

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Lake Shore Public Schools (Macomb)

ISD/RESA: Macomb ISD

School Name: Rodgers Elementary School

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

Principal: Mrs. Martha Kliebert

Building Code: 01883

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:	Rodgers Elementary School
District:	Lake Shore Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	01883
City:	SAINT CLAIR SHORES
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The Rodgers School Community will use data to drive all instructional practices, use research to chose all instructional strategies and create a school environment that encourages the growth and development of every person in the building.

Mission Statement

We plant the seeds of knowledge that grow forever.

Beliefs Statement

We believe that we create a positive learning environment for all kids in which every student achieves.

We believe that what we do matters, how we do it makes a difference and with whom we collaborate includes the entire school community.

Goals

Name	Development Status	Progress Status
All students will improve their reading by 1-year's growth.	Complete	Open
Students will improve their overall performance on writing on state and dis	Complete	Open
To improve the math performance	Complete	Open
To improve the performance of Rodgers students in writing	Complete	Open
To improve the performance of the Rodgers students in math	Complete	Open
To improve the performance of special education students in reading by 5%	Complete	Open

Goal 1: All students will improve their reading by 1-year's growth.

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their reading by 1-year's growth.

Gap Statement: There is a 22% gap between special education students and the general education population.

Cause for Gap: The IEP goals and records indicate low accuracy fluency, poor comprehension and/or are lacking in processing underdeveloped skills

Multiple measures/sources of data you used to identify this gap in student achievement: Teachers will use MEAP and district-wide assessments as well as assessments that are generated by the individual teachers and administered throughout the year.

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? Teachers will enter the results of these assessments into DataDirector and generate a breakdown of their classes performance. This data will be used to identify the students requiring additional instruction and identify the concepts which require review.

Contact Name: Martha Kliebert

List of Objectives:

Name	Objective
Professional development in reading will be provided	Professional development inservice and training will be provided. This training will be determined
Student intervention	All students will achieve a 1 or 2 level on MEAP and meet or exceed trimester benchmark assessments

1.1. Objective: Professional development in reading will be provided

Measurable Objective Statement to Support Goal: Professional development inservice and training will be provided. This training will be determined

List of Strategies:

Name	Strategy
Professional development identification	Teachers in Professional Learning Clubs will use data from MEAP and or the district wide required MLPP examinations to indicate what professional development activities they will need.

1.1.1. Strategy: Professional development identification

Strategy Statement: Teachers in Professional Learning Clubs will use data from MEAP and or the district wide required MLPP examinations to indicate what professional development activities they will need.

Selected Target Areas

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community

Other Required Information for Strategy

Richard DuFour: Whatever it takes (2004)

Michael Schmoker: Results Now (2006)

Eaker and DuFour: Professional Learning Communities at Work

Robert Marzano: Classroom Assessment (2006)and Effective Schools

Dr. Mel Levine: A Mind at a Time

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create data triangles in reading	2010-09-17	2011-06-10	General education staff
Data analysis	2010-09-15	2011-06-10	General education

1.1.1.1. Activity: Create data triangles in reading

Activity Description: Grade and class level data triangles will be created each trimester.

Planned staff responsible for implementing activity: General education staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-17, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education staff	No Funds Required	0.00	0.00

1.1.1.2. Activity: Data analysis

Activity Description: Student scores will be analyzed by Professional Learning Communities to determine areas of need. Training relative to the needs of those

Planned staff responsible for implementing activity: General education

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Education	No Funds Required	0.00	0.00

1.2. Objective: Student intervention

Measurable Objective Statement to Support Goal: All students will achieve a 1 or 2 level on MEAP and meet or exceed trimester benchmark assessments

List of Strategies:

Name	Strategy
Student deficient GLCE's will be identified, taught and measured for progre	Students having low accuracy fluency, poor comprehension and/or are lacking in processing undeveloped skills will be identified.
Student learning groups will be identified	Student learning groups will be identified after teachers and support staff analyze the MLPP trimester data to locate students who are not proficient on MEAP or who fail to acheive the trimester MLPP benchmarks.
Support teachers	Support teachers hired through Title One and Section 31-A At Risk will be employed to work with students who fail to meet benchmarks in reading. They will provide increased intensity and duration of instruction for students below benchmark at each grade level.

1.2.1. Strategy: Student deficient GLCE's will be identified, taught and measured for progre

Strategy Statement: Students having low accuracy fluency, poor comprehension and/or are lacking in processing undeveloped skills will be identified.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

- Vaughn, Linan-Thompson and Hickman: Exceptional Children: Response to Instruction as a means of identifying students with reading/learning disabilities. (2003)
- Fuchs and Fuchs: Introduction to Response to Intervention (March 2006)
- Robert Marzano: Classroom Instruction that Works (2006)
- Robert Marzano: Classroom Assessment (2006)and Effective Schools
- Richard DuFour: Whatever it takes (2004)
- Dr. Mel Levine: A Mind at a Time
- O'Connor, R. E: Learning Disabilities Research and Practice: Increasing the intensity of intervention in Kindergarten and First Grade (2000)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instruction will be targeted on discrete reading targets	2010-09-20	2011-06-10	All Rodgers staff
Progress monitoring tools will be created	2010-	2011-	All Rodgers staff; general education,

and used to track reading perform	09-20	06-10	special education and support staff.
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1.2.1.1. Activity: Instruction will be targeted on discrete reading targets

Activity Description: Specific instructional targets will be identified for instruction based on an analysis of the MEAP data and the district required MLPP assessments.

Planned staff responsible for implementing activity: All Rodgers staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education	No Funds Required	0.00	0.00

1.2.1.2. Activity: Progress monitoring tools will be created and used to track reading perform

Activity Description: Progress monitoring tools will be created and housed in Data Director. These discrete assessments will be used to measure student progress by trimester.

Planned staff responsible for implementing activity: All Rodgers staff; general education, special education and support staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education staff	No Funds Required	0.00	0.00

1.2.2. Strategy: Student learning groups will be identified

Strategy Statement: Student learning groups will be identified after teachers and support staff analyze the MLPP trimester data to locate students who are not proficient on MEAP or who fail to achieve the trimester MLPP benchmarks.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

Michael Schmoker: Results Now (2006)

Jan O'Neil and Anne Conzemius: The Power of SMART Goals (2005)

Robert Marzano: Classroom Assessment (2006) and Effective Schools

Richard DuFour: Whatever it takes (2004)

Dr. Mel Levine: A Mind at a Time

Fuchs and Fuchs: Introduction to Response to Intervention (March 2006)

Robert Marzano: Classroom Instruction that Works (2006)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning groups will be created	2010-09-20	2011-06-10	All staff; general education, special education staff and support staff.
Student groups will be changed each trimester	2010-11-22	2011-06-17	General education

1.2.2.1. Activity: Learning groups will be created

Activity Description: Student learning groups will be created based on the analyzing of student data.

