



School Improvement Plan

J. A. Lanigan Elementary School

Farmington Public School District

Mr. Greg Smith
23800 Tuck Road
Farmington Hills, MI 48336-2769

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Schoolwide Diagnostic	
Introduction	6
Component 1: Comprehensive Needs Assessment	7
Component 2: Schoolwide Reform Strategies	10
Component 3: Instruction by Highly Qualified Staff	12
Component 4: Strategies to Attract Highly Qualified Teachers	13
Component 5: High Quality and Ongoing Professional Development	15
Component 6: Strategies to Increase Parental Involvement	16
Component 7: Preschool Transition Strategies	20
Component 8: Teacher Participation in Making Assessment Decisions	21
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	22
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	24
Evaluation:	26

2017-18 School Improvement Plan

Overview 28

Goals Summary 29

 Goal 1: All students will increase their math proficiency through Michigan State standards..... 30

 Goal 2: All students will increase their proficiency in reading and writing through Michigan ELA standards..... 32

 Goal 3: All students will Increase their engagement in school through positive relationships and
 academic/social/emotional intervention and support..... 35

Activity Summary by Funding Source 38

Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted over a period of one year, led by our School Improvement Team. The team consisted of upper and lower elementary teachers, special education staff, ELL, support staff, our administrator, and parents. The team examined multiple sources of data: student achievement, program/process, demographic and perception data. Throughout the process, the team kept the entire staff abreast (MTSS TEAM and PLT's) of our progress at staff meetings, professional development, and grade level team meetings, as well as through written communications. Parents were kept informed of the progress at PTA meetings and through written communications. Following a detailed analysis of all sources of data, the team reviewed current goals in math, reading, and writing, and elected to establish a maximum of three goals. Objectives were based on our current academic standings on standardized assessments - an effort to close all achievement gaps currently evident, and also to help all students make adequately yearly progress according to State of Michigan targets.

Strategies and activities were selected to align with the goals and objectives in our revised plan.

Data examined included:

Student Achievement - MSTEP, NWEA reports, Report Cards, Progress Reports, Summative and Formative Assessments, End of Unit Tests, and District Assessments.

Program / Process - Our School Data Profile and Self Assessment.

Demographic - Enrollment trends over a five and ten year span were reviewed, including subgroup analysis of enrollment, mobility and attendance.

Perception - Third through fifth grade students, staff, community and parent perception data regarding instruction, student learning, school climate and student relationships are collected through surveys annually. Feedback is solicited from teachers, staff, and parents through staff and parent PTA meetings.

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?

Student Achievement

Reading:

24% of 5th graders are low or low average in reading based on NWEA

27% of 4th graders are low or low average in reading based on NWEA

34% of 3rd graders are low or low average in reading on NWEA

42% of 2nd graders are low or low average on the NWEA

53% of 1st graders are low to low average on the NWEA

Math:

5th grade: 37% of students were identified to be low to low average on NWEA

4th grade: 47% of students were identified to be low to low average on NWEA

3rd grade: 49% of students were identified as low to low average on NWEA

2nd grade: 45% of students were identified to be low to low average on NWEA

School Improvement Plan

J. A. Lanigan Elementary School

1st grade: 48% of students were identified to be low to low average on NWEA

Program/Process Data

In examining our Self Assessment, the staff believes areas for growth include "professional and support staff are trained in the evaluation, interpretation and use of data." Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.

The strengths of J.A. Lanigan Elementary include principal and teacher leadership throughout the building. This leadership can be seen in the development and implementation of curriculum based on clearly defined expectations for student learning. There are many support systems in place to ensure student achievement within the curriculum. Staff understands the importance of showing student growth and achievement through on-going data collection.

Demographic Data

Our overall student population has decreased over the last 5 years . In 2013-14 our enrollment was 570 students. We dipped to a low of 438 in 2014-15. In 2016-17 we increased to 480 students, in part due to the return of fifth graders back to the elementary buildings. This year (2017-18) we hovered at about the same number of students -478. The percentage of African American students has grown slightly over the past 5 years, while the percentage of white students has remained consistent. Our staff is still over 90% white. The free/reduced counts have increased over time, and is currently in a holding pattern at 47%.

Perception Data

Student Survey (LACO): Overall, student perceptions on the survey were positive. Specifically the survey showed 87% of students thought that student learning is a priority. Most students (81%) trust 5 or more adults in the building. Additionally, 80% of the students like their school. Areas for improvement noted in the survey were teachers setting high expectations, listen to their ideas, opportunities to make up missed work, and use materials in the classroom that reflect my cultural or ethnic identity.

Parent Survey (EdYes): Parents identified strengths in the areas of school culture, trust of their school and teachers, safety, school preparation for getting along with other races and cultures, participation in their child's classroom, students' excitement about school, and their own parental support in the school. Improvement areas identified by parents were: setting higher expectations of the children, equal learning opportunities for different racial, cultural, and special needs students, and the school actively builds on my students' individual strengths.

Staff Survey(EdYes): The strengths identified by staff include caring about students, building and maintaining relationships, and commitment to student learning. With over 97% committed to high expectations for students. An area of improvement identified by staff is the need for increased real world experiences and connections through SEL and Stem.

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 have been based on the identified gaps in reading and math. The goals were written based on multiple data points. The goals for 2018-2019 are being written for math, ELA and equitable learning goals.

Our School Improvement Team met throughout the year to analyze many sources of data. Considering our changing student demographics and increasing economically disadvantaged populations, we have identified specific content areas and target subgroup populations. To

School Improvement Plan

J. A. Lanigan Elementary School

address the needs of all students, but especially our target populations, we have focused on selected research-based strategies and activities we believe will best meet the needs of our students.

