

District Improvement Plan

School Year: 2012 - 2013

District Name: Lakeview Community Schools (Montcalm)

ISD/RESA: Montcalm Area ISD

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Kyle Hamlin

Building Code: 59090

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

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

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

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

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District Information

District:	Lakeview Community Schools (Montcalm)
ISD/RESA:	Montcalm Area ISD
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	59090
City:	Lakeview
State/Province:	Michigan
Country:	United States

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Vision, Mission and Beliefs

Vision Statement

Lakeview Community Schools, known globally as the district of choice, serving as the main connector, cultivating paths and dreams for all learners with our state of the art: technology, facilities, and programs. We celebrate the graduation and placement of all students.

Mission Statement

Lakeview Community Schools: Achieving quality education for all learners through teamwork.

Beliefs Statement

Staff are caring and compassionate.
Staff are dedicated.
Staff put "Kids First".
Staff are respectful.
Staff are hard working.
All students can learn.

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Goals

Name	Development Status	Progress Status
District Math Goal	Complete	Open
District Reading Goal	Complete	Open
District Science Goal	Complete	Open
District Social Studies Goal	Complete	Open
District Writing Goal	Complete	Open

Goal 1: District Math Goal

Content Area: Math

Development Status: Complete

Student Goal Statement: 100% of students will be proficient in math.

Gap Statement: Demographic Data

Annually, the district is seeing an increase free and reduced poverty levels. The elementary school ended the 2010-2011 school year with 70% poverty. The district level poverty has increased to 48%.

DPR Summary

After a review of building level and district responses to questions asked about the system processes and practices that may have an impact on student achievement, the following trends were identified:

1. The need to continue to prioritize curriculum development.
2. The need to train all staff in the use and implementation of the data warehouse program and ensure local data uploaded.
3. Continue to find ways to involve stakeholders in policy and procedure development.

Over-arching system challenges that need to be addressed include:

1. The need to provide time and appropriate resources in order to improve the curriculum process.
2. The lack of a district wide approach to systemic support, accountability, vision, and leadership in the curriculum and instructional process.

Teacher Perception Data from the 2010-2011? We Teach? Staff Surveys

Rigor

45% of staff agreed: Struggling and disengaged learners receive the support necessary to be successful.

11% of staff agreed: This school gives up on difficult students.

48% of staff agreed: Students who graduate from this school are college and/or workforce ready.

Relevance

67% of staff agreed: I encourage students to explore career pathways.

48% of staff agreed: This school prepares students to compete in a global economy.

78% of staff agreed: I reach out to colleagues to identify successful practices in my content area.

Relationships

53% of staff agreed: Bullying is a problem at this school.

27% of staff agreed: I feel isolated from my colleagues.

54% of staff agreed: Staff knows the personal interests of each other.

Leadership

31% of staff agreed: School administration implements change without undue stress.

48% of staff agreed: There is strong communication among school administration and staff.

39% of staff agreed: Poor staff performance is not tolerated at this school.

Summary:

School staff feels that there is a need for better communication, ways to better implement change, a need to better prepare students for the global economy and career paths, reducing bullying, time for collegial conversations and building relationships, and finding ways to meet the needs of all learners. Professional development in any of these areas would be beneficial to the culture at Lakeview.

STATE MEAP DATA GRADES 3-8

Fall 2010 Grades 3-8 MEAP Results Students Proficient by Grade Level

3 = 96%

4 = 90%

5 = 80%

6 = 81%

7 = 88%

8 = 75%

Math proficiency in grades 3-8 decrease over the years. By grade 8, 25% of the students are not proficient in Math as measured by the MEAP.

STATE MME DATA GRADE 11

All students = 33% proficient

STATE MEAP & MME SUBGROUP DATA GRADES 3-8 & 11

Fall 2010 Grades 3-8 MEAP Subgroup Results Students Proficient

3 Males = 98%

3 Females = 93%

4 Males = 92%

4 Females = 88%

5 Males = 75%

5 Females = 84%
6 Males = 79%
6 Females = 82%
7 Males = 84%
7 Females = 94%
8 Males = 70%
8 Females = 81%
11 Male = 29%
11 Females = 36%

In grades 7 & 8 there is a 10% or greater discrepancy between males and females. Females are outperforming the males.

3ED = 94%
3NED = 97%
4ED = 87%
4NED = 94%
5ED = 74%
5NED = 87%
6ED = 70%
6NED = 96%
7ED = 88%
7NED = 88%
8ED = 65%
8NED = 79%
11ED = 30%
11NED = 35%

In Grades 5, 6, 8, the NED students are outperforming the ED students. There is a significant decrease in the math proficiency for ED students from grade 3 - grade 8.

3SWD = 100%
3SWOD = 95%
4SWD = 73%
4SOWD = 93%
5SWD = 60%
5SWOD = 82%
6SWD = 33%
6SWOD = 88%
7SWD = <10
7SWOD = Not Reportable
8SWD = 32%
8SWOD = 82%
11SWD = 0%
11SWOD = 37%

In all grade levels except 3rd and 7th grades, SWD are underperforming the SWOD by a significant margin.

Subgroup data for ELL, Ethnicity and Migrant populations is not reported due to lack of students in these subgroups.

LOCAL MATH DATA GRADES K-4

BSES Local math score from the spring of 2011 indicate:

80% of all Kindergarten students were proficient in counting numerals to 100.

78% of the Kindergarten students who were at BSES one full academic year were proficient in counting numerals to 100.

85% of all Kindergarten students were proficient in recognizing numerals to 30.

85% of the Kindergarten students who were at BSES one full academic year were proficient in recognizing numerals to 30.

82% of all Kindergarten students were proficient in the math GLCE's.

85% of the Kindergarten students who were at BSES on full academic year were proficient in the math GLCE's.

LOCAL MATH DATA GRADES 8-10

8th - Only 30% of 8th graders meet the college readiness benchmarks standards as defined by the Explore test.

9th - Only 33% of 9th graders meet the college readiness benchmark standards as defined by the Explore test.

10th - Only 24% of 10th graders meet the college readiness benchmark standards as defined by the Plan test.

Cause for Gap: Possible causes of the gaps in student achievement could be a result of:

1. Lack of a consistent math assessment calendar for staff in grades K-4
2. Lack of formative math assessment tools for staff in grades K-12
3. Lack of time for staff to collaborate in the development of a math assessment and math tools for staff in grades K-12
4. Lack of K-12 vertical alignment with math curriculum expectations, instruction, and assessments.
5. Lack of additional practice time for students in grades 5-12.
6. Staff need to be trained in how to assist and address the needs of economically disadvantaged students.
7. Lack of cohesive grade level instructional best practices.

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

MME/ACT

Local Math Assessments

Teacher Judgement for grades K-2

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? MEAP is level 1 or 2

MME/ACT proficiency is set by State and proficiency is Level 1 or 2.

Local Assessment success criteria is determined by each grade level.

Contact Name: Sara Shriver

List of Objectives:

Name	Objective
Math Objective	100% of the students at Lakeview Community Schools will be proficient in Math, with a focus of closing the achievement gap between the economically disadvantaged and non-economically disadvantaged students to be less than a 10% gap.

1.1. Objective: Math Objective

Measurable Objective Statement to Support Goal: 100% of the students at Lakeview Community Schools will be proficient in Math, with a focus of closing the achievement gap between the economically disadvantaged and non-economically disadvantaged students to be less than a 10% gap.

List of Strategies:

Name	Strategy
Parental Involvement	Parental Involvement: Lakeview Community Schools values parents as partners in education and therefore, strives to implement practical activities that will enable parents to assist their children with learning at home.
Research-Based Instructional Strategies	Research-Based Instructional Strategies: Lakeview Community Schools will provide Best Practice Instructional Strategies that are research-based for all students, paying special attention to students that are academically disadvantaged such as the implementation of Math Coaches, Progress Monitoring Processes, Curriculum Development, Assessment Development and participation in Math and Science Center workshops for math teachers. For each Activity listed, research is cited in the research text box that was chosen by staff to focus on math strategies. Vertical math curriculum alignment, local assessments, common instructional strategies, and professional development are a necessity for student improvement at Lakeview.
School Improvement Planning , Data Analysis and Curriculum Development	School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.
Timely and Additional Assistance	Supplemental Services: Lakeview Community Schools provides Supplemental Services in the elementary buildings with Title I and 31a funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards. The middle and high schools' extended learning opportunities will include summer school and after school programs. At the high school level we will implement a title I math and/or ELA program for the 2nd semester. Supplemental instructional services will focus on closing the achievement gap between the economically disadvantaged and non-economically disadvantaged students to be less than 10%.

1.1.1. Strategy: Parental Involvement

Strategy Statement: Parental Involvement:

Lakeview Community Schools values parents as partners in education and therefore, strives to implement practical activities that will enable parents to assist their children with learning at home.

Selected Target Areas

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

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

Parental Involvement:

Epstein, Joyce. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(MPI1:K-7) Family Math Night	2011-07-01	2012-06-30	Classroom teachers in grades K-7. Title I Staff Building Administrators
(MPI2: K-3) Parent Training Events	2011-07-01	2012-06-30	K-3 staff Building Administrator
(MPI3: 8-12) Parent Involvement TAS	2011-07-01	2012-06-30	Building Principal Counselor Classroom Teachers
(MPI4; 4-7) Math Celebration	2011-07-01	2012-06-30	LMS staff Building Administrator

1.1.1.1. Activity: (MPI1:K-7) Family Math Night

Activity Description: Parents will be invited to a Family Math Night where staff from each grade level will present math strategies for parents to use to help their child learn at home.

\$595.00 supplies.

\$155.00 Daycare (4 Staff/3 hours x \$10.00/hour = \$120.00 plus benefits = \$155.00).

Planned staff responsible for implementing activity: Classroom teachers in grades K-7.

Title I Staff

Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MPI1:K-7) Family Math Night Supplies and Materials 4-7	General Funds	200.00	
(MPI1:K-7) Family Math Night Supplies and Materials Grades K-3	Title I Part A	750.00	0.00

1.1.1.2. Activity: (MPI2: K-3) Parent Training Events

Activity Description: 1. Lakeview Elementary Staff will host a parent training event linking curriculum expectations, home learning, community outreach, and nutrition in the fall to help parents assist their child(ren) with learning at home.

Supplies & Meal = \$5000

Daycare = \$465

Title I A

2. Title I Annual Parent Meetings: LES will host a fall meeting for all parents to discuss Title I programs, home/school compact/ and Parent Involvement Policy. LES will host a spring celebration for parents to discuss the effectiveness of the Title I programs and help plan for the next school year.

Title I Annual Celebration K-3

Supplies & Meal = \$2000

Title I A

Planned staff responsible for implementing activity: K-3 staff

Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MPI2: K-3) Parent Training Events	Title I Part A	7,465.00	

1.1.1.3. Activity: (MPI3: 8-12) Parent Involvement TAS

Activity Description: Targeted parents of Title I students will be invited to participate in their child's learning and education. Parents will be encouraged to:

1. Be on the school improvement team
2. Help review and revise the Home School Compact annually
3. Help review and revise the Parent Involvement Policy annually
4. Attend the Annual Title I Fall and Spring meetings
5. Attend a family event to learn about post secondary options for their child

Supplies / Meal \$1000 (Title I A - will be charged when C/O is available).

Planned staff responsible for implementing activity: Building Principal
Counselor
Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MPI3: 8-12) Parent Involvement TAS	Title I Part A	1,000.00	

1.1.1.4. Activity: (MPI4; 4-7) Math Celebration

Activity Description: LMS staff will host a math celebration for students and parents to "celebrate" math skills by demonstrating for parents and peers.

Sub costs for planning \$176
Supplies for event \$200
General Funds

Planned staff responsible for implementing activity: LMS staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MPI4: 4-7) Math Celebration Substitutes	General Funds	176.00	
(MPI4: 4-7) Math Celebration Supplies	General Funds	200.00	

1.1.2. Strategy: Research-Based Instructional Strategies

Strategy Statement: Research-Based Instructional Strategies:

Lakeview Community Schools will provide Best Practice Instructional Strategies that are research-based for all students, paying special attention to students that are academically disadvantaged such as the implementation of Math Coaches, Progress Monitoring Processes, Curriculum Development, Assessment Development and participation in Math and Science Center workshops for math teachers.

For each Activity listed, research is cited in the research text box that was chosen by staff to focus on math strategies.