Planned staff responsible for implementing activity: All staff; general education, special education staff and support staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education staff	No Funds Required	0.00	0.00

1.2.2.2. Activity: Student groups will be changed each trimester

Activity Description: At the end of each trimester, the PLC teams will analyze student performance data and adjust student targeted groups accordingly.

Planned staff responsible for implementing activity: General education

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-22, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education	No Funds Required	0.00	0.00

1.2.3. Strategy: Support teachers

Strategy Statement: Support teachers hired through Title One and Section 31-A At Risk will be employed to work with students who fail to meet benchmarks in reading. They will provide increased intensity and duration of instruction for students below benchmark at each grade level.

Selected Target Areas

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

- Eaker and DuFour: Professional Learning Communities at Work
- Carol Tomlinson: How to Differentiate Instruction in Mixed Ability Groups (2001)
- Douglas Reeves: A Leader's Guide to Standards
- McREL: Mid-continental Research for Educational Learning

Becky Bailey: Conscious Discipline (2001)
 Richard DuFour: Whatever it takes (2004)
 Michael Schmoker: Results Now (2006)
 Eaker and DuFour: Professional Learning Communities at Work

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create Schedules	2010-09-13	2011-06-17	Title One team, Intervention team will support from a representative team from the teachers.

1.2.3.1. Activity: Create Schedules

Activity Description: Support staff schedules will be created to support each grade level.

Planned staff responsible for implementing activity: Title One team, Intervention team will support from a representative team from the teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title One, Intervention Specialists and administrator	No Funds Required	0.00	0.00

Goal 2: Students will improve their overall performance on writing on state and dis

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will improve their overall performance on writing on state and district-wide assessments. The goal will be to have at least 75% of our students in the Tier 1 portion of our writing triangle.

Gap Statement: The students who didn't reach this goal fall into Tier 2 & 3 of the writing triangle.

Cause for Gap: Tier 2 & 3 students need more exposure or repetition in grade-level concepts.

Multiple measures/sources of data you used to identify this gap in student achievement: Teachers will use results from MEAP and district-wide assessments as well as results from assessments generated by the teachers and conducted in the classroom on a regular basis.

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? Results from these assessments will be entered into Data Director and will be used to generate a breakdown of the students/class performance. Teachers will then create triangles representing the Tier 1, 2 & 3 students.

Contact Name: Martha Kliebert

List of Objectives:

Name	Objective
Data will be analyzed and used to guide decision making	MEAP and district wide writing data will be used to determine instructional learning groups.
Professional development in writing will be provided	Professional development in service and training will be provided. This training will be determined
Student Intervention	Students will acheive a 5 or 6 on MEAP and at or above a 4 on the district-wide writing assessment.

2.1. Objective: Data will be analyzed and used to guide decision making

Measurable Objective Statement to Support Goal: MEAP and district wide writing data will be used to determine instructional learning groups.

List of Strategies:

Name	Strategy
Data Input	District wide required grade level assessment data will be inputted into Data Director each trimester.

2.1.1. Strategy: Data Input

Strategy Statement: District wide required grade level assessment data will be inputted into Data Director each trimester.

Selected Target Areas

2.10 Implements an evaluation system that provides for the professional growth of all personnel
2.5 Fosters a learning community
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

Michael Schmoker: Results Now (2006)
 Jan O'Neil and Anne Conzemius: The Power of SMART Goals (2005)
 Robert Marzano: Classroom Assessment (2006)and Effective Schools
 Richard DuFour: Whatever it takes (2004)
 Dr. Mel Levine: A Mind at a Time

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Input	2010-11-22	2011-06-17	General education staff

2.1.1.1. Activity: Data Input

Activity Description: During Professional Learning Community time, data will be entered into Data Director.

Planned staff responsible for implementing activity: General education staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-22, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	No Funds Required	0.00	0.00

2.2. Objective: Professional development in writing will be provided

Measurable Objective Statement to Support Goal: Professional developement in service and training will be provided. This training will be determined

List of Strategies:

Name	Strategy
Professional Development Identification	Teachers in Professional Learning Clubs will use data from MEAP and/or the district writing examinations to indicate what professional development activities they will need.

2.2.1. Strategy: Professional Development Identification

Strategy Statement: Teachers in Professional Learning Clubs will use data from MEAP and/or the district writing examinations to indicate what professional development activities they will need.

Selected Target Areas

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community

Other Required Information for Strategy

Richard DuFour: Whatever it takes (2004)
 Michael Schmoker: Results Now (2006)
 Eaker and DuFour: Professional Learning Communities at Work
 Robert Marzano: Classroom Assessment (2006)and Effective Schools
 Dr. Mel Levine: A Mind at a Time

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create data triangles in writing	2010-09-15	2011-06-17	General education staff
Data analyzation	2010-09-15	2011-06-17	General education and LSPS administration.

2.2.1.1. Activity: Create data triangles in writing

Activity Description: Grade and class level data triangles will be created each trimester.

Planned staff responsible for implementing activity: General education staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education staff	No Funds Required	0.00	0.00

2.2.1.2. Activity: Data analyzation

Activity Description: Student scores will be analyzed by Professional Learning Communities to determine areas of need. Teachers will request training relative to assessment strategies or using data to make decisions based on the needs identified by the instructional team working with the students.

Planned staff responsible for implementing activity: General education and LSPS administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education staff	No Funds Required	0.00	0.00
Stipends	Title II Part A	4,500.00	0.00

2.3. Objective: Student Intervention

Measurable Objective Statement to Support Goal: Students will achieve a 5 or 6 on MEAP and at or above a 4 on the district-wide writing assessment.

List of Strategies:

Name	Strategy
Student deficient GLCE's will be identified, taught & measured for progre	Rodgers students identified as Tier 2 or 3 will need more intense skill instruction targeted to students' needs as determined by diagnostic assessments.

Student learning groups will be identified	Teachers and support staff will analyze the district writing assessments and MEAP data to locate students who are not proficient on MEAP or who fail to achieve above a 4 on the district-wide writing assessment.
Support Teachers	Support teachers hired through Title One and Section 31-A At Risk will be employed to work with students who fail to meet benchmark in writing. They will provide increased intensity and duration of instruction for students below benchmark at each grade level.

2.3.1. Strategy: Student deficient GLCE's will be identified, taught & measured for progress

Strategy Statement: Rodgers students identified as Tier 2 or 3 will need more intense skill instruction targeted to students' needs as determined by diagnostic assessments.

Selected Target Areas

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

Other Required Information for Strategy

- Michael Schmoker: Results Now (2006)
- Jan O'Neil and Anne Conzemius: The Power of SMART Goals (2005)
- Robert Marzano: Classroom Assessment (2006) and Effective Schools
- Richard DuFour: Whatever it takes (2004)
- Dr. Mel Levine: A Mind at a Time

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instruction will be targeted on discrete writing targets	2010-09-20	2011-06-10	All Rodgers teachers
Progress monitoring tools will be created and used to track writing performance	2010-09-20	2011-06-10	All Rodgers staff; General education, Special education and support staff.

