

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Lakeshore School District (Berrien)

ISD/RESA: Berrien RESA

School Name: Lakeshore Middle School

Grades Served: 6,7,8

Principal: Mr. Jason Messenger

Building Code: 02097

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Lakeshore Middle School
District:	Lakeshore School District (Berrien)
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	02097
City:	STEVENSVILLE
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

To provide a quality educational experience that promotes the middle school philosophy.

An environment of such will include:

educators committed to young adolescents,
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 Middle School is to develop educated, self-reliant, goal oriented young adults.

Beliefs Statement

Each person is responsible and accountable for his/her choices.

Each individual warrants respect.

Safety is essential to the LMS 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.

Teaming is an essential part of academic success at LMS.

Goals

Name	Development Status	Progress Status
Increase proficiency in Math on the Fall 2011 MEAP Test	Complete	Open
Increase proficiency in Reading on the Fall MEAP Test	Complete	Open
Increase proficiency in Science on the Fall MEAP Test	Complete	Open
Increase proficiency in Social Studies on the Fall MEAP Test	Complete	Open

Goal 1: Increase proficiency in Math on the Fall 2011 MEAP Test

Content Area: Math

Development Status: Complete

Student Goal Statement: Goal #1: Increase the percent of students achieving proficiency on the MEAP Math tests across all grades tested 6-8.

While proficiency levels are well above the state average in grades 6-8, we need to demonstrate continuous improvement as we proceed towards the goal of having 100% of our students proficient.

Gap Statement: Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the tests.

Fall 2010 Results: Grade 6 = 83%; Grade 7 = 91%; Grade 8 = 90%

Special Education Gaps: Grade 6 ~ 93-83=10; Grade 7 ~ 92-73=19; Grade 8 ~ 92-50=42

Cause for Gap: Need a higher level of fidelity to deliver district curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Math Performance Data.

Classroom Assessment Data.

Quarterly 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? Performance on MEAP Math test will improve.

Improved classroom performance.

Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged, and special education who have specific needs in mathematics and monitor those student's achievement.

Contact Name: Grade Level Staff

List of Objectives:

Name	Objective
Curriculum	Review the various MEAP reports to identify students who have not achieved proficiency in Math.
Quarterly Assessments	Implement locally developed quarterly assessments.
Special Needs Student Achievement	Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP Test.

1.1. Objective: Curriculum

Measurable Objective Statement to Support Goal: Review the various MEAP reports to identify students who have not achieved proficiency in Math.

List of Strategies:

Name	Strategy
Great Start Assessments	Staff will develop and administer great start assessment and materials to identify student deficiencies and remediate within the first three weeks of school in preparation for the MEAP Test.
Staff Review of Scores and Student Achievement	Completion of student lists of need disaggregated by gender, ethnicity, economically disadvantaged, and special education.

1.1.1. Strategy: Great Start Assessments

Strategy Statement: Staff will develop and administer great start assessment and materials to identify student deficiencies and remediate within the first three weeks of school in preparation for the MEAP Test.

Selected Target Areas

- I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
- I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
- I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
- I.2.B.1 The school or program ensures that students have the supports they need to meet the required

standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

Marzano's Classroom Instruction That Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Updating and Using the Great Start Materials	2011-08-09	2011-09-19	Math Department Core Staff

1.1.1.1. Activity: Updating and Using the Great Start Materials

Activity Description: Update Materials in Great Start Book. Materials will be used by all staff to identify need and remediate deficiencies.

Planned staff responsible for implementing activity: Math Department Core Staff

Actual staff responsible for implementing activity: Mathematics Core staff and special education teachers who support math instruction.

Planned Timeline: Begin Date - 2011-08-09, End Date - 2011-09-19

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IIA	Title II Part A	700.00	700.00

1.1.2. Strategy: Staff Review of Scores and Student Achievement

Strategy Statement: Completion of student lists of need disaggregated by gender, ethnicity, economically disadvantaged, and special education.

