

School Improvement Plan

School Year: 2010

School District: Lake Shore Public Schools (Macomb)

Intermediate School District: Macomb ISD

School Name: Violet Elementary School

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

Principal: Mrs. Elizabeth Netschke

Building Code: 04304

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

School Information

School:	Violet Elementary School
District:	Lake Shore Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	04304
City:	St Clair Shores
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The Violet community (staff, students, parents, and business partners) facilitates academic, social and emotional development through collaboration. This strengthens positive behavior, student responsibility and academic success. We strive for the development of productive, contributing members of a changing world who value learning as a life long process.

Mission Statement

Together we reach for the stars to make a difference.

Beliefs Statement

We believe

All individuals are unique, valued and respected.

All individuals are more successful in a safe and nurturing environment.

All individuals are responsible for their own behavior and learning; recognizing every choice makes an impact.

All individuals are capable of learning in different ways and at varying rates and times.

All individuals are enriched from meaningful experiences presented with a variety of teaching strategies.

All individuals are most successful when learning is a partnership shared by parents, teachers, students and community.

We inspire learning through collaboration and cooperation among staff members, to promote success and life-long learning.

Learning is a continuous process of applying Lifeskills to develop productive citizens.

Goals

ID	Name	Development Status	Progress Status
1732	Improve Writing by Focusing on a Central Idea	Approved	Dropped
4700	Improve writing with supporting details	Approved	Dropped
4703	Improve Reading Comprehension	Approved	Dropped
11746	Math Skills and Problem Solving Strategies	Approved	Open
11798	Reading Comprehension	Approved	Open
11799	Writing to a Prompt	Approved	Open

Goal 1: Improve Writing by Focusing on a Central Idea

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve writing skills by focusing on a central idea or topic sentence.

Gap Statement : Based on the 2008-2009 MEAP Writing performance, 46% of students performed proficiently in writing a focused central idea statement in their Writing from Knowledge and Experience prompt. (Third grade 57% proficient, Fourth Grade 24 % proficient and Fifth Grade 56.76% proficient). The greatest disparity is with the Special education population scoring 16% proficient.

Holistic writing scores on the district assessments increased from the fall through the spring assessments but show a need for continued improvement.

Grade level writing assessments created and analyzed through Grade Level Professional Learning Communities indicate a growth over the year and a continued need for improvement.

Cause for Gap : There has been a lack of a consistent writing curriculum and common written language terminology across the district. Students were lacking adequate understanding and experience in writing clear central idea statements. This Gap also lends itself to another area of concern for our students which is incorporating details and examples to adequately develop the ideas and content when writing from Knowledge and Experience.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Scores and District Writing to the prompt Fall, Winter and Spring Assessments . This data is collected based on Content/Ideas, Organization, Style/Voice, and Conventions, with focus for this goal being on student performance on Content/Ideas.

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? Criteria for success is based on MEAP scores (4-6 score is proficient), school-wide writing rubrics: K-2 rubric scores are based on a 4 point rubric. Successful students in grades K-2 score a 3 or 4 on the school-wide writing to the prompt. Grades 3-5 are based on a 6 point rubric. (4 - 6 is proficient).

PLC generated writing assessments
 PLC review, report, revision
 RtI progress monitoring
 District Beginning/Middle/End of year writing assessments

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	This goal has been revised to reflect current needs in our building and district.

Contact Name : Kathy Deckert

List of Objectives:

ID	Objective
4852	All students will score at the proficient level in the Content and Ideas portion of the appropriate grade level assessment when writing from knowledge and experience. 75% of students will score proficient on the English Language Writing portion of the MEAP.

1.1. Objective: Central/Topic ideas from a prompt

Measurable Objective Statement to Support Goal : All students will score at the proficient level in the Content and Ideas portion of the appropriate grade level assessment when writing from knowledge and experience. 75% of students will score proficient on the English Language Writing portion of the MEAP.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	Progress Status changed from Open to Dropped

List of Strategies:

ID	Strategy	Locked By
4852	Teachers will model identifying topic themes from a Writing Prompt.	
4852	Teachers will tap into intrinsic desire to express themselves and to be understood.	
4852	Teachers offer a variety of experiences to engage students to listen respectfully, work responsibly and express interest and appreciation for one another's writing.	

1.1.1. Strategy: Topic Ideas

Strategy Statement: Teachers will model identifying topic themes from a Writing Prompt.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

Being a Writer, Developmental Studies Center, 2007.

Freeman, Marcia. Building a Writing Community. 2003.