2.3.1.1. Activity: Instruction will be targeted on discrete writing targets

Activity Description: Specific instructional targets will be identified for instruction based on an analysis of the MEAP data and district writing exams.

Planned staff responsible for implementing activity: All Rodgers teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education staff	No Funds Required	0.00	0.00

2.3.1.2. Activity: Progress monitoring tools will be created and used to track writing perform

Activity Description: Progress monitoring tools will be created and housed in Data Director. These discrete assessments will be used to measure student progress by trimester.

Planned staff responsible for implementing activity: All Rodgers staff; General education, Special education and support staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General education staff	No Funds Required	0.00	0.00

2.3.2. Strategy: Student learning groups will be identified

Strategy Statement: Teachers and support staff will analyze the district writing assessments and MEAP data to locate students who are not proficient on MEAP or who fail to achieve above a 4 on the district-wide writing assessment.

Selected Target Areas

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

Other Required Information for Strategy

Fuchs and Fuchs: Introduction to Response to Intervention (March 2006)

Larry Lezotte (1991)

Robert Marzano: Classroom Instruction that Works (2006)

Carol Tomlinson (2001)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning groups will be created	2010-09-20	2011-06-10	All staff; general education, special education and support staff.
Student groups will be changed each trimester	2010-11-22	2011-06-10	General education staff

2.3.2.1. Activity: Learning groups will be created

Activity Description: Student learning groups will be created based on the analyzing of student data.

Planned staff responsible for implementing activity: All staff; general education, special education and support staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	No Funds Required	0.00	0.00

2.3.2.2. Activity: Student groups will be changed each trimester

Activity Description: At the end of each trimester, the PLC teams will analyze student performance data and adjust student targeted groups accordingly.

Planned staff responsible for implementing activity: General education staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-22, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Education Staff	No Funds Required	0.00	0.00

2.3.3. Strategy: Support Teachers

Strategy Statement: Support teachers hired through Title One and Section 31-A At Risk will be employed to work with students who fail to meet benchmark in writing. They will provide increased intensity and duration of instruction for students below benchmark at each grade level.

Selected Target Areas

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

- Eaker and DuFour: Professional Learning Communities at Work
- Carol Tomlinson: How to Differentiate Instruction in Mixed Ability Groups (2001)
- Douglas Reeves: A Leader's Guide to Standards
- McREL: Mid-continental Research for Educational Learning
- Becky Bailey: Conscious Discipline (2001)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create schedules	2010-09-13	2011-06-10	Title One team, Intervention team will support from a representative team from the teachers.

2.3.3.1. Activity: Create schedules

Activity Description: Support staff schedules will be created to support each grade level.

Planned staff responsible for implementing activity: Title One team, Intervention team will support from a representative team from the teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title One, Intervention specialists and administraton	No Funds Required	0.00	0.00

Goal 3: To improve the math performance

Content Area: Math

Development Status: Complete

Student Goal Statement: Students identified as special education eligible and who receive support services from the resource room will improve their performance in Math by 5% as measured by the 2011 MEAP. They will close the gao with grade level peers by 3%.

This years fifth grade students will improve their MEAP performance by 4%.

Gap Statement: Special education students increased the gap between their performance and the performance of same age and grade level peers as measured by the 2008 MEAP assessment and analyzing a three year trend.

Last years 4th grade students demonstrated a decline over a three year period.

Cause for Gap: Special educatiion students have experienced difficulty with the complex tasks required to perform on MEAP as the expectations for MEAP math have increased. Significant processing concerns as measured by psychological assessments for these students indicate that the increased math expectations often draw on processess which are impaired for these students.

The fourth grade students were exposed to exclusively to conceptual math in their early elementary years. These students failed to master basic skills. They are curriculum presentation casualties.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP scores were analyzed over a three year period from 2006-2009. Also year end district made math scores as well as report card

grades were used to measure student progress.

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? Special Education students will be considered successful when they improve 3% and or close the gap between their performance and grade level peers as measured by MEAP in 2010.

Fifth grade students will be considered successful if they improve by 4%.

Contact Name: Martha Kliebert

List of Objectives:

Name	Objective
Improve fifth grade sub group and special education scores	Using data director the performance of special education students and fifth grade deficient students will be analyzed for deficient performance areas relative to state required GLCE's.
Instructional Plans will be created	The resource teacher and the general education teacher will develop an instructional plan of attack to improve the math performance of special education students. The fifth grade teachers and the building interventionists will develop an instructional plan of attack for deficient math students in the fifth grade.
Trimester grade level math assessments	Each grade level will create trimester grade level math assessments.

3.1. Objective: Improve fifth grade sub group and special education scores

Measurable Objective Statement to Support Goal: Using data director the performance of special education students and fifth grade deficient students will be analyzed for deficient performance areas relative to state required GLCE's.

List of Strategies:

Name	Strategy
Analyze scores	Special education students and fifth grade targeted students individual math scores and performance on specific GLCE's will be analyzed and charted through the use of data director.

3.1.1. Strategy: Analyze scores

Strategy Statement: Special education students and fifth grade targeted students individual math scores and performance on specific GLCE's will be analyzed and charted through the use of data director.

Selected Target Areas

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

Professional Learning Communities (Eaker and DuFour)
 Classroom Instruction that Works (Marzano)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Analysis	2009-09-14	2010-06-11	General education and special education staff.

3.1.1.1. Activity: Assessment Analysis

Activity Description: MEAP assessment scores as well district based math assessments will be analyzed and used to determine which areas of performance are most at risk.

Planned staff responsible for implementing activity: General education and special education staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-14, End Date - 2010-06-11

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time	No Funds Required	0.00	

3.2. Objective: Instructional Plans will be created

Measurable Objective Statement to Support Goal: The resource teacher and the general education teacher will develop an instructional plan of attack to improve the math performance of special education students.

The fifth grade teachers and the building interventionists will develop an instructional plan of attack for deficient math students in the fifth grade.

List of Strategies:

Name	Strategy
Programming for special math groups	Specific instructional paradigms will be created. Push in, pull out, cotaught and extended support times will be identified.

3.2.1. Strategy: Programming for special math groups

Strategy Statement: Specific instructional paradigms will be created. Push in, pull out, cotaught and extended support times will be identified.

Selected Target Areas

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

Johnson and Johnson (1989)
 Johnson and Johnson (1995)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Programming for special math groups	2009-09-11	2010-06-11	General Ed Staff, Special Ed Staff, Interventionists

3.2.1.1. Activity: Programming for special math groups

Activity Description: Specific times, places and teachers will be identified to support the instructional needs of special ed math and deficient fifth grade math students.

Planned staff responsible for implementing activity: General Ed Staff, Special Ed Staff, Interventionists

Actual staff responsible for implementing activity: General Ed Staff, Special Ed and Interventionists.

