian Early Childhood Association. ED 441 597.

Bailey, Don. (1999). Foreword. In R. C. Pianta & M. J. Cox (Eds.), The transition to kindergarten (pp. xv-xvi). Baltimore, MD: Paul H. Brookes. ED 438 026.

Tier: Tier 1

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Activity - "Morning of Fun" Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written and verbal invitations will be extended to the following year's kindergarteners, and their parents or caregivers, to attend a post-kindergarten round-up welcoming activity. Invitations will be extended, in multiple languages, at round-up, through the media (school cable channel and website), via the local GSRP program, and when parents come in to enroll their children.	Communication	Tier 1	Getting Ready	02/02/2015	05/01/2017	\$0	No Funding Required	Compliance Monitor, Kindergarten Teachers, Building Secretary and Translator
Activity - Morning of Fun	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers will engage "pre-kindergarteners" in highly interactive readiness activities (singing, movement, etc.) while another teacher(s) provides school readiness tips to parents, and gives them the opportunity to share important information about their children.	Implementation	Tier 1	Implement	02/02/2015	06/09/2017	\$225	Title I Schoolwide	Kindergarten Teachers
Activity - "Morning of Fun" Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff will survey parents regarding their perception of the value of the "Morning of Fun" and provide them the opportunity to suggest ways to improve the activity, as well as to offer other ideas to promote parent involvement and/or kindergarten readiness.	Evaluation	Tier 1	Evaluate	02/02/2015	05/01/2017	\$0	No Funding Required	Kindergarten Teachers, Compliance Monitor

Goal 2: All students at Lafayette Elementary will work towards proficiency in Math.

Measurable Objective 1:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2017 as measured by state level assessment and formative assessment.

Strategy 1:

Computational Automaticity - Teachers will provide daily practice in computation of basic facts. Saxon Math will be used to implement this strategy in K - 2. In grades 3 - 5, daily practice will be embedded into ongoing preparation for an annual "March Madness" Multiplication Tournament, which will culminate in a Final Four evening competition.

Category:

Research Cited: Mayfield, K. H., & Chase, P. N. (2002). The effects of cumulative practice on mathematics problem solving. Journal of Applied Behavior Analysis, 35,

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105–123.

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: Author.

Nguyen, K. (1994). The 1993–94 Saxon Mathematics program evaluation report. Oklahoma City, OK: Oklahoma City Public Schools.

Tier: Tier 1

Activity - March Madness Tournament Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent feedback regarding the Multiplication Tournament will be solicited in survey format at the end of the family event. Student progress in computational skills will also be evaluated several times a year, using the NWEA, or a local formative assessment.	Evaluation	Tier 1	Evaluate	11/03/2014	06/09/2017	\$0	No Funding Required	Teachers of grades 3-5, Interventionists, Compliance Monitor, and Building Principal
Activity - Tournament Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize students into "balanced" teams, and have each team choose their own name. Establish practice times and tournament schedule. Purchase recognition materials (t-shirts, certificates, award pencils) and supplies for the tournament. Prepare parent invitations to the evening event.	Getting Ready	Tier 1	Getting Ready	09/09/2014	04/14/2017	\$550	Title I Schoolwide	Teachers, Grades 3 - 5; Building Principal, Compliance Monitor, Steering Committee Treasurer
Activity - March Madness Tournament	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will hold an "elimination-style" multiplication tournament scheduled to begin in early March, and culminating in a competition between the "Final Four" teams in April. The final competition will be an evening event, attended by students' families, followed by an award ceremony and refreshments.	Implementation	Tier 1	Implement	10/06/2014	04/14/2017	\$0	No Funding Required	Teachers, grades 3 - 5; Compliance Monitor, Interventionists, and Building Principal
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Activity - Saxon Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers of grades K - 2 will use the Saxon Math program to teach automaticity of basic facts to their students.	Direct Instruction	Tier 1	Implement	09/09/2014	06/01/2017	\$0	No Funding Required	Math Teachers, Interventionists

Strategy 2:

Math Intervention (Power Hour) - Instructional Personnel will identify students with deficits in math and problem-solving skills and intervene by use of research-based, best practice targeted instruction in a small group setting.

Category:

Research Cited: "Guided Math," Laney Sammons

U.S. Department of Education. 2008. "The final report of the National Mathematics Advisory Panel. Report of the National Mathematics Advisory Panel.