Target populations identified included males at all grade levels in reading, African American and economically disadvantaged students in all areas.

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?

The goals were built based on data across the needs of the whole school population. MSTEP and NWEA were broken down by demographics to decipher patterns and concerns with any subgroups. Each goal has two levels of strategies: those that will be provided for ALL students, and those that will be offered / provided for select students who are not meeting target or achieving state standards.

Title One funds are used to provide support/intervention in specified areas of need according to MSTEP and NWEA data. This in many cases included the disadvantaged student population.

Component 2: Schoolwide Reform Strategies

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

We developed our strategies in each overlapping goal area and are set up to help all students. They include professional development in key areas that impact instruction and student learning. We have goal plans that will benefit all students and strategies designated to meet targeted students who need tier two or three supports. The goals were established based on the State's standards. We have Leader in Me strategies, PBIS lessons, PLC strategies, and MTSS strategies layered in every goal area. We have used our Title One funding to augment our Tier one instruction and support students below the target (bottom 30).

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).

Grade level PLCs use methods rooted in research (examples of texts listed below) to create lessons and interventions that will best fit all of their learners.

texts:

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement; Marzano, Pickering, Pollock; 2001.
Learning by Doing: A Handbook for Professional Learning Communities at Work™, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) 3rd Edition
by Richard DuFour (Author), Rebecca DuFour (Author), Robert Eaker (Author), Thomas W. Many (Author), Mike Mattos (Author)
Reading Strategies, Serravallo
Next Steps in Guided Reading, Richardson

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

The strategies came out of the research based on the needs of our students. We added Social emotional research as we added a goal for student equity. The research aligns the Leader in Me work and PBIS with our goals for student growth.
All strategies align with our district work with the Marzano Learning Map.

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.

Many strategies provide flexibility for students who need the most instructional support. Our para support and Interventionists support are specifically designed to provide a second round of instruction 4 times a week. MTSS goal plans were implemented for any student that was
SY 2018-2019

School Improvement Plan

J. A. Lanigan Elementary School

significantly below grade level to ensure that needs were being met and monitored. Additionally, IST ran from October - June to meet the needs of all readers, beyond what they received in reader's workshop through differentiated instruction.

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

Progress monitoring and weekly grade level meetings with the complete emphasis on student intervention plans are key. The staff collaborate in a PLC to analyze performance goals and evaluate if strategies are working or not working. Plans are edited as needed. The school improvement planning process as well as district policy calls for program evaluation of our interventions. We are currently in process of evaluating these interventions.

NWEA scores, AdvancEd surveys, EasyCBM, Fountas and Pinnell.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All teachers and instructional paraprofessionals at Lanigan Elementary School meet the No Child Left Behind requirements as highly qualified. Our Human Resources Department monitors certification qualifications and status to ensure that all staff meet the requirements.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All teachers and instructional paraprofessionals at Lanigan Elementary School meet the No Child Left Behind requirements as highly qualified. Our Human Resources Department monitors certification qualifications and status to ensure that all staff meet the requirements	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our staff turnover was greater this year due to two retirements, the addition of two classes, 3 special education changes and one teacher moving to the administration level. While the number was higher than usual, the existing staff has rallied around the new staff in order to grow the "family feel" at Lanigan. We strive to maintain a positive atmosphere at Lanigan making it a highly desirable place to work and learn.

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

The average number of years teachers have been teaching (as of the 2017-2018 school year) is 20 years. The years of teaching experience for our general ed teachers can be broken down into categories by: three at 1-3, eight at 4-10 years, seventeen at 11 years or more. 67% of teachers have advanced degrees.

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

There is shared ownership of key initiatives as we implement teacher evaluation reform. The staff is drawn to the diversity and uniqueness of our student body. Our staff is proud of the professional and hard working attitude of our team. Teacher leadership is encouraged as a significant part of our culture. The school climate is positive and student-centered. Staff are dedicated and determined with a "no excuses" approach to supporting student learning. We have a highly engaged and supportive PTA. Teachers feel they own the student learning and school improvement processes.

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

The Farmington Public School District is a highly desirable place to live and work. Its prime location in Oakland County, MI draws applicants from across the country. Its proximity to major expressways, cultural experiences (libraries, theaters and museums), entertainment, and historical sites, offers opportunities for rich cultural experiences. In addition to offering competitive compensation and benefits, the district provides innovative professional development with opportunities for advancement and leadership: for example Galileo, Farmington Leadership Academy and Aspiring Principals and other onsite continuing education.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

All staff receive ongoing professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Staff collaboratively refines the focus and professional development across the year. Our staff focused on the extensive development of Professional Learning Teams, School Improvement strategies, Quality Instruction practices during the 2017-2018 school year. Teams met, developed goals informed on assessment data for their students and monitored progress each semester. Teachers received professional development in the Data Progress Monitoring, Literacy, Leader In Me, Data Literacy, Writing Pathways, MTSS, Professional Learning Communities, Social - Emotional and math/,Literacy Intervention (IST).