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers/Interventionists	Section 31 a	100,000.00	

3.3. Objective: Trimester grade level math assessments

Measurable Objective Statement to Support Goal: Each grade level will create trimester grade level math assessments.

List of Strategies:

Name	Strategy
PLC teams	PLC teams will create on going trimester math assessments by by grade level.

3.3.1. Strategy: PLC teams

Strategy Statement: PLC teams will create on going trimester math assessments by by grade level.

Selected Target Areas

1.3 Identifies system-wide goals and measures to advance the vision
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

Marzannos Effective Schools
Professional Learning Communities at Work Eaker and DuFour

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use the GLCE's to create a grade level math assesment.	2009-09-11	2010-06-11	General Ed, Special Ed and other support staff.

3.3.1.1. Activity: Use the GLCE's to create a grade level math assesment.

Activity Description: teachers will use the grade kevel GLCE's to create trimester math assessments.

Planned staff responsible for implementing activity: General Ed, Special Ed and other support staff.

Actual staff responsible for implementing activity: General Ed, Special Ed and other support staff.

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	No Funds Required	0.00	

Goal 4: To improve the performance of Rodgers students in writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will demonstrate a 5% increase in writing from the MEAP 2008 to the MEAP 2010 as determined by the 2010 scores on MEAP.

Gap Statement: Students at the fourth grade level in the 2008-2009 school year demonstrated 20% less proficiency then their peers at the fifth grade level and were 23% less proficient then peers at the third grade level.

Cause for Gap: Grade level expectations in writing were not clearly identified.

Insufficient time was spent in the act of writing.

There was no consistent writing program at the elementary school level.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP comparison data was used over a three year period from 2006-2009.

School wide writing prompts were assigned and given three times yearly. These results were tracked in data director. Sub groups of students were identified for specific instruction in deficient areas and progress was monitored through teacher made assessments on an on going basis. End of year assessments were given and students were measured against the MEAP writing rubric for end of the year writing proficiency.

Data was collected and housed in data director.

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 be considered successful when they have successfully met the standards as measured by the MEAP writing rubric. They must receive a 4 or above on the rubric.

Students will be considered successful when they have met benchmarks at the grade level as measured by on-going continuous monitoring assessments.

Contact Name: Martha Kliebert

List of Objectives:

Name	Objective
All students will meet grade level benchmarks in writing	All students will achieve a four or higher on the MEAP writing Rubric.

4.1. Objective: All students will meet grade level benchmarks in writing

Measurable Objective Statement to Support Goal: All students will achieve a four or higher on the MEAP writing Rubric.

List of Strategies:

Name	Strategy
Brain based instructional strategies	At least three new brain based instructional strategies will be identified for use by each grade level PLC team.
Data Collection and Analyzation	Data collection will occur through the use of Data Director. Data will be used to drive instruction.
Instructional groups will be identified	Students who fail to achieve at least a 4 on the MEAP writing rubric will be identified for specific remedial instruction. Specific areas of need will be identified using grade level expectations for writing.
On Going Assessments	Each grade level PLC team will create, administer, and collect progress monitoring assessments on the identified sub group of deficient students.
PLC Teams	Grade level PLC tams will identify grade level writing expectations and create a

document which indicates the flow from grade level to grade level.

4.1.1. Strategy: Brain based instructional strategies

Strategy Statement: At least three new brain based instructional strategies will be identified for use by each grade level PLC team.

Selected Target Areas

- 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- 2.5 Fosters a learning community
- 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

Other Required Information for Strategy

Midcontinental Research for Educational Learning (McREL)
Marzano 1998

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Research based strategies to improve writing will be identified.	2009-09-16	2010-06-11	General Ed and Special Ed Staff, TWIST Team

4.1.1.1. Activity: Research based strategies to improve writing will be identified.

Activity Description: Grade level PLC teams will research, collect and use brain based instructional strategies to improve student learning. They will be assisted by the building TWIST team.

Planned staff responsible for implementing activity: General Ed and Special Ed Staff, TWIST Team

Actual staff responsible for implementing activity: General Ed and Special Ed Staff TWIST team

Planned Timeline: Begin Date - 2009-09-16, End Date - 2010-06-11

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
TWIST Team, District writing Committee	No Funds Required	0.00	

4.1.2. Strategy: Data Collection and Analyzation

Strategy Statement: Data collection will occur through the use of Data Director. Data will be used to drive instruction.

Selected Target Areas

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

Professional Learning Communities Eaker and Dufour
Marzano's Effective Schools

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Collection	2009-09-11	2010-06-11	General ed and Special Ed staff

4.1.2.1. Activity: Data Collection

Activity Description: Data will be collected during PLC meetings and in common planning.

Planned staff responsible for implementing activity: General ed and Special Ed staff

Actual staff responsible for implementing activity: General Ed and Sopecial Ed Staff

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teachers	No Funds Required	0.00	

4.1.3. Strategy: Instructional groups will be identified

Strategy Statement: Students who fail to achieve at least a 4 on the MEAP writing rubric will be identified for specific remedial instruction. Specific areas of need will be identified using grade level expectations for writing.

Selected Target Areas

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.6 Allocates and protects instructional time to support student learning
3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

Larry Lezotte 1991
 Robert Marzano Classroom Instruction that Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Student groups will be created	2009-09-11	2010-06-11	General Ed and Special Ed staff.

4.1.3.1. Activity: Student groups will be created

Activity Description: All students will be placed in specifically targeted group instruction for increased duration and intensity on skills as determined by their performance in writing as measured by the grade level expectations set by the PLC teams and the MEAP writing rubric.

Planned staff responsible for implementing activity: General Ed and Special Ed staff.

Actual staff responsible for implementing activity: General Ed and Special Ed staff as well as Title One staff and building interventionists.

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	No Funds Required	0.00	

4.1.4. Strategy: On Going Assessments

Strategy Statement: Each grade level PLC team will create, administer, and collect progress monitoring assessments on the identified sub group of deficient students.

Selected Target Areas

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

Marzano's Effective Schools

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Planning	2009-09-11	2010-06-11	General Ed
PLC Time	2009-09-11	2010-06-11	All building staff.

4.1.4.1. Activity: Common Planning

Activity Description: Common Planning will be provided to allow teachers time to create progress monitoring assessments for students who demonstrate deficient skills.

Planned staff responsible for implementing activity: General Ed

Actual staff responsible for implementing activity: General Ed staff in conjunction with school interventionists and support teachers.

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Ed Staff	No Funds Required	0.00	

4.1.4.2. Activity: PLC Time

Activity Description: PLC teams will meet twice monthly. Some of this time will be devoted to the creation of progress monitoring assesments.

Planned staff responsible for implementing activity: All building staff.

Actual staff responsible for implementing activity: All building staff

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	No Funds Required	0.00	

4.1.5. Strategy: PLC Teams

Strategy Statement: Grade level PLC tams will identify grade level writing expectations and create a document which indicates the flow from grade level to grade level.