Tier: Tier 2

Activity - Small Group Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will meet in a small group setting with interventionists for targeted instruction in math skills using research-based intervention strategies.	Academic Support Program	Tier 2	Implement	09/02/2014	06/09/2017	\$94313	Title I Schoolwide	Teachers and Interventionists

Activity - Using Data to Select Students and Skills for Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will determine students in need of intervention, as well as skills for which intervention is needed, using assessment data gathered from NWEA, Saxon Math assessments, and other local assessments (both formal and informal).	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	Teachers and Compliance Monitor

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Activity - Student Support Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Support Team Members, including teachers, interventionists, other support staff, and parents will meet regularly to evaluate and modify intervention plans for those students not making appropriate achievement gains even with small group support.	Parent Involvement	Tier 3	Evaluate	09/02/2014	06/09/2017	\$1680	Title I Schoolwide	Teachers, Interventionists, and other support staff, as appropriate

Activity - Power Hour Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff teams will meet collaboratively to analyze data and student artifacts to designate intervention groups, plan interventions, and progress monitor the success of interventions.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	Teachers, Interventionists, Building Principal, and Compliance Monitor

Strategy 3:

Multisensory Instruction - K -- 1 Teachers will use "Heidi Songs" to facilitate learning in different modalities.

Category:

Research Cited: How Does Integrating Music and Movement in a Kindergarten Classroom Effect Student Achievement in Math., Janet K. Evans Wayne State College, Wayne Nebraska; The Power of Movement in Teaching and Learning

Tier: Tier 1

Activity - Heidisongs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K - 1 Teachers will use Heidisongs to use music, movement, and graphics to provide instruction in basic numeracy using auditory, kinesthetic, and visual modalities.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	Teachers, K - 1

Activity - Multisensory Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remind teachers to use multisensory strategies. Make sure necessary materials are available and in good working order.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	Building Principal

Activity - Multisensory Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At least monthly, walkthrough will be conducted to observe implementation of strategy.	Walkthrough	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	Building Principal
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Goal 3: All students at Lafayette Elementary will work towards proficiency in Science.

Measurable Objective 1:

45% of Fourth grade students will demonstrate a proficiency in tested skills in Science by 06/09/2017 as measured by state level assessment.

Strategy 1:

Utilizing Multiple Modalities in Science Instruction - Teachers will use a variety of modalities to build students' knowledge of science concepts. Use of technology (i.e., interactive white boards and chromebooks), appropriately leveled and aligned science content books, and frequent use of hands-on science exploration activities will be integrated for optimal engagement of the learner.

Category:

Research Cited: Institute for Learning Styles (2008.) Overview of the seven perceptual styles. Retrieved August 28, 2008 from <http://www.learningstyles.org> Kalyuga, S. (2005) Prior knowledge principle in multimedia learning. In R. E. Mayer (Ed.). The Cambridge Handbook of Multimedia Learning. New York: Cambridge University Press.

Tier: Tier 1

Activity - Purchase Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be reminded to use available leveled content area books. Supplemental interactive and "hands-on" science materials and "BrainPop" internet subscription will be purchased.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$5090	Title I Schoolwide	Building Principal, Steering Committee Treasurer

Activity - Interactive Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly use technology and interactive strategies in science instruction, in a way to increase engagement of the students. Use of technology may include interactive white board activities, "BrainPop" lessons, and/or use of chromebooks or I pads.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	All science teachers.

Activity - Reading Support in Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use leveled books to support science instruction. These books can be used during core reading instruction as well as during science instruction. Science and reading teachers will collaborate to ensure coordination of instruction.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	Science Teachers, Reading Teachers, and Interventionists
Activity - Science/Math Parent Involvement Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Science/Math Night will be held to expose parents to concepts their children are learning, and to increase enthusiasm for science among students and their families. Activity will also give students an opportunity to engage in hands-on explorations not usually accessible in a classroom setting.	Parent Involvement	Tier 1	Implement	11/10/2014	12/12/2014	\$1100	Title I Schoolwide	All Teachers
Activity - Science/Math Night Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be surveyed for feedback regarding the effectiveness of the Science/Math Night. Activity will also be evaluated in terms of parent and student attendance at the event.	Parent Involvement	Tier 1	Evaluate	11/10/2014	12/19/2014	\$0	No Funding Required	Compliance Monitor
Activity - Hands-on Science Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide guided, hands-on activities to facilitate exploration and discovery of science concepts. Structured conversations should be a component of all activities, giving students practice in expressing their science observations and in using science vocabulary.	Implementation	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	Science Teachers
Activity - Science Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will monitor the use of multiple modalities in science instruction by regular walkthroughs during science instruction.	Walkthrough	Tier 1	Monitor	10/06/2014	06/09/2017	\$0	No Funding Required	Building principal