Selected Target Areas

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.
V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

Deb Wahlstrom's School Improvement process and plan.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Completion of student lists	2011-08-29	2011-09-30	Building staff - teachers of mathematics

1.1.2.1. Activity: Completion of student lists

Activity Description: Review MEAP scores and identify students who have not been proficient and ensure extra assistance/interventions are provided.

Planned staff responsible for implementing activity: Building staff - teachers of mathematics

Actual staff responsible for implementing activity: Building staff - teachers of mathematics

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-09-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

1.2. Objective: Quarterly Assessments

Measurable Objective Statement to Support Goal: Implement locally developed quarterly assessments.

List of Strategies:

Name	Strategy
Administer Assessments	Administer common quarterly assessments to identify needs and measure curricular progress.

1.2.1. Strategy: Administer Assessments

Strategy Statement: Administer common quarterly assessments to identify needs and measure curricular progress.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

Deb Wahlstrom's Designing and Using High Quality Paper and Pencil Assessments

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administer Assessments	2011-08-26	2012-06-01	Core staff at each grade level.

1.2.1.1. Activity: Administer Assessments

Activity Description: Administer Common Quarterly Assessment.

Planned staff responsible for implementing activity: Core staff at each grade level.

Actual staff responsible for implementing activity: Core staff at each grade level.

Planned Timeline: Begin Date - 2011-08-26, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

1.3. Objective: Special Needs Student Achievement

Measurable Objective Statement to Support Goal: Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP Test.

List of Strategies:

Name	Strategy
Provide Access to the General Curriculum	Provide students with opportunities to receive instruction in the general math curriculum as well as additional support on IEP Goals and Objectives for Mathematics.

1.3.1. Strategy: Provide Access to the General Curriculum

Strategy Statement: Provide students with opportunities to receive instruction in the general math curriculum as well as additional support on IEP Goals and Objectives for Mathematics.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

Deb Wahlsrom's school improvement model
Marzano's Classroom Instruction that Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Special Math Classes for SE Students with Core Content Specialist	2011-09-06	2012-06-01	Math Staff and Special Education staff at each grade level.

1.3.1.1. Activity: Special Math Classes for SE Students with Core Content Specialist

Activity Description: Special Math Classes for SE Students with Core Content Specialist. These classes will be co-taught with both Special Education and Core Content Specialists.

Planned staff responsible for implementing activity: Math Staff and Special Education staff at each grade level.

Actual staff responsible for implementing activity: Math Staff and Special Education staff at each grade level.

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

Goal 2: Increase proficiency in Reading on the Fall MEAP Test

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Goal #1: Increase the percent of students achieving proficiency on the Fall MEAP

Reading tests across all grades tested 6-8.

While proficiency levels are well above the state average in grades 6-8, we need to demonstrate continuous improvement as we proceed towards the goal of having 100% of our student proficient.

Gap Statement: Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall MEAP tests.

Fall 2010 Results: Grade 6 = 93%; Grade 7 = 92%; Grade 8 = 96%

Cause for Gap: Need additional practice in MEAP-like reading type assessments.

Some students reading at or below grade level.

At-Risk populations needing additional support.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Performance Data

Classroom Assessment Data

AIMS Web data

Read Naturally data

Common Quarterly Assessments

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? Performance on MEAP tests in reading will increase in all areas. Improved classroom and student performance on local assessments.

Contact Name: Building Level Staff

List of Objectives:

Name	Objective
Curriculum	Review the various MEAP reports to identify students who have not achieved proficiency in Reading
Quarterly Assessments	Implement locally developed quarterly assessments.
Special Needs Student Achievement	Increase the percent of Special education Students achieving proficiency (1 or 2) on the fall MEAP test.

2.1. Objective: Curriculum

Measurable Objective Statement to Support Goal: Review the various MEAP reports to identify students who have not achieved proficiency in Reading

List of Strategies:

Name	Strategy
Great Start Assessments	Staff will develop and administer great start assessment and materials to identify student deficiencies and remediate within the first three weeks of school in preparation for the MEAP Test.
Staff Review of Scores and Student Achievement	Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged, and special education

2.1.1. Strategy: Great Start Assessments

Strategy Statement: Staff will develop and administer great start assessment and materials to identify student deficiencies and remediate within the first three weeks of school in preparation for the MEAP Test.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

Marzano's Classroom Instruction that Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Updating and Using the Great Start Materials	2011-08-09	2011-09-19	Reading and LA Core Staff and special education teachers who support reading.