Vertical math curriculum alignment, local assessments, common instructional strategies, and professional development are a necessity for student improvement at Lakeview.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a

systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

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

Marzano, Robert J. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for the Supervision and Curriculum Development.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(MRBS1:K-12) GVSU Math Workshops	2011-07-01	2012-08-31	Math Teachers K-12 Building Administrators
(MRBS2:8-12) LHS CEIE Math Coach	2011-07-01	2012-08-31	LHS Math Teachers Building Principal Math Consultant
(MRBS3: 8-12) LHS Orleans-Hannah Implementation	2011-07-01	2012-06-30	LHS Math Staff Building Administrator
(MRBS4: K-4) Differentiated Instruction using Universal Design	2011-07-01	2012-06-30	K-4 staff Building Administrators
(MRBS5: K-3) Title I Staff Math Workshops	2011-07-01	2012-06-30	Scot Donley Diane Zehnder Building Administrator

1.1.2.1. Activity: (MRBS1:K-12) GVSU Math Workshops

Activity Description: District math teachers to attend Grand Valley University Math and Science workshops to learn new strategies to differentiate instruction to increase student achievement.

\$88 x 10 staff x 2 days = 1760
 Registration Costs = \$50 x 10 = \$500 K-12
 Total Cost = \$2260

Planned staff responsible for implementing activity: Math Teachers K-12

Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MRBS1:K-12) Registration Costs	Title II Part A	500.00	0.00
(MRBS1:K-12) Substitute Costs	Title II Part A	1,760.00	0.00

1.1.2.2. Activity: (MRBS2:8-12) LHS CEIE Math Coach

Activity Description: During the 2011-2012 school year, the LHS math teachers will continue to utilize the support of a math consultant to help develop best practice instructional activities for labs and math curriculum.

\$10,000 for CMU Math Coach to provide instruction and feedback to LHS Math staff once a week for the 2011-2012 school year (28-32 visits).

Planned staff responsible for implementing activity: LHS Math Teachers

Building Principal
Math Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MRBS2: 8-12) LHS CEIE Math Coach	Title II Part A	10,000.00	0.00

1.1.2.3. Activity: (MRBS3: 8-12) LHS Orleans-Hannah Implementation

Activity Description: LHS Math staff will implement the use of the Orleans-Hannah Algebra Prognosis Test at the beginning of the school year and end of each full math course.

LHS Math staff will input the Orleans-Hannah results and track the data in INGA to use the data to

revise curriculum and instruction as needed.

Orleans-Hannah Scoring Guides and Answer Keys General Funds (\$250.00)

Planned staff responsible for implementing activity: LHS Math Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MRBS3: 8-12) LHS Orleans-Hannah Implementation	General Funds	250.00	

1.1.2.4. Activity: (MRBS4: K-4) Differentiated Instruction using Universal Design

Activity Type: Professional Development

Activity Description: Staff in grades K-3 from LES and 4 from LMS will participate in training on how to deliver differentiated instruction (Universal Design for Learning and Project-Based Learning) for the success of ALL learners.

Math consultant 4 days \$5000 + \$272 travel = \$5272 / 17 = \$310 per staff member

Substitutes for staff to work with math consultant half day each = 17 x .5 x \$88 = \$748 = \$44 per staff member

LES Consultant = \$4030
LMS Consultant = \$1240

LES Substitutes = \$572
LMS Substitutes = \$176

Planned staff responsible for implementing activity: K-4 staff
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MRBS4: K-4) Differentiated Instruction Math Consultant	Title II Part A	5,272.00	
(MRBS4: K-4) Differentiated Instruction Universal Design Substitutes	Title II Part A	748.00	

1.1.2.5. Activity: (MRBS5: K-3) Title I Staff Math Workshops

Activity Type: Professional Development

Activity Description: 2 Title I staff will participate in elementary math workshops to learn ways to differentiate instruction for identified at-risk students.

2 staff at \$150 each = \$300. No subs needed.

Planned staff responsible for implementing activity: Scot Donley
Diane Zehnder
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MRBS5: K-3) Title I Staff Math Workshop Registrations	Title II Part A	300.00	

1.1.3. Strategy: School Improvement Planning , Data Analysis and Curriculum Development

Strategy Statement: School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

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

School Improvement and Data Analysis:

Lezotte, L. and Jacoby, B. (1990). A Guide to School Improvement Process.

Wahlstrom, Deborah (1990). Using Data to Improve Student Achievement. Successline, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(MSIC1:K-12) MAISD Math Workshops	2011-07-01	2012-08-31	K-12 Math Teachers Building Administrators
(MSIC2: 8-12) LHS Math Item Analysis	2011-07-01	2012-06-30	Rachel Figert Gary Jensen
(MSIC3:K-12) School Improvement, Data Analysis, and Curriculum Development	2011-07-01	2012-06-30	Classroom Teachers School Improvement Teams Building Administrators
(MSIC4: K-3) School Improvement Conference (COMMIT)	2011-07-01	2012-06-30	School Improvement Team Building Administrator
Curriculum Crafter and NWEA Staff Training	2012-01-25	2012-05-02	All certified staff and administrators.

1.1.3.1. Activity: (MSIC1:K-12) MAISD Math Workshops

Activity Description: K-12 Math teachers will attend math workshops to learn ways to improve instruction to improve student learning.

10 staff x 2 days x \$88 = \$1760
 10 staff x \$50 registration = \$500
 Total Cost = \$2260

Planned staff responsible for implementing activity: K-12 Math Teachers Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MSIC1:K-12) Registration for Math Workshops	Title II Part A	500.00	0.00
(MSIC1:K-12) Substitutes	Title II Part A	1,760.00	0.00

1.1.3.2. Activity: (MSIC2: 8-12) LHS Math Item Analysis

Activity Description: An LHS Math teacher will conduct and item analysis from PLAN results from

Spring of 2011 to develop a Junior Math Class for the first semester of the 2011-12 school year.

1 math teacher @ 6 hours x \$20 = \$120 plus benefits \$39 = \$160.00.

Planned staff responsible for implementing activity: Rachel Figert
Gary Jensen

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MSIC2: 8-12) LHS Math Item Analysis	General Funds	160.00	

1.1.3.3. Activity: (MSIC3:K-12) School Improvement, Data Analysis, and Curriculum Development

Activity Description: School improvement and data teams will be provided time during early release, district PD, staff meetings, release days with substitutes and after school to work on data collection, analysis, and evaluation; school improvement planning; and curriculum review and revisions.

Committee compensation pay is listed in the Reading Goal under School Improvement Planning and Data Analysis.

If substitutes are required, general fund is listed as the resource in each building plan.

Planned staff responsible for implementing activity: Classroom Teachers
School Improvement Teams
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MSIC3:K-12) Substitutes or Committee Compensation Pay	General Funds	0.00	0.00

1.1.3.4. Activity: (MSIC4: K-3) School Improvement Conference (COMMIT)

Activity Type: Professional Development

Activity Description: 8 School Improvement committee members will attend the summer school improvement conference (COMMIT).

Registration 8 x \$300 = \$2400

Lodging 4 rooms x \$100 x 2 nights = \$800

Meals 8 staff x \$30 x 2 days = \$480

Planned staff responsible for implementing activity: School Improvement Team
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MSIC4: K-3) School Improvement Conference (COMMIT) Expenses	Title II Part A	1,280.00	
(MSIC4: K-3) School Improvement Conference (COMMIT) Registrations	Title II Part A	2,400.00	

1.1.3.5. Activity: Curriculum Crafter and NWEA Staff Training

Activity Type: Professional Development

Activity Description: 90 Staff members at LCS will receive 4 hours of after school technology training on the new district curriculum and assessment initiatives.

90 x \$20 + benefits x 4 hours = 9500.00

Planned staff responsible for implementing activity: All certified staff and administrators.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-01-25, End Date - 2012-05-02

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter and NWEA Training	Title II Part D	9,500.00	

1.1.4. Strategy: Timely and Additional Assistance

Strategy Statement: Supplemental Services:

Lakeview Community Schools provides Supplemental Services in the elementary buildings with Title I and 31a funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards.

The middle and high schools' extended learning opportunities will include summer school and after school programs. At the high school level we will implement a title I math and/or ELA program for the 2nd semester.

Supplemental instructional services will focus on closing the achievement gap between the economically disadvantaged and non-economically disadvantaged students to be less than 10%.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

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

Title I Instruction and Summer School:

"Closing the Gap Through Extended Learning Opportunities: NEA Education Policy and Practice Department PB04 (2008): 1-4.

Harvey, S. & Goudvis, A. (2000). Strategies That Work: Teaching Comprehension to enhance understanding. Portland, ME: Stenhouse.

Tomlinson, Carol A., & McTighe, Jay. (2006). Integrating Differentiated Instruction: Understanding by Design. Alexandria, VA: ASCD, p. 3.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(MELO1:K-12) Summer School and After School Programs	2011-07-01	2012-06-30	Classroom teachers Summer School Staff After-school Staff Director of Instruction
(MTAA1:K-4, 8-12) Title I Math Instruction	2011-07-01	2012-06-30	Classroom teachers identify students for services Title I Math teachers provide supplemental math instruction for students in K-4 and in grades 8-12.
(MTAA2: 4-7) 31a Math Instruction	2011-07-01	2012-06-30	Kathy Nerychel Colliene Willison Building Administrator

1.1.4.1. Activity: (MELO1:K-12) Summer School and After School Programs

Activity Description: Supplemental math instruction is provided during summer school and after-school. Classroom teachers identify students not yet proficient in math at the end of the year, and Supplemental instruction is offered.

Lakeview Community Schools provides a summer school program with transportation and breakfast to identified students in grades K-7 as an extension of the school year to prevent summer loss and accelerate learning.

The summer school program will be a six week program, 3 days a week, mornings only, with breakfast and full transportation in July and August of 2012.

Title I is used in K-3 and 31a funds will be used for grades 4-7.

High School After School Program will use Title I A funds to run a two day a week, October - May, 64 sessions total for 1 hour a day. LHS will provide Math, ELA and Science assistance to identified students 1 day a week, and Math, ELA, and Social Studies assistance the second day a week.

Planned staff responsible for implementing activity: Classroom teachers
 Summer School Staff
 After-school Staff
 Director of Instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MELO1: 8-12) After School Math Reteaching	Title I Part A	1,690.00	
(MELO1: 8-12) After School Math Supplies	Title I Part A	2,500.00	
(MELO1:K-7) Summer School 4-7 (Included in Reading Goal)	Section 31 a	0.00	0.00
(MELO1:K-7) Summer School K-3 (included in Reading Goal)	Title I Part A	0.00	0.00

1.1.4.2. Activity: (MTAA1:K-4, 8-12) Title I Math Instruction

Activity Type: Other

Activity Description: Supplemental math instruction is provided to students not yet mastering the State's standards in grades K-4 and 8-12.

Planned staff responsible for implementing activity: Classroom teachers identify students for services Title I Math teachers provide supplemental math instruction for students in K-4 and in grades 8-12.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MTAA1: K-3, 8-12) Title I Math Supplies	Title I Part A	13,097.00	
(MTAA1:K-3) Title I Math Teachers	Title I Part A	236,571.00	0.00

1.1.4.3. Activity: (MTAA2: 4-7) 31a Math Instruction

Activity Description: LMS will have two staff members providing reteaching of math content expectations in for grades 4-7.

Salaries = \$120,948 / 2 = \$60,474 for just math.

Benefits = \$60,783 / 2 = \$30392 for just math.

Planned staff responsible for implementing activity: Kathy Nerychel
 Colliene Willison
 Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(MTAA2: 4-7) 31a Math Instruction Staff	Section 31 a	90,866.00	

Goal 2: District Reading Goal

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: 100% of students will be proficient in reading.

Gap Statement: Demographic Data

Annually, the district is seeing an increase free and reduced poverty levels. The elementary school ended the 2010-2011 school year with 70% poverty. The district level poverty has increased to 48%.

DPR Summary

After a review of building level and district responses to questions asked about the system processes and practices that may have an impact on student achievement, the following trends were identified:

1. The need to continue to prioritize curriculum development.
2. The need to train all staff in the use and implementation of the data warehouse program and ensure local data uploaded.
3. Continue to find ways to involve stakeholders in policy and procedure development.

Over-arching system challenges that need to be addressed include:

1. The need to provide time and appropriate resources in order to improve the curriculum process.
2. The lack of a district wide approach to systemic support, accountability, vision, and leadership in the curriculum and instructional process.

Teacher Perception Data from the 2010-2011 "We Teach" Staff Surveys

Rigor

45% of staff agreed: Struggling and disengaged learners receive the support necessary to be successful.

11% of staff agreed: This school gives up on difficult students.

48% of staff agreed: Students who graduate from this school are college and/or workforce ready.

Relevance

67% of staff agreed: I encourage students to explore career pathways.

48% of staff agreed: This school prepares students to compete in a global economy.

78% of staff agreed: I reach out to colleagues to identify successful practices in my content area.

Relationships

53% of staff agreed: Bullying is a problem at this school.

27% of staff agreed: I feel isolated from my colleagues.

54% of staff agreed: Staff knows the personal interests of each other.

Leadership

31% of staff agreed: School administration implements change without undue stress.

48% of staff agreed: There is strong communication among school administration and staff.

39% of staff agreed: Poor staff performance is not tolerated at this school.

