



## Continuous School Improvement Plan (CSIP)

Lawton Elementary School

2016 - 2018

Principal Dorian Manza

School Picture Here



### School Overview

Lawton Elementary School serves 445 students in grades K-5.

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

## Mission and Vision

### Mission

We prepare students to be respectful and responsive to others; curious, creative and confident contributors to our society.

### Vision

#### Lawton Core Beliefs:

We believe school should be engaging to all students.

We believe all will learn and grow through quality instruction, practice, sharing and reflection.

We believe children will develop confidence to meet challenges and to take risks in a respectful, accepting and secure learning environment.

We believe in the education of the whole child through academic rigor, artistic expression, physical education, music, technology, sustainability education and service learning.

We believe in the value of community; we work in partnership with our families to provide an education that connects the classroom to the outside world.

We believe the Lawton community benefits when all individuals contribute their unique passions and interests.

## School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

At Lawton we do extensive needs assessments to identify any student below grade level. This includes a preview of past Spring assessments such as MAP, SBA, and WELPA. We also screen at the beginning of the school year using our LAP funded academic interventionist to assess present student needs. The assessments we use include, but are not limited to: phonics, phonemic awareness, site words, DIBELS/fluency/ decoding measures, F and P (comprehension), and MAP. In addition, to literacy assessments we also conducted some preliminary math screening and math conversations that helped to identify gaps in learning for our intermediate students.

As a result of this data collection we identified students in need of Tier 2 LAP interventions and we began serving students within the first three weeks of school. These groups targeted different reading skills based on students’ needs. Additionally, through our PTA funding we hired a math tutor to push in to classroom and help small groups with specific learning gaps. In an effort to reach our students who are exceeding standard in math we provide a Walk to Math Program in 1<sup>st</sup> – 5<sup>th</sup> grade. These students are identified by standardized tests, classroom based assessments, and their classroom teacher. Lastly, we met as an ELL team and put a plan in place to address the needs of our identified ELL services with a newly funded ELL instructor and tutor.

	<p>Additionally, in November our MTSS team met with each teacher to discuss any current academic or social/ emotional concerns. As a result of these meetings, we have determined new goals and will progress monitor the caseload of students that need additional and ongoing support and interventions. The social emotional support will be monitored by our administration and counselor. We will use research based strategies beyond our PBIS and RULER program to meet the social and emotional needs of students.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>In ELA, we will provide a combination of strong core / tier one reading instruction to ensure that we reach all Common Core ELA standards for the specific grade level as well as tier two services (smaller groups, reading specialist support to students). We will use research-based strategies such as: small groups, targeted / explicit instruction in needed areas, guided reading / workshop model groups, exploration and use of a possible new curriculum for SPS at one grade level and other strategies. In Math, we will provide a combination of strong core / tier one instruction at students' level as well as some push in tier two support in targeted intermediate classrooms.</p> <p>To meet the needs of advanced learners we consistently meet in our professional learning communities to analyze data and ask four questions. What do we want our students to know? How do we know our students are meeting standard? What do we do for students who are not meeting standard? What do we do for students who are exceeding standard? Our PLC teams made up of teachers from the same grade band meet frequently to look at student work and also identify students who need differentiated instruction for a greater challenge. In grades 1-5, we have made intentional decisions regarding grouping advanced math learners and provide acceleration of the Common Core standards in addition to a deeper exploration at the grade level standards. We provide one-year advanced math for Spectrum qualified students as well as other students who are capable of that advanced level of work. We provide small group instruction as well as targeted explicit instruction for students who are exceeding standard in reading and writing. This involves students reading books at their just right reading level as measured by Teacher's College assessments as well as classroom based assessments. This also involves providing a more challenging rubric for written work.</p> <p>In all content areas we will continue to finesse our formative assessment practices to allow us to know where to put our instructional resources for students in need of acceleration and re-teaching. We will also be more intentional about using strategies that help our growing population of English Language Learners.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>The Building Leadership Team (BLT), MTSS Team, and our Career Ladder Team (CLT) meet regularly with our administration to plan professional development. All three of these teams seek formal and informal feedback from their colleagues about the professional development needs of our school.</p> <p>Two areas of professional development we are working on this for 2016-2017 will be strengthening core literacy instruction that all students receive. Our MTSS team has developed and provided a comprehensive resource guide for core instruction and Tier 1 interventions for all students to our staff. In addition, to focusing on core instruction we will continue our focus on building positive relationships through the RULER approach as well as our Lawton CARES Positive Behavioral Intervention System (PBIS).</p> <p>Additionally, with a new ELL program at Lawton, we will work with our new teacher and all general education / classroom teachers to provide some focused PD around effective strategies for English Language Learners. We will also work with the district offerings in various content departments to ensure that our teachers are keeping up with the newest instructional methods in ELA, Math, Science, ELL and early learning. Our teachers are eager to attend these district trainings and bring back new learnings to our staff.</p>
<p>Our school will increase parent/family engagement.</p>	<p>We will continue regular communications with families via a monthly school newsletter and inform and invite families to evening events and class writing celebrations. Students, staff, and families are invited to major school wide events such as Math and Mingle Night, World Cultures, and Science Fair. In addition to hosting family evening events, Lawton is proud of the amount of parent volunteers we have and we will continue to find ways to involve parents.</p>