Selected Target Areas

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

Other Required Information for Strategy

Handy 1995
 Newman and Wehlag 1995
 Joyce and Showers 1995

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement on going grade level PLC teams	2009-09-16	2010-06-09	Grade level teachers along with identified support personnel such as speech therapists, special education staff, title one staff and at risk intervention teachers.

4.1.5.1. Activity: Implement on going grade level PLC teams

Activity Description: Twice monthly PLC meeting times will be identified. Teachers will meet in grade level teams and across grade level teams.

Planned staff responsible for implementing activity: Grade level teachers along with identified support personnel such as speech therapists, special education staff, title one staff and at risk intervention teachers.

Actual staff responsible for implementing activity: Grade level PLC team teachers.

Planned Timeline: Begin Date - 2009-09-16, End Date - 2010-06-09

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Staff	General Funds	0.00	

Goal 5: To improve the performance of the Rodgers students in math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will improve their math performance on MEAP and the district wide grade level math assessments.

Gap Statement: Special education students and students in fifth grade will increase their performance in MEAP math by 5%.

Cause for Gap: Math draws on processing skills such as abstract reasoning and fluid reasoning which for special education students may represent their area of weakness. Multistep problems, discreet mathematics vocabulary, basic skill deficiencies and more complex mathematical concepts have created deficits for fifth grade students.

Multiple measures/sources of data you used to identify this gap in student achievement: The measures used to assess this goal will be the MEAP assessment and the district wide math assessment. On going progress monitoring on discreet instructional targets will be created and used as specific skills and groups are identified.

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 data for success will be a 5% increase on the MEAP math performance and a 5% increase in the scores on the district math exam for all students.

Contact Name: Martha Kliebert

List of Objectives:

Name	Objective
Data will be analyzed and used to guide decision making	MEAP and district wide math assessment data will be used to determine instructional learning groups.
Professional development in math will be provided	Professional development in service and training will be provided. This training will be determined through the recommendations of the teaching teams.
Student Intervention	All students will achieve a 1 or 2 level on MEAP and at or above 75% on the district wide math assessment.

5.1. Objective: Data will be analyzed and used to guide decision making

Measurable Objective Statement to Support Goal: MEAP and district wide math assessment data will be used to determine instructional learning groups.

List of Strategies:

Name	Strategy
Data Input	District wide required grade level assessment data will be inputted into data director each trimester.

5.1.1. Strategy: Data Input

Strategy Statement: District wide required grade level assessment data will be inputted into data director each trimester.

Selected Target Areas

2.10 Implements an evaluation system that provides for the professional growth of all personnel
2.5 Fosters a learning community
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

- Michael Schmoker: Results Now (2006)
- Jan O'Neil and Anne Conzemius: The Power of SMART Goals (2005)
- Robert Marzano: Classroom Assessment (2006)and Effective Schools
- Richard DuFour: Whatever it takes (2004)
- Dr. Mel Levine: A Mind at a Time
- Carol Tomlinson: How to Differentiate Instruction in Mixed Ability Groups (2001)
- Liping, Ma: Knowing and teaching elementary mathematics (1999)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Input	2010-11-22	2011-06-17	General Education Staff
Trimester learning groups will be created based on the analyzation of trian	2010-12-06	2011-06-10	All building staff

5.1.1.1. Activity: Data Input

Activity Description: During professional learning time, data will be entered into data director.

Planned staff responsible for implementing activity: General Education Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-22, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	No Funds Required	0.00	0.00

5.1.1.2. Activity: Trimester learning groups will be created based on the analyzation of trian

Activity Description: Each trimester teacher teams will analyze student achievement data and create new learning groups based on the data.

Planned staff responsible for implementing activity: All building staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-12-06, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
All Staff	General Funds	0.00	0.00

5.2. Objective: Professional development in math will be provided

Measurable Objective Statement to Support Goal: Professional development in service and training will be provided. This training will be determined through the recommendations of the teaching teams.

List of Strategies:

Name	Strategy
Professional Development Identification	Teachers in will use data from MEAP and/or the district math examinations to indicate what professional development activities they will need.
Strategy Implementation	After identifying professional development teachers will implement brain based math strategies.

5.2.1. Strategy: Professional Development Identification

Strategy Statement: Teachers in will use data from MEAP and/or the district math examinations to indicate what professional development activities they will need.

Selected Target Areas

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community

Other Required Information for Strategy

- Johnson and Johnson (1989, 1995)
- Liping, Ma: Knowing and teaching elementary mathematics (1999)
- Horsley, S. L: Designing Professional Development for Teachers of Science and Math (2003)
- Richard DuFour: Whatever it takes (2004)
- Michael Schmoker: Results Now (2006)
- Eaker and DuFour: Professional Learning Communities at Work
- Robert Marzano: Classroom Assessment (2006)and Effective Schools
- Dr. Mel Levine: A Mind at a Time

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create data triangles in math	2010-09-15	2011-06-17	General Education Staff
Data Analyzation	2010-09-15	2011-06-17	General Education Staff. Lake Shore Administration

5.2.1.1. Activity: Create data triangles in math

Activity Description: Grade and class level data triangles will be created each trimester.

Planned staff responsible for implementing activity: General Education Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Education Staff	No Funds Required	0.00	0.00

5.2.1.2. Activity: Data Analyzation

Activity Description: Student scores will be analyzed by teachers to determine areas of need. Training relative to the needs those scores illuminate will be provided.

Planned staff responsible for implementing activity: General Education Staff.
Lake Shore Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	No Funds Required	0.00	0.00
stipends	Title II Part A	4,500.00	0.00

5.2.2. Strategy: Strategy Implementation

Strategy Statement: After identifying professional development teachers will implement brain based math strategies.

Selected Target Areas

- 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
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Michael Schmoker: Results Now (2006)
 Jan O'Neil and Anne Conzemius: The Power of SMART Goals (2005)
 Robert Marzano: Classroom Assessment (2006)and Effective Schools
 Richard DuFour: Whatever it takes (2004)
 Dr. Mel Levine: A Mind at a Time
 Johnson and Johnson (1989, 1995)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify two strategies per grade level	2011-01-03	2011-06-10	General Education staff

5.2.2.1. Activity: Identify two strategies per grade level

Activity Description: Teachers will identify two instructional strategies by grade level to improve the math performance of their students.

Planned staff responsible for implementing activity: General Education staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-01-03, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
The entire staff	General Funds	0.00	0.00

5.3. Objective: Student Intervention

Measurable Objective Statement to Support Goal: All students will achieve a 1 or 2 level on MEAP and at or above 75% on the district wide math assessment.