Goal 4: All students at Lafayette Elementary will work towards proficiency in Social Studies.

Measurable Objective 1:

52% of Fifth grade students will demonstrate a proficiency in tested skills in Social Studies by 06/01/2017 as measured by state level assessment.

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Strategy 1:

Utilizing Multiple Modalities in Social Studies Instruction - Teachers will use a variety of modalities to build students' knowledge of social studies concepts. Use of technology (i.e., interactive white boards and chromebooks), appropriately leveled and aligned social studies content books will be integrated for optimal engagement of the learner.

Category:

Research Cited: Institute for Learning Styles (2008.) Overview of the seven perceptual styles. Retrieved August 28, 2008 from <http://www.learningstyles.org> Kalyuga, S. (2005)

Prior knowledge principle in multimedia learning. In R. E. Mayer (Ed.). The Cambridge Handbook of Multimedia Learning. New York: Cambridge University Press.

Tier: Tier 1

Activity - Purchase Software for Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"BrainPop" internet subscription will be purchased.	Technology	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	Building Principal, Steering Committee Treasurer

Activity - Using Technology in Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly use technology in social studies instruction, in a way to increase engagement of the students. Use of technology may include interactive white board activities, "BrainPop" lessons, and/or use of chromebooks or Ipads.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	All Social Studies Teachers

Activity - Leveled Reading Materials in Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use leveled books to support social studies instruction. These books can be used during core reading instruction as well as during social studies instruction. Social studies and reading teachers will collaborate to ensure coordination of instruction.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	Social Studies Teachers, Reading Teachers, and Interventionists

Activity - Social Studies Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building principal will monitor the use of multiple modalities in social studies instruction by regular walkthroughs during social studies instruction.	Walkthrough	Tier 1	Monitor	10/01/2014	06/09/2017	\$0	No Funding Required	Building Principal
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Goal 5: All staff will improve school climate by improved implementation of Lafayette's Positive Behavior Intervention and Support Plan.

Measurable Objective 1:

demonstrate a behavior of consistent support and implementation of our positive behavior and intervention support program by 06/01/2017 as measured by a decrease in the number of office discipline referrals, and by surveying parents, staff, and students regarding their perceptions of school climate.

Strategy 1:

Positive Behavior Expectations Matrix - Positive behavior expectations for students will be communicated to all staff members, students, and parents. Teachers will teach and review all elements of the matrix, at prescribed intervals, to their students. All staff will be responsible for modeling and enforcing the positive student behavior matrix.

Category:

Research Cited: Cipani, E. (2007, 3rd Ed.). Classroom management for all teachers-plans for evidenced-based practice. Upper Saddle River, NJ : Prentice-Hall, Inc. www.pearsonhighered.com

Ruff, M., Higgins, C., Glaeser, B., & Patnode, M. (1998). Positive behavioral support: Strategies for teachers. *Intervention in School and Clinic*. 34 (1), 21-32.

Tier: Tier 1

Activity - Matrix Review with Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Matrix will be reviewed with staff members at the beginning of the year. Staff members will be provided with a schedule for teaching and reviewing matrix behaviors.	Getting Ready	Tier 1	Getting Ready	09/09/2014	06/01/2017	\$0	No Funding Required	Building principal and behavior interventionist

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will receive training, as needed, in teaching, modeling, and enforcing positive behavior expectations matrix.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/01/2017	\$200	Other	Building principal, food services director, and/or behavior interventionist
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Activity - Teaching and Enforcing Matrix Behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will teach and review the matrix behaviors, following the schedule developed by Lafayette's PBIS Committee. Behaviors will be retaught as necessary; modeling and reinforcing will be ongoing, following the four-to-one ratio of "positives" to "negatives," both with the class and with individual students.	Implementation	Tier 1	Implement	09/09/2014	06/01/2017	\$0	No Funding Required	All staff