2.1.1.1. Activity: Updating and Using the Great Start Materials

Activity Description: Update Materials in the Great Start Assessment Book. Materials will be used by all staff to identify need and remediate deficiencies.

Planned staff responsible for implementing activity: Reading and LA Core Staff and special education teachers who support reading.

Actual staff responsible for implementing activity: Reading and LA Core Staff and special education teachers who support reading.

Planned Timeline: Begin Date - 2011-08-09, End Date - 2011-09-19

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IIA	Title II Part A	700.00	700.00

2.1.2. Strategy: Staff Review of Scores and Student Achievement

Strategy Statement: Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged, and special education

Selected Target Areas

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.
V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

Deb Wahlstrom's School Improvement process and plan

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Completion of student lists	2011-08-29	2011-09-30	Building staff teachers of LA.

2.1.2.1. Activity: Completion of student lists

Activity Description: Review MEAP scores and identify students who have not been proficient and ensure additional assistance and help is provided. Staff will then create lists of students who need additional support and develop plans around those lists.

Planned staff responsible for implementing activity: Building staff teachers of LA.

Actual staff responsible for implementing activity: Building staff teachers of LA.

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-09-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

2.2. Objective: Quarterly Assessments

Measurable Objective Statement to Support Goal: Implement locally developed quarterly assessments.

List of Strategies:

Name	Strategy
Administer Assessments	Administer common quarterly assessments to identify needs and measure curricular progress.

2.2.1. Strategy: Administer Assessments

Strategy Statement: Administer common quarterly assessments to identify needs and measure curricular progress.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

Deb Wahlstrom's designing and using High Quality Paper and Pencil Tests resources.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administer Assessments	2011-08-29	2012-06-01	Core staff at each grade level

2.2.1.1. Activity: Administer Assessments

Activity Description: Administer Quarterly Assessments.

Planned staff responsible for implementing activity: Core staff at each grade level

Actual staff responsible for implementing activity: Core staff at each grade level

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

2.3. Objective: Special Needs Student Achievement

Measurable Objective Statement to Support Goal: Increase the percent of Special education Students

achieving proficiency (1 or 2) on the fall MEAP test.

List of Strategies:

Name	Strategy
Provide access to the General Curriculum	Provide students with opportunities to receive instruction in the general education curriculum in Language Arts as well as additional support in IEP goals and objectives for Reading.
Reading Intervention Services	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.

2.3.1. Strategy: Provide access to the General Curriculum

Strategy Statement: Provide students with opportunities to receive instruction in the general education curriculum in Language Arts as well as additional support in IEP goals and objectives for Reading.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

Deb Wahlstrom's school improvement model
Marzano's Classroom Instruction That Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create LA Classes for SE Students with Core Content Specialists	2011-09-06	2012-06-01	LA Staff and Special Education staff at each grade level.

2.3.1.1. Activity: Create LA Classes for SE Students with Core Content Specialists

Activity Description: Special Language Arts classes for SE Students with Core Content Specialist. These classes will be co-taught with both special Education and Core content Specialists.

Planned staff responsible for implementing activity: LA Staff and Special Education staff at each grade level.

Actual staff responsible for implementing activity: LA Staff and Special Education staff at each grade level.

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

2.3.2. 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

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Other Required Information for Strategy

A review of current MEAP, and locally created assessments have indicated that Special Education students

continue to to demonstrate significant performance gaps in the area of reading. A Reading Interventionist will directly assist these students in comprehension as well as fluency and provide reading strategies that will assist them in all content area classes.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Intervention Services	2011-09-06	2012-06-01	Reading Interventionist and Special Education teachers responsible for Language Arts instruction.

2.3.2.1. Activity: Reading Intervention Services

Activity Description: Title I Reading Interventionist 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 (READ Classes) or Resource Room experiences.

