

District Improvement Plan

School Year: 2010

District Name: Lakeshore School District (Berrien)

Intermediate School District: Berrien RESA

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mrs. Cynthia Vujea

Building Code: 11030

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Lakeshore School District (Berrien)
ISD/RESA:	Berrien RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	11030
City:	Stevensville
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

To provide a quality educational experience that promotes focusing on every child every day

An environment of such will include:

educators committed to the belief that all children can and will learn
a shared vision,
high expectations for all, -
an adult advocate for every student,
family and community partnerships, and
a positive school climate.

To this end, we will seek to provide:

a curriculum that is challenging, integrative, and exploratory,
varied teaching and learning approaches,
assessment and evaluation that promote learning,
flexible organizational structures,
programs and policies that foster health, wellness, and safety, and
comprehensive guidance programs.

Mission Statement

The mission of Lakeshore Public Schools is moving from Good to Great by focusing on every child every day.

Beliefs Statement

Each person is responsible and accountable for his/her choices.
Each individual warrants respect.
Safety is essential to the Lakeshore Public Schools learning environment.
Every student is capable of learning.
Each student's capacity to learn is respected.
Every student has the obligation to pursue his/her potential.

Goals

ID	Name	Development Status	Progress Status
6745	Reading Improvement	Approved	Open
11338	Math Improvement	Approved	Open
16934	Science Improvement	Approved	Open

Goal 1: Reading Improvement

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All students will be proficient in Reading as measured by the MEAP and MME tests.

Gap Statement : Across elementary, middle and high school, there are gaps between non-disabled students and students with disabilities (SWD) as indicated below:

- Grade 3: Non-disabled = 97% proficient; SWD = 87% proficient. Gap = 10 points
- Grade 4: Non-disabled = 92% proficient; SWD = 60% proficient. Gap = 32 points
- Grade 5: Non-disabled = 93% proficient; SWD = 79% proficient. Gap = 14 points
- Grade 6: Non-disabled = 96% proficient; SWD = 68% proficient. Gap = 28 points
- Grade 7: Non-disabled = 97% proficient; SWD = 59% proficient. Gap = 38 points
- Grade 8: Non-disabled = 94% proficient; SWD = 60% proficient. Gap = 34points
- Grade11: Non-disabled = % proficient; SWD = % proficient. Gap = points

Cause for Gap : Multiple factors impact the gaps including: length of time in district; nature of a child's disability; environmental matters, family structure; lifetime experiences; and lack of exposure to the general education curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : Measures and data sources include: MEAP demographic reports; local assessments; teacher observation; child study team information that has been gathered; and formal and informal reading inventory assessment data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? A higher percentage of students with disabilities will be proficient on the MEAP and MME Reading tests. Through district-wide quarterly assessments teachers will monitor this sub-group's progress to see if our interventions are effective. Adjustments will be made as needed.

Contact Name : Teachers of Reading

List of Objectives:

ID	Objective
7464	Increase by 10% special education students meeting or exceeding state standards on MEAP and MME tests. (scoring a 1 or 2)

1.1. Objective: 10% increase - sp ed subgroup

Measurable Objective Statement to Support Goal : Increase by 10% special education students meeting or exceeding state standards on MEAP and MME tests. (scoring a 1 or 2)

List of Strategies:

ID	Strategy	Locked By
7464	Reading Interventionists will provide direct services to special education students who are not performing at grade level, and who have not met or exceeded state standards on MEAP and/or local assessments.	
7464	Develop and implement high quality test prep activities for all grades including comprehension responses scored on a 3 point rubric.	

1.1.1. Strategy: Reading Intervention services

Strategy Statement: Reading Interventionists will provide direct services to special education students who are not performing at grade level, and who have not met or exceeded state standards on MEAP and/or local assessments.

Selected Target Areas

SPR (90) I.1.A.1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) II.1.A.1 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

SPR (90) II.2.B.2 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and

accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) Indicator 13 Highly Qualified Personnel: The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Classroom Instruction That Works - Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title I Reading Interventionists will work with general education teachers to plan and implement reading strategies to improve performance in identified deficit areas. In addition to classroom inclusion support, students will receive extended learning opportunities for Reading in pull-out or Resource Room experiences.	02/01/2010	05/28/2010	Reading Interventionists employed by the district

1.1.1.1. Activity: Reading Intervention

Activity Description: Title I Reading Interventionists will work with general education teachers to plan and implement reading strategies to improve performance in identified deficit areas. In addition to classroom inclusion support, students will receive extended learning opportunities for Reading in pull-out or Resource Room experiences.