Activity - Evaluation of Matrix Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of this strategy will be monitored through the use of sign-in sheets at PBIS trainings, as well as through informal observation (walkthroughs, etc.), and surveys of staff, parents, and students.	Monitor	Tier 1	Evaluate	09/09/2014	06/01/2017	\$0	No Funding Required	Building administrator, compliance monitor, and/or behavior interventionist

Activity - Universal Hand Signals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff and students will use universal hand-signals to regain attention of students engaging in disruptive, inattentive, or off-task behaviors.	Implementation	Tier 1	Implement	09/09/2014	06/01/2017	\$0	No Funding Required	All staff

Strategy 2:

Behavior Intervention - Students requiring additional behavior support will receive behavior intervention. Depending upon the needs of the student, this support may take the form of a conference, mentor, check-in/check-out plan, behavior contract, etc. Behavior Intervention Tier II or Tier III plans will be developed for students requiring systematic on-going behavior support. These plans will be developed and monitored by a Student Support Team which will include, minimally, the behavior interventionist and classroom teacher.

Category:

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Research Cited: Todd, A. W., Kaufman, A., Meyer, G., & Horner, R. H. (in press). The Effects of a Targeted Intervention to Reduce Problem Behaviors: Elementary School Implementation of Check In - Check Out. Journal of Positive Behavioral Interventions.

Hawken, L. & Horner, R. (2003). Evaluation of a targeted group intervention within a school-wide system of behavior support, Journal of Behavioral Education, 12, 225-240.

Tier: Tier 2

Activity - Procedures for Documenting Behavior Data and Requesting Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior Intervention and Support procedures will be reviewed, including procedures for documenting student behavior, school wide consequence and reinforcement system, office discipline referrals, and requests for Tier 2 behavior intervention support.	Policy and Process	Tier 1	Getting Ready	09/09/2014	10/24/2014	\$0	No Funding Required	Building principal and behavior interventionist
Activity - Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Intervention Support will be provided and/or coordinated by the behavior interventionist for students who require such support. This support may take the form of conferencing, mentoring, check-in/check-out, or other intervention strategies. Tier 2 behavior intervention plans will be developed by the Student Support Team for students in need of ongoing, systematic behavior interventions. All Student Support Teams for behavior interventions will include the classroom teacher and behavior interventionist.	Behavioral Support Program	Tier 2	Implement	09/09/2014	06/01/2017	\$27703	Title I Schoolwide	Behavior Interventionist
Activity - Reinforcing Positive Behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior will be reinforced through the use of "CAT" tickets, which will be awarded by staff members as appropriate. Students will have the opportunity to use the tickets to "purchase" items from the "CAT" cart on a weekly basis. Celebrations of positive behavior will be held monthly.	Behavioral Support Program	Tier 1	Implement	09/09/2014	06/01/2017	\$300	Other	All Staff
Activity - PBIS Monthly Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Interventionist will share behavior data electronically and at monthly staff meetings. PBIS Committee members will meet monthly for analysis of data, and to recommend modifications to program as needed.	Behavioral Support Program	Tier 1	Evaluate	09/09/2014	06/01/2017	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science/Math Parent Involvement Night	Parent Involvement Science/Math Night will be held to expose parents to concepts their children are learning, and to increase enthusiasm for science among students and their families. Activity will also give students an opportunity to engage in hands-on explorations not usually accessible in a classroom setting.	Parent Involvement	Tier 1	Implement	11/10/2014	12/12/2014	\$1100	All Teachers
Behavior Intervention Support	Behavior Intervention Support will be provided and/or coordinated by the behavior interventionist for students who require such support. This support may take the form of conferencing, mentoring, check-in/check-out, or other intervention strategies. Tier 2 behavior intervention plans will be developed by the Student Support Team for students in need of ongoing, systematic behavior interventions. All Student Support Teams for behavior interventions will include the classroom teacher and behavior interventionist.	Behavioral Support Program	Tier 2	Implement	09/09/2014	06/01/2017	\$27703	Behavior Interventionist
Reading Night Preparation	Teachers and other stakeholders (PTA, Parent Involvement Committee members, etc.) will attend several planning meetings to determine the theme, reading strategies of focus, and format of the event(s). Title I parental involvement funds will support this activity, but additional funds will be solicited in the form of grants, private donations, and contributions from local businesses. Books for students and materials for event must be purchased, vendors and "guests" (authors, etc.) contracted for presentations, letters and sign-up sheets sent home.	Parent Involvement	Tier 1	Getting Ready	06/02/2014	03/31/2017	\$2200	All Instructional Staff, Building Principal, Compliance Monitor, and Steering Committee Treasurer
Student Support Team Meetings	Student Support Team Members, including teachers, interventionists, other support staff, and parents will meet regularly to evaluate and modify intervention plans for those students not making appropriate achievement gains even with small group support.	Parent Involvement	Tier 3	Evaluate	09/02/2014	06/09/2017	\$840	Teachers, interventionists, other support staff as appropriate