List of Strategies:

Name	Strategy
Student deficient GLCE's will be identified , taught and measured for prog	Rodgers students not proficient in decimals, fractions and math vocabulary will be identified through data director
Student learning groups will be identified	Teachers and support staff will analyze the district math assessments and MEAP data to locate students who are not proficient on MEAP or who fail to achieve a 75% or higher on the district math examination.
Support Teachers	Support teachers hired through Title One and Section 31 A At Risk will be employed to work with students who fail to meet benchmark in math. They will provide increased intensity and duration of instruction for students below benchmark at each grade level.

5.3.1. Strategy: Student deficient GLCE's will be identified , taught and measured for prog

Strategy Statement: Rodgers students not proficient in decimals, fractions and math vocabulary will be identified through data director

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

- Michael Schmoker: Results Now (2006)
- Jan O'Neil and Anne Conzemius: The Power of SMART Goals (2005)
- Robert Marzano: Classroom Assessment (2006)and Effective Schools
- Richard DuFour: Whatever it takes (2004)
- Dr. Mel Levine: A Mind at a Time
- Johnson and Johnson (1989, 1995)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instruction will be targeted on discreet math targets	2010-09-20	2011-06-10	All Rodgers Staff.

Progress monitoring tools will be created and used to track math performanc	2010-09-20	2011-06-10	All Rodgers staff. General Education, Special Education and Support Staff
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5.3.1.1. Activity: Instruction will be targeted on discreet math targets

Activity Description: Specific instructional targets will be identified for instruction based on an anaysis of the MEAP data and the district math exams.

Planned staff responsible for implementing activity: All Rodgers Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
general education staff	No Funds Required	0.00	0.00

5.3.1.2. Activity: Progress monitoring tools will be created and used to track math performanc

Activity Description: Progress monitoring tools will be created and housed in data director. These discreet assessments eill be used to measure student progress by trimester.

Planned staff responsible for implementing activity: All Rodgers staff. General Education, Special Education and Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Education Staff	No Funds Required	0.00	0.00

5.3.2. Strategy: Student learning groups will be identified

Strategy Statement: Teachers and support staff will analyze the district math assessments and MEAP data to locate students who are not proficient on MEAP or who fail to achieve a 75% or higher on the district math examination.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

Fuchs and Fuchs: Introduction to Response to Intervention (March 2006)

Robert Marzano: Classroom Instruction that Works (2006)

Carol Tomlinson (2001)

Larry Lezotte (1991)

Michael Schmoker: Results Now (2006)

Jan O'Neil and Anne Conzemius: The Power of SMART Goals (2005)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning groups will be created	2010-09-20	2011-06-10	All staff; general education, special education and support staff
Student groups will be changed each trimester	2010-11-22	2011-06-17	General Education Staff

5.3.2.1. Activity: Learning groups will be created

Activity Description: Student learning groups will be created based on the analyzation of student data.

Planned staff responsible for implementing activity: All staff; general education, special education and support staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	No Funds Required	0.00	0.00

5.3.2.2. Activity: Student groups will be changed each trimester

Activity Description: At the end of each trimester the PLC teams will analyze student performance data and adjust student targeted groups accordingly.

Planned staff responsible for implementing activity: General Education Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-22, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Education Staff	No Funds Required	0.00	0.00

5.3.3. Strategy: Support Teachers

Strategy Statement: Support teachers hired through Title One and Section 31 A At Risk will be employed to work with students who fail to meet benchmark in math. They will provide increased intensity and duration of instruction for students below benchmark at each grade level.

Selected Target Areas

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

- Eaker and DuFour: Professional Learning Communities at Work
- Carol Tomlinson: How to Differentiate Instruction in Mixed Ability Groups (2001)
- Douglas Reeves: A Leader's Guide to Standards
- McREL: Mid-continental Research for Educational Learning

Becky Bailey: Conscious Discipline (2001)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create Schedules	2010-09-13	2011-06-17	Title One team, Intervention Team with support from a representative team from the teachers.
Progress Monitoring	2010-11-30	2011-06-10	Support Staff

5.3.3.1. Activity: Create Schedules

Activity Description: Support staff schedules will be created to support each grade level.

Planned staff responsible for implementing activity: Title One team, Intervention Team with support from a representative team from the teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2011-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title one, Intervention specialists and administrator	No Funds Required	0.00	0.00

5.3.3.2. Activity: Progress Monitoring

Activity Description: Support staff will create on going progress monitoring tools to assess student performance on discreet objectives. Student performance will be communicated to general ed staff.

Planned staff responsible for implementing activity: Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-30, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Support Staff	Section 31 a	100,000.00	0.00

Goal 6: To improve the performance of special education students in reading by 5%

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students identified as special education eligible who are general education based but receive support from the resource room will improve their reading proficiency scores by 5% as measured by MEAP 2011. Special education students will begin to close the gap between their achievement and the achievement of general education peers by 3% by 2011.

Gap Statement: Students with identified learning needs have demonstrated that their cognitive processing disorders and/or behavioral concerns have impacted their ability to achieve on MEAP to the same degree as same age and grade level peers. The language found in general education texts presents challenges to students with limited language comprehension.

Cause for Gap: IEP and psychological records indicate that special education students demonstrate significant processing concerns.

Behavioral plans document specific behavioral needs that impact student learning.

Multiple measures/sources of data you used to identify this gap in student achievement: This gap was identified by comparing MEAP data over a three year period. Also yearly annual reviews for special education students document continued adverse educational performance as measured by report card grades, teacher made assessments and standard classroom assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? These students will be considered successful when they are able to demonstrate an ability to close the achievement gap by at least 3% as measured by MEAP.

Contact Name: Martha Kliebert

List of Objectives:

Name	Objective
Collect and Analyze student performance data	Special Education staff will collect and analyze on going student performance results in specific through the use of data director.
Improvement of MEAP reading scores for special education students	Identified Special Education students should close the gap between their performance and same age peers by 3% as measured by MEAP in the 2011.

6.1. Objective: Collect and Analyze student performance data

Measurable Objective Statement to Support Goal: Special Education staff will collect and analyze on going student performance results in specific through the use of data director.

List of Strategies:

Name	Strategy
PLC team	During the bi-monthly PLC team meetings special ed staff will analyze and collect and chart student achievement data in the area of reading. Individual student skills will be identified for data collection.

6.1.1. Strategy: PLC team

Strategy Statement: During the bi-monthly PLC team meetings special ed staff will analyze and collect and chart student achievement data in the area of reading. Individual student skills will be identified for data collection.

Selected Target Areas

2.5 Fosters a learning community
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

Professional Learning Communities at Work (Eaker and DuFour)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
data collection	2009-09-16	2010-06-11	Special Education Staff

6.1.1.1. Activity: data collection

Activity Description: Student data will be collected on a bi-monthly basis.

Planned staff responsible for implementing activity: Special Education Staff

Actual staff responsible for implementing activity: Special Education Staff and Interventionists with teaching assistants

Planned Timeline: Begin Date - 2009-09-16, End Date - 2010-06-11

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	No Funds Required	0.00	

6.2. Objective: Improvement of MEAP reading scores for special education students

Measurable Objective Statement to Support Goal: Identified Special Education students should close the gap between their performance and same age peers by 3% as measured by MEAP in the 2011.

