

# School Improvement Plan

## Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Lakeview Community Schools (Montcalm)

ISD/RESA: Montcalm Area ISD

School Name: Lakeview High School

Grades Served: 8,9,10,11,12

Principal: Mr. Gary L. Jensen

Building Code: 05220

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# School Information

School:	Lakeview High School
District:	Lakeview Community Schools (Montcalm)
Public/Non-Public:	Public
Grades:	8,9,10,11,12
School Code Number:	05220
City:	LAKEVIEW
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## **Vision Statement**

By developing a rigorous and relevant curriculum and an expectation of success for all students, Lakeview High School will facilitate a learning community that enables students to become lifelong learners and succeed in the global world.

## **Mission Statement**

Lakeview High School, with community support, provides quality education for all learners.

## **Beliefs Statement**

Respect  
Hard working  
Dedicated  
Caring/Compassionate  
Kids First Philosophy

## Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading Comprehension	Complete	Open
Written Expression	Complete	Open

### Goal 1: Math

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will show improvement in the math skills across the curriculum.

**Gap Statement:** The results from available MME/MEAP data reveal that LHS students performed 15% lower than the State AYP target goal in Math. According to the 2009 Act Profile Report, only 21% LHS students are ready for college-level coursework in math compared to the state percent of 30.

**Cause for Gap:** After analyzing data, it was determined that both female and male subgroups perform lower than State averages. Additionally, the SWD subgroup performed lower than both female and male subgroups.

As well, LHS's economically disadvantaged (ED) subgroup (student population) has risen significantly since 2000.

The math curriculum is not completely aligned with the state's standards and benchmarks and local assessments are still being developed.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME, National ACT Comparison, MEAP, Free-reduced lunch data, homeless numbers.

**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?** By May of 2012, Lakeview High School 11th grade students will show a 5% improvement in their math skills, as measured by the MME assessment.

**Contact Name:** Gary Jensen

#### List of Objectives:

Name	Objective
Improve Math Skills	By May of 2012, Lakeview High School 11th grade students will show a 6% improvement in math skills as measured by the MME assessment.

## 1.1. Objective: Improve Math Skills

**Measurable Objective Statement to Support Goal:** By May of 2012, Lakeview High School 11th grade students will show a 6% improvement in math skills as measured by the MME assessment.

### List of Strategies:

Name	Strategy
CEIE Math Coach	During the 2011-2012 school year, LHS math staff will work with the CMU team to continue to develop and implement best practice strategies to support student success.
Junior Math Class	With the 2011-12 school year, LHS will implement a Junior Math class to insure all students continue to enhance their math skills prior to taking the MME in March.
Timely and Additional Assistance	Provide after school reteaching for identified Title I students.

### 1.1.1. Strategy: CEIE Math Coach

**Strategy Statement:** During the 2011-2012 school year, LHS math staff will work with the CMU team to continue to develop and implement best practice strategies to support student success.

#### Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

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

According to the National Council of Teachers of Mathematics, beginning research on mathematics coaches has indicated positive improving in instructional practice. MCGatha, Maggie. "Mathematic Specialists and Mathematic Coaches: What Does the Research Say?" Professional Development Research Brief. The National Council of Teachers of Mathematics. March 17, 2009:

[http://www.nctm.org/uploadedFiles/Research\\_News\\_and\\_Advocacy/Research/Clips\\_and\\_Briefs/Research\\_br\\_plus](http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Research_br_plus) <http://www.nctm.org/news/content.aspx?id=22839>.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Consultant	2011-07-01	2012-06-30	principals/math department

**1.1.1.1. Activity: Math Consultant**

**Activity Type:** Professional Development

**Activity Description:** Continuing in the 2011-12 school year, LHS math staff will continue to work with a math consultant in order to support the following: best practices, alignment, common assessments, and parent support guides.

**Planned staff responsible for implementing activity:** principals/math department

**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
Math Coach	Title II Part A	15,000.00	0.00

**1.1.2. Strategy: Junior Math Class**

**Strategy Statement:** With the 2011-12 school year, LHS will implement a Junior Math class to insure all students continue to enhance their math skills prior to taking the MME in March.