Planned staff responsible for implementing activity: Reading Interventionist and Special Education teachers responsible for Language Arts instruction.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Intervention Services	Title I Part A	75,000.00	

Goal 3: Increase proficiency in Science on the Fall MEAP Test

Content Area: Science

Development Status: Complete

Student Goal Statement: Goal #1: Increase the percent of students achieving proficiency on the Fall MEAP Science test in grade 8.

While proficiency levels are well above the state average in grade 8, we need to demonstrate continuous improvement.

Gap Statement: Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall MEAP tests.

Fall 2010 Results:

Grade 5 = 90%; Grade 8 = 93%

Special Education % Proficient: Grade 5 = 75%; Grade 8 = 80%

Special Education Gaps: Grade 5 ~ 91-75 = 16; Grade 8 ~ 93-80 = 13

Cause for Gap: Need additional practice in MEAP-like Science assessments.

At risk populations need additional support.

Review curriculum for possible alignment issues.

Multiple measures/sources of data you used to identify this gap in student achievement: Classroom Assessment Data

MEAP Science scores and analysis

Quarterly 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? Performance on the MEAP Science Test will increase. Improved classroom and student performance on local assessments.

Contact Name: Building level Staff

List of Objectives:

Name	Objective
Curriculum	Review the various MEAP reports to identify students who have not achieved proficiency in Science.
Quarterly Assessment	Implement locally developed quarterly assessments.
Special Needs Student Achievement	Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP test.

3.1. Objective: Curriculum

Measurable Objective Statement to Support Goal: Review the various MEAP reports to identify students who have not achieved proficiency in Science.

List of Strategies:

Name	Strategy
Staff Review of Scores and Student Achievement	Completion of student lists of need disaggregated by gender, ethnicity, economically disadvantaged, and special education

3.1.1. Strategy: Staff Review of Scores and Student Achievement

Strategy Statement: Completion of student lists of need disaggregated by gender, ethnicity, economically disadvantaged, and special education

Selected Target Areas

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

Deb Wahlstrom's School Improvement process and plan

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Completion of student lists	2011-08-29	2011-09-30	Science Teachers

3.1.1.1. Activity: Completion of student lists

Activity Description: Staff will take scores from the MEAP test, and create lists of students and determine which students have not met proficiency. Staff will review reasons why students were not successful through the use of MEAP reports and develop a plan to address those needs during the first month of school and then for the remainder of the school year.

Planned staff responsible for implementing activity: Science Teachers

Actual staff responsible for implementing activity: Science Teachers

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-09-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

3.2. Objective: Quarterly Assessment

Measurable Objective Statement to Support Goal: Implement locally developed quarterly assessments.

List of Strategies:

Name	Strategy
Administer Assessments	Administer common quarterly assessments to identify needs and measure curricular progress.

3.2.1. Strategy: Administer Assessments

Strategy Statement: Administer common quarterly assessments to identify needs and measure curricular progress.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

Deb Wahlstrom's Designing and Using High Quality Paper and Pencil Tests.

Marzano's Classroom Instruction That Works.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administer Assessments	2011-08-26	2012-06-01	Grade Level Science Teachers

3.2.1.1. Activity: Administer Assessments

Activity Description: Administer Common Quarterly Assessment.

Planned staff responsible for implementing activity: Grade Level Science Teachers

Actual staff responsible for implementing activity: Grade Level Science Teachers

Planned Timeline: Begin Date - 2011-08-26, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

3.3. Objective: Special Needs Student Achievement

Measurable Objective Statement to Support Goal: Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP test.

List of Strategies:

Name	Strategy
Provide students with Special Needs Additional Instructional Opportunities	Provide Special Education students opportunities for remediation prior to and following the MEAP test in Science through Encore and/or in class activities.

