

# School Improvement Plan

School Year: 2011 - 2012

School District: Lakeshore School District (Berrien)

ISD/RESA: Berrien RESA

School Name: Roosevelt Elementary School

Grades Served: K,1,2,3,4,5

Principal: Ms. Marcia A. Bowman

Building Code: 02098

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	<b>Roosevelt Elementary School</b>
District:	<b>Lakeshore School District (Berrien)</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>02098</b>
City:	<b>STEVENSVILLE</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

The vision of Roosevelt Elementary is to become a learning institution that empowers all students, staff, and parents to reach their highest personal potential.

## **Mission Statement**

The mission at Roosevelt Elementary School, a caring, child-centered educational community is to ensure each child's academic, social, and emotional growth while ultimately encouraging life-long learning.

## **Beliefs Statement**

A person's capacity to learn is immeasurable

Each person has a right to pursue his/her unlimited potential

All people have equal, intrinsic worth and deserve respect

A positive relationship between school and home is essential to the educational process

Cultural diversity enhances community

Each person is responsible and accountable for his/her choices

All adults are responsible for the well being of all children

# Goals

Name	Development Status	Progress Status
Improve Student Performance in Math Skills	Complete	Open
Improve Student Performance in Reading	Complete	Open
Improve Student Performance in Science	Complete	Open

## Goal 1: Improve Student Performance in Math Skills

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Increase proficiency in Math on the fall 2011 MEAP test across all grades tested.

**Gap Statement:** Although a high percentage of our students demonstrate proficiency on the MEAP Math test, as indicated below, the standards for proficiency are increasing. We realize this will result in a drop in proficiency levels across all grades tested. Our goal will be to increase the percentage of students achieving at the Advanced Level (Level-1)

Overall Proficiency (Levels 1 &2)

Grade 3: 97%

Grade 4: 99%

Grade 5: 94%

Proficiency Level Gaps for Advanced Level 1

Grade 3: Advanced = 56%; Not Yet Advanced = 44%. Gap = 44

Grade 4: Advanced = 75%; Not Yet Advanced = 25%. Gap = 25

Grade 5: Advanced = 78%; Not yet Advanced = 23%. Gap = 23

**Cause for Gap:** Multiple factors impact the gaps including: length of time in the district; At-Risk factors for individual students; environmental matters; and lack of exposure to aligned curriculum. Alignment needed with the Math Common Core standards and focused instruction on deficit skill areas. Additional support and intervention in the classroom setting, including intervention and co-teaching. Have not had additional practice with MEAP-like tests with similar formats.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP Math performance data

Common 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?** Proficiency levels on the Math MEAP test will increase for students scoring at the Advanced Level (1) and Not Advanced Levels (2-4) by 10 percentage points.

**Contact Name:** Math Teachers

**List of Objectives:**

Name	Objective
Increase Math Proficiency	Students attaining Level 1 (Advanced) on the Math MEAP test will increase by 10 percentage points. Grade 3: Current Advanced = 56%; Target = 66% Advanced Grade 4: Current Advanced = 75%; Target = 85% Advanced Grade 5: Current Advanced = 78%; Target = 88% Advanced

## 1.1. Objective: Increase Math Proficiency

**Measurable Objective Statement to Support Goal:** Students attaining Level 1 (Advanced) on the Math MEAP test will increase by 10 percentage points.

Grade 3: Current Advanced = 56%; Target = 66% Advanced

Grade 4: Current Advanced = 75%; Target = 85% Advanced

Grade 5: Current Advanced = 78%; Target = 88% Advanced

**List of Strategies:**

Name	Strategy
Staff review of scores and student achievement	Grade level teams will compile lists of students who are not yet achieving Level 1 Advanced proficiency on the Math MEAP test. Staff will utilize Item Analysis reports in order to identify deficient skill areas for individual students and grade level instruction. This information will help identify strategies for intervention.

