

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Lakeshore School District (Berrien)

ISD/RESA: Berrien RESA

School Name: Stewart Elementary School

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

Principal: Mrs. Kathleen K. Boyle

Building Code: 02099

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:	Stewart Elementary School
District:	Lakeshore School District (Berrien)
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	02099
City:	STEVENSVILLE
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Stewart School will develop lifelong learners who are caring, confident, competent, contributing members of society.

Mission Statement

The mission of Stewart Elementary School, a child-centered learning community, is to ensure learning in a safe, caring environment by supporting each student's academic, emotional, and social growth.

Beliefs Statement

All students can learn.

All students share in responsibility for their education.

Children grow, develop, and learn at different rates and in different ways.

The school's atmosphere should be a friendly, positive, safe, and non-threatening environment.

Nurturing support from both home and school is necessary to the well-being of children.

Everyone involved in the school deserves to be treated with respect and fairness.

Cultural diversity enhances school climate.

Internal motivation fosters personal development.

Access to and competency in technology helps prepare students to be contributing members of a global society.

The Fine Arts and Physical Education are essential to a child's education.

Children benefit from the professional development of all staff.

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: Even though 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. Our goal will be to increase the percentage of students achieving at the Advanced Level. (Level 1)

Grade 3: Overall proficiency = 99%; Advanced = 79%; Not yet advanced = 20%. Gap = 20

Grade 4: Overall proficiency = 97%; Advanced = 75%; Not yet advanced = 25%. Gap = 25

Grade 5: Overall proficiency = 94%; Advanced = 68%; Not yet advanced = 32%. Gap = 32

Cause for Gap: Multiple factors impact the gaps including: length of time in district, at-risk factors for individual children, environmental matters, and lack of exposure to aligned curriculum.

Alignment needed for math common core standards.

Focused instruction on deficit skill areas

Additional support and interventions

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, classroom performance data including 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? Performance on MEAP tests in Math will increase in all areas. Improved classroom and student performance on local assessments. Decreasing the gaps between Advanced and not yet advance by 10 percentage points

Contact Name: teachers of math staff

List of Objectives:

Name	Objective
Increase math proficiency	Students attaining Advanced Level 1 on the MEAP will increase by 10 percentage points. Grade 3: Current Advanced = 79%; target = 89% Advanced Grade 4: Current Advanced = 75%; target

= 85% Advanced Grade 5: Current Advanced = 68%; target = 78% Advanced

1.1. Objective: Increase math proficiency

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

Grade 3: Current Advanced = 79%; target = 89% Advanced

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

Grade 5: Current Advanced = 68%; target = 78% 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 on the MEAP math test. Staff will utilize item analysis reports to identify deficient skill areas for individual students and the grade level. This information will help identify strategies for interventions.

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 on the MEAP math test. Staff will utilize item analysis reports to identify deficient skill areas for individual students and the grade level. This information will help identify strategies for interventions.

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 Walstrom'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 math

1.1.1.1. Activity: Completion of student lists

Activity Description: Review MEAP scores and identify students who are yet achieving Level 1 on the math MEAP and ensure that 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. The results will be analyzed by the math teachers to determine interventions that need to be implemented.

Planned staff responsible for implementing activity: All teachers of math

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 performance of students achieving Proficiency on the MEAP tests across all grades tested

Gap Statement: Even though 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. Our goal will be to increase the percentage of students achieving at the Advanced Level. (Level 1)

Grade 3: Overall proficiency = 96%; Advanced = 55%; Not yet advanced = 45%. Gap = 45
 Grade 4: Overall proficiency = 93%; Advanced = 36%; Not yet advanced = 64%. Gap = 64
 Grade 5: Overall proficiency = 92%; Advanced = 51%; Not yet advanced = 49%. Gap = 49

Cause for Gap: Multiple factors impact the gaps including: length of time in district, at-risk factors for individual children, environmental matters, and lack of exposure to aligned curriculum.
 Alignment needed for reading common core standards.
 Focused instruction on deficit skill areas
 Additional support and interventions
 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, quarterly assessments, and formal/informal reading inventory assessment data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 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 student proficiency in MEAP Reading	Students attaining Level 1 Advanced will increase by 20 percentage points. Grade 3:Current Level 1 Advanced = 55%; target = 75% Grade 4:Current Level 1 Advanced = 36%; target = 56% Grade 5:Current Level 1 Advanced = 51%; target = 71%

2.1. Objective: Increase student proficiency in MEAP Reading

Measurable Objective Statement to Support Goal: Students attaining Level 1 Advanced will increase by 20 percentage points.