Activity Type: Revised

Planned staff responsible for implementing activity: Reading Interventionists employed by the district

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 02/01/2010, End Date - 05/28/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I Reading Interventionist	Title I Part A	191,000.00	0.00

1.1.2. Strategy: High Quality Test Preparation for MEAP and MME

Strategy Statement: Develop and implement high quality test prep activities for all grades including comprehension responses scored on a 3 point rubric.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 19 Informed Data-Based Decision-Making: System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) Indicator 8 Instructional Program Coherence: In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Designing and Using High-Quality Paper and Pencil Tests - Deborah Wahlstrom

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers and administrators will work in collaborative teams to create high quality test preparation materials so students at all grades will understand the testing format and will have a review of content before taking their state assessments.	07/01/2010	03/01/2011	Grade level and content area teachers in all buildings.

1.1.2.1. Activity: "Great Start" Test Development

Activity Description: Teachers and administrators will work in collaborative teams to create high quality test preparation materials so students at all grades will understand the testing format and will have a review of content before taking their state assessments.

Activity Type: Revised

Planned staff responsible for implementing activity: Grade level and content area teachers in all buildings.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 03/01/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Money to pay stipends to teachers for doing summer curriculum development/ assessment development	Title II Part A	2,000.00	0.00

Goal 2: Math Improvement

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Math as measured by the MEAP and MME tests.

Gap Statement : Across elementary, middle and high school, there are gaps between non-disabled students and students with disabilities (SWD) as indicated below:

- Grade 3: Non-disabled = 97% proficient; SWD = 88% proficient. Gap = 9 points
- Grade 4: Non-disabled = 97% proficient; SWD = 87% proficient. Gap = 10 points
- Grade 5: Non-disabled = 95% proficient; SWD = 67% proficient. Gap = 28 points
- Grade 6: Non-disabled = 92% proficient; SWD = 56% proficient. Gap = 36 points
- Grade 7: Non-disabled = 96% proficient; SWD = 59% proficient. Gap = 37 points
- Grade 8: Non-disabled = 88% proficient; SWD = 31% proficient. Gap = 57 points
- Grade 11: Non-disabled = % proficient; SWD = % proficient. Gap = points

Cause for Gap : Multiple factors impact the gaps including: length of time in district; nature of a child's disability; environmental matters; family structure; lifetime experiences; and lack of exposure to the general

education curriculum.

In grades 5,6,7,8, and 11 we know that special education students have not always had full access to the general education curriculum. In some cases their primary instruction had been in a pull-out setting. As we continue to implement full inclusion of special education students, with co-taught classes, we expect to close the achievement gaps.

Multiple measures/sources of data you used to identify this gap in student achievement : We reviewed the state provided MEAP and MME results and corresponding Golden Package reports that provide us with longitudinal data for this AYP subgroup. In addition, we reviewed ACT Explore results for Math and found confirming evidence of non-disabled students outperforming special education students.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The disabled students will be at proficiency level or above on local math common assessments, MEAP or MME assessments and ACT Explore or Plan tests.

A higher percentage of students with disabilities will be proficient on the MEAP or the MME math tests. Through district-wide quarterly assessments teachers will monitor this sub-group's progress to see if our interventions are effective. Adjustments will be made as needed.

Contact Name : Teachers of Mathematics

List of Objectives:

ID	Objective
11034	Special education students attaining Proficiency on the MEAP or MME math tests will increase by 5-10 percentage points annually. Grade level Goals Grade 3 92% (5% increase) Grade 4 92% (5% increase) Grade 5 72% (5% increase) Grade 6 66% (10% increase) Grade 7 69% (10% increase) Grade 8 41% (10% increase) Grade 11 35% (10% increase)

2.1. Objective: Increase math proficiency

Measurable Objective Statement to Support Goal : Special education students attaining Proficiency on the MEAP or MME math tests will increase by 5-10 percentage points annually.

Grade level Goals

Grade 3 92% (5% increase)

Grade 4 92% (5% increase)

Grade 5 72% (5% increase)

Grade 6 66% (10% increase)

Grade 7 69% (10% increase)

Grade 8 41% (10% increase)

Grade 11 35% (10% increase)

List of Strategies:

ID	Strategy	Locked By
11034	All special education students will have full access to the general education math curriculum that covers the GLCE's or HSCE curriculum. We will eliminate pull-out math classes and all math instruction will be offered in the general education classrooms with an appropriate level support. Special education teachers and/or paraprofessionals will be utilized in co-teaching situations in these inclusion classrooms.	

