

School Improvement Plan

School Year: 2009

School District: Lake Shore Public Schools (Macomb)

Intermediate School District: Macomb ISD

School Name: Kennedy Middle School

Grades Served: 6,7,8

Principal: Mrs. Pam A. Vermiglio

Building Code: 05197

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

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

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

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

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

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

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

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

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

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

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School Information

School:	Kennedy Middle School
District:	Lake Shore Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	05197
City:	St. Clair Shores
State/Province:	Michigan
Country:	United States

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Vision

Vision Statement

The faculty and staff at Kennedy Middle School are committed to providing a high-quality education which includes a guaranteed and viable curriculum. Through Professional Learning Communities, we will collaboratively identify what each student must learn, monitor student's learning, provide systematic interventions, and extend learning opportunities.

Mission Statement

Building successful futures for all - one student at a time.

Beliefs Statement

Student Achievement

Lake Shore Public Schools will deliver state-of-the-art curriculum, which is content, assessments, instructional strategies and resources to challenge students so they excel in their lifetime of learning.

Communications

Lake Shore Public Schools will demonstrate effective two-way communication for the benefit of each student and the whole community, based on honesty and courtesy.

Resources

Lake Shore Public Schools will effectively use its community, facility, financial, human and technological resources to ensure success for all students.

Goals

ID	Name	Development Status	Progress Status
1406	Writing	Approved	In Progress
1512	Mathematics	Approved	Open
6153	Reading	Approved	Open

Goal 1: Writing

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improvement in English Language Arts skills with a focus on writing.

Gap Statement : 20.99% of 6th grade students are considered not proficient on the 2008-2009 ELA Writing MEAP test. 23.55% of 7th grade students are considered not proficient on the 2008-2009 ELA Writing MEAP test. 23.27% of 8th grade students are considered not proficient on the 2008-2009 ELA Writing MEAP test.

Cause for Gap : Thus far, students who do not meet/exceed grade level content expectations have not been given as many differentiated opportunities for success as our school has implemented within the last 1-2 school years.

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

Year-end assessments

MEAP

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The criteria for success will be an overall improvement by at least 5 percent on the common assessments and MEAP scores in the 2010-2011 school year. Success will be monitored on a regular basis throughout the school year by providing meaningful, measurable assessments based on grade level content expectations. If students are not learning what is expected of them, a pyramid of interventions will be utilized. These interventions include reteaching, small-group tutoring, one-on-one assistance, assistance from an intervention specialist, and/or mandatory before/after school enrichment.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsp.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Jennifer Mackewich

List of Objectives:

ID	Objective
6404	Increase by 5% the percentage of students that meet or exceed grade level standards in writing as measured by the 2010 MEAP test and grade level common assessments.

1.1. Objective: Detail Oriented Writing

Measurable Objective Statement to Support Goal : Increase by 5% the percentage of students that meet or exceed grade level standards in writing as measured by the 2010 MEAP test and grade level common assessments.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsp.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
6404	Each grade level will develop interesting and meaningful writing prompts quarterly.	
6404	Staff will collaborate to discuss differentiated instruction to provide learning experiences that will provide support to students not meeting grade level expectations.	
6404	Teachers and staff will monitor student progress using data. Teachers and staff will change/alter classroom instruction and interventions using best practice strategies for identified students.	

1.1.1. Strategy: Grade Level Writing Prompts

Strategy Statement: Each grade level will develop interesting and meaningful writing prompts quarterly.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
 SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
 SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free

SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Staff attended several writing conferences at the MISD, as well as off site observations at other neighboring schools that have had success in detailed writing. Teachers collaborate during weekly Professional Learning Community meetings both at subject matter grade level and across grade levels.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsps.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA staff have been trained in SWIFT seminars(Strategic Writing Information for Teachers) at the Macomb Intermediate School District..	09/08/2009	06/10/2011	All ELA instructional staff at each grade level.