Grade 3:Current Level 1 Advanced = 55%; target = 75%

Grade 4:Current Level 1 Advanced = 36%; target = 56%

Grade 5:Current Level 1 Advanced = 51%; target = 71%

List of Strategies:

Name	Strategy
High Quality MEAP 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	Reading Interventionists will provide direct services to At-Risk/special education services to students who are performing significantly below grade level, and who have not met or exceeded state standards on MEAP and/or local assessment while consulting with classroom teachers.

2.1.1. Strategy: High Quality MEAP 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. Review of MDE data and

resources.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
High Quality Test Prep Materials	2011-08-24	2012-03-01	All teachers of English Language Arts
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 their state assessments.

Planned staff responsible for implementing activity: All teachers of English Language Arts

Actual staff responsible for implementing activity: All teachers of Reading

Planned Timeline: Begin Date - 2011-08-24, 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
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 in 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/special education services to students who are performing significantly below grade level, and who have not met or exceeded state standards on MEAP and/or local assessment while consulting with classroom teachers.

Selected Target Areas

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Other Required Information for Strategy

PLC resources from DuFour and DuFour
Marzano - Classroom Instruction That Works

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 Interventionists that support their students in reading instruction
Reading Intervention	2011-09-06	2012-06-07	Reading Interventionist

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 their classrooms. This training series includes intensive instruction in theory, instructional strategies, classroom management, assessment, and curriculum design.

Planned staff responsible for implementing activity: All Kindergarten and First Grade teachers and Interventionists 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: Reading Intervention

Activity Description: Title I Reading Interventionist will work with general education teachers to plan and impliment readinmg 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: Reading Intterventionist

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
Title I Reading Interventionist	Title I Part A	90,000.00	

Goal 3: Improve Student Performance in Science

Content Area: Science

Development Status: Complete

Student Goal Statement: Students attaining Level 1 Advanced will increase by 20 percentage points.

Gap Statement: Only 56% of our students demonstrate Level 1 Adavanced Proficiency on the MEAP Science test, as indicated below. Our goal will be to increase the percentage of students achieving at the Advanced Level.

(Level 1)

Grade 5: Overall proficiency = 87%; Advanced = 56%; Not yet advanced = 44%. Gap = 44

Cause for Gap: Multiple factors impact the gaps including: length of time in district, at-risk factors for individual children, environmental matters, and lack of exposure to aligned curriculum.

Alignment needed for Science common core standards.

Focused instruction on deficit skill areas

Additional support and interventions

Additional practice with MEAP like tests with similar formats

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP report, Golden Package data reports, and classroom/ grade level 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: Teachers of Science

List of Objectives:

Name	Objective
Increase student proficiency in MEAP Science	Students attaining Level 1 Advanced will increase by 20 percentage points. Current Level 1 Advanced = 56%; target = 76%

3.1. Objective: Increase student proficiency in MEAP Science

Measurable Objective Statement to Support Goal: Students attaining Level 1 Advanced will increase by 20 percentage points.

Current Level 1 Advanced = 56%; target = 76%

List of Strategies:

Name	Strategy
Best practice Science instruction	All students will receive learning opportunities based on best practice strategies. Teachers will utilize a hands-on multi-disciplinary approach to science.

3.1.1. Strategy: Best practice Science instruction

Strategy Statement: All students will receive learning opportunities based on best practice strategies.

Teachers will utilize a hands-on multi-disciplinary approach to science.

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.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
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.

Other Required Information for Strategy

Classroom Instruction that Works - Robert Marzano
 Using Data to Improve Student Achievement - Debrah Wahlstrom
 The Art & Science of Teaching - Robert Marzano
 Professional Learning Communities - Bebecca & Richard DuFour
 Battle Creek Math 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	Title II Part A	4,000.00	0.00
How to training for teaching inquiring-based science	Title II Part A	2,150.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$17,150.00	\$0.00
Title I Part A	\$90,000.00	\$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. Data was compared to the 90 indicators submitted earlier in the year. Local and state assessment data was reviewed.

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.

MEAP scores and data from the Golden Package as well as changes in proficiency from one year to the next were reviewed. Additionally, teacher data/observations and teacher recommendations including unit tests, grade and other ongoing assessments were reviewed to identify the most at risk students. At the outset of each year, common assessments are administered to assess student present levels of 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.

Eligible students were screened on the basis of MEAP scores, running records, fluency checks, and grade level assessments including unit tests as well as informal teacher assessments. Consistent eligibility criteria by grade level also includes teachers' summative reports for each student.