3.3.1. Strategy: Provide students with Special Needs Additional Instructional Opportunities

Strategy Statement: Provide Special Education students opportunities for remediation prior to and following the MEAP test in Science through Encore and/or in class activities.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

Marzano's Classroom Instruction That Works.
 Deb Wahlstrom's school improvement model

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create Additional Instructional Opportunities for SE Students	2011-09-06	2012-06-01	Teachers of Science and Special Education staff

3.3.1.1. Activity: Create Additional Instructional Opportunities for SE Students

Activity Description: Create additional instructional opportunities. Develop Encore Classes and classroom activities that review, monitor and maintain instructional skills for SE students.

Planned staff responsible for implementing activity: Teachers of Science and Special Education staff

Actual staff responsible for implementing activity: Teachers of Science and Special Education staff

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

Goal 4: Increase proficiency in Social Studies on the Fall MEAP Test

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: Goal #1: Increase the percent of students achieving proficiency on the Fall MEAP Social Studies tests in grades tested 6 and 9.

While proficiency levels are well above the state average in grades 6 and 9, we need to demonstrate continuous improvement.

Gap Statement: Increase by 2-5% the students meeting or exceeding state standards (scoring a 1 or a 2) on the Fall MEAP tests.

Fall 2010 Results: Grade 6 = 88%; Grade 9 = 87%

Special Education % Proficient: Grade 6 = 75%; Grade 9 = 53%

Special Education Gaps: Grade 6 ~ 88-75= 13; Grade 9 ~ 87-53 = 34

Cause for Gap: Need additional practice on MEAP-type Social Studies assessments.

Reading scores for the special needs populations are low.

At-Risk populations need additional core support

Review curriculum for possible alignment issues.

Multiple measures/sources of data you used to identify this gap in student achievement: Classroom Assessments

MEAP test scores and analysis.

AIMS Web - Reading scores and MEAP Reading Scores.

Quarterly 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? Performance on the MEAP Social Studies test will increase. Improved classroom and student performance in local assessments.

Contact Name: Building Level Staff

List of Objectives:

Name	Objective
Curriculum	Review the various MEAP reports to identify students who are not achieving proficiency in Social Studies (MEAP Score 1 or 2).
Quarterly Assessment	Implement locally developed quarterly assessments.
Special Needs Student Achievement	Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP test

4.1. Objective: Curriculum

Measurable Objective Statement to Support Goal: Review the various MEAP reports to identify students who are not achieving proficiency in Social Studies (MEAP Score 1 or 2).

List of Strategies:

Name	Strategy
Staff Review of Scores and Student Achievement	Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged and special education

4.1.1. Strategy: Staff Review of Scores and Student Achievement

Strategy Statement: Completion of lists of students disaggregated by gender, ethnicity, economically disadvantaged and special education

Selected Target Areas

IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.

Other Required Information for Strategy

Deb Wahlstrom's school improvement model

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Completion of students lists	2011-08-29	2012-06-01	Social Studies teachers

4.1.1.1. Activity: Completion of students lists

Activity Description: Staff will take scores from the MEAP test and create lists of students and determine which students have not met proficiency. Staff will review reasons why through the use of MEAP reports and develop a plan to address those needs during the first month of the school year and then for the remainder of the school year.

Planned staff responsible for implementing activity: Social Studies teachers

Actual staff responsible for implementing activity: Social Studies teachers

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

4.2. Objective: Quarterly Assessment

Measurable Objective Statement to Support Goal: Implement locally developed quarterly assessments.

List of Strategies:

Name	Strategy
Adminster Assessments	Administer common quarterly assessments to identify needs and measure curricular progress.

4.2.1. Strategy: Adminster Assessments

Strategy Statement: Administer common quarterly assessments to identify needs and measure curricular

progress.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

Deb Wahlstrom's Designing and Using High Quality Paper and Pencil Tests
 Marzano's Classroom Instruction That Works.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administer Assessments	2011-08-29	2012-06-01	Core staff at each grade / department staff

4.2.1.1. Activity: Administer Assessments

Activity Description: Administer Common Quarterly Assessments

Planned staff responsible for implementing activity: Core staff at each grade / department staff

Actual staff responsible for implementing activity: Core staff at each grade / department staff

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

4.3. Objective: Special Needs Student Achievement

Measurable Objective Statement to Support Goal: Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP test

