

School Improvement Plan

School Year: 2010

School District: Lake Shore Public Schools (Macomb)

Intermediate School District: Macomb ISD

School Name: Lake Shore High School

Grades Served: 9,10,11,12

Principal: Mr. Richard Bowers

Building Code: 02089

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

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

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

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

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

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

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

The **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

School Information

School:	Lake Shore High School
District:	Lake Shore Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	02089
City:	Saint Clair Shores
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We build successful futures for all -- one student at a time.

Mission Statement

Lake Shore will ensure a high quality education so that each student acquires the skills, knowledge and character to excel in meeting the challenges and opportunities of a rapidly changing world.

Beliefs Statement

Guiding Principles are Accountability, Communication, Community, Excellence, Integrity and Safety and Security.

Our focus areas are Student Achievement, Communications and Resources.

Goals

ID	Name	Development Status	Progress Status
6047	Writing Skills	Approved	In Progress
6118	Mathematics	Approved	Open
6159	Reading Skills	Approved	Open

Goal 1: Writing Skills

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

Student Goal Statement : All students will demonstrate improvement in writing skills as measured by the MME and common assessment data.

Gap Statement : Based on data from the 2007 MME our students were less than proficient. Only 29% of our students met or exceeded the standards in writing on the MME.

Cause for Gap : Lack of proper teacher training in writing strategies.
 Lack of an intervention program.
 Lack of focus in writing curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : 2007 MME writing scores
 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? Students will score an 83% or higher on the writing portion of the common assessments in their English courses. Students will also score a 1 or 2 on the writing portion of the MME.

Goal Progress Update:

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

Contact Name : Rich Bowers

List of Objectives:

ID	Objective
6846	Lake Shore High School will increase student proficiency in writing by 5%.

1.1. Objective: Writing Proficiency

Measurable Objective Statement to Support Goal : Lake Shore High School will increase student proficiency in writing by 5%.

Objective Progress Update:

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

List of Strategies:

ID	Strategy	Locked By
6846	All English teachers will collaborate, research best practices and analyze available data to create a functional PLC, develop a "Response to Intervention" pyramid, implement and improve the use of brain-based instruction and provide all students with a guaranteed and viable curriculum.	

1.1.1. Strategy: Professional Learning Community

Strategy Statement: All English teachers will collaborate, research best practices and analyze available data to create a functional PLC, develop a "Response to Intervention" pyramid, implement and improve the use of brain-based instruction and provide all students with a guaranteed and viable curriculum.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

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

Read books, such as "Learning by Doing" by DuFour, attended workshops and conferences on Professional Learning Communities and writing strategies. Also read different articles in the Principal Leadership journal.

Strategy Progress Update:

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify subject-specific "Power Standards" aligned with State content expectations.	09/08/2009	06/11/2010	English department and administration.
Create common assessments with questions linked to Michigan Grade Level Content Expectations.	09/08/2009	06/11/2010	English Department and Administration
Analyze assessment results through Data Director to inform instruction.	09/08/2009	06/11/2010	English Department and Administration.
Create and implement a pyramid of interventions for struggling students.	09/08/2009	06/11/2010	English Department and Administration
Provide documentation that indicates: PLC SMART goals, PLC group progress, assessment results, and curriculum/scope and sequence maps.	09/08/2009	06/11/2010	English Department and Administration
Create and implement a class for incoming 9th grade students who experienced a history of academic failure as a 9th grade student(defined as 8th graders who failed one or more core courses).	09/08/2009	06/11/2010	Teachers, counselors and administration.

1.1.1.1. Activity: Curriculum

Activity Description: Identify subject-specific "Power Standards" aligned with State content expectations.