1.1.1.1. Activity: Writing Conference

Activity Description: ELA staff have been trained in SWIFT seminars(Strategic Writing Information for Teachers) at the Macomb Intermediate School District..

Activity Type: Maintenance

Planned staff responsible for implementing activity: All ELA instructional staff at each grade level.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MISD Consultants	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsp.org	In Progress	Progress Status changed from Open to In Progress

1.1.2. Strategy: Classroom Differentiated Instruction

Strategy Statement: Staff will collaborate to discuss differentiated instruction to provide learning experiences that will provide support to students not meeting grade level expectations.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 2.5 Fosters a learning community
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 5.10 Provides appropriate support for students with special needs
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

Brown-Chidsey, Rachel and Mark W. Steege. "Response to Intervention Principles and Strategies for Effective Practice". Guilford Publications, 72 Spring Street, NY, NY: (2005)

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsp.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will work together to discuss strategies to provide instruction for student with specific needs.	09/01/2009	06/17/2010	SIP Committee Classroom Teachers Administrators Paraprofessionals Intervention Specialists

1.1.2.1. Activity: Response to Intervention

Activity Description: Staff will work together to discuss strategies to provide instruction for student with specific needs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Committee
Classroom Teachers
Administrators
Paraprofessionals
Intervention Specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Specialists	ARRA Title I A	47,000.00	0.00
Before/After school support	Title I Part A	25,000.00	0.00
Materials and Supply	ARRA Title I A	4,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsp.org	In Progress	Progress Status changed from Open to In Progress

1.1.3. Strategy: Monitoring Student Progress

Strategy Statement: Teachers and staff will monitor student progress using data. Teachers and staff will change/alter classroom instruction and interventions using best practice strategies for identified students.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

DuFour, Richard and Robert Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement". Solution Tree/ASCD. Alexandria, VA. (1998)

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsps.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers and staff will analyze data to help drive classroom instruction.	09/01/2009	06/17/2010	SIP Committee Classroom Teachers Paraprofessionals Intervention specialists PLC Participants Administrators Counselors

1.1.3.1. Activity: Assessments and Evaluation

Activity Description: Teachers and staff will analyze data to help drive classroom instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Committee

Classroom Teachers
 Paraprofessionals
 Intervention specialists
 PLC Participants
 Administrators
 Counselors

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Team Planning time	No Funds Required	0.00	0.00
PLC Early Release Meetings	No Funds Required	0.00	0.00
Data Director	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	pvermiglio@lsps.org	In Progress	Progress Status changed from Open to In Progress

Goal 2: Mathematics

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improvement in mathematical skills.

Gap Statement : 22% of students in the 8th grade are considered below basic or far below basic as measured by the algebra placement test. 19% of students in the 7th grade are consider below basic on the cumulative, end of the year final exam. In addition, 16% of 8th grade students, 26% of 7th grade, and 21% of 6th grade students are considered not proficient according to the 2008-09 MEAP Math.

Cause for Gap : Thus far, students who do not meet/exceed grade level content expectations have not been given as many differentiated opportunities for success as our school has implemented within the last 1-2 school years.

Multiple measures/sources of data you used to identify this gap in student achievement : Formative common assessments

MEAP test
Summative common 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? The criteria for success will be an overall improvement by at least 5 percent on the common assessments and MEAP scores in the 2010-2011 school year. Success will be monitored on a regular basis throughout the school year by providing meaningful, measurable assessments based on grade level content expectations. If students are not learning what is expected of them, a pyramid of interventions will be utilized. These interventions include reteaching, small-group tutoring, one-on-one assistance, assistance from an intervention specialist, and/or mandatory before/after school enrichment.

Contact Name : Dave Homic

List of Objectives:

ID	Objective
1263	Students will demonstrate a 5% gain in proficiency on the MEAP.

2.1. Objective: Mathematics Success

Measurable Objective Statement to Support Goal : Students will demonstrate a 5% gain in proficiency on the MEAP.