Classroom observations, cross grade level dialogue, and collaboration in professional learning communities supported the application of these strategies. In addition, many teachers attending training in math, writing, literacy, and social emotional related to the Common Core and documented student needs. Staff focused on Common Core in their Professional Learning Teams and during whole staff professional development. At risk students were formally monitored for progress every 6 to 8 weeks and interventions were adjusted based on assessment results

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

All staff receive ongoing professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Staff collaboratively refine the focus and professional development across the year. The professional development process is a school-wide effort that links to every core academic, behavioral, and administrative committee in the school building. Our professional development is planned through the school improvement team with input from all professional staff. Facilitation teams such as the Building Leadership Team, K-1 literacy team, PBIS, Leader in Me and MTSS comprised of team leaders throughout the building works to continue the school improvement process throughout the building.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are invited to join our school improvement team, participate in our advanced process, district committees, and forward thinking groups, positive behavior intervention support (PBIS) among other school-wide academic, social, and behavioral initiatives. Parent involvement provides an opportunity for the parent perspective in decisions that will impact student growth and learning, staff development, and community support. Parents also have an opportunity to provide input through a series of surveys LACO, Advanced surveys in addition to open forums such as PTA meetings.

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

Parents will/have be/been invited and encouraged to join in planning and on-going collaboration around the implementation and facilitation of the building school improvement goals. Continued dialogue and communication of the school-wide improvement plan will take place through PTA meetings, parent informational, Title I night, parent teacher conferences, school communication (listserv, email, news letters, etc.) Furthermore, parents will be involved in the collaboration of data that supports the school improvement plan.

To accommodate and promote the involvement, parents have access to the Parent Resource Room where academic supports, emotional supports, and family growth opportunities are available.

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

Parents are invited to take part in an integral role when evaluating the school improvement plan. Parent input and feedback is also welcomed through a series of surveys that assist in the annual evaluation of the school improvement plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

(1) Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress. We provide parents with curriculum information and Grade Level Curriculum Guides through on-line access continually, and Student Success sessions

School Improvement Plan

J. A. Lanigan Elementary School

before and after school school are available. Teachers give oral and written presentations, outlining specific content that will be covered and expectations for students at each grade level. Report cards are sent home each trimester, providing parents with their child's current level of performance, accompanied by the current semester's benchmarks. Parents of students taking the NWEA and/or M-Step assessments receive a parent report, providing them with their child's results as well as an interpretation of those results. If they have questions or need help understanding the report, staff members are available to assist them. Parent-teacher conferences are conducted in the fall for all students where individual progress reports are discussed. Spring conferences are conducted for targeted students where short term goals are put into place and monitored until the end of the year. Students in grades 1-4 keep daily planners which inform parents of daily activities and due dates. Every teacher provides weekly communication via a newsletter or email sharing that week's learning outcomes and objectives. Suggested home-school activities are provided in the newsletters. Monthly PTA meetings are conducted at Lanigan Elementary with an average attendance of over 20 parents. Sample topics of discussion include: NWEA and M-Step assessments, School Improvement, and Title 1 supports. The MTSS team meets to discuss the enrichment and remedial programs. Survey results and teacher input are discussed and the programs are modified accordingly.

(2) Provide materials and training to help parents work with their children.

Our school participates in the Math Pentathlon Program, an extra-curricular activity that teaches math through games and logic. Parents can serve as coaches, helping small groups of students learn and practice the games that will be played in the spring at an annual regional Math Pentathlon Competition. Parents can serve as coaches, helping small groups of students learn and practice reading skills that will help them to become better readers. Kindergarten Round-Up provides materials to help parents prepare their child to begin kindergarten. Our school hosts a Family Bilingual Night in which we provide an outline of our bilingual services that are offered both in and out of school. Entrance and exit criteria are discussed for students who receive ELL services. The student at Lanigan participate in One School, One Book. The same book is read by all Lanigan families. The family is provided with reading tips, a pacing schedule, and additional activities in and out of school are provided to support this program. Farmington Community library sponsors a summer reading program/incentive to all students. Parents and students are provided with a packet to track reading minutes during the summer.

(3) Train staff to build effective parent involvement.

Maintaining effective parent involvement is not only our philosophy but it is also an integral part of our instructional program. Staff meetings include discussions of various elements of parent involvement strategies lead by our building principal.

Our school invites new families to attend a New Family Orientation Night in which parents and students receive a tour of the school, meet then principal, and enjoy refreshments from a local business. All volunteers are recognized and thanked at our annual Volunteer Tea. Teachers are on hand to recognize and thank the volunteers. Our school has an open-door policy and we encourage open communication via e-mail and phone calls and parents are always welcome to schedule a parent-teacher or administrator conference. Our school has a teacher liaison for the PTA.

This person's role is to provide frequent feedback to both parties regarding social and academic activities. Curriculum Night is a night where teachers acquaint parents with the curriculum that will be taught to their child and all content areas and how the curriculum is aligned with state standards. Teachers also invite parents to become volunteers in their classroom through out the year.

(4) Collaborate with other programs to coordinate parent involvement.

Preschool programs prepare parents of incoming kindergarten students. Students visit their new home school as part of a transition program. Kindergarten teachers meet with incoming parents to help better prepare their children for the transition and discuss upcoming curriculum. Lanigan collaborates with our local library to kick off the summer reading program. The local librarians come to Lanigan to host an assembly where summer reading information is provided. Lanigan parents organize and facilitate the Cub Scouts. Lanigan Elementary school is the meeting place of these meetings. Our Cub Scouts and Girl Scouts provide community services and participate in our local Memorial Day Parade. Our PTA coordinated with local outreach programs such as Goodfellows Canned Food Drive

School Improvement Plan

J. A. Lanigan Elementary School

and Coats for Kids. Our PTA coordinates with our Upper Elementary PTA to arrange a visit and tour the school. Parents are invited to a new parent orientation night.

(5) Provide information in a format and language that parents can understand. All information is provided to parents in parent-friendly language. Education terms are explained whenever necessary. Translators and interpreters are available when there is a language barrier.

(6) Provide other reasonable support for parents involvement as parents may request.