Activity Type: Revised

Planned staff responsible for implementing activity: English department and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Michigan Merit Curriculum	No Funds Required	0.00	0.00

Activity Progress Update:

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

1.1.1.2. Activity: Assessment

Activity Description: Create common assessments with questions linked to Michigan Grade Level Content Expectations.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Michigan Merit Curriculum	No Funds Required	0.00	0.00

Activity Progress Update:

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

1.1.1.3. Activity: Analysis

Activity Description: Analyze assessment results through Data Director to inform instruction.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology--Network	No Funds Required	0.00	0.00

Activity Progress Update:

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

1.1.1.4. Activity: Intervention

Activity Description: Create and implement a pyramid of interventions for struggling students.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials from DuFour--Learning by Doing and Whatever It Takes	General Funds	250.00	0.00

Activity Progress Update:

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

1.1.1.5. Activity: Documentation

Activity Description: Provide documentation that indicates: PLC SMART goals, PLC group progress, assessment results, and curriculum/scope and sequence maps.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Central Office	No Funds Required	0.00	0.00

Activity Progress Update:

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

1.1.1.6. Activity: Intervention--Personal Academic Support Center

Activity Description: Create and implement a class for incoming 9th grade students who experienced a history of academic failure as a 9th grade student(defined as 8th graders who failed one or more core courses).

Activity Type: None

Planned staff responsible for implementing activity: Teachers, counselors and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Section 31 a	9,600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2009	rbowers@lshs.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 problem solving, concepts and computation as measured by the MME and common assessment data.

Gap Statement : Based on data from the 2007 MME our students were less than proficient. Only 39% of our students met or exceeded the standards in mathematics.

Cause for Gap : Lack of proper teacher training in current mathematics strategies.

Lack of an intervention program.

Lack of focus in mathematics curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : 2007 MME scores
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? Students will score an 83% or higher on their common assessments in mathematics courses. Students will also score a 1 or 2 on the mathematics portion of the MME.

Contact Name : Rich Bowers

List of Objectives:

ID	Objective
6946	Lake Shore High School will increase student proficiency in mathematics by 5%.

2.1. Objective: Mathematics Proficiency

Measurable Objective Statement to Support Goal : Lake Shore High School will increase student proficiency in mathematics by 5%.

List of Strategies:

ID	Strategy	Locked By
6946	All mathematics teachers will collaborate, research best practices and analyze available data to create a functional PLC, develop a "Response to Intervention" pyramid, implement and improve the use of brain-based instruction and provide all students with a guaranteed and viable curriculum.	

2.1.1. Strategy: Professional Learning Community

Strategy Statement: All mathematics teachers will collaborate, research best practices and analyze available data to create a functional PLC, develop a "Response to Intervention" pyramid, implement and improve the use of brain-based instruction and provide all students with a guaranteed and viable curriculum.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
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 3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

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

Read books such as, "Learning by Doing" by DuFour, attended workshops and conferences on Professional

Learning Communities and writing strategies. Also read different articles in the Principal Leadership journal.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify subject-specific "Power Standards" aligned with state content expectations.	09/08/2009	06/11/2010	Math Department and Administration
Create common assessments with questions linked to Michigan Grade Level Content Expectations.	09/08/2009	06/11/2010	Math Department and Administration
Analyze assessment results through Data Director to inform instruction.	09/08/2009	06/11/2010	Math Department and Administration
Implement a pyramid of interventions for struggling students.	09/08/2009	06/11/2010	Math Department and Administration
Create documentation that indicates: PLC SMART goals, PLC group progress, assessment results, and curriculum/scope and sequence maps.	09/08/2009	06/11/2010	Math Department and Administration
Create and implement a class for 9th graders who fail their Algebra IA course in the first term. These students will be enrolled into Algebra I Lab concurrently with Algebra IA during the second term.	09/08/2009	06/11/2010	Math teachers, counselors and administration.
Create and implement a class for 10th grade students who fail their term one Geometry A course. They will be enrolled into Geometry Lab concurrently with Geometry A during the second term.	09/08/2009	06/11/2010	Math teachers, counselors and administrators.
Create and implement a class for incoming 9th grade students who experienced a history of academic failure(defined as 8th graders who failed one or more core courses).	09/08/2009	06/11/2010	Teachers, counselors and administration.