Summary:

School staff feels that there is a need for better communication, ways to better implement change, a need to better prepare students for the global economy and career paths, reducing bullying, time for collegial conversations and building relationships, and finding ways to meet the needs of all learners. Professional development in any of these areas would be beneficial to the culture at Lakeview.

STATE MEAP DATA GRADES 3-8 & 11

Fall 2010 Grades 3-8 MEAP Results Students Proficient by Grade Level

3 = 87%

4 = 77%

5 = 85%

6 = 77%

7 = 86%

8 = 76%

Reading proficiency in grades 3-8 goes up and down over the years. By grade 8, 24% of the students are not proficient in Reading as measured by the MEAP.

STATE MME DATA GRADE 11

All students = 51% proficient

STATE MEAP & MME SUBGROUP DATA GRADES 3-8 & 11

Fall 2010 Grades 3-8 MEAP Subgroup Results Students Proficient

3 Males = 81%

3 Females = 93%

4 Males = 74%

4 Females = 80%

5 Males = 83%
5 Females = 87%
6 Males = 75%
6 Females = 80%
7 Males = 80%
7 Females = 94%
8 Males = 70%
8 Females = 83%
11 Male = 36%
11 Females = 64%

In grades 3, 7, 8 & 11 there is a 10% or greater discrepancy between males and females. Females are outperforming the males.

3ED = 78%
3NED = 97%
4ED = 67%
4NED = 88%
5ED = 77%
5NED = 93%
6ED = 68%
6NED = 92%
7ED = 78%
7NED = 94%
8ED = 72%
8NED = 80%
11ED = 53%
11NED = 48%

In all grades except grade 11, the NED students are outperforming the ED students.

3SWD = 50%
3SWOD = 92%
4SWD = 44%
4SOWD = 83%
5SWD = 80%
5SWOD = 85%
6SWD = 40%
6SWOD = 83%
7SWD = <10
7SWOD = NOT Reportable
8SWD = 37%
8SWOD = 82%
11SWD = 15%
11SWOD = 55%

In all grade levels except 5th grade, SWD are underperforming the SWOD by a significant margin.

Subgroup data for ELL, Ethnicity and Migrant populations is not reported due to lack of students in these subgroups.

LOCAL READING DATA GRADES K-4

BSES Local reading scores from the spring of 2011 indicate:

90% of all Kindergarten students were proficient in Concepts About Print.

92% of the Kindergarten students who were at BSES one full academic year were proficient in Concepts About Print.

81% of all Kindergarten students were proficient in Letter ID.

82% of the Kindergarten students who were at BSES one full academic year were proficient in Letter ID.

81% of all Kindergarten students were proficient in Sounds.

85% of the Kindergarten students who were at BSES one full academic year were proficient in Sounds.

LOCAL READING DATA GRADES 8-10

Only 29% of 8th graders performed at college readiness standards in reading as defined by the Explore test.

Only 38% of 9th graders performed at college readiness standards in reading as defined by the Explore test.

Only 38% of 10th graders performed at college readiness standards in reading as defined by the Plan test.

Cause for Gap: Possible causes for districtwide gaps in reading could be contributed by:

1. The lack of a K-12 vertically aligned curriculum.
2. The lack of formative assessments used on a regular basis in each grade level and content area.
3. The lack of time for high school students to repeat courses if they fail them, due to the trimester scheduling.
4. The lack of sustained professional development K-12 which is cohesive and research based.
5. Staff need to be trained in how to assist and address the needs of economically disadvantaged students.
6. Lack of a preschool option for students in the past year may contribute to gaps in reading achievement for the incoming Kindergarten class.

Multiple measures/sources of data you used to identify this gap in student achievement: The high school relies on the MME and ACT, along with local reading assessments in the units to measure student success.

The middle school relies on the STAR assessment and MEAP to measure student success.

The elementary schools uses Letter Sound Identification, MLPP running records, MLPP comprehension retelling assessments and MEAP to measure student success.

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? High school student success criteria is scoring a 1 or 2 on the MME reading assessment.

For students in grades 3-8, student success criteria is scoring a 1 or 2 on the MEAP reading assessment.

For students in grades K, knowing all the letter names and sounds is success.

For students in grade 1, reading level 12 in January and 16 in May is success.

For students in grade 2, reading level 16 in January and 20 in May is success.

For students in grade 3, reading level 20 in January and 26 in May is success.

For students in grade 4, reading level 26 in January and 30 in May is success.

For students in grades 2-4, student success criteria is scoring a 3 or 4 on the MLPP retelling.

Contact Name: Sara Shriver

List of Objectives:

Name	Objective
Reading Objective	100% of the students at Lakeview Community Schools will be proficient in reading as measured by State and local assessments, with a focus on closing the achievement gap between the economically disadvantaged and non-economically disadvantaged students to less than a 10% gap.

2.1. Objective: Reading Objective

Measurable Objective Statement to Support Goal: 100% of the students at Lakeview Community Schools will be proficient in reading as measured by State and local assessments, with a focus on closing the achievement gap between the economically disadvantaged and non-economically disadvantaged students to less than a 10% gap.

List of Strategies:

Name	Strategy
Parent Involvement	Parental Involvement: Lakeview Community Schools values parents as partners in education and therefore, strives to implement practical activities that will enable parents to assist their children with learning at home.
Research-Based Instructional Strategies	Research-based Instructional Strategies: Lakeview Community Schools will provide Best Practice Instructional Strategies that are research-based for all students, paying special attention to students that are academically disadvantaged such as Zoo Phonics, Reader's Workshop, Differentiated Instruction, Making Meaning Program, Professional Learning Communities, and Lesson Modeling from Literacy Coaches. For each Activity listed, research is cited in the research text box that was chosen by staff to focus on reading comprehension and reading fluency across the district.
School Improvement Planning, Data Analysis, Curriculum Development	School Improvement, Data Analysis, or Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.
Timely and Additional Assistance	Supplemental Services: Lakeview Community Schools provides Supplemental Services in the elementary building with Title I funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards. At the middle level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school opportunities will be offered. At the high

school level, after school will be offered 2 days a week October - May for a total of 64 - one hour sessions. Title I funds will be used to cover the costs of the program staff and supplies. All supplemental instructional services will focus on closing the gap between the economically disadvantaged and non economically disadvantaged students.

2.1.1. Strategy: Parent Involvement

Strategy Statement: Parental Involvement:

Lakeview Community Schools values parents as partners in education and therefore, strives to implement practical activities that will enable parents to assist their children with learning at home.

Selected Target Areas

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

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

Epstein, Joyce. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(RPI1: K-7) Annual Reading Celebration	2011-07-01	2012-06-30	K-7 Classroom staff Title I and At-risk Staff Director of Instruction
(RPI2: K-12) Parent Representation	2011-07-01	2012-06-30	School and district staff to recruit parents to participate on SI teams.
(RPI3: K-12) Parent Survey	2011-07-01	2012-06-30	Building School Improvement Teams Building Administrators
(RPI4: K-3) Family Reading Night	2011-07-01	2012-06-30	K-3 Staff Title I Staff Building Administrator
(RPI5: K-3) Parent Training Event	2011-07-01	2012-06-30	LES Staff Building Administrator
(RPI6: 8-12) Parent Involvement TAS	2011-07-01	2012-06-30	Building Administrator Building Counselor Staff

2.1.1.1. Activity: (RPI1: K-7) Annual Reading Celebration

Activity Description: The K-7 staffs provide an end of the year K-7 reading celebration for students that recieved Title I or other at-risk program service. At this celebration each spring, staff review the Home/School Compact with families to seek input into the compact design prior to the next fall. Parents are also asked to take a 5 question survey regarding the supplemental programs offered for input into any changes they would like to see.

The 4-7 building will also host a Reading Celebration during the school year.

\$100 snacks

\$176 for 2 staff to have 1 day of planning to prepare for celebration

Planned staff responsible for implementing activity: K-7 Classroom staff
 Title I and At-risk Staff
 Director of Instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RPI1: 4-7) Annual Reading Celebration Supplies	General Funds	250.00	0.00
(RPI1: K-3) Annual Celebration Supplies	Title I Part A	750.00	0.00
(RPI2: 4-7) Reading Celebration Substitutes	General Funds	176.00	
(RPI2: 4-7) Reading Celebration Supplies	General Funds	100.00	

2.1.1.2. Activity: (RPI2: K-12) Parent Representation

Activity Description: Parents are an integral part of student learning. Parents are invited and do participate on building and district level school improvement teams.

Planned staff responsible for implementing activity: School and district staff to recruit parents to participate on SI teams.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RPI2: K-12) Funding for DEPT and SI Meetings	General Funds	500.00	0.00

2.1.1.3. Activity: (RPI3: K-12) Parent Survey

Activity Description: The building school improvement teams will design, distribute and analyze parent survey data to improve the parent involvement activities annually.

Planned staff responsible for implementing activity: Building School Improvement Teams
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RPI3: K-12) Parent Survey	General Funds	0.00	0.00

2.1.1.4. Activity: (RPI4: K-3) Family Reading Night

Activity Description: Staff will host a family reading night to assist families in learning reading strategies.

\$595.00 supplies.

\$155.00 Daycare (4 Staff/3 hours x \$10.00/hour = \$120.00 plus benefits = \$155.00.

Planned staff responsible for implementing activity: K-3 Staff
Title I Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RPI4: K-3) Family Reading Night Supplies and Daycare	Title I Part A	750.00	

2.1.1.5. Activity: (RPI5: K-3) Parent Training Event

Activity Description: 1. Lakeview Elementary Staff will host a parent training event linking curriculum expectations, home learning, community outreach, and nutrition in the fall to help parents assist their child(ren) with learning at home.

Supplies & Meal = \$5000

Daycare = \$465

Title I A

2. Title I Annual Parent Meetings: LES will host a fall meeting for all parents to discuss Title I programs, home/school compact/ and Parent Involvement Policy. LES will host a spring celebration for parents to discuss the effectiveness of the Title I programs and help plan for the next school year.

Title I Annual Celebration K-3

Supplies & Meal = \$2000

Title I A

All funds are found in the Math Goal Area - so none are charged in the reading goal area.

Planned staff responsible for implementing activity: LES Staff

Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RPI5: K-3) Parent Training Event	No Funds Required		

2.1.1.6. Activity: (RPI6: 8-12) Parent Involvement TAS

Activity Description: Targeted parents of Title I students will be invited to participate in their child's learning and education. Parents will be encouraged to:

1. Be on the school improvement team
2. Help review and revise the Home School Compact annually
3. Help review and revise the Parent Involvement Policy annually
4. Attend the Annual Title I Fall and Spring meetings
5. Attend a family event to learn about post secondary options for their child

Supplies / Meal \$1000 (Title I A - will be charged when C/O is available). No funds needed in reading goal - listed in math goal area.

Planned staff responsible for implementing activity: Building Administrator
 Building Counselor
 Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RPI6: 8-12) Parent Involvement TAS	No Funds Required		

2.1.2. Strategy: Research-Based Instructional Strategies

Strategy Statement: Research-based Instructional Strategies:

Lakeview Community Schools will provide Best Practice Instructional Strategies that are research-based for all students, paying special attention to students that are academically disadvantaged such as Zoo Phonics, Reader's Workshop, Differentiated Instruction, Making Meaning Program, Professional Learning Communities, and Lesson Modeling from Literacy Coaches.

For each Activity listed, research is cited in the research text box that was chosen by staff to focus on reading comprehension and reading fluency across the district.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

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

Title I Instruction, CEC Conference:

Tomlinson, Carol A. and McTighe, Jay. (2006). *Integrating Differentiated Instruction: Understanding by design*. Alexandria, VA: ASCD, p.3.

Zoo Phonics:

Gallagher, C. (2003). *Zoo-Phonics. Can it help to increase letter/sound recognition?* Groveland, CA.

Reader's Workshop:

Keene, Ellin O., and Susan Zimmermann. (1997). *Mosaic of Thought: teaching comprehension in a reader's workshop*. N.p: Heinemann.

Reader's Workshop, Literacy Consultants,

Miller, Debbie. (2002). *Reading with Meaning: Teaching Comprehension in the primary grades*. N.p.: Stenhouse Publishers, p. 3.

Reader's Workshop:

Allington, R.L. (2001). *What really matters for struggling readers*. New York: Longman.

Literacy Consultants:

Block C., & Pressley, M. (2003). *Best practices in comprehension instruction. In best practices literacy instruction (2nd edition)*. New York: The Guildford Press.

Title I Instruction:

Harvey, S. & Goudvis, A. (2000). *Strategies That Work: Teaching Comprehension to enhance understanding*. Portland, ME: Stenhouse.