Freeman, Marcia. Teaching the Youngest Writers. 2003

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will identify theme words from a prompt and write clear topic sentences that will support a paragraph. This activity will be teacher-led using rubrics based on Grade Level Expectations.	09/08/2009	06/01/2010	Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

1.1.1.1. Activity: Guided Practice

Activity Description: Students will identify theme words from a prompt and write clear topic sentences that will support a paragraph. This activity will be teacher-led using rubrics based on Grade Level

Expectations.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Actual staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialist	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

1.1.2. Strategy: Motivating Writers

Strategy Statement: Teachers will tap into intrinsic desire to express themselves and to be understood.

Selected Target Areas

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning

Other Required Information for Strategy

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

Being A Writer. Developmental Studies Center. 2007

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers choose a variety of trade books to stimulate students' imaginations.	09/08/2009	06/01/2010	Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.
Teachers will guide students through a variety of experiences to explore how professional authors work through the writing process.	09/08/2008	06/01/2010	Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

1.1.2.1. Activity: Read Alouds

Activity Description: Teachers choose a variety of trade books to stimulate students' imaginations.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Actual staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialists	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lspss.org	Dropped	Progress Status changed from Open to Dropped

1.1.2.2. Activity: Author Study

Activity Description: Teachers will guide students through a variety of experiences to explore how professional authors work through the writing process.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Actual staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff, Media Specialist

Planned Timeline: Begin Date - 09/08/2008, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialist	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lspss.org	Dropped	Progress Status changed from Open to Dropped

1.1.3. Strategy: Social/Ethical Development

Strategy Statement: Teachers offer a variety of experiences to engage students to listen respectfully, work responsibly and express interest and appreciation for one another's writing.

Selected Target Areas

SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
 SAR 3.8 Implements interventions to help students meet expectations for student learning
 SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning

Other Required Information for Strategy

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

Being a Writer. Developmental Studies Center. 2007

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will practice active listening through structured writer's workshop interaction.	09/08/2009	06/01/2010	Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.
Students will handle materials responsibly and use time wisely.	09/08/2009	06/01/2010	Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.
Students will be provided with opportunities to learn and practice appropriate problem solving, making decisions, and providing feedback to each other about their writing.	09/08/2009	06/01/2010	Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

1.1.3.1. Activity: Listen Respectfully

Activity Description: Students will practice active listening through structured writer's workshop interaction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Actual staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialists	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

1.1.3.2. Activity: Work Responsibly

Activity Description: Students will handle materials responsibly and use time wisely.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Actual staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialists	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lspss.org	Dropped	Progress Status changed from Open to Dropped

1.1.3.3. Activity: Expressing Interest and Appreciation

Activity Description: Students will be provided with opportunities to learn and practice appropriate problem solving, making decisions, and providing feedback to each other about their writing.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Actual staff responsible for implementing activity: Classroom teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Support Staff.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialist	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lspss.org	Dropped	Progress Status changed from Open to Dropped

Goal 2: Improve writing with supporting details

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve writing with supporting details and using examples which develop the ideas and content when writing from Knowledge and Experience.

Gap Statement : Based on the 2008-2009 MEAP Writing performance, 46% of students performed proficiently in writing a focused central idea statement in their Writing from Knowledge and Experience prompt. (Third grade 57% proficient, Fourth Grade 24 % proficient and Fifth Grade 56.76% proficient). The greatest disparity is with the Special education population scoring 16% proficient.

Holistic writing scores on the district assessments increased from the fall through the spring assessments but show a need for continued improvement.

Grade level writing assessments created and analyzed through Grade Level Professional Learning Communities indicate a growth over the year and a continued need for improvement.

Cause for Gap : There has been a lack of a consistent writing curriculum and common written language terminology across the district. This Gap is an area of concern for our students; incorporating details and examples to adequately develop the ideas and content when writing from Knowledge and Experience.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Scores, Pre and post school-wide writing to the prompt papers. This data is collected based on Content/Ideas, Organization, Style/Voice, and Conventions, with the focus for growth being on the Content/Ideas section of the rubric.

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? Criteria for success is based on MEAP scores (4-6 score is proficient), school-wide writing rubrics: K-2 rubric scores are based on a 4 point rubric. Successful students in grades K-2 score a 4 or 3 on the school-wide writing prompt. Grades 3-5 are based on a 6 point rubric. (4 - 6 is proficient). Specifically focusing on writing details.

PLC generated writing assessments

PLC review, report, revision

RtI progress monitoring

District Beginning/Middle/End of year writing assessments

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	This goal has been revised to reflect current needs in our building and district.

Contact Name : Lisa Bonett

List of Objectives:

ID	Objective
6467	75% of students will score proficient on the Content and Ideas Criteria of the MEAP 6 Point Rubric. Students will also demonstrate a 1 point gain on the Analytic Rubric in the area of Content and Ideas on the District end of the Year Writing assessment. The Special Education SubPopulation Group will show similar gains.