### 1.1.1. Strategy: Staff review of scores and student achievement

**Strategy Statement:** Grade level teams will compile lists of students who are not yet achieving Level 1 Advanced proficiency on the Math MEAP test. Staff will utilize Item Analysis reports in order to identify deficient skill areas for individual students and grade level instruction. This information will help identify strategies for intervention.

**Selected Target Areas**

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

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.1 The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

**Other Required Information for Strategy**

Deb Wahlstrom's School Improvement process and 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
Completion of student lists	2011-08-29	2011-10-03	All teachers of mathematics
Quarterly Math Assessments	2011-11-01	2012-06-01	All teachers of mathematics.

**1.1.1.1. Activity: Completion of student lists**

**Activity Description:** Review MEAP score data and identify students who are not yet achieving Level 1 Advanced on the Math MEAP test and ensure that additional assistance and interventions are in place.

**Planned staff responsible for implementing activity:** All teachers of mathematics

**Actual staff responsible for implementing activity:** All teachers of mathematics.

**Planned Timeline:** Begin Date - 2011-08-29, End Date - 2011-10-03

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
How to Update Local Outcomes with Core Content Standards training	Title II Part A	1,000.00	0.00
Professional Learning Community training	Title II Part A	1,000.00	

**1.1.1.2. Activity: Quarterly Math Assessments**

**Activity Description:** Math teachers in grades K-5 will administer Common Quarterly Assessments. Results will be analyzed by the math teachers in order to determine interventions for implementation.

**Planned staff responsible for implementing activity:** All teachers of mathematics.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-11-01, 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
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## Goal 2: Improve Student Performance in Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Increase the percentage of students achieving Level 1 proficiency on the MEAP tests across all grades tested.

**Gap Statement:** Although a high percentage of our students demonstrate proficiency on the MEAP Reading test, as indicated below, the standards for proficiency are increasing. We realize this will result in a drop in proficiency levels across all grades tested. Our goal will be to increase the percentage of students achieving at the Advanced Level (Level-1)

Overall Proficiency (Levels 1 &2)

Grade 3: 97%

Grade 4: 95%

Grade 5: 93%

Proficiency Level Gaps for Advanced Level 1

Grade 3: Advanced = 65%; Not Yet Advanced = 35%. Gap = 35

Grade 4: Advanced = 53%; Not Yet Advanced = 46%. Gap = 46

Grade 5: Advanced = 93%; Not yet Advanced = 32%. Gap = 23

**Cause for Gap:** Multiple factors impact the gaps including: length of time in the district; At-Risk factors for individual students; environmental matters; and lack of exposure to aligned curriculum. Alignment needed with the Reading Common Core standards and focused instruction on deficit skill areas. Additional support and intervention in the classroom setting, including intervention and co-teaching. Have not had additional practice with MEAP-like tests with similar formats.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Sources of data include: MEAP reports, Golden Package data reports, Common Quarterly Assessments, and formal/informal reading inventories.

**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, decreasing the gaps between Advanced Level 1 and Not Yet Advanced (Levels 2-4) by 20 percentage points.

**Contact Name:** Teachers of Reading

**List of Objectives:**

Name	Objective
Increase Reading proficiency levels on MEAP	Students attaining Level 1 (Advanced) on the MEAP Writing Reading will increase by 20 percentage points. Grade 3:Current Level 1 Advanced = 65%; Target = 85% Level 1 Advanced Grade 4:Current Level 1 Advanced = 53%; Target = 73% Level 1 Advanced Grade 5: Current Level 1 Advanced = 69%; Target = 89% Level 1 Advanced

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## 2.1. Objective: Increase Reading proficiency levels on MEAP

**Measurable Objective Statement to Support Goal:** Students attaining Level 1 (Advanced) on the MEAP Writing Reading will increase by 20 percentage points.