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.

Kindergarten through Grade 2 students are selected using multiple developmentally appropriate measures - MLPP phonics screenings, basic sight word recognition, fluency data, performance on running records, and teacher recommendations based on observations.

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.

Programming for Title I students is part of the activities for improving student achievement in Reading, Math and Science. Providing a Title I Reading Interventionist is a critical element that we incorporate into our School Improvement Plan. This specialized support addresses the needs of our most at risk students individually and in small groups as well as modeling best practice instructional strategies for all classroom teachers.

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).

The Reading Interventionist meets regularly with classroom teachers to plan lessons and share effective instructional strategies for each child. Instruction is differentiated utilizing GLCEs and local curriculum as the bench mark for successful student performance. The Reading Interventionist also models effective literacy strategies for teachers and students.

To assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading or other State of Michigan funded preschool programs to elementary school programs clear and timely communication between sending and receiving programs exists.

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 as well as grade level PLC teams. We have a 6 year curriculum adoption cycle that ensures we are monitoring and updating 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.

At Lakeshore we have a 6-year curriculum cycle monitored by the Curriculum Council which is made up of administrators, parents, and teachers from all levels. In addition the school improvement team made up of parents and teachers monitor data and adjust assessments to give clear pictures of student progress.

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.

Title I programming is delivered exclusively by Highly Qualified K-5 teachers. Our Reading Intervention teachers are also Highly Qualified to teach Special Education.

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.

Parents are encouraged to volunteer in classrooms, participate in PTO activities, and support learning at home through a variety of learning games. In addition, there are many opportunities for parents to connect with the school - Meet and Greet (before school opens), Back to School Night (the first week of school), and our building wide Harvest Hoopla family celebration. Throughout the year parents attend student performances and Parent Teacher conferences. Communication of curriculum and learning strategies are included in weekly teacher newsletters, twice monthly Stewart School newsletter, our web page and other phone or personal conversations.

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

2a. Design

Parents are regularly informed of our Title I Reading Intervention Program. We elicit their input regarding program elements and selection of curriculum materials.

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. Home/school connection activities are also provided.

2c. Evaluation

Parents provide on-going feedback to our Title I teacher through parent meeting and scheduled Parent Teacher conferences 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.

Stewart provides individual student academic assessments results, including the interpretation of those results, in a language the parents can understand by offering an interpreter or printing the information in the desired language. A personal connection is made where English is the second language. MEAP parent reports are mailed with a family friendly cover letter.

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".

Title I students are able to receive targeted instruction from both the classroom teacher and the Reading intervention teacher. All students who qualify for Title I assistance will receive additional time during the school day in reading comprehension and reading strategies instructed by our Title I Reading Interventionist. Addressing reading comprehension and fluency strengthens skills in all other core areas as well. The Reading Interventionist 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. Also each student was offered and encouraged to attend "Jump Start" summer school to help prepare them for success in the upcoming year.

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

Our Title I teacher as well as classroom teachers encourage on-going parent feedback through parent meeting held regularly throughout the year.

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

As parents give feedback, we will strive act on their advice and to aid them with resources so they can support learning at home

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".

Working closely with the district's preschool program, Kindergarten teachers and administrators collaborate on skills, activities, expectations and learning opportunities. In addition to parent meetings, a preschool night is held with teachers and administrators invited. The curriculum is established to provide a smooth transition for students going from preschool to Kindergarten.

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 working in grade level PLCs in collaboration with intervention and special education educators

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 free and reduced lunch/breakfast programs. Title IIa funds for Professional development initiatives impact instruction and student achievement at each grade level. Our Great Start Readiness Program (GSRP) serves at risk pre-school children learning side by side with other children from the community. Additional programs available to Title I, Part A students include: Jump Start Summer School and scholarships for extended day enrichment programming.

Ongoing Review of Eligible Student Progress

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

Multiple measures are used for monitoring progress and participation including teacher observations, teacher checklists, MLPP assessments, benchmark tests, standardized tests results, Quarterly Common Assessments and teacher made tests. Grade level teachers collaborate with the Title I teacher to evaluate student progress.

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

The Title I teacher collaborating with the classroom teacher analyzes student performance data to determine student academic needs and make instructional decisions. The teachers modify and adjust reading strategies to address both individual and collective needs.

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

On an on-going basis the Title I teacher provides an analysis of student achievement and then in collaboration with the classroom teacher makes recommendations for changes in programming so that students achieve at grade level. Recommendations are then discussed with parents and the principal which result in appropriate changes.