2.1. Objective: Writing with Details

Measurable Objective Statement to Support Goal : 75% of students will score proficient on the Content and Ideas Criteria of the MEAP 6 Point Rubric. Students will also demonstrate a 1 point gain on the Analytic Rubric in the area of Content and Ideas on the District end of the Year Writing assessment. The Special Education SubPopulation Group will show similar gains.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

List of Strategies:

ID	Strategy	Locked By
6467	Teachers will model the writing process weekly with daily guided practice for students.	
6467	Staff will collaborate to assess and provide support to students not meeting grade level expectations.	

2.1.1. Strategy: Writing from Knowledge and Experience

Strategy Statement: Teachers will model the writing process weekly with daily guided practice for students.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

Michael C. Kelly, "Best Practices in Writing Instruction": Teachers' Report of Writing Instruction at a High Performing elementary School" (Doctoral dissertation, University of Delaware, 2002).

National Reading Panel, Teaching Children to read,: An Evidenced-Based Assessment of the Scientific

Research Literature on Reading and Its Implementations for Reading Instruction. Reports of the Subgroups(Bethesda, MD; National Institute of Child Health and Human Development),pp2-4.

National Council of Teachers of English Writing initiative, What We Know about Writing: Key Research Concepts.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will model and guide the Type 1 Writing Process as appropriate to grade level expectations.	09/08/2009	06/01/2010	Classroom teachers, Curriculum Intervention Specialists, Special Education Teachers, Title 1 Staff

2.1.1.1. Activity: Type 1 Writing

Activity Description: Teachers will model and guide the Type 1 Writing Process as appropriate to grade level expectations.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers, Curriculum Intervention Specialists, Special Education Teachers, Title 1 Staff

Actual staff responsible for implementing activity: Classroom teachers, Curriculum Intervention Specialists, Special Education Teachers, Title 1 Staff

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialists	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	Progress Status changed from Open to Dropped

2.1.2. Strategy: Differentiated Instruction

Strategy Statement: Staff will collaborate to assess and provide support to students not meeting grade level expectations.

Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

Other Required Information for Strategy

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

Levine,M.D. "A Mind at a Time."

Gardner,Howard, Frames of Mind; The Theory of Intelligences. 1983.

Jensen, Eric. "Teaching with the Brain in Mind," 1998.

Hart, Leslie A. Human Brain and Human Learning, 2002.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	Progress Status changed from Open to Dropped

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will work collaboratively to design and provide instruction to students with identified needs.	09/08/2009	06/01/2010	Classroom Teachers, Intervention Specialists, Special education Teachers and Title 1 Staff.

2.1.2.1. Activity: Establish need based Response to Intervention Groups

Activity Description: Staff will work collaboratively to design and provide instruction to students with identified needs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers, Intervention Specialists, Special education Teachers and Title 1 Staff.

Actual staff responsible for implementing activity: Classroom Teachers, Intervention Specialists, Special education Teachers and Title 1 Staff.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
curriculum Intervention Specialists	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	Progress Status changed from Open to Dropped

Goal 3: Improve Reading Comprehension

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

Student Goal Statement : All students will improve reading comprehension.

Gap Statement : 79.15% of the total population performed at or above Proficient on the 2008-2009 MEAP Assessment. While only 44% of the special education population were at or above the proficient level. There is need to improve student comprehension across grade levels.

Cause for Gap : Previous lack of cohesive and sequential district curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Scores, Rigby PM Benchmark, Michigan Literacy Progress Profile

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? Criteria for succes is based on MEAP scores, school wide reading assessments - MLPP running records. Successful students in grades 3-5 have reached grade-appropriate levels with comprehension.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/30/2010	enetschke@lsps.org	Dropped	We have updated this goal with a new reading goal from recent data.

Contact Name : Melissa Husek

List of Objectives:

ID	Objective
6493	Students will read a variety of leveled informational text and use grade appropriate retelling strategies by the end of the year assessment period.

3.1. Objective: Retelling

Measurable Objective Statement to Support Goal : Students will read a variety of leveled informational text and use grade appropriate retelling strategies by the end of the year assessment period.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	Progress Status changed from Open to Dropped

List of Strategies:

ID	Strategy	Locked By
6493	Teachers will use the comprehension strategy of retelling during guided reading instruction.	

3.1.1. Strategy: Guided Reading

Strategy Statement: Teachers will use the comprehension strategy of retelling during guided reading instruction.