List of Strategies:

Name	Strategy
Identify instructional materials	A comprehensive reading program that addresses the needs of the special needs student will be identified, purchased and implemented.

6.2.1. Strategy: Identify instructional materials

Strategy Statement: A comprehensive reading program that addresses the needs of the special needs student will be identified, purchased and implemented.

Selected Target Areas

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

Dr. Mel Levine A Mind at a Time. (p320)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Purchase and implement a brain based reading program	2009-09-08	2010-06-11	Special education resource room staff, the special education director and special education teaching assistants.

6.2.1.1. Activity: Purchase and implement a brain based reading program

Activity Description: The Voyager program will be purchased for pilot during the 2009-2010 school year. In service training will occur with special education staff and the program will be implemented with identified special education students. Pre/Post assessments will be used as well as on going progress monitoring.

Planned staff responsible for implementing activity: Special education resource room staff, the special education director and special education teaching assistants.

Actual staff responsible for implementing activity: Special education resource room staff

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	Special Education	5,000.00	
Voyager Materials	Special Education	14,000.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$0.00	\$0.00
Special Education	\$19,000.00	\$0.00
Section 31 a	\$200,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$9,000.00	\$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?

The SIP chairs attended training throughout the school year at the MISD. They comprised the data committee who then presented and reviewed the process rubrics to the staff.

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.

Student data is collected in reading, writing and math three times yearly. MEAP data is also collected. All student data is housed in an electronic data warehouse. This student data is reviewed by teacher teams in conjunction with the building support staff.

The building Title One staff also pre and post test students on specific academic targets.

Building needs and specific student needs are identified by the evidence in the data.

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.

Student performance on MEAP is analyzed by grade level teacher teams.

Grade level performance data is also analyzed.

Data is placed on a data triangle which identifies specific students who are at benchmark, below benchmark by 1.0-1.5 years and those students who are 2 years or more below benchmark in any core subject.

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.

Student performance data collected on DiBELS and district created math assessments and writing assessments are collected and analyzed.

Daily work samples and observations of student performance are noted by teachers.

Input is also solicited from support area teachers working within small groups in the classroom.

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.

The students identified for Title One intervention are those students identified as the "gap" students in the school improvement plan.

Rodgers refers to those students in the SIP plan and offers remedial instruction, assessment and strategies to those students.

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).

Lake Shore Schools supports the use of an electronic data warehouse system that is made available to all general education and support staff.

Title One staff use this system of data retrieval to help find the children with needs and then to create on going assessments to track student progress. General education and support staff coordinate instructional efforts through the use of a data tracking sheet.

Pre-school students who attend the Michigan School Readiness Program are also data tracked in data director. The data on these students is shared with the support staff as they are transitioned to the kindergarten. Students with identified needs are tagged for service in kindergarten by the Title One staff.

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.

LSPS adopted the GLCE as prescribed by the MDE. The administrators then presented the GLCE's to the staff who used them to align their resources. Each grade level then created a year long curriculum map to show where each GLCE will be introduced/taught. As changes to the GLCE's are made by the State of Michigan, the teachers respond by adjusting the content taught each year.

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

The Office of Instruction has created content area teacher led curriculum teams to review GLCE's and brain based teaching activities.

Professional Learning Communities have been created collaboratively with the teachers.

Teachers design common instructional outcomes, pacing guides and progress monitoring by grade level.

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.

All title one staff meet the requirements dictated by the No Child Left behind Act. All of the teachers at Rodgers have master degrees and meet the highest standards as required by the No Child Left Behind Act

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.

1. *Packets are sent home with children supplying reading material and reinforcement work.*
2. *At kindergarten orientation classroom volunteers are solicited.*
3. *Parent Compacts are provided and signed at the first conference.*
4. *Books are provided for home use.*
5. *Game format activities are provided to students to do at home.*
6. *A summer reading camp was provided.*

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

2a. Design

Programs are designed to encourage parental involvement. Time was provided in the summer program to teach parents to be their child's first and best teacher.

Parent needs are solicited at conference time.

2b. Implementation

Parents come to school as volunteers and work with kids under the direction of the classroom teacher.

Parents keep track of reading minutes at home.

Parents are provided with games and skill development activities to use at home.

2c. Evaluation

Parents are asked to provide feedback on the summer program.

Parents are provided with forms at conference time to make comments, suggestions etc about our school.

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

All students are assessed triannually in reading writing and math. In addition they are more frequently progressed monitored if their achievement level is below benchmark.

Parents are provided this information through the report card and conferences with staff. They are offered charts to be able to see their child's progress in relationship to the peer performance.

Questions are entertained by professional staff.

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".

At Rodgers students are offered brain based instructional strategies in the general education classroom. Reteaching is done as identified by the data.

Any student not making benchmark is offered small group targeted instruction. This instruction is offered at least two/three times weekly. This is accomplished through the use of Title One employed staff.

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

We survey our parents 2 times a year and ask for feedback regarding school-home communication. We increase and expand our efforts to communicate based on our parents' preferences.

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

We survey the entire Rodgers community (staff, students and parents) to better understand the needs of each group. Our School Improvement Committee uses these results to improve upon the instructional and school community activities.

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".

Our school offers 2 preschool programs. One is need-based, grant funded and the other is ECSE (Early Childhood Special Education). Both these programs conduct home visits at the beginning and conclusion of the school year.

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.

Intervention Specialists, Title I and special education teachers do work with the students to modify assessments as best suits the individual student's needs. These modified assessments are given more

frequently and contain fewer concepts.

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.

Title One funds are used in conjunction with Section 31 A funds to hire support staff to work with Title One eligible students. Also special education personnel are used to assist in early intervention activities as described under special education rules.

Ongoing Review of Eligible Student Progress

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

All of the students at Rodgers are assessed tri-annually in core academic areas. The Michigan Literacy Progress Profile, DiBELS, and the MEAP writing rubrics are used. Also, the district created and use a grade level mth exam at the end of each trimester.

In addition those students receiving Title One support are assessed more frequently using teacher made assessments aimed at very specific skills.

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

All data is collected in Data Director our electronic data warehouse.

Teachers review data at the need of each trimester to create the necessary support groups for kids and to determine the efficacy of instruction.

On going teacher made assessments are used to provide evidence of learning as teachers teach skills.

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

Rodgers collects school based data at each trimester. Student support groups are created through the review of those data scores.

A review of the benchmarks not mastered forms the basis of remedial instruction by the intervention specialists.

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.

In determining what skills children need to master teachers identify what specific strategies and/or assessments they will need to provide good, competent instruction. Teachers identify what skills and/or information they need to provide the very best instruction for kids.

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.

Lake Shore Public Schools has a district technology committee that meets to review and assess the district technology needs relative to supporting instruction. Our classrooms now are all AV enhanced classrooms and in services have been provided to assist teachers in its use. The district has purchased and uses an electronic data collection system which allows teachers to create and track assessment data on students.