Professional Learning Communities:

Eaker, Robert, DuFour, Rebecca, DuFour, Richard, & Karhanek, Gayle. (2004). *Whatever It Takes: How Professional Communities Respond When Kids Don't Learn*. Solution Tree.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(RRBS1: K-3) Zoo Phonics	2011-07-01	2012-06-30	New K-3 teachers Building administrator
(RRBS2: 4-7) EBLI Training	2011-07-01	2012-06-30	Building teachers Building administrator
(RRBS3: K-7) Lucy Calkins Reader's Workshop Grades K-7 Staff	2010-07-01	2011-08-31	Staff in grades 4-7 new to the building K-3 staff Building Administrators
(RRBS4: 8-12) CEIE Literacy Coach	2011-07-01	2012-06-30	High School ELA teachers Building Administrators Literacy Consultant
(RRBS5: 8-12) EBLI Training	2011-08-10	2011-08-12	Building Principal 3 special education teachers
(RRBS6: K-3) CEC Workshop for Special Education Staff	2011-07-01	2012-06-30	Special Education Staff Building Administrator
(RRBS7: K-3) Fountas and Pinnell Training	2011-07-01	2012-06-30	K-3 staff Building Administrator

2.1.2.1. Activity: (RRBS1: K-3) Zoo Phonics

Activity Type: Professional Development

Activity Description: Implement the zoo phonics program in grades K-3 classrooms. New staff to the grade levels will need training.

2 registrations x \$300 = \$600

2 substitutes x \$88 = \$176

Planned staff responsible for implementing activity: New K-3 teachers
Building administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RRBS1: K-3)Training Substitutes	Title II Part A	176.00	0.00

(RRBS1: K-3) Training Registration	Title II Part A	600.00	0.00
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2.1.2.2. Activity: (RRBS2: 4-7) EBLI Training

Activity Type: Professional Development

Activity Description: LMS staff will participate in the EBLI (Evidence Based Literacy Training) to gain continuity across the grade levels and content areas for reading instruction.

Day 1: Training at LMS with consultant for 20 staff members = \$10520.00 August 23, 2011. Training includes materials, and online videos for staff on-going support for implementation. 20 staff x \$500 = \$10000 consultant fee. Consultant expenses \$250. Staff Expenses \$300.

Day 2: Training at the EBLI training center for 7 fourth grade staff members on September 12 travel and meals = \$205; substitutes 7 x \$88 = \$616.

Day 2: Training at the EBLI training center for 6 fifth grade staff members on September 13 travel and meals = \$190; substitutes 6 x \$88 = \$528.

Day 2: Training at the EBLI training center for 7 sixth/seventh grade staff members on September 15 travel and meals = \$205; substitutes 7 x \$88 = \$616.

Follow Up collaboration with neighboring school districts for 8 sixth/seventh grade staff members 8 subs x \$88 x 4 days = \$2816.

Planned staff responsible for implementing activity: Building teachers
Building administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RRBS2: 4-7) EBLI Consultant	Title II Part A	10,250.00	
(RRBS2: 4-7) EBLI Staff Training Expenses	Title II Part A	300.00	
(RRBS2: 4-7) EBLI Substitutes	Title II Part A	4,576.00	

2.1.2.3. Activity: (RRBS3: K-7) Lucy Calkins Reader's Workshop Grades K-7 Staff

Activity Description: LMS

Staff in grades 4-7 that are new to the building will receive Lucy Calkins Reader's Workshop program training to implement the consistent literacy strategy as staff already using the program in their classrooms. Training will be needed for 5 new staff in grades 4-7. Training requires the purchase of the Reader's Workshop kits. Sustained time for staff to meet and reflect upon the instruction and revise as necessary throughout the first year will also be part of the initial training year and this time will be during early release time.

Consultant fee \$1500 x 2 days = \$3000.
 Substitutes for 5 staff x 2 days x \$88 = \$880

LES

Staff in grades K-3 will receive training in how to incorporate expository text mini-lessons into their current classroom practice of using Reader's Workshop.

Four Days with Consultant = \$5000 + Miles = \$272
 Substitutes for 17 staff x .5 day x \$88 = \$1496 (2 half days each)

Planned staff responsible for implementing activity: Staff in grades 4-7 new to the building
 K-3 staff
 Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2011-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RRBS3: 4-7) Lucy Calkins Reader's Workshop Consultant Fee	Title II Part A	3,000.00	0.00
(RRBS3: 4-7) Lucy Calkins Staff Training Substitutes	Title II Part A	880.00	0.00
(RRBS3: K-3) Reader's Workshop Consultant	Title II Part A	5,272.00	
(RRBS3: K-3) Reader's Workshop Substitutes	Title II Part A	1,496.00	

2.1.2.4. Activity: (RRBS4: 8-12) CEIE Literacy Coach

Activity Type: Professional Development

Activity Description: During the 2011-2012 school year, the LHS ELA teachers will continue to utilize the support of a Literacy consultant to help develop best practice instructional activities for labs and math curriculum.

\$10,000 for CMU Math Coach to provide instruction and feedback to LHS ELA staff once a week for the 2011-2012 school year (28-32 visits).

Planned staff responsible for implementing activity: High School ELA teachers
 Building Administrators
 Literacy Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RRBS4: 8-12) CEIE Literacy Coach	Title II Part A	10,000.00	

2.1.2.5. Activity: (RRBS5: 8-12) EBLI Training

Activity Type: Professional Development

Activity Description: 3 special education staff will receive EBLI (Evidence Based Literacy Instruction) training on-going 3 times during the school year after the initial August 10-12 training.

Consultant fee for 3 days of training and 3 site visits: \$5400 plus expenses = \$5496

Teacher expenses for lodging and meals = \$320

Planned staff responsible for implementing activity: Building Principal
 3 special education teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-10, End Date - 2011-08-12

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RRBS5: 8-12) EBLI Consultant	Title II Part A	5,946.00	
(RRBS5: 8-12) EBLI Staff Expenses	Title II Part A	320.00	

2.1.2.6. Activity: (RRBS6: K-3) CEC Workshop for Special Education Staff

Activity Type: Professional Development

Activity Description: Special education staff will attend state CEC workshop or local ISD workshop to learn how to engage special education students in learning. (Differentiated approaches to teaching those most at risk of failing the state's standards).

Registration fee \$200 x 2 staff = \$400
 Meals = \$90
 Parking = \$17
 Mileage = \$48

Substitutes 2 staff x 2 days x \$88 = \$352

Planned staff responsible for implementing activity: Special Education Staff
 Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RRBS6: K-3) CEC Workshop Expenses	Title II Part A	555.00	
(RRBS6: K-3) CEC Workshop Substitutes	Title II Part A	352.00	

2.1.2.7. Activity: (RRBS7: K-3) Fountas and Pinnell Training

Activity Type: Professional Development

Activity Description: Kindergarten through third grade staff will participate in the Fountas and Pinnell Reading Assessment Training to utilize a more consistent and cohesive reading assessment in grades K-3.

Early release day.

Planned staff responsible for implementing activity: K-3 staff
 Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RRBS7: K-3) Fountas and Pinnell Training	No Funds Required		

2.1.3. Strategy: School Improvement Planning, Data Analysis, Curriculum Development

Strategy Statement: School Improvement, Data Analysis, or Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.

Selected Target Areas

- Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
- Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
- Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
- Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
- Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
- Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.
- Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.
- Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.
- Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction,

assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

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

Lezotte, L. and Jacoby, B. (1990). A Guide to School Improvement Process.

Wahlstrom, Deborah (1990). Using Data to Improve Student Achievement. Successline, Inc.

McREL. (2005). Our Book, School Leadership that Works. ASCD, Denver, CO.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(RSIC1: K-12) School Improvement , Data Analysis, & Curriculum Development	2011-07-01	2012-06-30	Building Staff School Improvement Teams District Excellence Team Parents Building Administrators District Administrators
(RSIC2: K-3) Running Record and Data Entry	2011-07-01	2012-06-30	K-3 Staff Building Administrator
Curriculum Crafter and NWEA Training	2012-01-25	2012-05-02	90 Administrators and Staff

2.1.3.1. Activity: (RSIC1: K-12) School Improvement , Data Analysis, & Curriculum Development

Activity Description: Building and District teams have time built into the school calendar for school improvement, which includes plan development, revisions, and evaluation processes; curriculum reviews; development of local assessments and assessment schedules; and, data reviews.

Committee Compensation Pay = \$9000

Curriculum, Substitutes, and Conferences/Workshop = \$15,000

This amount covers all core areas in the DIP and is only listed once.

Planned staff responsible for implementing activity: Building Staff
 School Improvement Teams
 District Excellence Team
 Parents
 Building Administrators
 District Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RSIC1: K-12) Committe Compensation Pay	General Funds	9,000.00	0.00
(RSIC1: K-12) Substitutes and Workshops and Conferences	General Funds	15,000.00	0.00

2.1.3.2. Activity: (RSIC2: K-3) Running Record and Data Entry

Activity Description: K-3 staff will have release time with substitutes to do running records and input data into INGA to gather data to inform instruction.

3K staff x \$88subs = \$264 to be done in May.

3 1st staff x 3 days x \$88 = \$792 to be done in Sept., Jan., and May

3 2nd grade staff x 3 days x \$88 = \$792 to be done in Sept., Jan., and May

4 3rd grade staff x 3 days x \$88 = \$1056 to be done in Sept., Jan., and May

Total sub costs: \$2886

Planned staff responsible for implementing activity: K-3 Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RSIC2: K-3) Running Record and Data Entry Substitutes	General Funds	792.00	

2.1.3.3. Activity: Curriculum Crafter and NWEA Training

Activity Type: Professional Development

Activity Description: 90 Staff members at LCS will receive 4 hours of after school technology training on the new district curriculum and assessment initiatives.

90 x \$20 + benefits x 4 hours = 9500.00 budget in math goal.

Planned staff responsible for implementing activity: 90 Administrators and Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-01-25, End Date - 2012-05-02

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter and NWEA Training	No Funds Required		

2.1.4. Strategy: Timely and Additional Assistance

Strategy Statement: Supplemental Services:

Lakeview Community Schools provides Supplemental Services in the elementary building with Title I funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards.

At the middle level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school opportunities will be offered.

At the high school level, after school will be offered 2 days a week October - May for a total of 64 - one hour sessions. Title I funds will be used to cover the costs of the program staff and supplies.

All supplemental instructional services will focus on closing the gap between the economically disadvantaged and non economically disadvantaged students.

Selected Target Areas

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

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

Title I Instruction and Summer School:

Tomlinson, Carol A., & McTighe, Jay. (2006). Integrating Differentiated Instruction: Understanding by Design. Alexandria, VA: ASCD, p. 3.

"Closing the Gap Through Extended Learning Opportunities: NEA Education Policy and Practice Department PB04 (2008): 1-4.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(RELO1: K-12) Summer School and After School	2011-07-01	2012-06-30	General education teachers refer students for summer school and after school Summer school and after school staff provide instruction Director of Instruction oversees summer school
(RTAA1: K-3) Title I Literacy Teachers	2011-07-01	2012-06-30	Classroom teachers will identify the students for Title I services Title I reading teachers will provide supplemental reading instruction
(RTAA2: 4-8) 31a Literacy Instruction	2011-07-01	2012-06-30	Kathy Nerychel Colliene Willison Building Administrator
(RTAA3: K-3) Title I Staff Professional Development	2011-07-01	2012-06-30	Title I Staff 31 A Staff HS Teacher Building Administrators

2.1.4.1. Activity: (RELO1: K-12) Summer School and After School

Activity Description: Lakeview Community Schools provides a summer school program with transportation and breakfast to identified students in grades K-7 as an extension of the school year to prevent summer loss and accelerate learning.

The summer school program will be a six week program, 3 days a week, mornings only, with breakfast and full transportation in July and August of 2012.

Title I is used in K-3 and 31a funds will be used for grades 4-7.

High School After School Program will use Title I A funds to run a two day a week, October - May, 64 sessions total for 1 hour a day. One day a week Science, ELA and math will be offered; the other day, Social Studies, ELA and Math will be offered.

\$1690 for staff
 \$2500 for supplies
 Title I A

Planned staff responsible for implementing activity: General education teachers refer students for summer school and after school
 Summer school and after school staff provide instruction
 Director of Instruction oversees summer school

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RELO1: 4-7) Summer School Staff and Supplies	Section 31 a	15,000.00	0.00
(RELO1: 8-12) After School Staff	Title I Part A	1,690.00	
(RELO1: 8-12) After School Supplies	Title I Part A	2,500.00	
(RELO1: K-3) Summer School Staff and Supplies	Title I Part A	16,000.00	0.00
(RELO1: K-7) Summer School Transportation	Section 31 a	12,000.00	

2.1.4.2. Activity: (RTAA1: K-3) Title I Literacy Teachers

Activity Description: Lakeview Community Schools will provide Title I reading instruction to identified students not yet mastering the State standards in reading at the elementary schools.

Cost of Title I Literacy staff (Nielsen & Tanis)= Approximately \$195,171.