List of Strategies:

ID	Strategy	Locked By
1263	Students who are considered at-risk (which includes students who are considered below grade level, and/or are not considered proficient on the MEAP test) will meet with an intervention specialist who can assist individuals and small groups in understanding math concepts.	
1263	During weekly Professional Learning Community meetings, math teachers review data to determine grade-specific interventions including reteaching as a whole, reteaching by a teacher whose class showed a greater level of mastery, and alternative assessments.	
1263	Teachers and staff will monitor student progress using data. Teachers and staff will change/alter classroom instruction and interventions using best practice strategies for identified students.	

2.1.1. Strategy: Classroom Intervention Specialist

Strategy Statement: Students who are considered at-risk (which includes students who are considered below grade level, and/or are not considered proficient on the MEAP test) will meet with an intervention specialist who can assist individuals and small groups in understanding math concepts.

Selected Target Areas

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

Six Kennedy Middle School staff members will attend the Response to Intervention implementation training: Making a Unique Plan for Your School.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff members will provide interventions as deemed necessary by common, formative and summative assessments. Interventions include reteaching, tutoring, homework club, and	09/08/2009	06/10/2011	All teachers, counselors, administrators, and intervention specialists will provide intervention strategies.

enrichment classes.			
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2.1.1.1. Activity: Intervention Strategies

Activity Description: Staff members will provide interventions as deemed necessary by common, formative and summative assessments. Interventions include reteaching, tutoring, homework club, and enrichment classes.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers, counselors, administrators, and intervention specialists will provide intervention strategies.

Actual staff responsible for implementing activity: All teachers, counselors, administrators, and intervention specialists will provide intervention strategies.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teaching Staff	No Funds Required	0.00	0.00
Intervention Specialists	ARRA Title I A	47,000.00	0.00
Homework Club	Title I Part A	25,000.00	0.00
ACE Enrichment Class	No Funds Required	0.00	0.00
Materials and supplies	ARRA Title I A	4,500.00	0.00

2.1.2. Strategy: Professional Learning Communities

Strategy Statement: During weekly Professional Learning Community meetings, math teachers review data to determine grade-specific interventions including reteaching as a whole, reteaching by a teacher whose class showed a greater level of mastery, and alternative assessments.

Selected Target Areas

SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness

SAR 2.5 Fosters a learning community

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness

SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for

student learning, including essential knowledge and skills
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

Other Required Information for Strategy

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

Lake Shore Public Schools has adopted the Professional Learning Community system to enhance the success of all students. Research and strategies for implementing PLC's has been done district-wide through books, conferences, county-wide PLC collaboration, and staff meetings.

DuFour, Richard and Robert Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement". Solution Tree/ASCD. Alexandria, VA. (1998)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The Lake Shore Federation of Teachers and the Board of Education have established eighteen early release days to afford teachers the opportunity to work in their Professional Learning Communities.	09/08/2009	06/10/2011	All teachers, counselors, administrators and intervention specialist will participate in PLC's.

2.1.2.1. Activity: Early Release Days

Activity Description: The Lake Shore Federation of Teachers and the Board of Education have established eighteen early release days to afford teachers the opportunity to work in their Professional Learning Communities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers, counselors, administrators and intervention specialist will participate in PLC's.