Selected Target Areas

SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning

Other Required Information for Strategy

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

Michigan Literacy Progress Profile

Rigby Literacy: A Balance Literacy Program. 2000

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsp.org	Dropped	Progress Status changed from Open to Dropped

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Using a variety of organizers students will retell key information from nonfiction text.	09/08/2009	06/01/2010	Classroom Teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Staff
Teachers will instruct students about the features of informational text.	09/08/2009	06/01/2010	Classroom Teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Staff.

3.1.1.1. Activity: Graphic Organizer

Activity Description: Using a variety of organizers students will retell key information from nonfiction text.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Staff

Actual staff responsible for implementing activity: Classroom Teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Staff, Media Specialist

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialist	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	Progress Status changed from Open to Dropped

3.1.1.2. Activity: Text Features

Activity Description: Teachers will instruct students about the features of informational text.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Staff.

Actual staff responsible for implementing activity: Classroom Teachers, Special Education Teachers, Curriculum Intervention Specialists, Title 1 Staff.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialists	Section 31 a	94,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/13/2010	enetschke@lsps.org	Dropped	Progress Status changed from Open to Dropped

Goal 4: Math Skills and Problem Solving Strategies

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve math skills and problem solving strategies.

Gap Statement : As represented from our MEAP data, the subgroup analysis for MEAP Math revealed that the most pronounced difference also occurred with our special education sub-group. The data revealed that 62.50% of special education students scored proficient on the MEAP Math whereas 90.91% of general education students scored proficient on the same assessment.

When considering the percent of students' proficient, there is a 28.41% difference between students without disabilities and students with disabilities as measured by the MEAP Math assessment.

Cause for Gap : After studying our MEAP data, our students have not mastered the areas of number fluency, geometry, and fractions.

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

Common District Assessment

Grade Level Common Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be proficient on the Math MEAP and District Common Assessments.

Contact Name : Lisa Bonett

List of Objectives:

ID	Objective
11426	All students will improve skills in the area of math. The percentage of non-disabled students proficient on

the MEAP will increase from 91% (2009-2010) to 95% and the percentage of students with disabilities proficient on the MEAP will increase from 63% (2009-2010) to 70% by the end of the 2010-2011 school year.

4.1. Objective: Improve Math Skills

Measurable Objective Statement to Support Goal : All students will improve skills in the area of math. The percentage of non-disabled students proficient on the MEAP will increase from 91% (2009-2010) to 95% and the percentage of students with disabilities proficient on the MEAP will increase from 63% (2009-2010) to 70% by the end of the 2010-2011 school year.

List of Strategies:

ID	Strategy	Locked By
11426	Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities.	
11426	Grade level teams will establish needs for professional development based on Power Standards, SMART goals and student performance.	
11426	Staff will provide targeted intervention services for students at-risk of not achieving the core mathematics content.	

4.1.1. Strategy: Data Analysis

Strategy Statement: Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

Power Standards ? In the book Learning by Doing, we find that "Ultimately, the problem of too much content and too little time forces teachers to either rush through content or to exercise judgment regarding which standards are the most significant and essential" (DuFour 47). Therefore, as suggested by Dr. Douglas Reeves in his book A Leader's Guide to Standards, the Lake Shore Public Schools district provided time for grade level/content area teachers to collaboratively create a list of "Power Standards." Teachers studied the State of Michigan Grade Level/High School Content Expectations to determine which content expectations met the following criteria:

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1. Endurance ? Will this standard provide students with knowledge and skills that will be of value beyond a single test date? For example, proficiency in reading will endure throughout a student's academic career and professional life.

2. Leverage ? Will this provide knowledge and skills that will be of value in multiple disciplines? For example, proficiency in creating graphs, tables, and charts and the ability to draw accurate inferences from them will help students in math, science, social studies, and language arts. The ability to write in analytical and persuasive essay will similarly help students in every academic discipline.

3. Readiness for the next level of learning ? Will this provide students with essential knowledge and skills that are necessary for success in the next grade or the next level of instruction? For example, fourth grade teachers are unanimous that reading comprehension and math facts recall are essential for third graders who wish to enter the fourth grade confidently and pursue fourth grade studies successfully. Those same fourth grade teachers are not unanimous that the ability to assemble a leaf collection, identify dinosaurs, or know the state capitals are required knowledge for entry into fourth grade.