Parents are always welcome at Lanigan. They have numerous opportunities to support and participate in their child/ren's education, and we are always willing to accommodate their desire for involvement. Whether they seek information about their child's education or simply want to come and observe in a classroom we are happy to oblige. Fifth grade students attend a three day overnight camp that provides an outdoor environment with parents, teachers, principal and other staff.

(7) Provide full opportunities for participation of parents with limited English proficiency or with disabilities and for parents of migratory children. Lanigan Elementary provides bilingual paraprofessionals to support and translate for parents with limited English proficiency. Lanigan is ADA approved and handicap accessible. We will provide any additional support necessary to meet the needs of our special needs parents. Currently, we do not have migratory families at Lanigan. Should we in the future, we would provide those families with all the same opportunities as the non-migratory families. This might include community/state assistance, translators, social work and whatever else is deemed necessary.

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

Creating opportunities for open dialogue, collaboration, and parent involvement will be paramount in openly evaluating the involvement of parents in the school improvement plan. The school improvement team will take into account LACO surveys and documented parent input and feedback.

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

Parents/families are involved in the creation and review of the Student-Parent-School Compact. This compact describes the expectations and responsibilities of all partners throughout the school year. The compact addresses the importance of ongoing communication, and will describe specific expectations for the school, the students, and families. Survey data feedback will point to strengths and challenges to appropriately adapt the programming to meet student and parent needs. Documented strengths and challenges will be addressed in a timely manner.

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

A cross-section of parents and administration collaborated to write our School-Parent Compacts across the district. The Compact will be introduced and reviewed at Student Success sessions in August. The Compact will be reviewed again at the spring conferences. The principal will present an overview of the Parent School Compact at the Title 1 parent meeting and PTA meeting.

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

During the initial parent-teacher conference, the school-parent compact is reviewed as a tool to monitor student progress by identifying the

School Improvement Plan

J. A. Lanigan Elementary School

student's role, the school's role, and the parent's role in sustaining a true partnership for learning throughout the year. The compact is reviewed at subsequent conferences and events as applicable, to identify achievements as well as challenges.

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

This is not applicable to our school, but the compacts are available on our website. There is also an opportunity for on-going dialogue in 5th grade transition to middle school through the middle school counselors.

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.

Lanigan Elementary School provides individual student academic assessment results and interpretation of those results in a language that parents can understand by providing the following: weekly communications through ListServ, written materials in Friday folders, in person, phone conversations, fall/spring conferences, progress reports, NWEA progress forms. All communication is written and/or spoken in parent-friendly terms and in the parent's native language. In the event a family needs an interpreter, language needs are taken in consideration and supports are provided.

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?

The following opportunities are provided for incoming kindergartners:

Meet the kindergarten teachers, a bus ride, a snack in a kindergarten classroom, story/song/activity/choice time, summer homework. Preschool teachers from the Farmington Community Preschool and Alameda communicate with kindergarten teachers in a variety of ways. They provide demographic information about incoming kindergartners, provide MLPP data for incoming kindergartners, and invite kindergarten teachers to attend transitional IEPs.

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?

In addition to a traditional Kindergarten Round-up, which is held in the spring, Lanigan Elementary School provides much information and many activities to incoming kindergarten students and their parents. At Kindergarten Round-up, or prior to students starting kindergarten, parents receive:

A welcome letter, summer homework packet, transportation information, before and after school care, lunch account information, curriculum information, summer reading suggestions for parents. Parents are encouraged to join the Lanigan PTA, they are invited to a New Student Orientation Night, and time is allocated for them to register for Parent Connect.

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?

Lanigan Elementary builds the school improvement plan, professional development plan, building budgets (general and Title) and assessments in a collaborative manner. Our Building Leadership team meets twice a month to progress monitor culture and achievement. Grade level teams meet weekly in PLC's and monthly with Title staff to progress monitor student data and interventions. Our school improvement plan is built with both lead and lag measures - lag measures are the summative pieces in our school improvement plan. In addition, IEP teams select appropriate accommodations for state assessments.

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

Teachers are involved in student achievement data analysis to improve the academic achievement of all students through participation in PLCs,, the School Improvement Team, data mining of formative assessments, evaluating NWEA data and importing summative data into the Illuminate database system. PLCs/Grade level teams meet weekly to review data. The findings of these meetings are used to adjust and advance classroom instruction. The School Improvement Team focuses on three goal areas- math, ELA and equity. Teachers evaluate summative assessments to construct Student Goal Statements and Measurable Objective Statements to support goals. Then research-based strategies and activities are developed to help the school community reach the School Improvement Goals in every subject area. Furthermore, teachers use formative assessments throughout each trimester to drive quality and meaningful instruction. Finally, the teachers have access to the Illuminate database system where summative assessment data is uploaded. The database allows many ways to compare and contrast data. Illuminate is new to the district this year and teachers are in the process of being trained with the inputting and using the data base system.

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.

ELA: Students at J.A. Lanigan Elementary are identified for additional ELA services when they do not perform proficiently in the following assessment areas: Diagnostic running record, NWEA, and nonfiction comprehension assessments.

MATH: Students at J.A. Lanigan Elementary are identified for additional Math services when they do not perform proficiently in the following assessment areas: NWEA math classroom assessments/observations.

Advanced math is offered for students who perform a year or more above grade level according to NWEA and the district screener.

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?

Classroom teachers continually monitor the progress of all students. Support includes differentiation of instruction to meet the needs of each student by individual and/or small group instruction, flexible grouping, and leveled reading materials across the curriculum.