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.

During our bimonthly PLC meetings, teachers and administrators

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

Student progress is reported to parents via a standards based report card system.

The annual report for Rodgers discusses student progress in parent friendly terms.

The district web site publishes points of pride for the community.

A monthly Rodgers newsletter is provided to parents.

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.

Teachers have been in the process of using data to determine student targeted for specialized instruction. In the 2008-2009 school year grade level teams identified students who were not achieving at grade level.

These students were tracked for performance all year. In the 2009-2010 school year these students will be tracked by the next grade level teachers. Collaboration will occur between grade levels as well as within grade level teams.

Teachers created grade level writing expectations and on going progress monitoring.

Teachers will continue to use previous years data to guide instruction, create specialized instructional groups and monitor for progress.

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: www.lakeshoreschools.org/docs/Full_Annual_Educational_Report_2010-2011.pdf

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: *This doesn't apply as we are a K-5 building.*

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: *Our Safe at School plan is generated and issued by the Macomb Intermediate School District. Our Assistant Superintendent of Administrative Services and Facilities is in charge of implementing this program at the district level and the building administrator implements this at the building level.*

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

Response: *Yes*

Comments: *These issues have been addressed during monthly staff meetings. We also have a Positive Behavior Support System in place to address behavior issues in the school and classrooms.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *School Culture Surveys*

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments: *All teachers who provide health education have taken the school health model, but not annually.*

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

Response: *Yes*

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: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Our Physical education teacher is very involved in current trends in physical education.*

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

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: *Field day, Jump Rope for Heart, and Walk a thon*

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

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments: *She is a contract employee with Chartwells.*

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

Response: *No*

Comments:

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

Response: *No*

Comments: *We do not offer a la carte or any other supplementary food services.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Power School Medical Alert*

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: *Yes*

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: *Yes*

Comments: *Related to student includes the support of employee health and safety.*

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: *School board writes policy. Our school creates procedures to be followed.*

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments: *We will add this information to our parent survey next year.*

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.	Cindy	Sam	Principal	csam@lsps.org
Mrs.	Deb	Barnett	SIP co-chair	dbarnett@lsps.org
Mrs.	Amy	Hermon	SIP co-chair	ahermon@lsps.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Principal
Address:	21601 L'anse
Telephone Number:	586-285-8600

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

Rodgers Elementary School

Parental Involvement Policy

The faculty and staff at Rodgers Elementary School are committed to providing a high-quality education for every student and understand that some students may need the extra assistance available through additional programming. We also believe that parental involvement in the educational activities of the school is essential to a students' success or failure in his/her academic endeavors. Parental involvement means the participation of parents in regular, two-way, meaningful communication regarding student academics, behavior, and social-emotional well being. Rodgers Elementary School programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. The staff at Rodgers will support parents by:

- ☐ establishing the learning goals for their child that leads to developing a responsible member of society;
- ☐ being actively involved in their child's education at school;
- ☐ providing a home environment which encourages learning and assists, at home, the learning experiences provided by the school;
- ☐ establishing and supporting a consistent and shared approach to child guidance and discipline;
- ☐ participating as full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- ☐ providing for the proper health, safety, and well-being for their child.

Creating a partnership promotes a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). Rodgers Elementary School will provide assistance to parents in understanding topics such as:

- ☐ grade-level content expectations in English, math, science, and social studies;
- ☐ current MDE accreditation and AYP benchmarks;
- ☐ requirements necessary to receive targeted assistance services and an overview of the services provided;
- ☐ how to monitor their child's progress;
- ☐ how to work with educators; and

☐ a school calendar that lists parent/teacher conferences, contact information, and dates for the distribution of progress reports and report cards.

Home / School Compact

Home / School Compact

In order to accomplish our vision—students, parents and teachers need to work together. We share the responsibility of guiding each child in achieving his or her greatest potential in a safe and caring environment. It is our hope that every student will possess the skills needed to enter society as responsible citizens. We ask that you promise to do this by completing and signing the part of this agreement that belongs to you.

PARENT / GUARDIAN AGREEMENT:

I want my child to succeed. Therefore I will:

1. See that my child attends school regularly and is on time.
2. Model respect by going to the teacher first about my concerns.
3. Encourage reading every day and supervise the daily completion of homework.
4. Encourage my child do his or her personal best at all times.
5. Support the school staff and school policies.

Parent / Guardian's Signature: _____

Date: _____

Parent / Guardian's Signature: _____

Date: _____

Home / School Compact

Home / School Compact

In order to accomplish our vision—students, parents and teachers need to work together. We share the responsibility of guiding each child in achieving his or her greatest potential in a safe and caring environment. It is our hope that every student will possess the skills needed to enter society as responsible citizens. We ask that you promise to do this by completing and signing the part of this agreement that belongs to you.

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2. Model respect by going to the teacher first about my concerns.
3. Encourage reading every day and supervise the daily completion of homework.
4. Encourage my child do his or her personal best at all times.
5. Support the school staff and school policies.

Parent / Guardian's Signature: _____

Date: _____

Parent / Guardian's Signature: _____

Date: _____

STUDENT AGREEMENT:

As a student I will:

1. Attend school regularly and arrive on time.
2. Treat all members of the school community and their property with respect.
3. Complete and return my assignments and home activities on time.
4. Do my best at all times, even when this seems hard.
5. Follow school and classroom procedures and expectations.

Student's Signature: _____

Date: _____

TEACHER AGREEMENT:

As a professional educator at Lake Shore, I will:

1. Provide each child with a quality curriculum, and research-based instruction practices to enable them to become effective citizens.
2. Maintain open communications with parents, students, colleagues and community.
3. Support parents as lifelong learners by providing appropriate resources and learning opportunities for them to help their child.
4. Provide a safe, positive well-managed environment where all children are treated fairly, and with respect and compassion.
5. Continue to be a lifelong learner, knowledgeable of current best practices in education.

Teacher's Signature: _____

Date: _____

STUDENT AGREEMENT:

As a student I will:

1. Attend school regularly and arrive on time.
2. Treat all members of the school community and their property with respect.
3. Complete and return my assignments and home activities on time.
4. Do my best at all times, even when this seems hard.
5. Follow school and classroom procedures and expectations.

Student's Signature: _____

Date: _____

TEACHER AGREEMENT:

As a professional educator at Lake Shore, I will:

1. Provide each child with a quality curriculum, and research-based instruction practices to enable them to become effective citizens.
2. Maintain open communications with parents, students, colleagues and community.
3. Support parents as lifelong learners by providing appropriate resources and learning opportunities for them to help their child.
4. Provide a safe, positive well-managed environment where all children are treated fairly, and with respect and compassion.
5. Continue to be a lifelong learner, knowledgeable of current best practices in education.

Teacher's Signature: _____

Date: _____