Content expectations were identified as Lake Shore Power Standards if teachers deemed they met the criteria listed above. While teachers must continue to teach all Grade Level/High School Content Expectations, special emphasis will be placed upon Power Standards. By using Power Standards as the foundational curricular elements, the Lake Shore Public Schools teachers have been able to create common curriculum maps and scope and sequence documents that have helped to focus classroom instruction. This has also made it easier for teachers to create SMART goals and to monitor students who have not shown proficiency in the content area.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers meet as grade level teams twice per month to develop lessons to target Power Standards, analyze student performance data, and collaborate on interventions to increase low performance.	09/01/2010	06/15/2011	All regular and special education teachers, Title 1 paraprofessionals, intervention specialists.
Teachers work collaboratively to create common assessments based on Power Standards. This data is used to drive instruction and develop intervention plans to increase student performance.	09/01/2010	06/15/2011	All regular and special education teachers, and Title 1 paraprofessionals and intervention specialists.

4.1.1.1. Activity: Developing SMART Goals

Activity Description: Teachers meet as grade level teams twice per month to develop lessons to target Power Standards, analyze student performance data, and collaborate on interventions to increase low performance.

Activity Type: None

Planned staff responsible for implementing activity: All regular and special education teachers, Title 1 paraprofessionals, intervention specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At Risk	Section 31 a	135,794.00	0.00

4.1.1.2. Activity: Common Assessments

Activity Description: Teachers work collaboratively to create common assessments based on Power Standards. This data is used to drive instruction and develop intervention plans to increase student performance.

Activity Type: None

Planned staff responsible for implementing activity: All regular and special education teachers, and Title 1 paraprofessionals and intervention specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

4.1.2. Strategy: Professional Development

Strategy Statement: Grade level teams will establish needs for professional development based on Power Standards, SMART goals and student performance.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance

Other Required Information for Strategy

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

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers meet on a weekly basis to develop common assessments focusing on Power Standards. Teachers use this data to drive instruction and develop interventions to increase student performance. Staff also meets bi-weekly to develop smart goals, common assessments and determine needs to drive instruction.	09/01/2010	06/15/2011	All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.

4.1.2.1. Activity: Collaborative Planning Time

Activity Description: Teachers meet on a weekly basis to develop common assessments focusing on

Power Standards. Teachers use this data to drive instruction and develop interventions to increase student performance. Staff also meets bi-weekly to develop smart goals, common assessments and determine needs to drive instruction.

Activity Type: None

Planned staff responsible for implementing activity: All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At- Risk	Section 31 a	135,794.00	0.00

4.1.3. Strategy: Student Interventions

Strategy Statement: Staff will provide targeted intervention services for students at-risk of not achieving the core mathematics content.

Selected Target Areas

SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Response to Intervention implementation training: Making a Unique Plan for Your School

<http://www.rtinetwork.org/Middle-School>

<http://www.e2020inc.com/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff members will provide interventions as deemed necessary by common formative and summative assessments. Interventions include reteaching, tutoring, and small group instruction.	09/01/2010	06/15/2011	All classroom teachers, resource room, intervention specialists and Title 1 staff.
Staff members who serve eligible students will participate in professional development in Rti during the 2010-2011 school year.	09/01/2010	06/15/2011	All classroom teachers, resource room teachers, intervention specialists and Title 1 staff.

4.1.3.1. Activity: intervention specialist

Activity Description: Staff members will provide interventions as deemed necessary by common formative and summative assessments. Interventions include reteaching, tutoring, and small group instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All classroom teachers, resource room, intervention specialists and Title 1 staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

4.1.3.2. Activity: Professional Development in Rti

Activity Description: Staff members who serve eligible students will participate in professional development in Rti during the 2010-2011 school year.

Activity Type: Revised

Planned staff responsible for implementing activity: All classroom teachers, resource room teachers, intervention specialists and Title 1 staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

Goal 5: Reading Comprehension

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve reading comprehension.

Gap Statement : A subgroup analysis of MEAP data showed that the most pronounced difference occurred when comparing general education students' with special education students' proficiency levels. 46.88% of special education students scored proficient on the English Language Arts Reading MEAP whereas 93.05% of general education students scored proficient on the same assessment.

When considering the percent of students' proficient, there is a 46.17% difference between students without disabilities and students with disabilities as measured by the MEAP reading assessment.

Cause for Gap : After further disaggregation of the MEAP data, specific areas of concern involved meaning of words in context, purpose and differences of informational text, as well as text features of informational text. In narrative text, students are lacking character development abilities and the author's use of literary devices.

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

Common District Assessment

Grade Level Common Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be proficient on MEAP, Common District Assessments and Grade Level Common Assessments.

Contact Name : Melissa Husek

List of Objectives:

ID	Objective
12064	All students will improve skills in the area of English Language Arts-Reading. The percentage of non-disabled students proficient on the MEAP will increase from 93% (2009-2010) to 97% and the percentage of students with disabilities proficient on the MEAP will increase from 47% (2009-2010) to 55% by the end of the 2010-2011 school year.