Grade 3:Current Level 1 Advanced = 65%; Target = 85% Level 1 Advanced

Grade 4:Current Level 1 Advanced = 53%; Target = 73% Level 1 Advanced

Grade 5: Current Level 1 Advanced = 69%; Target = 89% Level 1 Advanced

**List of Strategies:**

Name	Strategy
High Quality MEAP Test Preparation	Develop and implement high quality MEAP test preparation activities for all grades. Include practice test items that reflect MEAP-like questions including comprehension responses scored on a 3 point rubric.
Reading Intervention Services	Redaing Interventionists will provide direct services to At-Risk and/or Special Education students who are performing significantly below grade level and who have not met or exceeded state standards on MEAP and/or local assessments while consulting with classroom teachers.

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### 2.1.1. Strategy: High Quality MEAP Test Preparation

**Strategy Statement:** Develop and implement high quality MEAP test preparation activities for all grades. Include practice test items that reflect MEAP-like questions including comprehension responses scored on a 3 point rubric.

**Selected Target 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.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

**Other Required Information for Strategy**

High quality test preparation is a "best practice" strategy supported by the research of Deb Wahlstrom of Successline who has trained our staff in effective School Improvement development. Review of MEAP data and resource reports.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
High Quality Test Prep materials	2011-09-07	2012-03-01	All teachers of English Language Arts (Reading).
Quarterly Reading Assessments	2011-09-07	2012-06-01	All teachers of Reading

**2.1.1.1. Activity: High Quality Test Prep materials**

**Activity Type:** Professional 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 thier state assessments.

**Planned staff responsible for implementing activity:** All teachers of English Language Arts (Reading).

**Actual staff responsible for implementing activity:** All teachers English Language Arts (Reading).

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-03-01

**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
How to Create Quarterly Reading assessments training	Title II Part A	3,000.00	0.00

**2.1.1.2. Activity: Quarterly Reading Assessments**

**Activity Type:** Professional Development

**Activity Description:** Teachers of Reading for grades K-5 will implement common quarterly assessments for the students. Results will be analyzed. Progress of At-Risk students will be monitored to determine if additional interventions need to be implemented.

**Planned staff responsible for implementing activity:** All teachers of Reading

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, 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
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### 2.1.2. Strategy: Reading Intervention Services

**Strategy Statement:** Reading Interventionists will provide direct services to At-Risk and/or Special Education students who are performing significantly below grade level and who have not met or exceeded state standards on MEAP and/or local assessments while consulting with classroom teachers.

**Selected Target Areas**

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**Other Required Information for Strategy**

Professional Learning Communities resources - DuFour and Eaker  
Classroom Instruction that Works - Robert Marzano

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Effective Literacy Practices for Kindergarten and First Grade Teachers	2011-09-27	2012-04-25	All Kindergarten and First grade teachers and specialists that support their students in Reading instruction.
Instructional Reading Support	2011-09-06	2012-06-07	Instructional Reading Support staff

### 2.1.2.1. Activity: Effective Literacy Practices for Kindergarten and First Grade Teachers

**Activity Type:** Professional Development

**Activity Description:** Kindergarten and First grade teachers will participate in an intensive, year-long course designed to immerse them in best practices for teaching literacy in thier classrooms. This training series includes intensive instruction in theory, instructional strategies, classroom manangement, assessment, and curriculum design.

**Planned staff responsible for implementing activity:** All Kindergarten and First grade teachers and specialists that support their students in Reading instruction.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-27, End Date - 2012-04-25

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
How To - Effective Literacy Practices	Title II Part A	6,000.00	

### 2.1.2.2. Activity: Instructional Reading Support

**Activity Description:** Instructional Reading support staff 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.

**Planned staff responsible for implementing activity:** Instructional Reading Support staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Reading Support Staff	General Funds	60,000.00	

## Goal 3: Improve Student Performance in Science

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** Students attaining Level 1 (Advanced) on the Science MEAP test will increase by 20 percentage points.

