

Title I Planning & Review Team

Lawson Elementary

The principal, Title I teachers, a representative from each grade level and parents met over a period of several meetings to conduct a needs assessment and develop a plan for meeting the instructional needs of Lawson Elementary school.

Our annual meeting was conducted on September 21, 2016. Our school-wide planning meetings took place on March 6 & April 26, 2017.

List Team Members and Role:

- Patricia Tavenner, Principal (
- Sharon Fennewald, Title I Teacher (
- Shelley Newman, Classroom Teacher, Parent(
- Jennifer Uptergrove, Classroom Teacher (
- Michelle Wilson, Classroom Teacher, Parent
- Megan Goetz, Classroom Teacher (
- Chelsea Allee, Parent (
- Amber Arnold, Parent
- Jeff Arnold, Parent
- Mike Parker, Parent
- Jennifer Frisbie, Title I Parent Advisory Council, Parent

- **Needs Assessment:** The MAP scores for Lawson have fluctuated up and down in the area of English Language Arts since 2013, within approximately 10%, with a current 2-year rolling NCE average of a 2.6 point increase.

The MAP scores for Lawson show a slight downward trend in the area of Math with a current 2-year NCE average of a 1.2 point decline.

The MAP scores for Lawson have fluctuated up and down in the area of Science since 2013 as well with a current 2-year NCE average of a 4.4 point increase.

Within our subgroup achievement, the data shows a 2.7 point increase in English Language Arts with a slight decline in Math and Science with that subgroup. This trendline is consistent with the rest of the academic achievement of the entire building.

Additional data reviewed shows an overall decline in the number of behavior events from 2015-2016 to the current year in which we have a part-time behavior interventionist in our building.

The 2016-2017 school is currently at 335 behavior events which is currently on track to be less than the 15-16 school year. We believe this decrease is due to part-time support from a behavior interventionist. Additional support is needed in this area. The behavior event trends are below:

2015-2016 – 395 behavior events

2014-2015 – 351 behavior events

2013-2014 – 359 behavior events

2012-2013 – 444 behavior events

Schoolwide Reform Strategies: *(Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that strengthen the school's core academic program: (*

Professional Learning Communities

Date of Implementation:

Since the 2012-2013 school year, meeting norms, collaborative grade level meetings to discuss data and a common agenda form are used which are components of Professional Learning Communities.

Positive Behavior Supports

Date of Implementation:

Prior to 2012-2013, Lawson had been in PBS Tier 1 with a move to Tier 2 in the 2012-13 school year, along with a shift to Tier 3 in the 2015-15 school year.

Tiered instructional support (RTI) Describe the process used: Currently in grades K-5, students are identified as in need of personalized learning and have access to using daily instruction on the district iReady progress monitoring tool. All students are given access to math and reading workshop models to target individual needs in these subject areas.

Date of Implementation:

2016-2017 school year

Other (List and Describe)

Lawson uses a systematic, problem-solving team process. The principal meets quarterly on individual academic intervention plans for students that are on the verge of moving from Basic to Proficient on the MAP test. The principal also meets monthly to discuss academic and behavior supports with each staff member through the Student Support Team process. At these meetings, interventions are discussed with an entire support team of staff where we determine whether interventions are successful or not and potential solutions to help this student. This team may consist of: classroom teacher, grade span teachers, special education teacher, instructional coach, reading interventionist, counselor, school psychologist, behavior interventionist, principal and BCBA, as needed. This team meets to serve the Student Support Team (SST) process which is designed to help students who continue to struggle with academic and behavioral concerns. SST referrals are typically made by the classroom teacher.

List the high-quality student academic assessments, in addition to the MAP, which will be used to assist in diagnosis, teaching and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed.

Observation Survey of Early Literacy Assessment (Kindergarten) - Screening • Concepts About Print • Letter Identification • Writing Sample

Developmental Reading Assessment (K-5th) - Diagnostic/Progress Monitoring • Accuracy • Fluency • Comprehension

Basic Reading Inventory (4th-5th) - Diagnostic/Progress Monitoring • More appropriate for students reading at fourth grade level and above

Running Records (K-5th) - Diagnostic • Miscue Analysis

iReady – Data is used for short- and long-term progress monitoring

Behavior Referrals, major & minor as well as Positive Behavior Supports (All 3 Tiers) – Used to monitor behavior intervention • Check-in/Check-out for consistent student feedback • Social Skills deficit identification • Self-monitoring deficit identification • Behavior frequency data

SAEBRS – Used to identify social skill deficits • Helps to place students into social skill groups

Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

extended school year before-and after-school tutoring
 summer programs and opportunities other:

Summer programming will be open to all students in the building, with a focus on ELA instruction (150 minutes daily) and Math instruction (90 minutes daily) to focus on the priority standards in the grade level curriculum, which is based on the Missouri Learning Standards. ELA support will include both large and small group instruction, with some targeted 1:1 support. Guided reading groups will be designed to deliver instruction in common Lexile ranges. Students will participate in weekly lessons with the library media specialist and will also have access to the school library and summer check-out.

Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri’s Learning Standards who are members of any program’s target population that is included in the school-wide program, which may include:

counseling, pupil services, and mentoring services (

- *college and career awareness and preparation, such as college and career guidance, personal finance(education, and innovative teaching methods, which may include applied learning and team-teaching strategies (*
- *integration of vocational and technical education programs* Lawson Elementary would like to continue literacy support that we have under Title I. Going School-wide will allow us to use those literacy experts to provide support to upper grade levels, as well. (Increasingly, students come to school with a variety of social/emotional/behavioral needs. If we are able to attain a second, Title 1 Reading Teacher, with the number of students we serve at Lawson, we would be more successful at meeting all of our students deficits as we consistently have a waiting list of students to get in to work in small group or 1-on-1 with our current reading specialist.

In order to be successful in mastering the Missouri Learning Standards, students need to be emotionally ready to learn. Often times, behavior is the biggest barrier to learning. In order to support learning, we need support for behavior intervention. We would like full-time behavioral support K-5. Currently, we have a partial behavior interventionist that is shared with another building; however, we see improvement in the number of Tier 3 identified students who are able to stay in class to learn as a result of our behavior interventionist. The difficult part is that when a student is given a break card to access the behavior interventionist, she is not able to consistently be here for them. Although, she has established rapport with these students, this tends to set students off when she is not here to talk with them which keeps them from being able to return to class because they want to speak with her since she has been the one that understands their behavioral struggles.

We would like to expand the use of the behavior interventionist

to effectively implement small social skills groups across the building for those students identified on the SAEBRS, as well as through our PBS Tier 2 Referral form which also helps to identify current student deficits the teacher notices in the classroom.

Currently, we have limited ability to support struggling students. We differentiate and respond, to the extent possible, in the classroom. However, there is increasing need for additional support to help students meet the Missouri Learning Standards.

(

Address the assessment measures the school will use to determine if student needs are met. (

iReady – Data is used for short- and long-term progress monitoring

Developmental Reading Assessment (K-5th) - Diagnostic/Progress Monitoring • Accuracy • Fluency • Comprehension ((

Behavior Referrals, major & minor, as well as Positive Behavior Supports (All 3 Tiers) – Used to monitor behavior intervention

SAEBRS – Used as a long-term indicator of behavior modifications/social skill deficits

Indicate how much teachers are included in the decisions regarding the use of MAP and other assessments to provide (information on and to improve the achievement of individual students and the overall instructional program. (

Grade level teams have been working on what the standards are asking and making sure pre and post assessment align with the standards across the district for those standards addressed on the MAP. (Lawson has implemented a digital assessment wall to monitor student progress on literacy assessments and guided reading levels. These data points are used to inform and adjust

instruction. (

In the past, teachers have looked at the data on standards that the MAP assessed. Areas below a certain threshold, over time, were discussed and strategies for addressing them differently were outlined and implemented.

Activities to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered:

Reading support will be provided by the reading specialist. This will continue to allow us to work with our most struggling readers. Reading support will expand to include all grade levels.

Moving forward, our behavior interventionist and counselor will be utilized to lead more small-group social skills lessons. Lawson will use the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) to support this work. Additionally, we have the need for additional intervention, particularly in the area of behavior, but also academically. We need an additional resource of a full-time behavior interventionist to help us with these interventions. There continues to be a need for a second reading specialist as well to support the number of students that are on a waiting list to be served.

We will continue the use of Student Support Teams (SST) to look at the individual needs of students. In these meetings, we will continue to use iReady, DRA and other assessments to determine academic progress while using SAEBRS and PBS data/fidelity checks to determine behavioral progress. In the academic SST's, the teams drill down to specific areas such as fluency, context clues, phonemic awareness, behavior, etc. In the behavioral SST's, the teams drill down

to discuss the behavior plan or functional behavior assessment. Both are based data around a student's individual needs in which the team develops a plan for intervention. However, going school-wide will allow the reading specialist and proposed, full-time interventionist to provide assistance on any SST plan where their expertise is appropriate.