Planned staff responsible for implementing activity: Classroom teachers will identify the students for Title I services
 Title I reading teachers will provide supplemental reading instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RTAA1: K-3) Title I Literacy Supplies	Title I Part A	2,596.00	
(RTAA1: K-3) Title I Literacy Teachers	Title I Part A	195,171.00	0.00

2.1.4.3. Activity: (RTAA2: 4-8) 31a Literacy Instruction

Activity Description: LMS will have two staff members providing reteaching of literacy content expectations in for grades 4-7.

Salaries = \$120,948 / 2 = \$60,474 for just literacy.

Benefits = \$60,783 / 2 = \$30392 for just literacy.

One literacy teacher will provide EBLI instruction at the Lakeview high school for one period a day to identified at-risk students as part of their RtI program at LHS.

Planned staff responsible for implementing activity: Kathy Nerychel
 Colliene Willison
 Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RTAA2: 4-8) 31a Literacy Instruction	Section 31 a	90,866.00	

2.1.4.4. Activity: (RTAA3: K-3) Title I Staff Professional Development

Activity Type: Professional Development

Activity Description: 8 staff (Title I, Administrator, 31a, and General funded staff will attend the MAS/FPS Fall Director's Institute to learn:

1. Best Practices for Homeless Students
2. Making Cultural Changes to Increase Student Learning
3. Federal Compliance Requirements
4. What data to collect and how to use it to make achievement increases
5. How to prepare for an on-site review
6. Networking with other Title I staff to learn about successful Research Based Strategies for Title I students

September 28-30, 2011

Boyne Mountain Resort

4 staff x \$1000 for registration, mileage, meals, lodging = \$4000 (no substitutes needed) Title I A

3 staff x \$1000 for registration, mileage, meals, lodging = \$3000

3 staff x 3 days substitutes x \$88 = \$792.

Title II A

February 2/3, 2012

Lexington Lansing Resort

8 staff x \$750 for registration, mileage, meals, and lodging = \$8000 (no substitutes needed) Title II A

2 staff x \$750 for registration, mileage, meals, and lodging = \$1500

3 staff x 2 days x \$88/day for substitutes = \$528.

Title II A

Planned staff responsible for implementing activity: Title I Staff

31 A Staff

HS Teacher

Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(RTAA3: 4-7) LMS Fall Director's Institute	Title II Part A	2,000.00	
(RTAA3: 4-7) LMS Winter Institute	Title II Part A	1,500.00	
(RTAA3: K-3) Title I Staff MAS/FPS Fall Director's Institute	Title I Part A	4,000.00	
(RTAA3: K-3) Title I Staff MAS/FPS Winter Institute	Title II Part A	3,000.00	
(RTTA3: 4-7) LMS Fall Director's Institute Substitutes	Title II Part A	528.00	
(RTTA3: 4-7) LMS Winter Institute Substitutes	Title II Part A	352.00	

Goal 3: District Science Goal

Content Area: Science

Development Status: Complete

Student Goal Statement: 100% of students will be proficient in science.

Gap Statement: DPR Summary

After a review of building level and district responses to questions asked about the system processes and practices that may have an impact on student achievement, the following trends were identified:

1. The need to continue to prioritize curriculum development.
2. The need to train all staff in the use and implementation of the data warehouse program and ensure local data

uploaded.

3. Continue to find ways to involve stakeholders in policy and procedure development.

Over-arching system challenges that need to be addressed include:

1. The need to provide time and appropriate resources in order to improve the curriculum process.
2. The lack of a district wide approach to systemic support, accountability, vision, and leadership in the curriculum and instructional process.

Teacher Perception Data from the 2010-2011 "We Teach" Staff Surveys

Rigor

45% of staff agreed: Struggling and disengaged learners receive the support necessary to be successful.

11% of staff agreed: This school gives up on difficult students.

48% of staff agreed: Students who graduate from this school are college and/or workforce ready.

Relevance

67% of staff agreed: I encourage students to explore career pathways.

48% of staff agreed: This school prepares students to compete in a global economy.

78% of staff agreed: I reach out to colleagues to identify successful practices in my content area.

Relationships

53% of staff agreed: Bullying is a problem at this school.

27% of staff agreed: I feel isolated from my colleagues.

54% of staff agreed: Staff knows the personal interests of each other.

Leadership

31% of staff agreed: School administration implements change without undue stress.

48% of staff agreed: There is strong communication among school administration and staff.

39% of staff agreed: Poor staff performance is not tolerated at this school.

Summary:

School staff feels that there is a need for better communication, ways to better implement change, a need to better prepare students for the global economy and career paths, reducing bullying, time for collegial conversations and building relationships, and finding ways to meet the needs of all learners. Professional development in any of these areas would be beneficial to the culture at Lakeview.

2010 MEAP & MME SCIENCE PROFICIENCY SCORES

5 = 83%

8 = 71%

11 = 45%

Student proficiency decreases in science concepts over the years.

2010 MEAP and MME SCIENCE SUBGROUP PROFICIENCY SCORES

5 Males = 81%
5 Females = 84%
8 Males = 67%
8 Females = 76%
11 Males = 44%
11 Females = 45%

In grades 5 & 8, Females are outperforming males.

5 ED = 79%
5 NED = 87%
8 ED = 65%
8 NED = 79%
11 ED = 48%
11 NED = 41%

In grade 8, there is a discrepancy between ED and NED students. While it is interesting that the 11 grade ED students outperformed the NED. There is a significant decline in student proficiency between 5 and 11 grade.

5 SWD = 80%
5 SWOD = 83%
8 SW = 42%
8 SWOD = 76%
11 SWD = 45%
11 SWOD = 47%

In grade 8, there is a discrepancy between the SWD and the SWOD.

The ELL, Ethnicity, & Migrant subgroups are not reported as there is enough students in each subgroup to report.

LOCAL SCIENCE DATA IN GRADES K-4.

Kindergarten Science proficiency based on student standards-based report cards indicate 90% of the students were proficient in Science.

LOCAL Science Results

8th grade Explore Results as defined by the college readiness benchmark standards was only = 10%.

9th grade Explore Results as defined by the college readiness benchmark standards was only = 14%.

10th grade PLAN Results as defined by the college readiness benchmark standards was only = 8%.

Cause for Gap: Possible causes of the gap in science achievement could be attributed to:

1. Lack of vertical K-12 science curriculum alignment
2. Lack of common grade level assessments and an assessment schedule

3. Increasing numbers of economically disadvantaged students in the district

4. Transiency of students moving in and out of the district

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

Local Science 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? MEAP Levels 1 and 2

Local Science Assessments success criteria is determined by grade levels

Contact Name: Sara Shriver

List of Objectives:

Name	Objective
Science Objective	100% of students at Lakeview Community Schools will be proficient on the MEAP in grades as measured by state and local assessments.

3.1. Objective: Science Objective

Measurable Objective Statement to Support Goal: 100% of students at Lakeview Community Schools will be proficient on the MEAP in grades as measured by state and local assessments.

List of Strategies:

Name	Strategy
Differentiated Instruction	4 staff at LMS will be trained on how to use the Battle Creek Science Kits. With the new building configuration, there are going to be 4 new staff members to the building that have not yet had the training. Battle Creek Science kits are a hands-on way to engage students in learning science content and a way to differentiate instruction from the text book learning.
School Improvement, Data Analysis and Curriculum Development	School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.
Timely and Additional Assistance	Supplemental Services: Lakeview Community Schools provides supplemental services in the elementary buildings with Title I funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards. At the middle and high school level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school is offered, as well as E2020 for students needing extended learning opportunities.

3.1.1. Strategy: Differentiated Instruction

Strategy Statement: 4 staff at LMS will be trained on how to use the Battle Creek Science Kits. With the new building configuration, there are going to be 4 new staff members to the building that have not yet had the training. Battle Creek Science kits are a hands-on way to engage students in learning science content and a way to differentiate instruction from the text book learning.

Selected Target Areas

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

Tomlinson, Carol A. and McTighe, Jay. (2006). Integrating Differentiated Instruction: Understanding by Design. Alexandria, VA. Page 3.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(SRBS3: K-7) Battle Creek Science Kit Training	2011-07-01	2012-06-30	4 classrooms teachers grades 4-7 1 classroom teacher grade 3 Building Administrators

3.1.1.1. Activity: (SRBS3: K-7) Battle Creek Science Kit Training

Activity Type: Professional Development

Activity Description: Subs for BCSK training = 4 x \$88 = \$352
Registration for 4 staff to attend BCSK training @ \$65 = \$260

Subs for BCSK training = 1 staff member x \$88 = \$88
Registration for 1 staff to attend BCSK training @ \$65 = \$65

Planned staff responsible for implementing activity: 4 classrooms teachers grades 4-7
1 classroom teacher grade 3
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(SRBS3: K-7) Battle Creek Science Training Registration	Title II Part A	325.00	
(SRBS3: K-7) Subs for Battle Creek Science Kit Training	Title II Part A	440.00	

3.1.2. Strategy: School Improvement , Data Analysis and Curriculum Development

Strategy Statement: School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.

Selected Target Areas

- Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
- Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
- Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
- Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
- Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
- Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.
- Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.
- Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the

district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

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

Lezotte, L. and Jacoby, B. (1990). A Guide to School Improvement Process.

Wahlstrom, Deborah (1990). Using Data to Improve Student Achievement. Successline, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(SSIC1: K-12) School Improvement, Data Analysis, Curriculum Work	2010-07-01	2011-08-31	Classroom Teachers School Improvement Teams Building Administrators

3.1.2.1. Activity: (SSIC1: K-12) School Improvement, Data Analysis, Curriculum Work

Activity Description: Building Teams will have Early release time, release time with subs, after school and summer time to perform school improvement, data analysis and curriculum work with general fund dollars.

All funds were allocated in the reading goal area to be used to cover all core areas.

Planned staff responsible for implementing activity: Classroom Teachers
School Improvement Teams
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2011-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(SSIC1: K-12)Time	General Funds	0.00	0.00

3.1.3. Strategy: Timely and Additional Assistance

Strategy Statement: Supplemental Services:

Lakeview Community Schools provides supplemental services in the elementary buildings with Title I funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards.

At the middle and high school level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school is offered, as well as E2020 for students needing extended learning opportunities.

Selected Target Areas

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

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

Title I Instruction and Summer School:

Tomlinson, Carol A., & McTighe, Jay. (2006). Integrating Differentiated Instruction: Understanding by Design. Alexandria, VA: ASCD, p. 3.

"Closing the Gap Through Extended Learning Opportunities: NEA Education Policy and Practice Department PB04 (2008): 1-4.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(STAA1: K-12) Summer School Grades K-12	2010-07-01	2011-08-31	Classroom teachers identify students for summer school Summer School staff provide supplemental instruction in science Director of Instruction

3.1.3.1. Activity: (STAA1: K-12) Summer School Grades K-12

Activity Description: Summer school will be provided to students in grades K-12 for students not yet mastering the State standards in Science. Classroom teachers select the top three GLCE's that students in each grade have difficulty mastering and those GLCE's are taught in Summer School.

Funds are covered in reading and math goal areas for summer school.

K-3 Title I A
 4-12 31a
 9-12 ARRA School Improvement

Planned staff responsible for implementing activity: Classroom teachers identify students for summer school
 Summer School staff provide supplemental instruction in science
 Director of Instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2011-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(SSTAA1: 9-12) ARRA Summer School	Title I School Improvement (ISI)	0.00	
(STAA1: 4-12) Summer School Grades 4-12	Section 31 a	0.00	0.00
(STAA1: K-3) Summer School Grades K-3	Title I Part A	0.00	0.00

Goal 4: District Social Studies Goal

Content Area: Social Studies
Development Status: Complete

Student Goal Statement: 100% of students will be proficient in Social Studies.

Gap Statement: DPR Summary

After a review of building level and district responses to questions asked about the system processes and practices that may have an impact on student achievement, the following trends were identified:

1. The need to continue to prioritize curriculum development.
2. The need to train all staff in the use and implementation of the data warehouse program and ensure local data uploaded.
3. Continue to find ways to involve stakeholders in policy and procedure development.

Over-arching system challenges that need to be addressed include:

1. The need to provide time and appropriate resources in order to improve the curriculum process.

2. The lack of a district wide approach to systemic support, accountability, vision, and leadership in the curriculum and instructional process.

Teacher Perception Data from the 2010-2011 "We Teach" Staff Surveys

Rigor

45% of staff agreed: Struggling and disengaged learners receive the support necessary to be successful.

11% of staff agreed: This school gives up on difficult students.

48% of staff agreed: Students who graduate from this school are college and/or workforce ready.

Relevance

67% of staff agreed: I encourage students to explore career pathways.

48% of staff agreed: This school prepares students to compete in a global economy.

78% of staff agreed: I reach out to colleagues to identify successful practices in my content area.

Relationships

53% of staff agreed: Bullying is a problem at this school.