**Gap Statement:** Only 54% of our students demonstrate Level 1 Advanced proficiency on the MEAP Science test. Our goal will be to increase the percentage of students achieving at the Advanced Level (Level-1)

Overall Proficiency

Grade 5: 87%

Proficiency Level Gaps for Advanced Level 1

Grade 5: Advanced = 54%; Not yet Advanced = 46%. Gap = 46

**Cause for Gap:** Multiple factors impact the gaps including: length of time in the district; At-Risk factors for individual students; environmental matters; and lack of exposure to aligned curriculum. Alignment needed with the Science Common Core standards and focused instruction on deficit skill areas. Additional support and intervention in the classroom setting, including intervention and co-teaching. Have not had additional practice with MEAP-like tests with similar formats.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Sources of data include MEAP report, Golden Package data reports, and classroom 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 Science will increase in all areas, decreasing the gaps between Advanced Level 1 and Not Yet Advanced (Levels 2-4) by 20 percentage points.

**Contact Name:** Teacher of Science

### List of Objectives:

Name	Objective
Increase Science Proficiency	Students attaining Level 1 (Advanced) on the MEAP Science test will increase by 20 percentage points. Grade 5: Current Level 1 Advanced = 54%; Target = 74% Advanced Level 1

### 3.1. Objective: Increase Science Proficiency

**Measurable Objective Statement to Support Goal:** Students attaining Level 1 (Advanced) on the MEAP Science test will increase by 20 percentage points.

Grade 5:

Current Level 1 Advanced = 54%; Target = 74% Advanced Level 1

**List of Strategies:**

Name	Strategy
Best Practice Science Instruction	All students will be provided learning opportunities based on best practice strategies. Teachers will utilize a hands-on multi-disciplinary approach to teaching and learning Science concepts.

**3.1.1. Strategy: Best Practice Science Instruction**

**Strategy Statement:** All students will be provided learning opportunities based on best practice strategies. Teachers will utilize a hands-on multi-disciplinary approach to teaching and learning Science concepts.

**Selected Target Areas**

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.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
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**

Classroom Instruction that Works - Robert Marzano  
 Using Data to Improve Student Achievement - Deborah Wahlstrom  
 The Art and Science of Teaching - Robert Marzano  
 Professional Learning Communities - Rebecca and Richard DuFour  
 Battle Creek Math and Science Center materials

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Inquiry-based Methods for Teaching Science	2011-08-09	2012-05-25	All teachers of Science

### 3.1.1.1. Activity: Inquiry-based Methods for Teaching Science

**Activity Type:** Professional Development

**Activity Description:** Teachers of Science will participate in professional development to learn how to implement best-practice instructional strategies in Science. The focus will be on activity and inquiry-based methods.

**Planned staff responsible for implementing activity:** All teachers of Science

**Actual staff responsible for implementing activity:** All teachers of Science

**Planned Timeline:** Begin Date - 2011-08-09, End Date - 2012-05-25

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
How to effectively integrate technology and 21st century learning skills	Title II Part A	4,000.00	0.00
How to Training for Teaching Inquiry-Based Science	Title II Part A	2,150.00	

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$60,000.00	\$0.00
Title II Part A	\$17,150.00	\$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 data from the profile analysis, as well as, local and state assessment data. Collaboration and decisions were made based on this information. Data was compared to the 90 indicators submitted earlier in the year.*

## 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 fully aligned curriculum with the state standards. This is accomplished through teacher committees serving on our district Curriculum Council committee and grade level PLC teams. We have a 6 year adoption cycle that ensures we are monitoring and updating curriculum on a continuous basis.*

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

*Decisions are made through collaborative discussion, review of student and building data, and professional learning. The building conducts formal monthly SIP and PLC meetings during which building level plans are discussed and evaluated by the staff. The staff is also involved in School Improvement team meetings, district curriculum committees, and PLCs that review, revise, and evaluate plans monthly.*

## Staff 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. These 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.