2.1.1. Strategy: Inclusion/Co-taught Math classes

Strategy Statement: All special education students will have full access to the general education math curriculum that covers the GLCE's or HSCE curriculum. We will eliminate pull-out math classes and all math instruction will be offered in the general education classrooms with an appropriate level support. Special education teachers and/or paraprofessionals will be utilized in co-teaching situations in these inclusion classrooms.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Meeting the Needs of Diverse Learners - Paul Rutherford

Classroom Instruction that Works - Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math teachers in grades 2-11 will create and administer common quarterly assessments for their students. Results will be analyzed by the math teachers. Progress of special education students will	07/01/2010	06/10/2011	All teachers of math in grades 2-12

be monitored to determine if additional interventions need to be implemented.			
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2.1.1.1. Activity: Quarterly Math Assessments

Activity Description: Math teachers in grades 2-11 will create and administer common quarterly assessments for their students. Results will be analyzed by the math teachers. Progress of special education students will be monitored to determine if additional interventions need to be implemented.

Activity Type: Revised

Planned staff responsible for implementing activity: All teachers of math in grades 2-12

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 06/10/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Money for substitute teachers so math teachers can have release time to create and analyze quarterly	Title II Part A	17,200.00	0.00

Goal 3: Science Improvement

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Science as measured by the MEAP and MME tests.

Gap Statement : Across elementary, middle and high school, there are gaps between non-disabled students and students with disabilities (SWD) as indicated below:

- Grade 5: Non-disabled = 95% proficient; SWD = 87% proficient; Gap = 8 points
- Grade 8: Non-disabled = 89% proficient; SWD = 50% proficient; Gap = 39 points
- Grade 11: Non-disabled = 71% proficient; SWD = 38% proficient; Gap = 33 points

Cause for Gap : In grade 5 the achievement gap is 8 points and not a current focus for school improvement efforts.

Multiple factors impact the gaps including: length of time in district; nature of a child's disability; environmental

matters; family structure; lifetime experiences; and lack of exposure to the general education curriculum.

In grades 8 and 11 we know that special education students have not always had full access to the general education curriculum. In some cases their primary instruction has been in a pull-out setting. As we continue to implement full inclusion of special education students, with co-taught classes, we expect to close the achievement gaps.

Multiple measures/sources of data you used to identify this gap in student achievement : We reviewed the state provided MEAP and MME results and corresponding Golden Package reports that provide us with logitudinal data for this AYP subgroup. In addition, we reviewed our ACT Explore and ACT Plan results for Science and found confirming evidence that our non-disabled students consistently outperform special education students.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? A higher percentage of students with disabilities will be proficient on the MEAP and MME Science tests. Through district-wide quarterly assessments teachers will monitor this subgroup's progress to see if our interventions are effective. Adjustments will be made as needed.

Contact Name : Teachers of Science

List of Objectives:

ID	Objective
18877	Special Education students attaining Proficiency on the MEAP or MME Science tests will increase by 5-10 percentage points annually. Goals for each grade are listed below: Grade 5: Currently at 87% proficient; Goal is to improve to 92% proficient Grade 8: Currently at 50% proficient; Goal is to improve to 60% proficient Grade 11: Currently at 38% proficient; Goal is to improve to 48% proficient

3.1. Objective: Increase Science Proficiency

Measurable Objective Statement to Support Goal : Special Education students attaining Proficiency on the MEAP or MME Science tests will increase by 5-10 percentage points annually. Goals for each grade are listed below:

- Grade 5: Currently at 87% proficient; Goal is to improve to 92% proficient
- Grade 8: Currently at 50% proficient; Goal is to improve to 60% proficient
- Grade 11: Currently at 38% proficient; Goal is to improve to 48% proficient

List of Strategies:

ID	Strategy	Locked By
18877	All special education students will have full access to the general education science curriculum that covers the GLCE's or HSCE curriculum. We will eliminate pull-out science classes and all science instruction will be offered in the general education classrooms with an appropriate level of support. Special education teachers and/or paraprofessionals will be utilized in co-teaching	

situations in these inclusion classrooms.

3.1.1. Strategy: Inclusion/Co-taught Science Classes

Strategy Statement: All special education students will have full access to the general education science curriculum that covers the GLCE's or HSCE curriculum. We will eliminate pull-out science classes and all science instruction will be offered in the general education classrooms with an appropriate level of support. Special education teachers and/or paraprofessionals will be utilized in co-teaching situations in these inclusion classrooms.