ELA: Every grade level has a time in the day 4 times a week to intervene and extend for students in literacy. Grade level collaborative teams met to review data, determine groups, identify goals and strategies. In addition, students may receive support through the following services if determined it is appropriate: ESL (English Second Language) paraprofessional support and teacher consultant, Title 1 interventionist.

General education teachers create intervention plans and Title 1 paraprofessional support in implementing the plan. Technology tools are utilized for literacy instruction at all levels, which include:

Compass Learning, RAZKids, Read Naturally computer programs.

MATH: Once students are identified, the following interventions are provided: MTSS, ESL (English Second Language) paraprofessional support and teacher consultant, Title 1 interventionist, and general education and Title 1 paraprofessional support. The XtraMath computer program is used to support students in the area of math.

MTSS Team: Consists of Principal, grade level PLC representative, and ancillary staff. MTSS is a problem solving process to identify students in need of additional support, identify goals and progress monitoring. Teachers collaborate with their grade level PLCs and if they are in need of additional support, they request support from the MTSS team. where a classroom teacher collaborates with their PLC team for documentation.

ESL paraprofessional support: Provides support for small group and individual students who do not perform proficiently on the WIDA (World-Class Instructional Design and Assessment).

ESL teacher consultant: Works with general education classroom teacher to provide differentiated instruction, modification, possible reteaching, visual schedules, and small group/individual instruction.

Title 1 interventionist: Works along side of general education classroom teachers to provide small group and individual instruction for targeted students giving students a double dip in the targeted area; also provides before and after school tutoring.

General education and Title 1 paraprofessional support: Works along side of general education classroom teachers to provide small group

and individual instruction for targeted students giving students a double dip in the targeted area

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

Teachers differentiate instruction to provide an individualized instructional match, scaffold, challenge, and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students. Differentiation also includes specific programs and activities that target particular groups of students for support.

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.

All funding is supplied directly to Farmington Public Schools and then dispersed through various departments (Superintendent, Instructional Leaders, Special Education, Title One, Business Office, Bilingual Education). The building administrators, with our building leadership team, make decisions based on school improvement plans and fund programs and interventions accordingly. The General Fund provides all basic teaching supplies, materials and staffing, as well as maintenance of buildings and facilities.

Farmington Youth Assistance is used to support and assist families with counseling services, parenting classes, volunteer opportunities and with coordinating family services.

Title I is used primarily for staffing support, including paraprofessionals, Interventionists, enhanced technology and summer programming.

Title II supports are used for professional development aligned to our interventions, training on Oral Language Support, Bridges Mathematics, Pearson Inform, and on NWEA Measures of Academic Progress testing and data analysis, and on how to better respond to data.

Title III is used to support our ESL/ELL students in the building. Funds are used primarily for staffing needs and supplies.

AdvancED drives all of our school improvement planning and accountability. Our school is in compliance with NCLB requirements.

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.

Following are some of the Federal, State and Local Resources that help support the SW Components:

1. Comprehensive Needs Assessment: General Fund, Title 1A
2. Schoolwide Reform Strategies: General Fund, Title 1A, Title IIA
3. Highly Qualified Staff: General Fund, Title IA, Title II
4. Strategies to Attract and Retain Highly Qualified Staff
5. Professional Development: General Fund, Title IA, Title IIA
6. Strategies to Increase Parental Involvement: General Fund, Title 1A, Title IIA
7. Preschool Transition Strategies: General Fund
8. Teacher Participation in Making Assessment Decisions: General Fund, Title 1A, Title IIA
9. Timely and Additional Assistance: General Fund, Title IA
10. Coordination and Integration of Resources: General Fund

Our school has hired more staff with specialized training to support our areas identified on the School Improvement plan. Staff were given time (and will be continued with time) to analyze data and collaborate on intervention plans to support students below grade level. Our Summer School programs have been and will all be supported with these resources.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Improvement Plan

J. A. Lanigan Elementary School

All support services will be directed at students not meeting state standards. Staff have and will receive specialized training to assist students in all content areas: math, ELA and social/emotional. Our staff is in the process of reviewing a PBIS (Positive Behavior Intervention Support) plan that meets the guidelines of the law. This plan will include PBIS rubrics for staff, students and parents. In support of the PBIS goals, extended learning opportunities for intervention and extension will be provided through Instructional Support Time which occurs 4 times/week 45-60 minutes per grade level. We strive to identify the needs of each child and utilize the programs that best meet those needs. Children are identified for various programs based on need and eligibility according to the criteria set. We work with Visions School (Adult Special Education program) to provide a "backpack" of perishable food every other weekend for Free/Reduced students to take home. We participate in the National School Lunch Program, providing nutritious meals to students who qualify. We make a concerted effort to ensure that we maximize all resources and follow all local, state and federal guidelines in utilizing our resources.

Evaluation:

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

Lanigan Elementary school annually evaluates the implementation of, and results achieved by, the SIP. The School Improvement Team practices the SIP cycle. The cycle includes four stages; they include Gather collect, analyze, synthesize and next steps. Data is gathered and then studied to formulate the SIP. The strategies of the plan are put in place to reach the goals and objectives of the plan. Finally, the SIP will be reviewed on an annual basis by the School Improvement Team to determine if the SIP was successful. The data collected and studied is MSTEP scores, NWEA MAP testing, Fountas & Pinnell, and other district curriculum assessments.

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.

Using a combination of state standardized assessments like the MSTEP as well as NWEA's Measure of Academic Progress and locally developed common assessments, the School Improvement/MTSS Teams, along with key parent representatives, reviews achievement data to evaluate the results of school wide programming. Data is reviewed for year to year growth, and achievement gains are measured against the SMART goals set in the school improvement plan. 3-5 year trends in achievement areas and within subgroup populations are also analyzed.