2.1.1.1. Activity: Curriculum

Activity Description: Identify subject-specific "Power Standards" aligned with state content expectations.

Activity Type: None

Planned staff responsible for implementing activity: Math Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Michigan Merit Curriculum	No Funds Required	0.00	0.00

2.1.1.2. Activity: Assessment

Activity Description: Create common assessments with questions linked to Michigan Grade Level Content Expectations.

Activity Type: None

Planned staff responsible for implementing activity: Math Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Michigan Merit Curriculum	No Funds Required	0.00	0.00

2.1.1.3. Activity: Analysis

Activity Description: Analyze assessment results through Data Director to inform instruction.

Activity Type: None

Planned staff responsible for implementing activity: Math Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology--Network	No Funds Required	0.00	0.00

2.1.1.4. Activity: Intervention

Activity Description: Implement a pyramid of interventions for struggling students.

Activity Type: None

Planned staff responsible for implementing activity: Math Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials from DuFour--Learning by Doing and Whatever It Takes	General Funds	250.00	0.00

2.1.1.5. Activity: Documentation

Activity Description: Create documentation that indicates: PLC SMART goals, PLC group progress, assessment results, and curriculum/scope and sequence maps.

Activity Type: None

Planned staff responsible for implementing activity: Math Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Central Office	No Funds Required	0.00	0.00

2.1.1.6. Activity: Intervention--Algebra I Lab

Activity Description: Create and implement a class for 9th graders who fail their Algebra IA course in the first term. These students will be enrolled into Algebra I Lab concurrently with Algebra IA during the second term.

Activity Type: None

Planned staff responsible for implementing activity: Math teachers, counselors and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
staff	Section 31 a	8,500.00	0.00

2.1.1.7. Activity: Intervention--Geometry Lab

Activity Description: Create and implement a class for 10th grade students who fail their term one Geometry A course. They will be enrolled into Geometry Lab concurrently with Geometry A during the second term.

Activity Type: None

Planned staff responsible for implementing activity: Math teachers, counselors and administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
staff	Section 31 a	8,500.00	0.00

2.1.1.8. Activity: Intervention--Personal Academic Support Center

Activity Description: Create and implement a class for incoming 9th grade students who experienced a history of academic failure(defined as 8th graders woh failed one or more core courses).

Activity Type: None

Planned staff responsible for implementing activity: Teachers, counselors and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
staff	Section 31 a	9,600.00	0.00

Goal 3: Reading Skills

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

Student Goal Statement : All students will demonstrate improvement in reading skills as measured by the MME and common assessment data.

Gap Statement : Based on data from the 2007 MME our students were less than proficient. Only 51% of our students met or exceeded the standards in reading on the MME.

Cause for Gap : Lack of proper teacher training in writing strategies.
 Lack of an intervention program.
 Lack of focus in writing curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : 2007 MME writing scores
 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? Students will score an 83% or higher on the reading portion of the common assessments in their English courses. Students will also score a 1 or 2 on the reading portion of the MME.

Contact Name : Rich Bowers

List of Objectives:

ID	Objective
6994	Lake Shore High School will increase student proficiency in reading by 5%.

3.1. Objective: Reading Proficiency

Measurable Objective Statement to Support Goal : Lake Shore High School will increase student proficiency in reading by 5%.

List of Strategies:

ID	Strategy	Locked By
6994	All English teachers will collaborate, research best practices and analyze available data to create a functional PLC, develop a "Response to Intervention" pyramid, implement and improve the use of brain-based instruction and provide all students with a guaranteed and viable curriculum.	