Actual staff responsible for implementing activity: All teachers, counselors, administrators and intervention specialist will participate in PLC's.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Allotted time	No Funds Required	0.00	0.00
Professional Development	General Funds	25,000.00	0.00

2.1.3. Strategy: Monitoring Student Progress

Strategy Statement: Teachers and staff will monitor student progress using data. Teachers and staff will change/alter classroom instruction and interventions using best practice strategies for identified students.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

DuFour, Richard and Robert Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement". Solution Tree/ASCD. Alexandria, VA. (1998)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers and staff will analyze data to help drive classroom instruction.	09/01/2009	06/17/2010	SIP Committee Classroom Teachers Paraprofessionals Intervention specialists PLC Participants Administrators Counselors

2.1.3.1. Activity: Assessments and Evaluation

Activity Description: Teachers and staff will analyze data to help drive classroom instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Committee
Classroom Teachers
Paraprofessionals
Intervention specialists
PLC Participants
Administrators
Counselors

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Team Planning Time	No Funds Required	0.00	0.00
PLC Early Release Meetings	No Funds Required	0.00	0.00
Data Director	No Funds Required	0.00	0.00

Goal 3: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improvement in English Language Arts skills with a focus on reading.

Gap Statement : 15.64% of 6th grade students are considered not proficient on the 2008-2009 ELA Reading MEAP test. 26.03% of 7th grade students are considered not proficient on the 2008-2009 ELA Reading MEAP test. 22.86% of 8th grade students are considered not proficient on the 2008-2009 ELA Reading MEAP test.

Cause for Gap : Thus far, students who do not meet/exceed grade level content expectations have not been given as many differentiated opportunities for success as our school has implemented within the last 1-2 school years.

Multiple measures/sources of data you used to identify this gap in student achievement : Common assessments
 Year-end assessments
 MEAP

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The criteria for success will be an overall improvement by at least 5 percent on the common assessments and MEAP scores in the 2010-2011 school year. Success will be monitored on a regular basis throughout the school year by providing meaningful, measurable assessments based on grade level content expectations. If students are not learning what is expected of them, a pyramid of interventions will be utilized. These interventions include reteaching, small-group tutoring, one-on-one assistance, assistance from an intervention specialist, and/or mandatory before/after school enrichment.

Contact Name : Jennifer Mackewich

List of Objectives:

ID	Objective
6984	Increase by 5% the percentage of students that meet or exceed grade level standards in reading as measured by the 2010 MEAP test and grade level common assessments.

3.1. Objective: Reading success

Measurable Objective Statement to Support Goal : Increase by 5% the percentage of students that meet or exceed grade level standards in reading as measured by the 2010 MEAP test and grade level common assessments.

List of Strategies:

ID	Strategy	Locked By
6984	Each grade level will utilize district approved reading programs to enhance reading instruction.	
6984	Staff will collaborate to discuss differentiated instruction to provide learning experiences that will provide support to students not meeting grade level expectations.	
6984	Teachers and staff will monitor student progress using data. Teachers and staff will change/alter classroom instruction and interventions using best practice strategies for identified students.	

3.1.1. Strategy: Reading programs

Strategy Statement: Each grade level will utilize district approved reading programs to enhance reading instruction.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

Staff attended several reading conferences at the MISD, as well as off site observations at other neighboring schools that have had success with their reading programs. Teachers collaborate during weekly Professional Learning Community meetings both at subject matter grade level and across grade levels.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All staff have been trained in Reading at the Macomb Intermediate School District.	09/08/2009	06/10/2011	All instructional staff at each grade level.
Special education staff have been trained in Read 180.	09/08/2009	06/10/2010	All special education staff at each grade level.

3.1.1.1. Activity: Reading Apprenticeship

Activity Description: All staff have been trained in Reading at the Macomb Intermediate School District.

Activity Type: Maintenance

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/10/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MISD Consultants	No Funds Required	0.00	0.00

3.1.1.2. Activity: Read 180

Activity Description: Special education staff have been trained in Read 180.