Selected Target Areas

- SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.
- SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.
- SPR (90) Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.
- SPR (90) Indicator 7 Culture of Collaboration: District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

- Using Data to Improve Student Achievement - Deborah Wahlstrom
- Assess for Success: Designing & Using High-quality Paper-and-Pencil Tests - Deborah Wahlstrom
- Classroom Instruction that Works - Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science teachers in grades 6-11 will create and administer common quarterly assessments for their students. Results will be analyzed by the science teachers. Progress of special education students will be monitored to determine if additional interventions need to be implemented.	07/01/2010	06/10/2011	Teachers of science in grades 6-11.

3.1.1.1. Activity: Quarterly Assessments

Activity Description: Science teachers in grades 6-11 will create and administer common quarterly assessments for their students. Results will be analyzed by the science teachers. Progress of special education students will be monitored to determine if additional interventions need to be implemented.

Activity Type: Revised

Planned staff responsible for implementing activity: Teachers of science in grades 6-11.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 06/10/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Money to purchase scanners for gathering data from quarterly assessments	Title II Part A	5,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$191,000.00	\$0.00
Title II Part A	\$24,200.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Ellen	Rudy	Assistant Superintendent	erudy1@remc11.k12.mi.us
Mrs.	Kathy	Boyle	Stewart Elementary Princi	kboyl@remc11.k12.mi.us
Mrs.	Marcy	White	Hollywood Elementary Prin	mwhite1@remc11.k12.mi.us
Mrs.	Marcia	Bowman	Roosevelt Elementary Prin	mbowman@remc11.k12.mi.us
Mr.	William	Shepard	Middle School Principal	wshepard@remc11.k12.mi.us
Mr.	William	Scaletta	High School Principal	wscalett@remc11.k12.mi.us
Mr.	Robert	Kenagy	Board of Education Presid	rkenagy@aol.com
Mr.	Mark	Whitwam	Board of Education Vice-P	markwhitwam@theboulevardinn.com
Mr.	Jeffrey	Hannan	Board of Education Secret	jhannan@unitedfcu.com
Mr.	Fred	Welch	Board of Education Treasu	fredwelch@rahswmi.com
Mr.	Mike	Wlech	Borad of Education Truste	mike@express-1.com
Mrs.	Cindy	Gray	Board of Education Truste	hama49@aol.com
Mr.	Kevin	Bushu	Board of Education Truste	kbushu@unitedfcu.com
Mrs.	Kim	McAllister	Curriculum Council Parent	dkmifam@sbcglobal.net
Mr.	Scott	Risk	Curriculum Council Parent	R.Scott.Risk@Pfizer.com

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

The district administrative team in collaboration with teachers in their buildings, who are also Curriculum Council committee members, participate in well-organized school and district improvement teams. The teams collect data from a variety of sources, analyze the data and create a building and district profile. Improvement goals are set with measurable objectives. Building and district strategies, activities and professional development are planned to help achieve the goals. Embedded in the plan are monitoring dates to help evaluate progress on the goals. Monitoring is ongoing with the stakeholders reviewing the indicators that have been identified in their plans. Plans are revised as needed.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

At Lakeshore we have a six-year curriculum cycle monitored by the Curriculum Council. The Curriculum Council members include all of the building administrators, parent representatives, and teachers from all buildings and content areas. The Council meets monthly to review and revise curriculum outcomes and instructional material recommendations. The recommendations are forwarded to the Superintendent for approval and then to the Board of Education. The Council has input into the school and district improvement plans and helps to plan and facilitate many of the professional development activities.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

A variety of communication methods are used to communicate the school and district improvement plans. They are published on the district website and presented at a public Board of Education meeting in September each year. Plans are available at each of the buildings and at the district office.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Assistant Superintendent
Address:	5771 Cleveland Ave.; Stevensville, MI 49127
Telephone Number:	269-428-1400

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Teacher training in the following areas:

1. Development of common quarterly assessments;
2. Analysis of data;
3. Implementing high quality interventions;
4. Utilizing technology to enhance teaching and learning;
5. Professional Learning Community training;
6. Drop-out prevention and credit recovery;
7. Development and implementation of high quality test taking strategies

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Resources to support the implementation of the improvement plan come from a variety of sources including: the General Fund budget and Federal Grant programs including: Title I, Title IIa, Title II-D, and 31-A funds. In addition, we have ARRA funds that are supporting some of our technology integration initiatives. Finally, we receive funding from private donors and our local Foundation generously supports some of our goals by giving innovation and project grants to teachers.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

In June of 2010, the Board of Education approved our updated District Technology Plan. The plan was written by a representative committee consisting of the Superintendent, Assistant Superintendent, district technologists, building administrators, parents, community members, and several teachers. This three-year plan fully addresses the needs and goals that have been identified to integrate technology more fully into our school improvement plans. The plans are ambitious and will require many innovations to help improve teaching and learning using technology integration.