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Small Group Math Intervention	At-risk students will meet in a small group setting with interventionists for targeted instruction in math skills using research-based intervention strategies.	Academic Support Program	Tier 2	Implement	09/02/2014	06/09/2017	\$94313	Teachers and Interventionists
Student Support Team Meetings	Student Support Team Members, including teachers, interventionists, other support staff, and parents will meet regularly to evaluate and modify intervention plans for those students not making appropriate achievement gains even with small group support.	Parent Involvement	Tier 3	Evaluate	09/02/2014	06/09/2017	\$1680	Teachers, Interventionists, and other support staff, as appropriate
Train the Trainer	One teacher will be trained as a SIOP trainer.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/12/2015	\$300	Paulette Carson
Tournament Preparation	Organize students into "balanced" teams, and have each team choose their own name. Establish practice times and tournament schedule. Purchase recognition materials (t-shirts, certificates, award pencils) and supplies for the tournament. Prepare parent invitations to the evening event.	Getting Ready	Tier 1	Getting Ready	09/09/2014	04/14/2017	\$550	Teachers, Grades 3 - 5; Building Principal, Compliance Monitor, Steering Committee Treasurer
Morning of Fun	Two teachers will engage "pre-kindergarteners" in highly interactive readiness activities (singing, movement, etc.) while another teacher(s) provides school readiness tips to parents, and gives them the opportunity to share important information about their children.	Implementation	Tier 1	Implement	02/02/2015	06/09/2017	\$225	Kindergarten Teachers
Purchase Materials	Teachers will be reminded to use available leveled content area books. Supplemental interactive and "hands-on" science materials and "BrainPop" internet subscription will be purchased.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$5090	Building Principal, Steering Committee Treasurer
SIOP Implementation	Teachers will receive training in the SIOP components from a trained staff member.	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$500	All teachers
Small Group Reading Intervention	At-risk students will meet in a small group setting with reading interventionists for intensive targeted reading instruction using research-based intervention strategies.	Direct Instruction	Tier 2	Implement	09/02/2014	06/09/2017	\$73527	Teachers and Interventionists

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reinforcing Positive Behaviors	Positive Behavior will be reinforced through the use of "CAT" tickets, which will be awarded by staff members as appropriate. Students will have the opportunity to use the tickets to "purchase" items from the "CAT" cart on a weekly basis. Celebrations of positive behavior will be held monthly.	Behavioral Support Program	Tier 1	Implement	09/09/2014	06/01/2017	\$300	All Staff
Staff Training	Staff will receive training, as needed, in teaching, modeling, and enforcing positive behavior expectations matrix.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/01/2017	\$200	Building principal, food services director, and/or behavior interventionist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Matrix Review with Staff	Matrix will be reviewed with staff members at the beginning of the year. Staff members will be provided with a schedule for teaching and reviewing matrix behaviors.	Getting Ready	Tier 1	Getting Ready	09/09/2014	06/01/2017	\$0	Building principal and behavior interventionist
Assessing Need for Intervention	Teachers will assess students using NWEA, DRA, and MLPP to identify students in need of reading intervention.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	Reading Teachers
Science Walkthroughs	Building principal will monitor the use of multiple modalities in science instruction by regular walkthroughs during science instruction.	Walkthrough	Tier 1	Monitor	10/06/2014	06/09/2017	\$0	Building principal
Using Data to Select Students and Skills for Math Intervention	Teachers will determine students in need of intervention, as well as skills for which intervention is needed, using assessment data gathered from NWEA, Saxon Math assessments, and other local assessments (both formal and informal).	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/09/2017	\$0	Teachers and Compliance Monitor
"Morning of Fun" Evaluation	School Staff will survey parents regarding their perception of the value of the "Morning of Fun" and provide them the opportunity to suggest ways to improve the activity, as well as to offer other ideas to promote parent involvement and/or kindergarten readiness.	Evaluation	Tier 1	Evaluate	02/02/2015	05/01/2017	\$0	Kindergarten Teachers, Compliance Monitor