27% of staff agreed: I feel isolated from my colleagues.

54% of staff agreed: Staff knows the personal interests of each other.

Leadership

31% of staff agreed: School administration implements change without undue stress.

48% of staff agreed: There is strong communication among school administration and staff.

39% of staff agreed: Poor staff performance is not tolerated at this school.

Summary:

School staff feels that there is a need for better communication, ways to better implement change, a need to better prepare students for the global economy and career paths, reducing bullying, time for collegial conversations and building relationships, and finding ways to meet the needs of all learners. Professional development in any of these areas would be beneficial to the culture at Lakeview.

2010 MEAP & MME SOCIAL STUDIES PROFICIENCY SCORES

6 = 70%

9 = 65%

11 = 72%

Students not proficient in social studies ranges from 28% - 35%.

2010 MEAP and MME SCIENCE SUBGROUP PROFICIENCY SCORES

6 Males = 75%
6 Females = 64%
9 Males = 58%
9 Females = 76%
11 Males = 81%
11 Females = 64%

In grades 6 & 11, males are outperforming females. Females are outperforming males in grade 9.

6 ED = 79%
6 NED = 87%
9 ED = 65%
9 NED = 79%
11 ED = 48%
11 NED = 41%

In grade 9, there is a discrepancy between ED and NED students.

6 SWD = 40%
6 SWOD = 74%
9 SW = 10%
9 SWOD = 70%
11 SWD = 38%
11 SWOD = 76%

In grade 6, 9, & 11 there is a discrepancy between the SWD and the SWOD. The range for students in grades 6, 9, & 11 for proficiency is only 10% - 40% for SWD.

The ELL, Ethnicity, & Migrant subgroups are not reported as there is enough students in each subgroup to report.

LOCAL SOCIAL STUDIES DATA IN GRADES K-4.

Kindergarten Social Studies proficiency based on student standards-based report cards indicate 86% of the students were proficient in Science.

Cause for Gap: Ed Yes reporting indicates that there is a need to develop some common local assessments and an assessment schedule in grades K-12.

Ed Yes reporting indicates that there is a need for K-12 vertical alignment of K-12 Social Studies Curriculum and time for K-12 collaboration.

Through working with a SS consultant during the 2009-2010 year, staff perception data identifies the need for learning instructional practices to teach the following areas:

1. economics
2. vocabulary
3. reading maps
4. interpreting charts & graphs
5. informational reading

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

Unit 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? MEAP Level 1 & 2

Local Unit Assessment TBD by grade levels.

Contact Name: Sara Shriver

List of Objectives:

Name	Objective
Social Studies Objective	100% of students at Lakeview Community Schools will be proficient in Social Studies as measured by S

4.1. Objective: Social Studies Objective

Measurable Objective Statement to Support Goal: 100% of students at Lakeview Community Schools will be proficient in Social Studies as measured by S

List of Strategies:

Name	Strategy
School Improvement, Data Analysis, and Curriculum Development	School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.
Timely and Additional Assistance	Supplemental Services: Lakeview Community Schools provides supplemental services in the elementary buildings with Title I funds. Summer school is offered as an extended learning opportunity at this level as well. At the middle and high school level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school is offered, as well as E2020 for students needing extended learning opportunities.

4.1.1. Strategy: School Improvement, Data Analysis, and Curriculum Development

Strategy Statement: School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will

include school improvement meetings, data analysis collection and analysis, and curriculum development.

Selected Target Areas

- Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
- Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
- Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
- Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
- Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
- Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.
- Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.
- Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

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

Lezotte, L. and Jacoby, B. (1990). A Guide to School Improvement Process.

Wahlstrom, Deborah (1990). Using Data to Improve Student Achievement. Successline, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(SSSIC1: 4-7) Teaching American History Training	2011-07-01	2012-06-30	LMS Social Studies Teachers Building Administrator
(SSSIC1: K-12) School Improvement, Data Analysis, Curriculum Work	2010-07-01	2011-08-31	Classroom teachers School Improvement Teams Building Administrators

4.1.1.1. Activity: (SSSIC1: 4-7) Teaching American History Training

Activity Type: Professional Development

Activity Description: LMS social studies teachers will participate in the grant funded Teaching American History training.

There will be no cost to the district.

Planned staff responsible for implementing activity: LMS Social Studies Teachers
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(SSSIC1: 4-7) Teaching American History Training	No Funds Required		

4.1.1.2. Activity: (SSSIC1: K-12) School Improvement, Data Analysis, Curriculum Work

Activity Description: Building Teams will have Early release time, release time with subs, after school and summer time to perform school improvement, data analysis and curriculum work with general fund dollars.

All funds were allocated in the reading goal area to be used to cover all core areas.

Planned staff responsible for implementing activity: Classroom teachers
School Improvement Teams
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2011-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(SSSIC1: K-12) Time	General Funds	0.00	0.00

4.1.2. Strategy: Timely and Additional Assistance

Strategy Statement: Supplemental Services:

Lakeview Community Schools provides supplemental services in the elementary buildings with Title I funds. Summer school is offered as an extended learning opportunity at this level as well.

At the middle and high school level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school is offered, as well as E2020 for students needing extended learning opportunities.

Selected Target Areas

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

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

Summer School:

Tomlinson, Carol A., & McTighe, Jay. (2006). Integrating Differentiated Instruction: Understanding by Design. Alexandria, VA: ASCD, p. 3.

"Closing the Gap Through Extended Learning Opportunities: NEA Education Policy and Practice Department PB04 (2008): 1-4.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(SSTAA1: K-12) Summer School	2010-07-01	2011-08-31	Classroom teachers identify students for summer school Summer School teachers provide instruction to increase social studies skills Director of Instruction oversees the program

4.1.2.1. Activity: (SSTAA1: K-12) Summer School

Activity Description: Lakeview Community Schools provides a summer school program with transportation and breakfast to identified students in grades K-12 as an extension of the school year to prevent summer loss and accelerate learning.

The summer school program will be a six week program, 3 days a week, mornings only, with breakfast and full transportation in July and August of 2011.

Summer school is only found in the reading goal area, but it will be covering all core areas in the DIP.

Title I A - grades K-3
 31a - grades 4-12
 ARRA School Improvement 9-12

Planned staff responsible for implementing activity: Classroom teachers identify students for summer school
 Summer School teachers provide instruction to increase social studies skills
 Director of Instruction oversees the program

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2011-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(SSTAA1: 4-12) Summer School 4-12	Section 31 a	0.00	0.00
(SSTAA1: 9-12) ARRA Summer School	Title I School Improvement (ISI)	0.00	
(SSTAA1: K-3) Summer School K-3	Title I Part A	0.00	0.00

Goal 5: District Writing Goal

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: 100% of students will be proficient in writing.

Gap Statement: Demographic Data

Annually, the district is seeing an increase free and reduced poverty levels. The elementary school ended the 2010-2011 school year with 70% poverty. The district level poverty has increased to 48%.

DPR Summary

After a review of building level and district responses to questions asked about the system processes and practices that may have an impact on student achievement, the following trends were identified:

1. The need to continue to prioritize curriculum development.
2. The need to train all staff in the use and implementation of the data warehouse program and ensure local data uploaded.
3. Continue to find ways to involve stakeholders in policy and procedure development.

Over-arching system challenges that need to be addressed include:

1. The need to provide time and appropriate resources in order to improve the curriculum process.
2. The lack of a district wide approach to systemic support, accountability, vision, and leadership in the curriculum and instructional process.

Teacher Perception Data from the 2010-2011 "We Teach" Staff Surveys

Rigor

45% of staff agreed: Struggling and disengaged learners receive the support necessary to be successful.

11% of staff agreed: This school gives up on difficult students.

48% of staff agreed: Students who graduate from this school are college and/or workforce ready.

Relevance

67% of staff agreed: I encourage students to explore career pathways.

48% of staff agreed: This school prepares students to compete in a global economy.

78% of staff agreed: I reach out to colleagues to identify successful practices in my content area.

Relationships

53% of staff agreed: Bullying is a problem at this school.

27% of staff agreed: I feel isolated from my colleagues.

54% of staff agreed: Staff knows the personal interests of each other.

Leadership

31% of staff agreed: School administration implements change without undue stress.

48% of staff agreed: There is strong communication among school administration and staff.

39% of staff agreed: Poor staff performance is not tolerated at this school.

Summary:

School staff feels that there is a need for better communication, ways to better implement change, a need to better

prepare students for the global economy and career paths, reducing bullying, time for collegial conversations and building relationships, and finding ways to meet the needs of all learners. Professional development in any of these areas would be beneficial to the culture at Lakeview.

STATE MEAP & MME DATA GRADES 4, 7, 11

Fall 2010 Grades 3-11 MEAP & MME Results Students Proficient by Grade Level

4 = 42%

7 = 53%

11 = 30%

Writing proficiency in grades 4-7-11 goes up and down over the years. This is the lowest core area scores across the district.

STATE MEAP & MME SUBGROUP DATA GRADES 4, 7 & 11

Fall 2010 Grades 4,7 & 11 MEAP & MME Subgroup Results Students Proficient

4 Males = 39%

4 Females = 46%

7 Males = 46%

7 Females = 62%

11 Male = 19%

11 Females = 39%

In grades 7 & 11 there is a 10% or greater discrepancy between males and females. Females are outperforming the males.

4ED = 31%

4NED = 55%

7ED = 45%

7NED = 62%

11ED = 27%

11NED = 32%

In all grades, the NED students are outperforming the ED students.

4SWD = 13%

4SOWD = 48%

7SWD = <10

7SWOD = Not Reportable

11SWD = 0%

11SWOD = 33%

In all grade levels except 7th grade, SWD are underperforming the SWOD by a significant margin. 7th grade is not reportable.

Subgroup data for ELL, Ethnicity and Migrant populations is not reported due to lack of students in these subgroups.

LOCAL READING DATA GRADES K-4

BSES Local Known Words scores from the spring of 2011 indicate:

95% of all Kindergarten students were proficient in Known Words.

96% of the Kindergarten students who were at BSES one full academic year were proficient in Known Words.

68% of all Kindergarten students were proficient in Writing.

72% of the Kindergarten students who were at BSES one full academic year were proficient in Writing.

Cause for Gap: Possible causes in writing deficiencies at Lakeview could be contributed to:

1. Lack of local writing assessment benchmarks in grades 6-12.
2. A broader focus on reading rather than writing in instruction.
3. Writing data is not used to guide instruction.
4. Not enough time for teacher collaboration on student writing and writing strategies that work.

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

MLPP, MEAP, Type Writing, My Access Writing

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? MLPP 3 or 4

MEAP 1 or 2

Type Writing 90%

My Access Writing 90%

Contact Name: Sara Shriver

List of Objectives:

Name	Objective
Writing Objective	100% of the students at Lakeview Community Schools will be proficient in writing as measured by Stat

5.1. Objective: Writing Objective

Measurable Objective Statement to Support Goal: 100% of the students at Lakeview Community Schools will be proficient in writing as measured by Stat

List of Strategies:

Name	Strategy
(WPI1: K-12) Parent Involvement	Parental Involvement: Lakeview Community Schools values parents as partners in education and therefore, strives to implement practical activities that will enable parents to assist their children with learning at home. K-3 Parent Training Event 4-7 Writing Celebration - \$300 (food and subs - general fund) 8-12 Parent Training Event
(WRBS1: K-12) Research-Based Instructional	Research-Based Instructional Strategies: Lakeview Community Schools will provide Best Practice Instructional Strategies that are research-based for all students, paying special attention to students that are academically disadvantaged such My Access

Strategies	Writing, Type Writing, Writer's Workshop, Being A Writer Program, Expanding Expressions Took Kits, and Co-teaching. For each Activity listed, research is cited in the research text box that was chosen by staff to focus on reading comprehension and reading fluency across the district.
School Improvement Planning , Data Analysis, and Curriculum Development	School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.
Timely and Additional Assistance	Supplemental Services: Lakeview Community Schools provides supplemental services in the elementary buildings with Title I funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards. At the middle and high school level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school is offered, as well as E2020 for students needing extended learning opportunities.

5.1.1. Strategy: (WPI1: K-12) Parent Involvement

Strategy Statement: Parental Involvement:

Lakeview Community Schools values parents as partners in education and therefore, strives to implement practical activities that will enable parents to assist their children with learning at home.

K-3 Parent Training Event

4-7 Writing Celebration - \$300 (food and subs - general fund)

8-12 Parent Training Event

Selected Target Areas

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

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

Epstein, Joyce. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(WPI1: K-3) Writing Celebration	2011-07-01	2012-06-30	Classroom Teachers Building Administrators
(WPI2: 8-12) Writing Workshop for Parents	2011-07-01	2012-06-30	ELA Teachers Building Administrator
(WPI3: K-3) Student/Parent Produced Newspaper Articles	2011-07-01	2012-06-30	Classroom teachers Parents/Volunteers Building Administrator
(WPI4: 4-7) Writing Celebration	2011-07-01	2012-06-30	LMS Staff Building Administrator

5.1.1.1. Activity: (WPI1: K-3) Writing Celebration

Activity Description: The K-3 staff will host a Writing Celebration for students to share their writing with parents. Staff will have time to discuss the writing genres used in the student writing pieces. Parents will review the grade level writing rubrics with staff along with benchmark papers to see how students progress in writing to proficiency.