### **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.

*Teachers work collaboratively within their grade level PLCs to analyze assessments and pupil achievement. Alternative assessments are then developed based on the student data that has been reviewed by teachers.*

### **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.

*The district recently completed a review and revision of the District Technology Plan. The plan includes integrating the use of technology into the general education, special education, and intervention programs within the school. The plan is developed and maintained under the leadership of a representative population of building and district stakeholders which includes administrators, teachers, support personnel, and parents.*

### **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.

*The staff meets regularly, at least once per month, to review student achievement data. Teachers meet weekly to assess student growth in relation to our SIP goals and curriculum standards. The staff also meets formally at the beginning of the school year to establish SIP goals and strategies. They also meet at the conclusion of the school year in order to measure progress toward each goal area.*

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

*Student information and progress is shared via the building principal and School Improvement chairpersons. This dissemination is provided to staff via formal presentations (power point), memos (student lists, assessment data) and School Improvement meetings. We have also created teacher binders that are used in order to track data and identify "at-risk" students and their specific deficit areas.*

### **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, 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.

*All stakeholders will be integral to the development and implementation of the goals within the School Improvement Plan. Members will be involved in weekly team planning meetings, during which individuals plans are monitored and revised. Team members will also work collaboratively at monthly SIP meetings. The plans are designed in such a way that continuous and ongoing evaluation are a naturally occurring event. Each stakeholder is responsible for the general well being and guidance of each student. The focus of every stakeholder is to provide the best learning environment for students.*

## Assurances

### EdYES!

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

Response: *Yes*

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: *They are published on our district website*

### Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

Comments:

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

Response: *No*

Comments: *Do not have this data*

### 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: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

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: *Yes*

Comments:

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

Response: *Other curriculum*

Comments: *Locally adopted outcomes*

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

Response: *Yes*

Comments:

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

Response: *60-90 minutes at elementary level, 106-135 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, but not 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: *Yes*

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: *Written policy, fully implemented*

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: *Adopted policy, fully implemented*

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: *Yes*

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: *Yes*

Comments: *Partners in Pages Book Club*

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 no 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.	Marcia	Bowman	Principal	mbowman@lakeshoreps.org
Mr.	Jonathan	Paulus	Teacher	jpaulus@lakeshoreps.org
Mrs.	Jamie	Lange	Teacher	jlange@lakeshoreps.org
Mrs.	Cassie	King	Teacher	cassking@lakeshoreps.org
Ms.	Cynthia	Kliemchen	Teacher	ckliemch@lakeshoreps.org
Mr.	Timothy	Worrell	Teacher	tworrell@lakeshoreps.org
Mrs.	Tricia	Racine	Teacher	tracine@lakeshoreps.org
Mrs.	Heather	Boyle	Teacher	hboyle@lakeshoreps.org
Ms.	Suzie	Onken	Interventionist	sonken@lakeshoreps.org
Mrs.	Jan	Johnson	Special Education Teacher	jjohnson@lakeshoreps.org
Mrs.	Linda	Ward	Paraprofessional	llward@lakeshoreps.org
Mrs.	Megan	Hines	Counselor	mhines@lakeshoreps.org
Ms.	Jennifer	Blacker	Teacher	jblacker@lakeshoreps.org
Mrs.	Nancy	Frank	Teacher	nfrank@lakeshoreps.org
Mrs.	Stacy	Whitt	Teacher	swhitt@lakeshoreps.org
Ms.	Allison	Deeb	Teacher	adeeb@lakeshoreps.org
Ms.	Amy	Fleming	Teacher	afleming@lakeshoreps.org
Mrs.	Megan	Vree	Teacher	mvree@lakeshoreps.org
Ms.	Christine	Huisjen	Teacher	chuisjen@lakeshoreps.org
Mrs.	Deanna	Chorny	Teacher	dchorny@lakeshoreps.org
Ms.	Dana	Siewert	Teacher	dsiewert@lakeshoreps.org
Mrs.	Angie	Winsman	Teacher	awinsman@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:	Principal
Address:	2000 ElDorado
Telephone Number:	269-428-1416

## 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

*No documentation was attached.*