**Selected Target Areas**

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is

demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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

A Lakeview High School gap analysis of the math curriculum identified areas of weakness. After discussion, it was decided that a math class needed to be added to meet the needs of some of our juniors in order to re-enforce and/or refresh ideas as a preparation for the MME. In Classroom Instructions that Work, Marzano discusses the importance of practice. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice and the daily math lab and Merit Math class will facilitate this. (Marzano, Robert, J. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. 2001. ISBN 0871205041)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Item Analysis from PLAN Scores of Spring 2011	2011-07-01	2012-06-30	Rachel Figert
Orleans-Hannah Algebra Prognosis Test	2010-09-07	2011-06-05	Math Department as well as staff members

**1.1.2.1. Activity: Item Analysis from PLAN Scores of Spring 2011**

**Activity Description:** LHS math teacher will conduct item analysis from PLAN Scores of Spring 2011 to develop the Junior Math class for semester 1 of the 2011 school year.

1 math teacher @6 hours x \$20= 120.00 + benefits \$39= Approximately \$160.00

**Planned staff responsible for implementing activity:** Rachel Figert

**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
Item Analysis for Junior Math Class	General Funds	160.00	

**1.1.2.2. Activity: Orleans-Hannah Algebra Prognosis Test**

**Activity Description:** Implement a common assessment the Orleans-Hannah Algebra Prognosis Test at the beginning and end of each full math course.

2. Input and track the results of our local assessments into our local data warehouse system (IGOR/INGA) and make changes to the curriculum as the result of student data.

**Planned staff responsible for implementing activity:** Math Department as well as staff members

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Orleans Hannah Scoring Guides and Answer Keys	General Funds	250.00	0.00
PD Training for IGOR/INGA from Kent ISD (funded by Goal #1)	No Funds Required	0.00	0.00

**1.1.3. Strategy: Timely and Additional Assistance**

**Strategy Statement:** Provide after school reteaching for identified Title I students.

**Selected Target Areas**

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

"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
After School Math Reteaching	2011-10-01	2012-05-31	LHS Math Staff or contracted service.
Parent Involvement	2011-07-01	2012-06-30	Building Principal, targeted parents and selected LHS staff.

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**1.1.3.1. Activity: After School Math Reteaching**

**Activity Description:** LHS After School Teaching staff: 1 staff member x 64 sessions x\$20 per hour= 1280 + benefits \$410= 1690.

LHS will provide 2 days of Math reteaching to identified students not mastering state standards. One evening will be Math, ELA, and Science support and the other evening will be Math, ELA and Social Studies support.

**Planned staff responsible for implementing activity:** LHS Math Staff or contracted service.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-01, End Date - 2012-05-31

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Math Reteaching	Title I Part A	1,690.00	
After School Math Supplies	Title I Part A	2,500.00	

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**1.1.3.2. Activity: Parent Involvement**

**Activity Description:** Targeted parents of Title I students will be invited to participate in thier child's learning and education. Parents will be encouraged to be a part of the school improvement team. Parents will be encouraged to help review the develop the school compact. Parents will be encouraged to help review and develop the school level parent involvement policy. Parents will be encouraged to attend an annual Title I meeting. Parents will be encouraged to attend a training on the possibilities of post secondary options for their student.

**Planned staff responsible for implementing activity:** Building Principal, targeted parents and selected LHS 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
Parent Involvement TAS	Title I Part A	1,000.00	

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## Goal 2: Reading Comprehension

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will show improvement in their reading comprehension across the curriculum.

**Gap Statement:** After reviewing MEAP/MME data for the years 2004, 2005 2006, 2007, and 2008 the SI Team determined that our ELA scores fall below the State AYP target of 61% proficiency. Additionally, while our 2007 and 2008 scores compare similarly to state averages, the data suggests that our students lag behind national averages, as they performed poorly in comparison to college readiness standards. According to the 2009 ACT results, 69% of LHS students scored 19 or below on the English portion of the ACT compared to the 59% of students across Michigan. 64% of LHS students received a 19 or below compared to 59% state on the Reading portion of the ACT. Only 29% of LHS students are ready for the college-level coursework in the Social Sciences (state wide is 36%) which is measured using the ACT reading portion of the test.

**Cause for Gap:** When the data was reviewed, the Special Education students (SWD) scored consistency lower on the Reading test then the regular education students. The Economically Disadvantaged rate in our district has risen over the past nine years.

The focus on reading has shifted away as we have taken SSR from the day due to scheduling difficulties. The time on task/subject has decreased from a semester block (18 weeks)(70 min per day), to 63 minute trimesters (12weeks or 24 weeks)with little to no change to repeat classes the following trimester.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, MME, National ACT comparisons

**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?** By May of 2012, Lakeview High School 11th grade students will show a 6% improvement in reading comprehension as measured by the MME assessment.