<p>Our staff is involved in decision-making.</p>	<p>Our BLT recently updated and revised our school decision making matrix as well as our BLT Bylaws. This document ensures that we following the proper procedures and process for making decisions at the building level. This includes important decisions such as budget, professional development and the creation of our school-wide CSIP goals.</p> <p>Our staff is involved in voting on and approving the budget that is recommended by the BLT each year. Last Spring our staff voted to use LAP dollars to fund a .8 Academic Interventionist to provide support for our students who are not meeting standard. Lawton is a highly collaborative school in which staff voice is consistently listened to in regard to making decisions.</p>
<p>We will assist our students to meet standard.</p>	<p>Our CSIP goals target all ranges of our student population from advanced students' needs to underachieving students' progress in a number of specific ways. To assist students not meeting standard, Lawton has a formal MTSS process that helps our staff to track and monitor student needs when they are struggling. This process involves meeting with teachers, grade levels, PLCs and other specialists to develop individualized plans to address targeted areas of student learning needs. The administration also tracks the students who fall into the achievement gap at Lawton and will provide additional progress-monitoring and focus on their needs. Lastly, our school counselor will work to address socio-emotional barriers to learning to help students at risk of academic failure due to personal / family challenges.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We have a family like atmosphere at Lawton and an incredibly supportive community. At Lawton, we focus on a holistic approach to teaching our students with an extra emphasis on the arts as well as social emotional learning. This creates an environment that teachers want to be a part of and we have a very high retention rate. We currently have 5 teachers on our staff that are Nationally Board certified and we have two teachers currently working on their National Boards. Our staff recognizes that their collective self-efficacy will have the greatest impact on student achievement.</p> <p>We also provide informal mentors/buddy teachers for those new to our school (eg, a former student teacher is now hired as a teacher) and help them with instruction and district requirements. We provide many opportunities for professional development and encourage district-level PD. These activities help new staff feel supported and maximize their skill base in order to best serve students.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We hold an open house in the evening and a guided tour day for all prospective families each February. All families are sent multiple mailings during the spring and summer months. In addition, all of our families are invited to Doing Business Day in which they meet many of our current parents and they receive important information about the start of school. All of our parents are invited to attend Curriculum Night at the beginning of each year and we work with PTA to host events like the Back to School Bash, Fall Festival, and Bingo Night. For our Kindergarten students, we provide Jump Start and multiple social opportunities for families and students to meet that specific grade level cohort (ice cream socials, play dates, etc.)</p> <p>On a systematic level, when a new student joins our community, all of our administration and support staff receive an email about the child. This allows us to do ground-level outreach and welcoming efforts to the new student on the day that s/he arrives. This personal touch is such an asset to our already welcoming community here at Lawton.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>We work closely with our district Human Resources Dept. to ensure that we hire and retain only highly qualified teachers and instructional assistants to our team. We are fortunate that all of our teaching team at Lawton is not only highly qualified but we also have those who have gone beyond this level (ie, achieving their National Boards status).</p>