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.

Evaluation of student data and reflection on program delivery leads us to our professional development focus. Strategic and thoughtful professional development is planned to improve instructional methods and strategies that will enhance intervention services (both in and out of the general education classroom) resulting in improved student performance.

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.

In June of 2010, the Board of Education approved our updated District Technology Plan which was written by representative stakeholders. This 3 year plan fully address the needs and goals that have been identified to integrate technology more fully into our school improvement plan. The plan is ambitious and will require many innovations to help improve teaching and learning using technology integration. As a result a Technology Director was hired and is in the process of revamping technology at Lakeshore.

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 Stewart staff meets regularly to assess both curricular and student progress which leads to goal attainment on the SIP. Data is shared, discussed, dissected, and analyzed from: Golden Package results which include process, demographic, and achievement data; Common Quarterly Assessments developed by PLCs; and MEAP testing reports including item analysis.

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

A variety of communication methods are used to communicate the district and school improvement plan and student progress data including: the district web site, Stewart's web pages, PTO meetings, letters to parents, and Parent teacher meetings. Staff members fluent in multiple languages 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.

The building K-5 teachers in collaboration with Curriculum Council, the Board of Education, Administration, PTO parents, and School Improvement team members collect data from a variety of sources, analyze the data and create a building profile. Improvement goals are set with measurable objectives. Building as well as district activities and professional development are planned to help achieve the goals. Monitoring is ongoing with the stakeholders. Plans are revised as needed.

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 web site.*

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: *We do not have 8th grade EDPs*

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: *All staff have been trained in the Love and Logic philosophy. In addition, we have a schoolwide anti-bullying/mean behavior policy and rubric.*

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: *Our Student/Parent handbook is sent home the first day of school with students and given to new families as they enroll at Stewart.*

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: *This includes P.E., Guidance, and teachers of Science*

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: *Our P.E. teacher is often a presenter at workshops and often is visited/observed by other P.E. teachers in the county.*

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: *Yes*

Comments: *Girls on the Run, Track and Field Day, Cross Country Elementary Run*

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: *Student have PE 70 minutes per week but are encouraged to walk/run laps or engage in other physical play at recess 150 minutes per week*

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: *We have no vending machines for student use*

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

Response: *No*

Comments: *Our school secretary and administrator (as well as most teachers) have received health trainings - First Aid, CPR, AED - Difebrillator training*

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:

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.	Kathy	Boyle	Principal	kboyle@remc11.k12.mi.us
Mrs.	Beth	Clark	Parent PTO	bethannclark@hotmail.com
Mrs.	Tracey	Warnock	PTO parent	Tracey.Warnock@kenexa.com
Mrs.	Melissa	Rescoe	teacher	mrescoe@remc11.k12.mi.us
Mr.	Andy	Shingledecker	teacher	ashingle@remc11.k12.mi.us
Mrs.	Janine	Harrison	teacher	jgoering@remc11.k12.mi.us
Mrs.	Diana	Eberhardt	teacher	deberhar@remc11.k12.mi.us
Mr.	Mark	Whitwam	Board of Ed. President	markwhitwam@theboulevardinn.com
Mr.	Mike	Welch	Board of Ed. Trustee	mike@express-1.com
Mrs.	Kim	McAllister	Curriculum Council parent	parentdkmifam@sbcglobal.net

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:	Assistant Superintendent
Address:	5771 Cleveland Ave. Stevensville, MI 49127
Telephone Number:	269.428.1400

References

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

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



LAKESHORE PUBLIC SCHOOLS

STUDENT-PARENT-TEACHER COMMITMENT TO EXCELLENCE

Because we believe that high student performance and improved student achievement is a responsibility shared by school staff, parents, and students, we have developed the following agreement to excellence.

The Lakeshore Public Schools will maintain:

- High quality curriculum and instruction.
- A supportive environment to provide the opportunity for all children to meet the State of Michigan and district performance standards.
- Ongoing communication regarding student progress including:
 - regularly scheduled parent/teachers conferences.
 - progress reports.
 - access to staff.
 - opportunities to be involved in school programs.

As a parent, I agree to support my child's learning by:

- Monitoring attendance.
- Reviewing homework.
- Encouraging daily reading at home.
- Supervising television/video games (quality and quantity).
- Having ongoing communication with my child's school and teacher.

As a student, I agree to:

- Complete assignments.
- Do my best.
- Listen to and work cooperatively with parents and teachers.

Student Name: _____ Date: _____

Teacher Signature: _____

Parent Signature: _____

Student Signature: _____