5.1. Objective: Improve Reading Comprehension

Measurable Objective Statement to Support Goal : All students will improve skills in the area of English Language Arts-Reading. The percentage of non-disabled students proficient on the MEAP will increase from 93% (2009-2010) to 97% and the percentage of students with disabilities proficient on the MEAP will increase from 47% (2009-2010) to 55% by the end of the 2010-2011 school year.

List of Strategies:

ID	Strategy	Locked By
12064	Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities	
12064	Grade level teams will establish needs for professional development based on Power Standards, SMART goals and student performance.	
12064	Staff will provide targeted intervention services for students at-risk of not achieving the core mathematics content.	

5.1.1. Strategy: Data Analysis

Strategy Statement: Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
 SAR 3.4 Supports instruction that is research-based and reflective of best practice
 SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

In the book Learning by Doing, we find that "Ultimately, the problem of too much content and too little time forces teachers to either rush through content or to exercise judgment regarding which standards are the most significant and essential" (DuFour 47). Therefore, as suggested by Dr. Douglas Reeves in his book A Leader's Guide to Standards, the Lake Shore Public Schools district provided time for grade level/content area teachers to collaboratively create a list of "Power Standards." Teachers studied the State of Michigan Grade Level/High School Content Expectations to determine which content expectations met the following criteria:

1. Endurance: Will this standard provide students with knowledge and skills that will be of value beyond a single test date? For example, proficiency in reading will endure throughout a student's academic career and professional life.
2. Leverage: Will this provide knowledge and skills that will be of value in multiple disciplines? For example, proficiency in creating graphs, tables, and charts and the ability to draw accurate inferences from them will help students in math, science, social studies, and language arts. The ability to write in analytical and persuasive essay will similarly help students in every academic discipline.
3. Readiness for the next level of learning: Will this provide students with essential knowledge and skills that are necessary for success in the next grade or the next level of instruction? For example, fourth grade teachers are unanimous that reading comprehension and math facts recall are essential for third graders who wish to enter the fourth grade confidently and pursue fourth grade studies successfully. Those same fourth grade teachers are not unanimous that the ability to assemble a leaf collection, identify dinosaurs, or know the state capitals are required knowledge for entry into fourth grade.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities.	09/01/2010	06/15/2011	All regular and special education teachers, Title1 paraprofessionals, intervention specialists.

5.1.1.1. Activity: Developing Smart Goals

Activity Description: Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All regular and special education teachers, Title1 paraprofessionals, intervention specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

5.1.2. Strategy: Professional Development

Strategy Statement: Grade level teams will establish needs for professional development based on Power Standards, SMART goals and student performance.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers meet on a weekly basis to develop common assessments focusing on Power Standards. Teachers use this data to drive instruction and develop interventions to increase student performance. Staff also meets bi-weekly to develop smart goals, common assessments and determine needs to drive instruction.	09/01/2010	06/15/2011	All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.
Teachers and staff will analyze data to help drive classroom instruction.	09/01/2010	06/15/2011	All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.

5.1.2.1. Activity: Collaborative Planning Time

Activity Description: Teachers meet on a weekly basis to develop common assessments focusing on Power Standards. Teachers use this data to drive instruction and develop interventions to increase student performance. Staff also meets bi-weekly to develop smart goals, common assessments and determine needs to drive instruction.

Activity Type: None

Planned staff responsible for implementing activity: All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

5.1.2.2. Activity: Assessments and Evaluation

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

Activity Type: Revised

Planned staff responsible for implementing activity: All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

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

5.1.3. Strategy: Student Interventions

Strategy Statement: Staff will provide targeted intervention services for students at-risk of not achieving the core mathematics content.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

Other Required Information for Strategy

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

Response to Intervention implementation training: Making a Unique Plan for Your School

<http://www.rtinetwork.org/Middle-School>

<http://www.e2020inc.com/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff members will provide interventions as deemed necessary by common formative and summative assessments. Interventions include reteaching, tutoring, and small group instruction.	09/01/2010	06/15/2011	All classroom teachers, resource room, intervention specialists and Title 1 staff.

5.1.3.1. Activity: Intervention specialists

Activity Description: Staff members will provide interventions as deemed necessary by common formative and summative assessments. Interventions include reteaching, tutoring, and small group instruction.

Activity Type: Revised

Planned staff responsible for implementing activity: All classroom teachers, resource room, intervention specialists and Title 1 staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

Goal 6: Writing to a Prompt

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve writing skills.

Gap Statement : The subgroup analysis for MEAP English Language Arts Writing revealed that the most pronounced difference also occurred with our special education sub-group. As seen in the graph above, 38.89% of special education students scored proficient on the English Language Arts Writing MEAP whereas 80.00% of general education students scored proficient on the same assessment.