Individual student MAP results will be provided in a language parents can understand through:

A translated version or by a translator

Parent-teacher conference

Parent meetings/trainings to understand MAP and interpret results

A detailed explanation sent home to parents

Other: **Instruction by highly qualified teachers** *The school is meeting the requirement regarding instruction by highly qualified teachers by:*

Teachers are highly qualified with documentation on file

Paraprofessionals hired with Title I funds have at least 60 semester hours, a two –year certificate, or have passed the ParaPro assessment with documentation on file. Lawson does not have any paraprofessionals hired with Title I funds.

How will federal funds be used to help teachers meet the highly qualified requirements?

The district has documentation to verify teachers are highly qualified.

Professional Development

Describe the high-quality and ongoing professional development for teachers, principals and paras to enable all children in the school to meet the Missouri Learning Standards.

Ongoing professional development will continue to focus on Positive Behavior Support implementation as well as work centered around rigor and relevance. During monthly staff meetings and district professional development day, staff are looking with the principal at a new strategies called self-monitoring next school year, while also implementing fidelity checks of the other Tier 2 interventions including Check-In/Check-Out and Social Skills to ensure validity and follow-through with each to maximize the assistance we provide to our students.

Future professional development will continue to focus on data teams processes and interventions in the areas of behavior and academics.

Professional development specific to Title I teachers includes all of the activities and professional growth requirements associated with Reading Recovery, as well as training on the Comprehensive Intervention Model (CIM). Title I teachers also participate in the majority of professional development geared toward classroom teachers.

Professional development for classroom teachers has focused on increasing rigor and relevance in instruction and assessment. We are using the International Center for Leadership in Education (ICLE) Rigor/Relevance framework to guide this work.

Continued work will occur with staff on data analysis/academic intervention plans using iReady, DRA and other data collected through the use of Job-embedded Professional Development and Teamwork

Tuesday time.

Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

The district believes that teachers have the greatest opportunity to impact the lives of students. The district attracts, supports and retains highly qualified candidates through internal and external recruitment efforts, participation in job fairs throughout Missouri and outside the state, ongoing efforts to strengthen relationships with colleges and universities through student teacher, intern, fellows and other placements, and through district hosted job fairs and other events as needed. Once hired, the district works to provide ongoing training, support and professional development needed to ensure the success of teachers.

Parent Involvement

Provide clear strategies and action steps the building will use to increase parental involvement.

Parents are involved in planning activities –Parents are involved in the development of this Schoolwide Plan.

Parents are involved in implementing and evaluating activities –Title I Parent Orientation & Literacy Breakfast. Evaluations/feedback are done after each event to solicit feedback for future plans.

Parents are involved in school decisions

Parents are provided with meetings and notification concerning student progress – At least weekly, but often more frequently, folders with student work and progress are sent home, as well as parent-teacher conferences.

Other steps the building will use:

Parents are regularly invited to quarterly awards ceremonies as well as some PBS/Character assemblies. At the PBS assemblies, we provide an overview and lesson of the district character trait for the month. At the Quarterly Award ceremonies, we celebrate student achievement and those that represent the character trait of the month for each of those months during that quarter.

Parents will be invited to attend a literacy night in the fall to learn how to best support their child in reading and writing. Parents will be informed about school-wide expectations, classroom routines/procedures, and grade level curriculum at Open House orientation.

We will also look at possible offerings of training for parents on trauma response for students and other behavior support.

We will look for ways to engage parents in academic support for their children through fun activities.

The district will coordinate and integrate the following federal, state and local services and programs to support the schools efforts:

The District will assist with coordination of services between Federal Programs (e.g. Title I, McKinney-Vento), Special Education, 504 and English Language Learner support. There is also a plan to hire instructional coaches at the elementary level, which will supplement the support provided by Title I. Integration and alignment of services will be ensured through a clear district vision and supervision.

Describe how the plan is made available to the LEA, parents and the public and in an easily understandable and uniform format.

The plan will be made available on the District and school websites.

Preschool Transition

The District's early childhood program is a Title I preschool. Those students take a field trip to an elementary school each year. They ride the bus to the school and visit the kindergarten classrooms. The students participate in a kindergarten lesson. The students visit the library and have a story read to them. They visit the gym and have a snack in the cafeteria. The elementary school students give the tour to the preschool students and answer any questions they might have.