List of Strategies:

Name	Strategy
Special Needs Student Achievement	Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP Test

4.3.1. Strategy: Special Needs Student Achievement

Strategy Statement: Increase the percent of Special Education Students achieving proficiency (1 or 2) on the fall MEAP Test

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

Marzano's Classroom Instruction What Works.
Deb Wahlstrom's school improvement model

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create Additional Instructional Opportunities for SE Students	2011-09-06	2012-06-01	Teacher of Social Studies and Special Education Teachers

4.3.1.1. Activity: Create Additional Instructional Opportunities for SE Students

Activity Description: Create instructional opportunities to address deficit needs. Develop Encore Classes and classroom activities that review, monitor and maintain skills for SE students.

Planned staff responsible for implementing activity: Teacher of Social Studies and Special Education Teachers

Actual staff responsible for implementing activity: Teacher of Social Studies and Special Education Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Support	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$75,000.00	\$0.00
Title II Part A	\$1,400.00	\$1,400.00
General Funds	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Staff teams reviewed the 12 components of the data profile analysis. Collaboration and decisions were made based on this information. Data was compared to the 90 indicators submitted earlier in the year.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Staff meet to review MEAP scores and classroom performance of all students at LMS. Students are identified at-risk in the area of reading if they are doing poorly in school and/or if the student has received a 3 or 4 on the Reading portion of the LA MEAP Assessment. A review of the past student achievement data in the CA-60 is then conducted. Our Reading Interventionist then reviews all student performance of this subset of students, meets with other core staff and building administration, and then determines those students to be served under Title I services in Reading.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

All 6-8 grade students are measured on the GLCE's via the MEAP test. Those students who are not proficient (3 or 4) are grouped and further data is collected around classroom performance in the area of Reading. Additionally, we will look at longitudinal data of student performance on the MEAP test with the assistance of Successline INC. to look for patterns and trends within this subset of students.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

NA

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

Our Title I Program is one of the strategies incorporated in our school improvement plan to help ensure all students are progressing in Reading Achievement. One of our strategies to improve reading performance is to incorporate our Reading Interventionist into daily Language Arts instruction and provide on-going "R.E.A.D. classes" (intensive reading instruction in a pull- out setting) for those identified for Title I services.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

Our Title I teacher meets with all core instructional Language Arts staff regularly to address on going needs of this group of students. Additionally, our Title I teacher offers summer training for all core Middle School staff on reading strategies that could be incorporated into their classes. An extended time summer school program is offered to all incoming 6th grade students (Camp COWS and THIEVES).

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Our district has a fully aligned curriculum with the state standards. This is accomplished through teacher committees on our curriculum council. We have a 6 year adoption cycle that ensures we are monitoring and updating curriculum as needed.

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

Plans in our district have been developed in a variety of ways. Once the plan is in place, staff begin actively involving themselves in the tasks presented. All staff are given access to and time to review current student achievement and make instructional decisions to address needs. Staff have a key role in choosing curriculum support materials through our curriculum council. Each year, a meeting is held with parents to discuss our School Improvement plan.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

Our Title I Reading Interventionist is a Highly Qualified Language Arts teacher with a Masters of Art degree in Reading. She also has a 6-8 certification to teach Language Arts.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Our Title I Teacher routinely communicates with parents on an on-going basis regarding progress being made by their children through parent visits, calls, conferences, and student/parent interviews. Children are assessed in AIMS Web and scores are communicated with parents.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

Parents are called when a Reading need is discovered. The program of support is explained to the parents.

Students who do not meet proficiency on the MEAP are placed in a R.E.A.D. exploratory class and parents are notified regarding their child's placement.

2b. Implementation

As the program is implemented with the students, the Title I teacher has on-going weekly communication with the parents regarding their child's achievement and instructional gains.