When considering the percent of students' proficient, there is a 41.11% difference between students without disabilities and students with disabilities as measured by the MEAP English Language Arts Writing assessment.

*In the year 2009-2010 the State of Michigan changed the writing MEAP assessment to 4th and 6th grade assessments only. This year was a pilot year, therefore, the writing data below reflects results from the 2008-2009 school year.

Cause for Gap : There has been a lack of consistent writing curriculum and common written language terminology across the district. Students were lacking adequate understanding and experience in writing clear central idea statements. This gap also lends itself to another area of concern for our students which is incorporating details and examples to adequately develop the ideas of content when writing from knowledge and experience.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP
Common District Assessment
Grade Level Common Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be proficient on MEAP, Common District Assessments and Grade Level Common Assessments.

Contact Name : Kathy Deckert

List of Objectives:

ID	Objective
12067	All students will increase proficiency in the area of English Language Arts-Writing.

6.1. Objective: Improve Writing Skills

Measurable Objective Statement to Support Goal : All students will increase proficiency in the area of English Language Arts-Writing.

List of Strategies:

ID	Strategy	Locked By
12067	Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities.	

12067	Grade level teams will establish needs for professional development based on Power Standards, SMART goals and student performance.	
12067	Staff will provide targeted intervention services for students at-risk of not achieving the core mathematics content.	

6.1.1. Strategy: Data Analysis

Strategy Statement: Lake Shore provides teachers with time to collaboratively design lessons intended to address specific Power Standards-based concepts or skills through student centered learning activities.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

In the book Learning by Doing, we find that "Ultimately, the problem of too much content and too little time forces teachers to either rush through content or to exercise judgment regarding which standards are the most significant and essential" (DuFour 47). Therefore, as suggested by Dr. Douglas Reeves in his book A Leader's Guide to Standards, the Lake Shore Public Schools district provided time for grade level/content area teachers to collaboratively create a list of "Power Standards." Teachers studied the State of Michigan Grade Level/High School Content Expectations to determine which content expectations met the following criteria:

1. Endurance: Will this standard provide students with knowledge and skills that will be of value beyond a single test date? For example, proficiency in reading will endure throughout a student's academic career and Violet Elementary School Goal Details: Math Skills and Problem Solving Strategies Page 5 of 9 professional life.
2. Leverage: Will this provide knowledge and skills that will be of value in multiple disciplines? For example, proficiency in creating graphs, tables, and charts and the ability to draw accurate inferences from them will help students in math, science, social studies, and language arts. The ability to write in analytical

and persuasive essay will similarly help students in every academic discipline.

3. Readiness for the next level of learning ? Will this provide students with essential knowledge and skills that are necessary for success in the next grade or the next level of instruction? For example, fourth grade teachers are unanimous that reading comprehension and math facts recall are essential for third graders who wish to enter the fourth grade confidently and pursue fourth grade studies successfully. Those same fourth grade teachers are not unanimous that the ability to assemble a leaf collection, identify dinosaurs, or know the state capitals are required knowledge for entry into fourth grade. Content expectations were identified as Lake Shore Power Standards if teachers deemed they met the criteria listed above. While teachers must continue to teach all Grade Level/High School Content Expectations, special emphasis will be placed upon Power Standards. By using Power Standards as the foundational curricular elements, the Lake Shore Public Schools teachers have been able to create common curriculum maps and scope and sequence documents that have helped to focus classroom instruction. This has also made it easier for teachers to create SMART goals and to monitor students who have not shown proficiency in the content area.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers meet as grade level teams twice per month to develop lessons to target Power Standards, analyze student performance data, and collaborate on interventions to increase low performance.	09/01/2010	06/15/2011	All regular and special education teachers, Title 1 paraprofessionals, intervention specialists.
Teachers work collaboratively to create common assessments based on Power Standards. This data is used to drive instruction and develop intervention plans to increase student performance.	09/01/2010	06/15/2011	All regular and special education teachers, and Title 1 paraprofessionals and intervention specialists.

6.1.1.1. Activity: Developing Smart Goals

Activity Description: Teachers meet as grade level teams twice per month to develop lessons to target Power Standards, analyze student performance data, and collaborate on interventions to increase low performance.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All regular and special education teachers, Title 1 paraprofessionals, intervention specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

6.1.1.2. Activity: Common Assessments

Activity Description: Teachers work collaboratively to create common assessments based on Power Standards. This data is used to drive instruction and develop intervention plans to increase student performance.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All regular and special education teachers, and Title 1 paraprofessionals and intervention specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

6.1.2. Strategy: Professional Development

Strategy Statement: Grade level teams will establish needs for professional development based on Power Standards, SMART goals and student performance.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's

expectations for student learning, that yields information which is reliable, valid, and bias free
 SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
 SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

Other Required Information for Strategy

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

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers meet on a weekly basis to develop common assessments focusing on Power Standards. Teachers use this data to drive instruction and develop interventions to increase student performance. Staff also meets bi-weekly to develop smart goals, common assessments and determine needs to drive instruction.	09/01/2010	06/15/2011	All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.