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	2,592,311.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	20,737.00	Direct instructional support one day a week by the ELL teacher and two additional days by an IA (push in and pull out services targeted to students' language needs and competencies)
2016-2017	Combined Funds	Self Help	24,906.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	41,882.00	The PTA grant funds extra FTE for our academic interventionist as well as our librarian.
2016-2017	Combined Funds	Free & Reduced Lunch	13,842.00	This helps fund our librarian an extra .1 FTE to bring that position to a .6 FTE for reading support.
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	38,875.00	Reading instruction at the tier two level by a certificated teacher (primarily pull out) with collaboration and teacher support for tier one services.
2016-2017	Specific Use Funds	Special Education	461,691	Teachers and IAs; extra time for IEP writing; supply funds
2016-2017	Specific Use Funds			

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> <li>We have identified 20 4<sup>th</sup> and 5<sup>th</sup> grader students who either scored a level 1 or a level 2 on the ELA section of the SBA for 2016.</li> <li>We need to focus on our core ELA instruction, offer additional intervention and support for identified students through our PLCs and our Multi-Tiered Systems of Support.</li> </ul>	<ul style="list-style-type: none"> <li>100% of the students in grades 4 and 5 identified as not meeting standard for the ELA section of the 2016 SBA will make at least one level of growth by June 23<sup>rd</sup>, 2017.</li> <li>We will use classroom based assessments and consistent progress monitor to reading and writing growth of all</li> </ul>	All 4-5 academic teaching staff.	June 23 <sup>rd</sup> , 2017

	students in our general education program.		
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> <li>We have identified 9 4<sup>th</sup> grade students who either scored a level 1 or a level 2 on the ELA section of the SBA for 2016.</li> <li>We need to focus on our core ELA instruction, offer additional intervention and support for identified students through our PLCs and our Multi-Tiered Systems of Support.</li> </ul>	<ul style="list-style-type: none"> <li>100% of the students in grade 4 identified as not meeting standard for the ELA section of the 2016 SBA will make at least one level of growth by June 23<sup>rd</sup>, 2017.</li> <li>We will use classroom based assessments and consistent progress monitor to reading and writing growth of all students in our general education program.</li> </ul>	All grade 4 academic teaching staff	June 23 <sup>rd</sup> , 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
2016 SBA ELA Scores by Grade Level  3 <sup>rd</sup> Grade- 82% 4 <sup>th</sup> Grade- 81% 5 <sup>th</sup> Grade- 83 %	3 <sup>rd</sup> Grade from 82 % to 87% 4 <sup>th</sup> Grade from 81% to 89% 5 <sup>th</sup> Grade from 83% to 90%  <ul style="list-style-type: none"> <li>We need to focus on our core ELA instruction, offer additional intervention and support for identified students through our PLCs and our Multi-Tiered Systems of Support.</li> <li>We will use classroom based assessments and consistent progress monitor to reading and writing growth of all students in our</li> </ul>	All academic 3-5 teachers	June 23, 2017

	general education program.		
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School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>On the 2016 spring student climate survey administered to 3<sup>rd</sup> – 5<sup>th</sup> graders, 55% of students responded favorably to the question “Students in my class are friendly to each other.”</p>	<p><b>Goal: By the May climate survey 65% of our students will respond favorably to the question: “Students in my class are friendly to each other.”</b></p> <p>Lawton will be participating in two interim student climate surveys to monitor our progress towards our goal. In addition, the programs below will be used to reach our goal.</p> <ul style="list-style-type: none"> <li>• CARES Coupons: Celebrations!</li> <li>• Class Charters</li> <li>• RULER</li> <li>• Buddy Classes</li> <li>• Assemblies</li> <li>• Matrix for behavior in common areas               <ul style="list-style-type: none"> <li>• Consistent playground Rules</li> <li>• Consistent hallway expectations</li> </ul> </li> </ul>	<p>3-5 teachers Administration Counselor</p>	<p>June, 2017</p>