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 data collected from MSTEP scores, NWEA MAP testing, Fountas & Pinnell, and other district curriculum assessments is evaluated on an individual student basis. This information gathered is studied to determine if the students who were furthest from achieving the standards have made academic gains towards the standards. Changes to the plans are done based on the evaluation.

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?

If the data tells the staff of Lanigan that the students who were furthest from achieving the standards have not made academic gains towards the standards or the other goals and objectives were not met, the School Improvement Team revises the plan. The plan is revised by adding new researched-based strategies and activities that will better facilitate student growth in the needed academic area. The strategies and activities that were not successful are evaluated and amended to better meet needs. The goals and objectives have been established for a 3-5 year process with strategies and activities changing as the needs indicate.

2017-18 School Improvement Plan

Overview

Plan Name

2017-18 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase their math proficiency through Michigan State standards.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$143179
2	All students will increase their proficiency in reading and writing through Michigan ELA standards.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$44000
3	All students will Increase their engagement in school through positive relationships and academic/social/emotional intervention and support.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$88000

Goal 1: All students will increase their math proficiency through Michigan State standards.

Measurable Objective 1:

75% of First, Second, Third and Fourth grade students will demonstrate a proficiency (average or above average on NWEA assessment) of Michigan standards in Math in Mathematics by 06/12/2020 as measured by NWEA.

Strategy 1:

Multi-Tiered Support Services (MTSS) - Teachers will utilize the grade level PLTs and building interventionist to develop and deliver intervention plans in the area of mathematics.

Category: Learning Support Systems

Research Cited: "Teachers struggle every day to bring quality instruction to their students. Beset by lists of content standards and accompanying "high-stakes" accountability tests, many educators sense that both teaching and learning have been redirected in ways that are potentially impoverishing for those who teach and those who learn. Educators need a model that acknowledges the centrality of standards but also ensures that students truly understand content and can apply it in meaningful ways. For many educators, Understanding by Design addresses that need. Simultaneously, teachers find it increasingly difficult to ignore the diversity of the learners who populate their classrooms. Few teachers find their work effective or satisfying when they simply "serve up" a curriculum--even an elegant one--to students with no regard for their varied learning needs. For many educators, Differentiated Instruction offers a framework for addressing learner variance as a critical component of instructional planning." --Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids; Tomlinson, McTighe; 2006.

"...decades of research have shown time and again that focusing on the following five essential practices can vastly increase students' chances of doing well in school:

- * Guaranteeing that instruction is challenging, engaging, and intentional
- * Ensuring curricular pathways to success
- * Providing whole-child student supports
- * Creating high-performance school cultures
- * Developing data-driven, high-reliability district systems"

--Simply Better: Doing What Matters Most to Change the Odds for Student Success; Bryan Goodwin; 2011.

Classroom Instruction That Works; Marzano, Pickering, and Pollock; 2001.

School Improvement Plan

J. A. Lanigan Elementary School

Activity - Contracted Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers are hired using Title One funds to provide Tier two support to students as identified on Bottom 30 and/or targeted lists. Students will track their individual progress on intervention plans in the area of mathematics.	Academic Support Program, Monitor, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$91679	Title I Part A	Teachers Principal Interventionists Support Staff

Activity - PLT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLT teams look at student data and performance. Members of the team meet with individual teachers with concerns to collect baseline, establish strategies and monitor progress.	Academic Support Program, Monitor, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	General Fund	Principal MTSS building team CT/UST leader Classroom teachers

Strategy 2:

Use Quality Instruction strategies - Staff will use the Marzano Framework for Effective Instruction. The Leader in Me program implementation will support and align the work of quality instruction.

Category: Mathematics

Research Cited: Classroom Instruction That Works; Marzano, Pickering, and Pollock; 2001.

Marzano, R. J. (2007). The art and science of teaching. Alexandria, VA: ASCD. Haystead, M. W., & Marzano, R. J. (2010b). Meta-analytic synthesis of studies conducted at Marzano Research Laboratory on instructional strategies. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com).

Tier: Tier 1

Activity - PLT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet once a week to share student data and generate strategies to improve student performance.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$7500	Title I Part A	Administrator Teacher

Activity - Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

J. A. Lanigan Elementary School

Teachers will utilize student Data Notebooks to engage students in setting individual and class-wide math goals and collecting and analyzing data relate to these goals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Title I Part A	Administrat or Teachers
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be offered outside of the instructional school day to provide tier two students with academic support (ex:summer school, tutoring). Parents will have the opportunity to attend after school sessions to increase math awareness (ex:Math Night).	Behavioral Support Program, Academic Support Program, Community Engagement, Parent Involvement	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Title I School Improvement (ISI)	Administrat or Classroom Teachers

Goal 2: All students will increase their proficiency in reading and writing through Michigan ELA standards.

Measurable Objective 1:

84% of First, Second, Third and Fourth grade students will demonstrate a proficiency (avg. or above avg. on NWEA assessment) of Michigan standards in English Language Arts in English Language Arts by 06/12/2020 as measured by NWEA..

Strategy 1:

Use Multi-tiered Support System (MTSS) - Teachers will utilize grade level PLTs and building interventionist to develop and deliver intervention plans in the area reading and writing.