6.1.2.1. Activity: Collaborative Planning

Activity Description: Teachers meet on a weekly basis to develop common assessments focusing on Power Standards. Teachers use this data to drive instruction and develop interventions to increase student performance. Staff also meets bi-weekly to develop smart goals, common assessments and determine needs to drive instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All general and special education teachers, and Title 1 paraprofessionals and Intervention Specialists.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

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

6.1.3. Strategy: Student Interventions

Strategy Statement: Staff will provide targeted intervention services for students at-risk of not achieving the core mathematics content.

Selected Target Areas

SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Response to Intervention implementation training: Making a Unique Plan for Your School

<http://www.rtinetwork.org>

<http://www.e2020inc.com/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff members will provide interventions as deemed necessary by common formative and summative assessments. Interventions include reteaching, tutoring, and small group instruction.	06/01/2010	06/15/2011	All classroom teachers, resource room, intervention specialists and Title 1 staff.

6.1.3.1. Activity: Intervention Specialists

Activity Description: Staff members will provide interventions as deemed necessary by common formative and summative assessments. Interventions include reteaching, tutoring, and small group instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All classroom teachers, resource room, intervention specialists and Title 1 staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/01/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk	Section 31 a	135,794.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Section 31 a	\$1,493,734.00	\$0.00

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Elizabeth	Netschke	Principal	enetschke@lsps.org
Ms.	Joan	Grassi	SIP co-chair	jgrassi@lsps.org
Mrs.	Kim	Stanziola	SIP co-chair	kstanziola@lsps.org
Mrs.	Sharisse	Likins	Parent - PTC President	sharisse3@wowway.com
Mrs.	Kathy	Deckert	4th Gr - Committee Chair	kdeckert@lsps.org
Mrs.	Melissa	Husek	5th Gr - Committee Chair	mhusek@lsps.org
Mrs.	Lisa	Bonett	5th Gr - Committee Chair	lbonett@lsps.org

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

All staff is involved in monthly staff meetings and bi-weekly early release PLC days. PLC work generates smart goals with monitoring and evaluation of all students by grade level teams. Our building has staff members that are part of the District PLC Steering Committee. Administration, Teachers, parents, and community members are involved through monthly PTO meetings. Parent representatives, principal, and all teachers are involved on SIP committee. Community stakeholders are involved through district/school surveys.

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

Staff (both at the building and district level) is continuously reviewing state glces and standards. Staff is involved in curriculum, instruction and assessment decisions through the PLC process and also district level curriculum committees. Grade level teams also have weekly common planning times. Staff uses data director program to assess students, create common assessments, and guide instruction. Curriculum, instruction and assessment decisions are also made during monthly staff meetings, school improvement meetings, and district grade level meetings.

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

District-wide student information is shared to the community through the Lake Shore Lines, publication of PA 25 info, updated District website, school board meetings, and building open house.

School-wide classroom newsletters, websites, e-mail, parent-teacher conferences, report cards, progress reports, Curriculum night, and annual IEP reviews.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:

Elizabeth Netschke

Address:

22020 Violet

Telephone Number:

586-285-8700

References

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

Conclusion

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

Professional Development Activities related to:

- Implementation of writer's workshop and new writing curriculum
- Response to intervention
- Data Director
- Power School
- Smart goal information
- Involving stakeholders from the community
- Differentiated instruction
- Multiple Intelligences
- Brain-based teaching strategies

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

Integrated available fiscal resources to support this school improvement plan:

- 2008-2009 District implemented PLC early release calendar
- District/school was involved in an initial grant project through the MISD to learn and implement Data Director
- Professional Development activities related to new curriculum materials
- New texts and resources for writing, science and math
- District budget supports SIP chairs, expenses and purchases
- District budget supports staff development

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

The district understands the importance of data to drive instruction and write smart goals. District wide staff uses the Data Director program to create common assessments and track individual student progress. The district has provided av tech set-ups in all classroom to enhance instruction. District bond money supports technology improvements and technological professional development. The district provides tech support representatives that are shared throughout the district buildings. District has a technology replacement schedule budgetted for all buildings. District-wide website.