2c. Evaluation

Parents are encouraged to provide on-going feedback to our Title I teacher through parent meetings held regularly throughout the year.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

All AIMS Web results are communicated with parents regularly in English. The scores are interpreted at face to face conferences. All ELL families are provided with the information at a meeting with an interpreter present when necessary.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

All students who qualify for Title I Assistance will receive an additional class during the school day in Reading and Reading Strategies instructed by our Title I Reading Interventionist. The Reading Interventionist additionally meets with all staff who have these students to strategize about how the general education teachers can support the academic needs of the students within their classrooms.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

NA

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

NA

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

NA

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Differentiated assessments are created by classroom teachers in collaboration with special educators and intervention specialists and the At-Risk coordinator as needed.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Eligible students participate in the free and reduced lunch program. Additionally, on the local level, our students benefit from planned programming in an active drop out prevention program, specific interventions are coordinated through our grade level teams, our advisory program helps support all students in smaller setting, and our counseling services utilize the comprehensive guidance curriculum.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

All Title I students are monitored regularly through the use of AIMS Web toward the accomplishment of their individual academic and instructional goals. Additionally, our Title I teacher meets regularly with core Language Arts teachers to determine if classroom performance is being impacted as well.

2. Describe how data will be utilized to inform instruction.

As AIMS Web and MEAP data is available, the Title I teacher analyzes the data to determine student academic needs. The teacher modifies and adjusts reading strategies to address both individual and collective needs. This data is then shared with teams along with strategies that can be incorporated into general education classrooms.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

At the end of the 1st Semester and then the end of the school year, the Title I teacher provides an analysis of student achievement and then makes recommendations for changes in program or needs. Recommendations are then discussed with building administration and changes are agreed upon and then implemented for the next semester or year.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

As instructional issues are identified the Title I teacher, in consultation with the building administration and assistant superintendent for instruction, will plan professional development for core staff to provide reading and instructional strategies for staff to implement in their classes to address identified needs.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

We are attempting to address the instructional needs of special needs students through the use of SMART technology and personal computers. Additional assistive technologies to address deficit areas are being explored.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

LMS staff meet weekly on Friday to assess curricular progress and progress on goal attainment. Golden Package results with included process, demographic and achievement data, state reports for MEAP testing including item analysis and data from quarterly assessments are used throughout the year.

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

Plans are posted on line. Meetings are held with parents. We have a number of staff members fluent in multiple languages and are available to address language barriers as they become apparent.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Stakeholders, including Core Subject staff, were involved in working the plan. The plan was originally developed following extensive analysis of students achievement, by district administrators. Our School Improvement chair was involved in disaggregating data as part of the preparation of the SIP.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *<http://www.lakeshoreschools.k12.mi.us/>*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, but not fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments: *Girls on track*

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *No Written Policy*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Reviewed policy, but not yet adopted*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

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.	Lynn	Grunert	Assistant Principal	lgrunert@lakeshoreps.org
Mrs.	Ellen	Rudy	Assistant Superintendent	erudy@lakeshoreps.org
Mr.	Casey	King	Teacher, School Imp. Chai	Cking@lakeshoreps.org
Mr.	Steve	Adler	Social Studies Teacher	sadler@lakeshoreps.org
Mr.	Gregg	Buschlen	Science Teacher	gbuschlen@lakeshoreps.org
Ms.	Kristi	Goulette	LA Teacher	kgoulette@lakeshoreps.org
Mrs.	Val	Carr	LA Teacher	vcarr@lakeshoreps.org
Mr.	Ken	Clement	Social Studies Teacher	kclement@lakeshoreps.org
Mr.	Steve	Cvengros	Math Teacher	scvengro@lakeshoreps.org
Mrs.	Stephanie	Stephens	LA Teacher	sstephens@lakeshoreps.org
Mr.	Steve	Graziano	Social Studies Teacher	sgrazian@lakeshoreps.org
Mrs.	Angie	Johnson	Media Center Specialist	ajohnson@lakeshoreps.org
Ms.	Tracy	Knaack	Science Teacher	tknaack@lakeshoreps.org
Mrs.	Barb	Lange	Math Teacher	blange@lakeshoreps.org
Mr.	Bill	Magrane	Math Teacher	bmagrane@lakeshoreps.org
Mrs.	Michelle	Nichols	Math Teacher	mnichols@lakeshoreps.org
Mrs.	Wendy	Nielsen	Science Teacher	wnielsen@lakeshoreps.org
Mrs.	Mary	Patzer	Math Teacher	mpatzer@lakeshoreps.org
Ms.	Pam	Porter	Science Teacher	pporter@lakeshoreps.org
Ms.	Jennifer	Sedevic	LA Teacher	jsedevic@lakeshoreps.org
Mr.	Leo	Stampfly	Social Studies Teacher	lstampfl@lakeshoreps.org
Mr.	John	Stancik	Social Studies	jstancik@lakeshoreps.org
Mrs.	Kim	Stover	Science Teacher	kstover@lakeshoreps.org
Mr.	Jim	Tetzlaff	Math Teacher	jtetzlaff@lakeshoreps.org
Mrs.	Judy	Thomas	Social Studies	jthomas@lakeshoreps.org
Mr.	Jason	Messenger	Principal	jmessenger@lakeshoreps.org