Category: English/Language Arts

Research Cited: Lucy Calkins - The Art of Teaching Reading / Writing Pathways

Irene Fountas and Gay Sue Pinnell - Guiding Readers and Writers /

When Readers Struggle Teaching That Works /

Teaching For Comprehending and Fluency /

Jeff Wilhelm - Improving Comprehension with Think Aloud Strategies /

Nancie Atwell - Reading in the Middle /

Robert Marzano - A Handbook for Classroom Instruction that Works /

DuFour R and Eaker R (1998) Professional Learning Communities at Work: Best Practices for Enhancing

Student Achievement. Bloomington: Indiana University Press.

School Improvement Plan

J. A. Lanigan Elementary School

Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Metaanalytic review of responsiveness to intervention research: Examining field-based and research implemented models. *Journal of Psychoeducational Assessment*, 23, 381–394.

Tier: Tier 2

Activity - Contracted Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers are hired using Title One funds to provide Tier Two support to students as identified on Bottom 30 and/or targeted lists. Students will track their individual progress on intervention plans in the area of reading and writing.	Academic Support Program, Monitor, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	General Fund	Teachers Principal Interventionist Support Staff

Activity - PLT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLTs look at student data and performance. Members of the team meet with individual teachers with concerns to collect baseline, establish strategies and monitor progress.	Behavioral Support Program, Academic Support Program, Monitor, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	General Fund	Principal MTSS building team Classroom teachers

Activity - Grade Level Student Progress Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every six instructional weeks PLTs will review current data and adjust intervention as needed.	Academic Support Program, Monitor	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	Title I School Improvement (ISI)	Regular time to meet with strategy groups using data to inform instruction with regular progress monitoring Teacher preparedness

School Improvement Plan

J. A. Lanigan Elementary School

Strategy 2:

Use Quality Instructional strategies - Staff will use the Marzano Framework for Effective Instruction. The Leader in Me program implementation will support and align the work of quality instruction.

Category: English/Language Arts

Research Cited: Marzano, R. J. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.

Covey, Steven The Leader in Me

Haystead, M. W., & Marzano, R. J. (2010b). Meta-analytic synthesis of studies conducted at Marzano Research Laboratory on instructional strategies. Englewood, CO:

Marzano Research Laboratory (marzanoresearch.com).

Tier: Tier 1

Activity - PLT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet once a week to share student data and generate strategies to improve student performance.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Administrators or Teachers

Activity - Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize student Data Notebooks to engage students in setting individual and class-wide ELA goals and collecting and analyzing data related to these goals.	Academic Support Program, Monitor	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Title I Part A	Administrators Teachers

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be offered outside of the instructional school day to provide tier two students with academic support (ex: summer school, tutoring). Parents will have the opportunity to attend after school sessions to increase literacy awareness (ex: Literacy Night).	Behavioral Support Program, Academic Support Program, Community Engagement, Parent Involvement	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Title I School Improvement (ISI)	Administrators or Classroom Teachers

Strategy 3:

Technology - Teachers will make chromebooks available in a workshop setting for students to practice literacy skills.

School Improvement Plan

J. A. Lanigan Elementary School

Category: Technology

Research Cited: March 2012 | Volume 69 | Number 6

Reading: The Core Skill

Five Reasons Readers Need Technology

Ted Hasselbring

Tier: Tier 1

Activity - Student interaction with tech	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology in readers and writers workshop (ex: Raz-Kids, Compass Learning, publishing writing).	Communication, Academic Support Program, Technology, Monitor	Tier 1	Getting Ready	09/06/2016	06/12/2020	\$0	General Fund	Administrators Teachers Support Staff

Goal 3: All students will increase their engagement in school through positive relationships and academic/social/emotional intervention and support.

Measurable Objective 1:

collaborate to have at least 87% of students in the moderate to low risk range by 06/12/2020 as measured by the Student Risk Screening Scale (SRSS; Drummond, 1994).

Strategy 1:

Use Multi-tiered Support System (MTSS) - Use MTSS (Multi-tiered Systems of Support) to develop and monitor academic and behavioral intervention plans.

Category: School Culture

Research Cited: Muhammed, A., Transforming School Cultures

Howard, G., We Can't Teach What We Don't Know

Okun, T., The Emperor Has No Clothes

Marzano, R.J., Marzano, J. S., & Pickering, D.J. (2003). Classroom Management That Works: Research-based Strategies for Every Teacher. Alexandria, VA:

Association For Supervision and Curriculum Development.

Marzano, R J., Norford, J. S., Paynter, D.E., Pickering, D. J., & Gabby, B. B. (2001). A Handbook for Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Pickering, D. J., & Pollack, J. E., (2001). Classroom Instruction That Works: Research-based Strategies for Increased Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

School Improvement Plan

J. A. Lanigan Elementary School

Tier: Tier 2

Activity - Use Student Risk Screening Scale (SRSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year (following the NWEA schedule) to determine the number of students who are at risk for challenging behaviors and for the direct purpose for better understanding of how to support students to be academically successful in school. This screening tool consists of seven items that teachers use to rate their classroom of students based on the teacher's current knowledge with clear evidence of each individual student's behavior.	Behavioral Support Program, Monitor, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Principal Teachers

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS building team looks at student data and performance. Grade level MTSS representatives meet with their PLT team and report concerns and progress back to the MTSS building team.	Behavioral Support Program, Academic Support Program, Monitor, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	Principal MTSS facilitators Teachers

Strategy 2:

Use Quality Instructional strategies - Teachers will use the Leader In Me resources to support and align with the work of Quality Instruction.

Category: School Culture

Research Cited: Marzano, R.J. (2007). The Art and Science of Teaching. Alexandria, VA; ASCD.

Haystead, M.W., & Marzano, R.J. (2010), Meta-analytic synthesis of studies conducted at Marzano Research Laboratory on Instructional Strategies, Englewood CO, Marzano Research Laboratory (Marzanoresearch.com).