3.1.1. Strategy: Professional Learning Community

Strategy Statement: All English teachers will collaborate, research best practices and analyze available data to create a functional PLC, develop a "Response to Intervention" pyramid, implement and improve the use of brain-based instruction and provide all students with a guaranteed and viable curriculum.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

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

Read books, such as "Learning by Doing" by DuFour, attended workshops and conferences on Professional Learning Communities and writing strategies. Also read different articles in the Principal Leadership journal.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify subject-specific "Power Standards" aligned with State content expectations.	09/08/2009	06/11/2010	English department and administration.
Create common assessments with questions linked to Michigan Grade Level Content Expectations.	09/08/2009	06/11/2010	English Department and Administration
Analyze assessment results through Data Director to inform instruction.	09/08/2009	06/11/2010	English Department and Administration.
Create and implement a pyramid of interventions for struggling students.	09/08/2009	06/11/2010	English Department and Administration
Provide documentation that indicates: PLC SMART goals, PLC group progress, assessment results, and curriculum/scope and sequence maps.	09/08/2009	06/11/2010	English Department and Administration
Create and implement a class for incoming 9th grade students who experienced a history of academic failure as a 9th grade student(defined as 8th graders who failed one or more core courses).	09/08/2009	06/11/2010	Teachers, counselors and administration.

3.1.1.1. Activity: Curriculum

Activity Description: Identify subject-specific "Power Standards" aligned with State content expectations.

Activity Type: Revised

Planned staff responsible for implementing activity: English department and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Michigan Merit Curriculum	No Funds Required	0.00	0.00

3.1.1.2. Activity: Assessment

Activity Description: Create common assessments with questions linked to Michigan Grade Level Content Expectations.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Michigan Merit Curriculum	No Funds Required	0.00	0.00

3.1.1.3. Activity: Analysis

Activity Description: Analyze assessment results through Data Director to inform instruction.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology--Network	No Funds Required	0.00	0.00

3.1.1.4. Activity: Intervention

Activity Description: Create and implement a pyramid of interventions for struggling students.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials from DuFour--Learning by Doing and Whatever It Takes	General Funds	250.00	0.00

3.1.1.5. Activity: Documentation

Activity Description: Provide documentation that indicates: PLC SMART goals, PLC group progress, assessment results, and curriculum/scope and sequence maps.

Activity Type: None

Planned staff responsible for implementing activity: English Department and Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Central Office	No Funds Required	0.00	0.00

3.1.1.6. Activity: Intervention--Personal Academic Support Center

Activity Description: Create and implement a class for incoming 9th grade students who experienced a history of academic failure as a 9th grade student(defined as 8th graders who failed one or more core courses).

Activity Type: None

Planned staff responsible for implementing activity: Teachers, counselors and administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Section 31 a	9,600.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$750.00	\$0.00
No Funds Required	\$0.00	\$0.00
Section 31 a	\$45,800.00	\$0.00

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Richard	Bowers	Principal	rbowers@lsps.org
Mrs.	Amanda	McKay	Asst. Principal	amckay@lsps.org
Ms.	Debra	Spellicy	SIP Chair	dspellicy@lsps.org
Ms.	Karen	Jones	Program Coordinator	kjones@lsps.org
Ms.	Dawn	Barath	Program Coordinator	dbarath@lsps.org
Mr.	Dave	Lount	Program Coordinator	dlount@lsps.org
Mr.	Ben	Gurk	Program Coordinator	bgurk@lsps.org
Mrs.	Tesha	Thomas	Curriculum Director	tthomas@lsps.org

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

Stakeholders are building leaders who developed surveys and led committees. They also monitor progress as the liaison between committees and the community.

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

Decisions are presented to staff and then discussed with a leadership team made up of volunteers.

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

Information will be shared in smaller groups using professional learning community concept. Data will be compiled into reports using Data Director.

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:

22980 13 mile St. Clair Shores MI 48082

Telephone Number:

586-285-8940

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?

Provide time on a bi-weekly basis to develop professional learning communities. Provide opportunities for professional development through the ISD.

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

We have applied at-risk monies and general fund monies to provide interventions, new classes and professional development to support our school improvement plan.

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

We have implemented web based programming and av-enhanced classrooms to assist in implementing this plan.