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.

Name/Position:	Ellen Rudy, Assistant Superintendent
Address:	5771 Cleveland Avenue, 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

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

PARENT/GUARDIAN INVOLVEMENT POLICY – TITLE ONE PROGRAMS

In accordance with the requirement of the No Child Left Behind Act, the Lakeshore Public Schools' Board of Education encourages parent/guardian participation in Title I programs. Parents/guardians must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to ensure compliance with federal law:

- The involvement of parents/guardians in the planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parents/guardians to attend an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent/guardians' suggestions on program development, planning, evaluation and operation;
- Assistance to parents/guardians in understanding Title I, including the providing of information in a language understandable to the parent/guardian if practical;
- Parent/guardian notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent/guardian teacher conferences and any additional communication as requested by the Title I staff or parent/guardian;
- Opportunities to enhance parent/guardians' capacity to work with children in the home on school related work;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies;
- Ongoing communication between school and parent/guardian;
- Other appropriate home/school activities (i.e., Family Math Nights, parenting/guardian sessions, science, theatre, etc.).

Written Plans/Policies:

The Lakeshore Public School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District wide plan for parental/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan;

PARENT/GUARDIAN INVOLVEMENT POLICY – TITLE ONE PROGRAMS – Page 2

- Develop a plan that provides for the involvement of parents/guardians in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance;
- Integrate and coordinate the plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start;
- Review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board
- To assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement; and,
- To distribute the District plan to parents/guardians of participating children and to the local community.

Limited English Proficiency (LEP) Parent/Guardian Involvement:

In accordance with federal law, parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parents/guardians will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Adopted: 01/17/05

S.T.A.R. Success Through Accepting Responsibility

Dear Parents,

It is important that families and schools work together to help students achieve a quality education. Listed below are essential roles and responsibilities that we, as partners, need to carry out to support our children's success in school and in life. Together, with your assistance, we can all look forward to a successful year! We would appreciate it if you would take time to review this with your child. Please sign and return this sheet to your child's Advisory Teacher. Thank You!

Students

- Attend School on a regular basis during scheduled school hours.
- Be prepared to learn.
- Participate in classroom activities.
- Communicate with parents and teachers.
- Follow school and classroom rules.
- Be a responsible learner.
- Be courteous, respectful, and cooperative.
- Demonstrate a positive attitude between home and school.
- Live the School Motto!

Parents

- Ensure regular and punctual attendance.
- Have your child ready to learn (healthy, rested and fed.)
- Communicate openly with your child and the staff.
- Know, understand and support rules, expectations and consequences.
- Guide your child to be responsible and accountable for his/her actions.
- Teach your child to respect self, others, and his/her environment.

Student Signature

Parent Signature

Please take the time to review this handbook, in its entirety, with your child. If you have any questions, please don't hesitate to call us at 428-1408. We ask that both parent/guardian and student sign this form below to verify that you have gone over this handbook and understand its contents.

I acknowledge that I have read this handbook and I understand its contents.

Date _____

Student Name (printed) _____

Signature _____

Parent/Guardian Name (printed) _____

Signature _____