Tier: Tier 1

Activity - Professional Learning Team (PLT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet once a week to share student data and generate strategies to improve student performance.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Administrator Teachers

School Improvement Plan

J. A. Lanigan Elementary School

Activity - Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize student Data Notebooks to engage students in setting individual and/or class-wide behavior goals along with collecting and analyzing data related to these goals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Title I Part A	Administrator or Teachers
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will utilize the Leader In Me website.	Behavioral Support Program, Academic Support Program, Professional Learning, Technology, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Administrator or Teachers

Strategy 3:

Leader in Me training - The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Teachers will receive ongoing support from the Franklin Covey staff. Lanigan Elementary will be in year two of implementation for the 2016-17 school year.

Category: School Culture

Research Cited: The Leader in Me by Steven Covey

Tier: Tier 1

Activity - Leader in Me learning opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff, students and parents will be provided leadership opportunities at Lanigan. Parents may receive Leader in Me training opportunities.	Professional Learning, Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Title I Part A	Administrator or Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLT	Grade level PLTs look at student data and performance. Members of the team meet with individual teachers with concerns to collect baseline, establish strategies and monitor progress.	Behavioral Support Program, Academic Support Program, Monitor, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	Principal MTSS building team Classroom teachers
Student interaction with tech	Students will use technology in readers and writers workshop (ex: Raz-Kids, Compass Learning, publishing writing).	Communication, Academic Support Program, Technology, Monitor	Tier 1	Getting Ready	09/06/2016	06/12/2020	\$0	Administrators Teachers Support Staff
PLT	PLT teams look at student data and performance. Members of the team meet with individual teachers with concerns to collect baseline, establish strategies and monitor progress.	Academic Support Program, Monitor, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	Principal MTSS building team CT/UST leader Classroom teachers
Contracted Interventionist	Certified teachers are hired using Title One funds to provide Tier Two support to students as identified on Bottom 30 and/or targeted lists. Students will track their individual progress on intervention plans in the area of reading and writing.	Academic Support Program, Monitor, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	Teachers Principal Interventionist Support Staff

Title I School Improvement (ISI)

School Improvement Plan

J. A. Lanigan Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Student Progress Meetings	Every six instructional weeks PLTs will review current data and adjust intervention as needed.	Academic Support Program, Monitor	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	Regular time to meet with strategy groups using data to inform instruction with regular progress monitoring Teacher preparedness
Extended Learning Opportunities	Opportunities will be offered outside of the instructional school day to provide tier two students with academic support (ex:summer school, tutoring). Parents will have the opportunity to attend after school sessions to increase math awareness (ex:Math Night).	Behavioral Support Program, Academic Support Program, Community Engagement, Parent Involvement	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Administrator Classroom Teachers
Extended Learning Opportunities	Opportunities will be offered outside of the instructional school day to provide tier two students with academic support (ex: summer school, tutoring). Parents will have the opportunity to attend after school sessions to increase literacy awareness (ex: Literacy Night).	Behavioral Support Program, Academic Support Program, Community Engagement, Parent Involvement	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Administrator Classroom Teachers

No Funding Required

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

School Improvement Plan

J. A. Lanigan Elementary School

Technolgy	Teachers and students will utilize the Leader In Me website.	Behavioral Support Program, Academic Support Program, Professional Learning, Technology, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Administrat or Teachers
MTSS	MTSS building team looks at student data and performance. Grade level MTSS representatives meet with their PLT team and report concerns and progress back to the MTSS building team.	Behavioral Support Program, Academic Support Program, Monitor, Teacher Collaborati on	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	Principal MTSS facilitators Teachers
Professional Learning Team (PLT)	Teachers will meet once a week to share student data and generate strategies to improve student performance.	Professiona l Learning, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Administrat or Teachers
PLT	Teachers will meet once a week to share student data and generate strategies to improve student performance.	Professiona l Learning, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Administrat or Teachers
Use Student Risk Screening Scale (SRSS)	The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year (following the NWEA schedule)to determine the number of students who are at risk for challenging behaviors and for the direct purpose for better understanding of how to support students to be academically successful in school. This screening tool consists of seven items that teachers use to rate their classroom of students based on the teacher's current knowledge with clear evidence of each individual student's behavior.	Behavioral Support Program, Monitor, Teacher Collaborati on	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Principal Teachers

Title I Part A

School Improvement Plan

J. A. Lanigan Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLT	Teachers will meet once a week to share student data and generate strategies to improve student performance.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$7500	Administrator or Teacher
Data Notebooks	Teachers will utilize student Data Notebooks to engage students in setting individual and/or class-wide behavior goals along with collecting and analyzing data related to these goals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Administrator or Teachers
Data Notebooks	Teachers will utilize student Data Notebooks to engage students in setting individual and class-wide ELA goals and collecting and analyzing data related to these goals.	Academic Support Program, Monitor	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Administrators Teachers
Contracted Interventionist	Certified teachers are hired using Title One funds to provide Tier two support to students as identified on Bottom 30 and/or targeted lists. Students will track their individual progress on intervention plans in the area of mathematics.	Academic Support Program, Monitor, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/12/2020	\$91679	Teachers Principal Interventionists Support Staff
Leader in Me learning opportunities	All staff, students and parents will be provided leadership opportunities at Lanigan. Parents may receive Leader in Me training opportunities.	Professional Learning, Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Administrator or Staff
Data Notebooks	Teachers will utilize student Data Notebooks to engage students in setting individual and class-wide math goals and collecting and analyzing data relate to these goals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$44000	Administrator or Teachers