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Teaching and Enforcing Matrix Behaviors	Staff will teach and review the matrix behaviors, following the schedule developed by Lafayette's PBIS Committee. Behaviors will be retaught as necessary; modeling and reinforcing will be ongoing, following the four-to-one ratio of "positives" to "negatives," both with the class and with individual students.	Implementation	Tier 1	Implement	09/09/2014	06/01/2017	\$0	All staff
Using Technology in Social Studies Instruction	Teachers will regularly use technology in social studies instruction, in a way to increase engagement of the students. Use of technology may include interactive white board activities, "BrainPop" lessons, and/or use of chromebooks or Ipads.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	All Social Studies Teachers
Evaluation of Matrix Implementation	The implementation of this strategy will be monitored through the use of sign-in sheets at PBIS trainings, as well as through informal observation (walkthroughs, etc.), and surveys of staff, parents, and students.	Monitor	Tier 1	Evaluate	09/09/2014	06/01/2017	\$0	Building administrator, compliance monitor, and/or behavior interventionist
Interactive Science Instruction	Teachers will regularly use technology and interactive strategies in science instruction, in a way to increase engagement of the students. Use of technology may include interactive white board activities, "BrainPop" lessons, and/or use of chromebooks or Ipads.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	All science teachers.
Heidisongs	K - 1 Teachers will use Heidisongs to use music, movement, and graphics to provide instruction in early literacy skills using auditory, kinesthetic, and visual modalities.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	Teachers, K - 1
Procedures for Documenting Behavior Data and Requesting Support	Positive Behavior Intervention and Support procedures will be reviewed, including procedures for documenting student behavior, school wide consequence and reinforcement system, office discipline referrals, and requests for Tier 2 behavior intervention support.	Policy and Process	Tier 1	Getting Ready	09/09/2014	10/24/2014	\$0	Building principal and behavior interventionist
Reading Support in Content Areas	Teachers will use leveled books to support science instruction. These books can be used during core reading instruction as well as during science instruction. Science and reading teachers will collaborate to ensure coordination of instruction.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	Science Teachers, Reading Teachers, and Interventionists
Saxon Math	Math teachers of grades K - 2 will use the Saxon Math program to teach automaticity of basic facts to their students.	Direct Instruction	Tier 1	Implement	09/09/2014	06/01/2017	\$0	Math Teachers, Interventionists

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March Madness Tournament	Teachers will hold an "elimination-style" multiplication tournament scheduled to begin in early March, and culminating in a competition between the "Final Four" teams in April. The final competition will be an evening event, attended by students' families, followed by an award ceremony and refreshments.	Implementation	Tier 1	Implement	10/06/2014	04/14/2017	\$0	Teachers, grades 3 - 5; Compliance Monitor, Interventionists, and Building Principal
"Morning of Fun" Preparation	Written and verbal invitations will be extended to the following year's kindergarteners, and their parents or caregivers, to attend a post-kindergarten round-up welcoming activity. Invitations will be extended, in multiple languages, at round-up, through the media (school cable channel and website), via the local GSRP program, and when parents come in to enroll their children.	Communication	Tier 1	Getting Ready	02/02/2015	05/01/2017	\$0	Compliance Monitor, Kindergarten Teachers, Building Secretary and Translator
Multisensory Observation	At least monthly, walkthrough will be conducted to observe implementation of strategy.	Walkthrough	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	Building Principal
Multisensory Preparation	Remind teachers to use multisensory strategies. Make sure necessary materials are available and in good working order.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	Building Principal
Universal Hand Signals	All staff and students will use universal hand-signals to regain attention of students engaging in disruptive, inattentive, or off-task behaviors.	Implementation	Tier 1	Implement	09/09/2014	06/01/2017	\$0	All staff
Reading Night Event	Teachers will involve students and their families in literacy-rich, engaging activities at an evening event, designed to foster an enthusiasm for reading, and to provide concrete examples of ways reading can be enjoyed at home. Teachers and the academic coach will also provide parents with materials and "tips" on how to help their children improve their reading achievement.	Parent Involvement	Tier 1	Implement	03/02/2015	03/31/2017	\$0	All Teachers and Building Principal
Purchase Software for Social Studies	"BrainPop" internet subscription will be purchased.	Technology	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	Building Principal, Steering Committee Treasurer
Leveled Reading Materials in Content Areas	Teachers will use leveled books to support social studies instruction. These books can be used during core reading instruction as well as during social studies instruction. Social studies and reading teachers will collaborate to ensure coordination of instruction.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	Social Studies Teachers, Reading Teachers, and Interventionists
Multisensory Observation	At least monthly, walkthrough will be conducted to observe implementation of strategy.	Walkthrough	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	Building Principal