Activity Type: None

Planned staff responsible for implementing activity: All special education staff at each grade level.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Apprenticeship training	No Funds Required	0.00	0.00
Read 180	Special Education	80,000.00	0.00

3.1.2. Strategy: Classroom Differentiated Instruction

Strategy Statement: Staff will collaborate to discuss differentiated instruction to provide learning experiences that will provide support to students not meeting grade level expectations.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 2.5 Fosters a learning community
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment

to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 5.10 Provides appropriate support for students with special needs
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

Other Required Information for Strategy

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

Brown-Chidsey, Rachel and Mark W. Steege. "Response to Intervention Principles and Strategies for Effective Practice". Guilford Publications, 72 Spring Street, NY, NY: (2005)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will work together to discuss strategies to provide instruction for student with specific needs.	09/01/2009	06/17/2010	SIP Committee Classroom Teachers Administrators Paraprofessionals Intervention Specialists

3.1.2.1. Activity: Response to Intervention

Activity Description: Staff will work together to discuss strategies to provide instruction for student with specific needs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Committee
Classroom Teachers
Administrators
Paraprofessionals
Intervention Specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Specialists	ARRA Title I A	47,000.00	0.00
Title One Paraprofessionals	Title One	113,757.00	0.00

Before/After school support	Title I Part A	25,000.00	0.00
Materials and Supply	ARRA Title I A	4,500.00	0.00

3.1.3. Strategy: Monitoring Student Progress

Strategy Statement: Teachers and staff will monitor student progress using data. Teachers and staff will change/alter classroom instruction and interventions using best practice strategies for identified students.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

DuFour, Richard and Robert Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement". Solution Tree/ASCD. Alexandria, VA. (1998)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers and staff will analyze data to help drive classroom instruction.	09/01/2009	06/17/2010	SIP Committee Classroom Teachers Paraprofessionals Intervention specialists PLC Participants Administrators Counselors

3.1.3.1. Activity: Assessments and Evaluation

Activity Description: Teachers and staff will analyze data to help drive classroom instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Committee

Classroom Teachers
 Paraprofessionals
 Intervention specialists
 PLC Participants
 Administrators
 Counselors

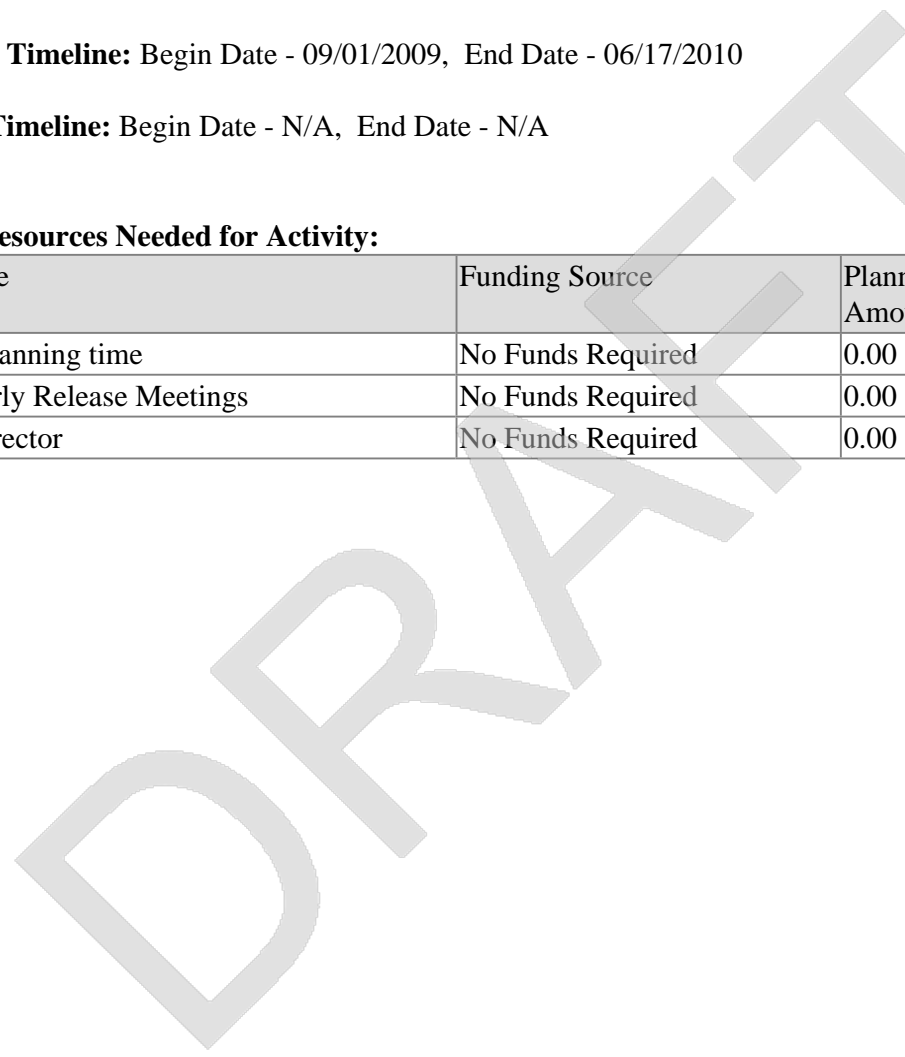
Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Team Planning time	No Funds Required	0.00	0.00
PLC Early Release Meetings	No Funds Required	0.00	0.00
Data Director	No Funds Required	0.00	0.00



Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$25,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Special Education	\$80,000.00	\$0.00
Title I Part A	\$75,000.00	\$0.00
Other	\$47,000.00	\$0.00
Other	\$107,500.00	\$0.00
Other	\$113,757.00	\$0.00

DRAFT

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.	Pam	Vermiglio	Principal	pvermiglio@lspss.org
Mr.	David	Kochan	Assistant Principal	dkochan@lspss.org
Mrs.	Jennifer	Mackewich	SIP Chair-Teacher	jmackewich@lspss.org
Mr.	Brian	Paver	SIP Chair-Teacher	bpaver@lspss.org
Mr.	Bob	Plotkowski	Counselor	bplotkowski@lspss.org
Ms.	Brenda	Shufelt	Counselor	bshufelt@lspss.org
Mr.	David	Homic	Teacher	dhomic@lspss.org

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

Monthly staff meetings, bi-weekly early release day for PLC including all staff working together to develop long term and SMART goals, monthly PTC meetings with teacher and administrative representation, community/staff/ student surveys

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

Building level, district assessments and MEAP data continually reviewed, staff participation in design of assessments (building and district), weekly common planning time discussions by grade level, monthly staff meetings, bi-weekly PLC early release time, parent/staff/student survey, grade level and subject matter meetings to develop curricular maps compatible with state standards and benchmarks

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

Schoolwide-monthly newsletter, emails, information rack by main office, PTC meetings, parent teacher conferences, progress reports and report cards, behavior concerns list and parent letters, weekly athletic eligibility check and parent contact (phone call and e-mail), curriculum night, classroom newsletters and websites, annual IEP reviews

Districtwide - Lake Shore Lines, district website, school board meetings, Lake Shore Public Schools open house event

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:

Principal

Address:

23101 Masonic Blvd. St. Clair shores, MI 48082

Telephone Number:

586-285-8800

References

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

Conclusion

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

The Professional Learning activities needed to implement the SIP include continued professional development for staff in the areas of:

- curricular issues
- teaching strategies
- technology (Data Director, PowerSchool, PowerTeacher)
- PLC initiative
- Continued and improved community involvement

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

Team planning time

PLC early release time

Development of new curriculums to support state standards and benchmarks

Purchase of new materials to support state standards and benchmarks

Pursues grants and funds for innovative programs (Intervention Specialists)

Budget line item for SIP chairs, expenses and purchases

Budget line item for staff development

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

Tech department support staff in all buildings

Tech support staff provides training for staff

District level Tech Committee reviews/revises Tech curriculum in accordance with state guidelines

District bond support for Tech/AV enhanced classrooms

District has a continual 5 year review and replacement schedule for all tech

Updating of available software related to curricular and staff needs

Districtwide maintained website