Planned staff responsible for implementing activity: Classroom Teachers
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WPI1: K-3) Writing Celebration	Title I Part A	1,000.00	0.00

5.1.1.2. Activity: (WPI2: 8-12) Writing Workshop for Parents

Activity Description: Parents will be introduced to the MyAccess Writing Program by staff at LHS to see how students gain immediate feedback on their writing and how to make improvements from the feedback. This will be done at Parent-Teacher Conferences or a Parent Literacy Event during the 2011-2012 school year.

Planned staff responsible for implementing activity: ELA Teachers

Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WPI2: 8-12) Materials and Refreshments Grades 8-12	Title I Part A	250.00	0.00

5.1.1.3. Activity: (WPI3: K-3) Student/Parent Produced Newspaper Articles

Activity Description: Parents and/or community volunteers will assist students and classroom teachers to publish student articles in the Lakeview Area News. All staff members will take turns having students write articles. Volunteers will collect, edit, and type these student articles on a weekly basis as needed.

Supplies for Writing: \$100 (general fund)

Planned staff responsible for implementing activity: Classroom teachers
 Parents/Volunteers
 Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WPI3: K-3) Newspaper Article Supplies	General Funds	100.00	

5.1.1.4. Activity: (WPI4: 4-7) Writing Celebration

Activity Description: LMS will host a writing celebration for parents to come in and listen to their child and others read their original writing pieces.

Subs to prepare for event: \$88
 Supplies for event: \$200
 General Funds

Planned staff responsible for implementing activity: LMS Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WPI4: 4-7) Writing Celebration Planning Substitute	General Funds	88.00	
(WPI4: 4-7) Writing Celebration Supplies	General Funds	200.00	

5.1.2. Strategy: (WRBS1: K-12) Research-Based Instructional Strategies

Strategy Statement: Research-Based Instructional Strategies:

Lakeview Community Schools will provide Best Practice Instructional Strategies that are research-based for all students, paying special attention to students that are academically disadvantaged such My Access Writing, Type Writing, Writer's Workshop, Being A Writer Program, Expanding Expressions Took Kits, and Co-teaching.

For each Activity listed, research is cited in the research text box that was chosen by staff to focus on reading comprehension and reading fluency across the district.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

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

My Access Writing:

Tomlinson, Carol. A. & McTighe, Jay. (2006). Integrating Differentiated Instruction: Understanding by Design. Alexandria, VA. ASCD. p. 3.

Writer's Workshop:

Graves, D. (1994). A Fresh Look at Writing. Portsmouth, NH. Heinemann.

Calkins, L. (1994). The Art of Teaching Writing. 2nd ed. Portsmouth, NH. Heinemann.

Expanding Expression Tool Kit (EET):

Smith, Sara L. (2005). Expanding Expression, A Multi-Sensory Approach for Improved Oral and Written Language.

Robles, Teresita del Rosario Caballero & Uglem, Craig thomas Chase. (2003). Multisensory Instruction in Foreign Language.

Type Writing:

National Writing Project & Nagin, C. (2003) Because writing matters: Improving student writing in our schools. San Francisco, CA: Jossey- Bass.

Brewster, C.& Klump, J. Writing To Learn, Learning To Write. Northwest Regional Educational Laboratory: <http://www.nwrel.org/request/2004dec/classroom.html>

National Commission on Writing in America's Schools and Colleges, (2003). The Neglected "R": The Need for a Writing Revolution. New York, NY: College Entrance Exam Board. Retrieved February 25, 2006, from http://www.writingcommission.org/prod_downloads/writingcom/neglectedr.pdf

van Allen, L. "The Effect of Writing Across the Curriculum Programs on Student Writing Improvement: A study of selected middle schools in Texas" (Doctoral dissertation, Univ. of Texas at Austin, 1991) Dissertation Abstracts International, 52(07), 2398

Co-Teaching:

DuFour, Richard. (2005). On Common Ground: The power of professional learning communities. Soultion Tree.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(WRBS1: K) Writing Known Words	2011-07-01	2012-06-30	Kindergarten Teachers Building Administrator
(WRBS2: 9-12) My Access Writing Instruction	2011-07-01	2012-06-30	ELA Staff Building Administrator
(WRBS3: K-7) Writer's Workshop	2011-07-01	2012-06-30	Classroom Teachers Building Administrator
(WRBS4: K-7) Writer's Workshop Collaboration	2011-07-01	2012-08-18	Classroom Teachers Building Administrators
(WRBS5: K-3) Writing Progress	2011-	2012-	Building Staff Building Administrator

Monitoring	07-01	06-30	
(WRBS6: K-3) Raising the Quality of Narrative Writing PD	2011-07-01	2012-06-30	2nd grade teachers Title I Literacy teachers Building Administrator
(WRBS7: 4-7) Professional Learning Communities Training	2011-07-01	2012-06-30	Building staff Building administrator
(WRBS8: K-3) Lucy Calkins Writing Training for New Staff	2011-07-01	2012-06-30	New Staff in grades 1-3 Building Administrator
(WRBS9: 8-12) CEIE Leadership/Technology Coach	2011-07-01	2012-06-30	Building Staff Building Administrator

5.1.2.1. Activity: (WRBS1: K) Writing Known Words

Activity Description: Kindergarten teachers will include time for students to practice writing known words in weekly lesson plans.

Planned staff responsible for implementing activity: Kindergarten Teachers
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS1: K) Writing Known Words	No Funds Required		

5.1.2.2. Activity: (WRBS2: 9-12) My Access Writing Instruction

Activity Description: LHS ELA teachers will use My Access writing pre and post test each semester to generate student summative data to monitor progress and formative data to guide instruction.

Staff will be given time to analyze student data after each pre and post writing prompt.

4 staff x 4 sessions x 2 hours x \$20 = \$640 plus benefits = \$207 Total \$847

LHS ELA teachers will implement weekly My Access writings to provide students opportunities of instant feedback and support for improving writing skills.

My Access Licenses 356 x \$18 = \$6408.

Planned staff responsible for implementing activity: ELA Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS2: 9-12) My Access Licenses	General Funds	6,408.00	
(WRBS2: 9-12) My Access Writing Analyze Student Data	General Funds	847.00	

5.1.2.3. Activity: (WRBS3: K-7) Writer's Workshop

Activity Description: Staff in grades 4-7 will implement Writer's Workshop in daily ELA lessons.

Staff in grades K-3 will develop and implement mini-lessons using Expository/NonFiction text to use during Writer's Workshop.

Consultant fee = \$5000 + \$272 mileage = \$5272
Subs for staff = 20 subs x \$88 = \$1760

Planned staff responsible for implementing activity: Classroom Teachers
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS3: K-3) Writer's Workshop Consultant	Title II Part A	5,272.00	
(WRBS3: K-3) Writer's Workshop Substitutes	Title II Part A	1,760.00	

5.1.2.4. Activity: (WRBS4: K-7) Writer's Workshop Collaboration

Activity Type: Professional Development

Activity Description: Staff will implement Writer's Workshop in daily lessons.

Staff will have on-going dialogue quarterly regarding the expectations for implementing the identified components of Writer's Workshop and implementing them in daily lessons.

District PD, staff meetings, and Early Release time will be used for staff to host these collegial conversations so that no funds will be needed to implement this activity.

Planned staff responsible for implementing activity: Classroom Teachers
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-08-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS4: K-7) Writer's Workshop Collaboration	No Funds Required		

5.1.2.5. Activity: (WRBS5: K-3) Writing Progress Monitoring

Activity Description: Staff in grades K-3 will have early release time, District PD time, or staff meeting time to meet by grade levels to review the progress monitoring process for data collection and reporting of student writing progress.

One day in August/September, January, and May will be used to review the process of progress monitoring.

Planned staff responsible for implementing activity: Building Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS5: K-3) Writing Progress Monitoring	No Funds Required		

5.1.2.6. Activity: (WRBS6: K-3) Raising the Quality of Narrative Writing PD

Activity Type: Professional Development

Activity Description: 2nd grade teachers will have release time with substitutes to study the Raising Quality of Narrative Writing text from the Lucy Calkins Units of Study for Teaching Writing.

5 staff x \$88 = 440

Planned staff responsible for implementing activity: 2nd grade teachers
Title I Literacy teachers
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS6: K-3) Raising the Quality of Narrative Writing PD	Title II Part A	440.00	

5.1.2.7. Activity: (WRBS7: 4-7) Professional Learning Communities Training

Activity Type: Professional Development

Activity Description: With the building reconfiguration for the 2011-2012 school year, there are new staff to LMS. The school improvement team has determined there is a need for more staff collaboration amongst grade levels, content areas, and shared leadership.

The staff has asked to learn about and implement PLCS for the last two years, but due to lack of in state trainers and timely approval of the Consolidated Application, the staff has not been able to do this activity previously.

Therefore, if there are carryover monies available from 2010-2011, the newly configured 4-7 staff would like to contract with staff from Solution Tree to provide on-site training for all staff (25) and one day for a leadership team of (12).

One in spring of 2012 (\$6500) for a leadership team of 12
One day in June of 2012 (\$7150) for all staff or district PD day

This activity represents all 5 core areas, but is only found here in the writing content area.

Planned staff responsible for implementing activity: Building staff
Building administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS7: 4-7) Professional Learning Communities Consultant	Title II Part A	13,650.00	

5.1.2.8. Activity: (WRBS8: K-3) Lucy Calkins Writing Training for New Staff

Activity Type: Professional Development

Activity Description: New staff in the reconfigured elementary school will be trained in the building level strategies of using the Lucy Calkins Units of Study for improving writing skills.

2 staff x 2 days of subs x \$88 = \$352

2 staff registration x \$150 = \$300

Planned staff responsible for implementing activity: New Staff in grades 1-3
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS8: K-3) Lucy Calkins Training Registration	Title II Part A	300.00	
(WRBS8: K-3) Lucy Calkins Training Substitutes	Title II Part A	352.00	

5.1.2.9. Activity: (WRBS9: 8-12) CEIE Leadership/Technology Coach

Activity Type: Professional Development

Activity Description: LHS staff will continue with their PLA plan to increase student learning in all content areas. Staff will continue with the coaching from the CEIE program at CMU.

1 Leadership/Technology Coach 15 visit for \$10000.

Planned staff responsible for implementing activity: Building Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WRBS9: 8-12) CEIE Leadership/Technology Coch	Title II Part A	10,000.00	

5.1.3. Strategy: School Improvement Planning , Data Analysis, and Curriculum Development

Strategy Statement: School Improvement, Data Analysis, and Curriculum Development: Lakeview Community Schools provides opportunities for building and district teams to spend time planning, collecting, analyzing, and evaluating school improvement initiatives. Examples of activities will include school improvement meetings, data analysis collection and analysis, and curriculum development.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.
Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.
Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

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

Lezotte, L. and Jacoby, B. (1990). A Guide to School Improvement Process.

Wahlstrom, Deborah (1990). Using Data to Improve Student Achievement. Successline, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(WSIC1: 8-12) Data Warehousing PD	2011-07-01	2012-06-30	LHS Staff Building Administrator
(WSIC2: 8-12) Inputting Writing Data in INGA	2011-07-01	2012-06-30	ELA Staff Building Administrator
(WSIC3: 8-12) IGOR/INGA Staff Training	2011-07-01	2012-06-30	Two building INGA and IGOR trainers Building Administrator

5.1.3.1. Activity: (WSIC1: 8-12) Data Warehousing PD

Activity Type: Professional Development

Activity Description: In the fall, four LHS staff will receive MAISD/KENT ISD IGOR/INGA training in order to become IGOR building trainers.

4 staff x 2 days x \$88 = \$512 for substitutes

Planned staff responsible for implementing activity: LHS Staff Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WSIC1: 8-12) Data Warehousing PD	Title II Part A	512.00	0.00

5.1.3.2. Activity: (WSIC2: 8-12) Inputting Writing Data in INGA

Activity Type: Professional Development

Activity Description: LHS ELA teachers will continue to develop and INGA friendly template in order to transfer local data into INGA for data analysis. ELA teachers will spend time inputting local data into the dataware house so that item analysis reports can be generated to be used by teachers to improve writing instruction.

2 half days for 4 staff x \$44 = \$352 for substitutes

Planned staff responsible for implementing activity: ELA Staff
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WSIC2: 8-12) Input Writing Scores in INGA	General Funds	352.00	

5.1.3.3. Activity: (WSIC3: 8-12) IGOR/INGA Staff Training

Activity Type: Professional Development

Activity Description: Building level IGOR and INGA trainers will continually train all staff members on how to input local data and generate state and local reports in each core area to guide instruction.