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Social Studies Walkthroughs	Building principal will monitor the use of multiple modalities in social studies instruction by regular walkthroughs during social studies instruction.	Walkthrough	Tier 1	Monitor	10/01/2014	06/09/2017	\$0	Building Principal
Power Hour Collaboration	Staff teams will meet collaboratively to analyze data and student artifacts to designate intervention groups, design interventions, and progress monitor the success of interventions and ongoing learning of struggling students.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/09/2017	\$0	All reading teachers and interventionists
Multisensory Preparation	Remind teachers to use multisensory materials and make sure materials are available and in good working order.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	Building Principal, Steering Committee Treasurer
March Madness Tournament Evaluation	Parent feedback regarding the Multiplication Tournament will be solicited in survey format at the end of the family event. Student progress in computational skills will also be evaluated several times a year, using the NWEA, or a local formative assessment.	Evaluation	Tier 1	Evaluate	11/03/2014	06/09/2017	\$0	Teachers of grades 3-5, Interventionists, Compliance Monitor, and Building Principal
SIOP Evaluation	Teachers will share experiences and offer constructive feedback to their colleagues regarding implementation of SIOP strategies. This may occur during monthly staff meetings or during weekly "huddles" with same-grade teachers.	Teacher Collaboration	Tier 1	Evaluate	10/01/2014	06/09/2017	\$0	All teachers and building principal
Heidisongs	K - 1 Teachers will use Heidisongs to use music, movement, and graphics to provide instruction in basic numeracy using auditory, kinesthetic, and visual modalities.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	Teachers, K - 1
Science/Math Night Evaluation	Parents will be surveyed for feedback regarding the effectiveness of the Science/Math Night. Activity will also be evaluated in terms of parent and student attendance at the event.	Parent Involvement	Tier 1	Evaluate	11/10/2014	12/19/2014	\$0	Compliance Monitor
Power Hour Collaboration	Staff teams will meet collaboratively to analyze data and student artifacts to designate intervention groups, plan interventions, and progress monitor the success of interventions.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	06/09/2017	\$0	Teachers, Interventionists, Building Principal, and Compliance Monitor
Hands-on Science Activities	Teachers will provide guided, hands-on activities to facilitate exploration and discovery of science concepts. Structured conversations should be a component of all activities, giving students practice in expressing their science observations and in using science vocabulary.	Implementation	Tier 1	Implement	09/02/2014	06/09/2017	\$0	Science Teachers

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PBIS Monthly Reports	Behavior Interventionist will share behavior data electronically and at monthly staff meetings. PBIS Committee members will meet monthly for analysis of data, and to recommend modifications to program as needed.	Behavioral Support Program	Tier 1	Evaluate	09/09/2014	06/01/2017	\$0	All Staff
Reading Night Evaluation	Parents will be surveyed the evening of the event for their feedback on the effectiveness of Reading Night. Other perception data gathered from parents and students will also be evaluated in terms of perceptions regarding family involvement opportunities, responsiveness to parent/student needs, and school culture. Sign-in sheets will also be utilized to evaluate the number and percentage of students and parents, from each subgroup, that participated in the event.	Parent Involvement	Tier 1	Evaluate	03/02/2015	03/31/2017	\$0	Compliance Monitor