Two staff members with half day planning to prepare for staff training = \$88.

Planned staff responsible for implementing activity: Two building INGA and IGOR trainers
Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WSIC3: 8-12) IGOR/INGA Staff Training	General Funds	88.00	

5.1.4. Strategy: Timely and Additional Assistance

Strategy Statement: Supplemental Services:

Lakeview Community Schools provides supplemental services in the elementary buildings with Title I funds. Summer school is offered as an extended learning opportunity at this level as well. Supplemental Services provide differentiated instruction to students identified as below grade level or not yet mastering the State's standards.

At the middle and high school level, supplemental programs are offered using Title VI and some 31a funds if they are available. Summer school is offered, as well as E2020 for students needing extended learning opportunities.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

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

Title I Instruction and Summer School:

Tomlinson, Carol A., & McTighe, Jay. (2006). Integrating Differentiated Instruction: Understanding by Design. Alexandria, VA: ASCD, p. 3.

"Closing the Gap Through Extended Learning Opportunities: NEA Education Policy and Practice Department PB04 (2008): 1-4.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
(WTAA1: 8-12) After School Program	2011-07-01	2012-06-30	Counselor for Identifying students that need the After School Program. After school teachers Building administrator
(WTAA2: K-12) Summer School	2011-07-01	2011-08-18	Classroom Teachers identify students for summer school Summer School staff provide supplemental instruction to students Director

			of Instruction oversees the program
(WTAA3: K-3) Title I Writing Teachers	2011-07-01	2012-06-30	Classroom Teachers to identify students Title I Teachers to provide supplemental services in writing instruction

5.1.4.1. Activity: (WTAA1: 8-12) After School Program

Activity Description: LHS will provide 2 days of Literacy Reteaching to identified students not mastering the State Standards. One evening will be Math, ELA, and Science and the other evening will be for Math, ELA, and Social Studies support.

Teaching Staff: 1 staff member x 64 sessions x \$20/hr = \$1280 + benefits \$410 = \$1690.

After School Supplies is listed in the Reading and Math Goal Areas.

Planned staff responsible for implementing activity: Counselor for Identifying students that need the After School Program.
 After school teachers
 Building administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WTAA1: 8-12) After School Program	Title I Part A	1,690.00	0.00

5.1.4.2. Activity: (WTAA2: K-12) Summer School

Activity Description: Lakeview Community Schools provides a summer school program with transportation and breakfast to identified students in grades K-8 as an extension of the school year to prevent summer loss and accelerate learning.

The summer school program will be a six week program, 3 days a week, mornings only, with breakfast and full transportation in July and August of 2011.

The high school will also be running a pilot WAY program in the summer which will offer identified Title I students a project based opportunity using technology as a reteaching tool to learn key core academic content expectations.

Title I Part A funds will be used for grades K-3.
 Title I Part A School Improvement funds and 31a funds will be used for grades 9-12.
 31a funds will be used for grades 4-12.
 31a funds will be used for the K-12 SS transportation.

20 E202 licenses will be used in the 9-12 summer school program.

Funds are allocated in the Reading Goal.

Planned staff responsible for implementing activity: Classroom Teachers identify students for summer school
 Summer School staff provide supplemental instruction to students
 Director of Instruction oversees the program

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2011-08-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WTAA2: 9-12) Summer School E2020 Licenses	Section 31 a	9,800.00	
(WTAA2: K-12) Summer School	No Funds Required		

5.1.4.3. Activity: (WTAA3: K-3) Title I Writing Teachers

Activity Description: Lakeview Elementary students not yet meeting the State standards in writing will receive supplemental writing support from Title I Literacy teachers as needed.

Literacy Teachers are charged in the Reading Goal Area.

Planned staff responsible for implementing activity: Classroom Teachers to identify students
 Title I Teachers to provide supplemental services in writing instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
(WTAA3: K-3) Title I Writing Instruction	No Funds Required		

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Resource Profile

Funding Source	Planned Amount	Actual Amount
Section 31 a	\$218,532.00	\$0.00
Title I School Improvement (ISI)	\$0.00	\$0.00
Title II Part A	\$108,674.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$34,887.00	\$0.00
Title II Part D	\$9,500.00	\$0.00
Title I Part A	\$489,470.00	\$0.00

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Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments: *When CIMS data is available the DEPT Team will review the information.*

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments: *CIMS data will be incorporated into the DIP when available in each core area.*

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments: *Contracted technology service provider (Moss and CMS Internet) provides and monitors internet filters.*

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments: *Contracted technology service provider (Moss and CMS Internet) provides and monitors internet filters.*

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments: *The district has board of education approved acceptable use policies for staff, students and community members.*

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments: *The law is written in the acceptable use policy.*

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments: *All board policies are reviewed and approved at board of education meetings and committee meetings. Both board of education and committee meetings are public forums in which public notice is posted in each building, on the district website, and in the local area news.*

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments: *Annual teacher technology assessment is used to plan ways to support technical teaching and learning in all schools.*

Telecommunication services and hardware support needs are reviewed on a three year basis through the district technology plan development.

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *District level technology support needs are reviewed on a three year basis through the district technology plan development, particularly the areas of infrastructure, hardware, software and professional development.*

Staff individual, building level, and district level technology professional development are identified by the teacher technology assessment and McCREL teacher evaluations.

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *The district has shared the Michigan Technology Standards K-12 with all staff with the expectation that teachers are implementing 21st Century Learning Skills in the classroom. Specific actions are identified in the McCREL teacher and administrator evaluation criteria.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *The district has shared the Michigan Technology Standards K-12 with all staff with the expectation that teachers are implementing 21st Century Learning Skills in the classroom. Specific actions are identified in the McCREL teacher and administrator evaluation criteria.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *The district purchases technology for all classrooms to promote technology literacy activities. Some examples of this include document cameras, lcd projectors, digital cameras, student computers, computer labs, and soon interactive whiteboards.*

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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
Dr.	Dixie	Pope	Superintendent	poped@lakeviewschools.net
Mrs.	Sara	Shriver	PK-K Principal	shrivers@lakeviewschools.net
Mrs.	Kelly	Nielsen	Kindergarten Title I Teac	nielsenk@lakeviewschools.net
Mr.	Tim	Erspamer	Elementary Principal	erspamert@lakeviewschools.net
Mrs.	Kris	Lindsey	7th Grade Science Teacher	lindseyk@lakeviewschools.net
Mr.	Scot	Donley	Title I Math Teacher	donleys@lakeviewschools.net
Mrs.	Kim	Tanis	Title I Literacy Teacher	tanisk@lakeviewschools.net
Mrs.	Kathy	Nerychel	Title I Literacy Teacher	nerychelk@lakeviewschools.net
Mrs.	Diane	Zehnder	Title I Math Teacher	zehnderd@lakeviewschools.net
Mr.	Kyle	Hamlin	Middle School Principal	hamlink@lakeviewschools.net
Mrs.	Holly	Poll	MS Special Education Teac	pollh@lakeviewschools.net
Mrs.	Colliene	Willison	ELA (Remedial) Teacher	willisonc@lakeviewschools.net
Mr.	Gary	Jensen	HS Principal	jenseng@lakeviewschools.net
Mr.	Ron	Pincumbe	District Reform Administr	pincumber@lakeviewschools.net
Mr.	Chris	Smith	HS ELA Teacher	smithc@lakeviewschools.net
Mrs.	Katharine	Andersen	HS SS Teacher	andersenk@lakeviewschools.net
Mrs.	Carmen	Teegardin	Preschool Teacher	teegardinc@lakeviewschools.net
Mrs.	Megan	House	Preschool Teacher	housem@lakeviewschools.net
Mrs.	Robin	McCoy	Preschool Parapro	mccoym@lakeviewschools.net
Mr.	Kory	Gould	BSES Parent	jgould@montabella.com
Mrs.	Denise	Kurtze	LES Parent	kurtzed@lakeviewschools.net
Mr.	David	Albert	HS Industrial Arts Teache	albertd@lakeviewschools.net
Mrs.	Sheryl	Crane	First Grade	cranes@lakeviewschools.net

			Teacher	
Mrs.	Betsy	Naasko	Second Grade Teacher	naaskob@lakeviewschools.net
Mrs.	Missy	McCain	Fourth Grade Teacher	mccainm@lakeviewschools.net
Ms.	Leslie	Bauman	Sixth Grade ELA Teacher	baumanl@lakeivewschools.net
Mr.	Jim	Andresen	LES Paraprofessional	andresenj@lakeviewschools.net
Ms.	Morgan	Lindsey	HS Student Representative	lindseym@lakeviewschools.net
Ms.	BreAnna	Sagle	HS Student Representative	saglebre@lakeviewschools.net
Mrs.	Sherry	Mountney	Community Member	lvwsm@rogue.llcoop.org
Mr.	Gordon	Beckman	MS Parent	Beckman
Mrs.	Amie	Pincumbe	Third Grade Teacher	pincumbea@lakeviewschools.net
Mr.	Richard	Boomer	LHS Parent	Boomer

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

The district has a District Excellence Planning Team that meets a minimum of five times a year. The required stakeholders, including board members, district and building level administrators, certified staff, support staff, parents, and students attend these meetings. The district plan is reviewed and revised ongoing throughout the year as new data, objectives, strategies and activities are needed. The team evaluates the plan objectives as well as the district school improvement process annually.

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

The district follows the Board of Education policy for curriculum adoption. Curriculum decisions are made at each building level by the entire staff. Staff are given an opportunity to research best practices and develop/adopt grade level or content area assessments. The assessment schedule is developed by the building staff as well.

In order to solicit input for all stakeholders, administrators provide a variety of ways to share information and collect ideas: school improvement teams, staff meetings, staff and parent surveys, and grade/content area teams.

The district provides each building with general fund and grant fund dollars to develop, implement and evaluate curriculum processes.

The district provides time for after school, summer time, and release time for staff to collaborate on curriculum decisions. Early release days have been a major strategy for providing staff the "time" needed to continue to refine curriculum documents. Staff are provided time to attend State, Regional and local curriculum development oppportunities.

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

Lakeview Community Schools provides stakeholders information on the school, the student achievement and goals progress in a variety of ways which include:

1. The annual report for all stakeholders
2. Student progress reports and report cards for parents
3. Student MEAP reports for parents
4. State Companion Guides in ELA and Math for parents
5. School improvement plans for all staff
6. District Newsletter
7. Building Newsletters

DRAFT

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:	Superintendent
Address:	9497 Paden Road, Lakeview, MI 48850
Telephone Number:	989-352-6226

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:

- District Board Policy on Parent Involvement

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Conclusion

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

The district will provide a professional development focus for each of the core academic areas as described in the Activities for each goal area.

The district will provide a professional development focus for the K-12 staff to develop curriculum alignment, research based instructional practices, and common assessments with the "new common core standards and national assessment".

The district will provide all staff with professional development opportunities to meet the 5 days as required by the state, as well as ensuring that any new teacher will complete an additional 15 days/year in the first three years of teaching.

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

The district will use general funds to cover the cost of the 5 required PD for all staff and the additional 5 days/year for probationary teachers.

The district will use general funds to cover any curriculum and school improvement related professional development, however, will use Title II, Part A when learning about the "new common core standards and national assessments".

The district will use (Title I, Part A)(Title II, Part A) and (GSRP) funds to cover the cost of any professional development related to reform strategies as listed in Goal Area Activity.

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

The district has a technology survey for certified staff to respond to annually. The administration team collects and analyzes the data and gives building teams time to help plan future technology trainings based on the data results.

All certified staff are also evaluated on their personal technology skills by their administrator. These results are then shared and staff are given access to training on an individual basis if desired.

Lakeview Community Schools has an approved technology plan on file with the Michigan Department of Education as of July 1, 2011 and it will expire on June 30, 2014. The district technology plan is on the district's website and can be found at www.lakeviewschools.net.

Lakeview Community Schools

Bylaws & Policies

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board Policy **2240** and AG **2240** (Opt-Out), Policy **2413** and AG **2413**/Policy **2414** and AG **2414** (Health/Sex Education), and Policy **9150** and AG **9150** (School Visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. open houses in District schools to provide parents with the opportunity to see the school on a hand basis. Each school in the District shall hold an open house at least annually
- C. meetings of parents and staff members to explain and discuss matters of general interest and to improve parent-teacher relationships
- D. meetings of staff members and groups of parents of those students having special needs

- E. special events of a cultural, ethnic, or topical nature, which are initiated by parents and are of general interest to the schools or community

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and willful in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and proper dress;
- C. maintaining an active interest in the student's daily work and making it possible for the child to study in a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly;
- E. cooperating with the school in attending conferences set up for the exchange of information.

Revised 3/22/99