**Contact Name:** Gary Jensen

**List of Objectives:**

Name	Objective
Improve Reading Comprehension	By May of 2012, Lakeview High School students will show a 6% improvement in their reading comprehension skills as measured by the MME assessment.

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## 2.1. Objective: Improve Reading Comprehension

**Measurable Objective Statement to Support Goal:** By May of 2012, Lakeview High School students will show a 6% improvement in their reading comprehension skills as measured by the MME assessment.

**List of Strategies:**

Name	Strategy
CEIE Literacy Coach	Continuing with the 2011-2012 school year, all LHS staff will continue with the CMU literacy coach to learn and implement best practices in reading comprehension.
Evidence Based Literacy Instruction	Special Education Teachers will implement the EBLI strategies to fullfill meeting the needs of student ELA scores.
Timely and Additional Assistance	LHS will provide after school reteaching for identified Title I students.

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### 2.1.1. Strategy: CEIE Literacy Coach

**Strategy Statement:** Continuing with the 2011-2012 school year, all LHS staff will continue with the CMU literacy coach to learn and implement best practices in reading comprehension.

**Selected Target Areas**

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component

of instructional practice.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

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

Sharon Walpole demonstrates in her book *The Literacy Coach's Handbook: A Guide to Research-Based Practice* the need for literacy coaches in districts and how they provide site-level services, direction and instruction for teachers through professional and staff development, reading development, school/teacher effectiveness and school change. Walpole, Sharon. "The literacy coach's handbook : a guide to research-based practice" New York : Guilford Press, 2004

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
CEIE Literacy Coach	2011-07-01	2012-06-30	All Staff

**2.1.1.1. Activity: CEIE Literacy Coach**

**Activity Type:** Professional Development

**Activity Description:** Throughout the 2011-2012 school year, all staff will work year long with a literacy coach to support best practice to develop student literacy interventions within their own curriculum.

**Planned staff responsible for implementing activity:** All 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
CEIE Literacy Coach	Title II Part A	15,000.00	0.00
PD for IGOR/INGA from the MAISD/Kent ISD	No Funds Required		

## 2.1.2. Strategy: Evidence Based Literacy Instruction

**Strategy Statement:** Special Education Teachers will implement the EBli strategies to fullfill meeting the needs of student ELA scores.

### Selected Target Areas

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

1. National Reading Panel Report, Dec 2000, Washington D.C.: National Institute of Child Health and Human Development.
2. Bear, D.R., Templeton, S., Invernizzi, M., Johnston, F. (1999). Words their Way; Word Study for Phonics, Vocabulary and Spelling Instruction, New Jersey; Prentice Hall.
3. Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R., and McGraw, C. K. 1999. Developing Phonological Awareness and Word Recognition Skills: a Two Year Intervention with Low-income, Inner-city Children. Reading and Writing: An Interdisciplinary Journal, 11, 239-273
4. The EBli research listed above can be found at the following website;  
[http://www.ebli.org/educators\\_references.html](http://www.ebli.org/educators_references.html)

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
EBli Training	2011-08-10	2011-08-30	3 Special Education staff members

### 2.1.2.1. Activity: EBli Training

**Activity Type:** Professional Development

**Activity Description:** 3 Special Education staff members to recieve EBli training prior to the 2011-2012 school year.

Consultant Fee- 1800 x 3 visits + 3 day staff training= 5400

Consultant Hotel- 3 nights x 80.00= 240.00

Consultant Mileage- 3 visits x 200 miles x .51 = 306.00

Teacher lodging- 2 nights x 100= 200

Teacher expenses- 6 meals x 20= 120

Total Consultant= 5946.00

Total Teacher= 320.00

Total Package= 6266.00

**Planned staff responsible for implementing activity:** 3 Special Education staff members

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-10, End Date - 2011-08-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EBLI Consultant and Expenses	Title II Part A	5,946.00	
Teacher EBLI Expenses	Title II Part A	320.00	

### 2.1.3. Strategy: Timely and Additional Assistance

**Strategy Statement:** LHS will provide after school reteaching for identified Title I students.

**Selected Target Areas**

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

"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
After School Literacy Reteaching	2011-10-01	2012-05-31	LHS Staff or contracted service
Parent Involvement	2011-09-07	2012-06-01	LHS Principal, Title I staff, and identified Title I students.

#### 2.1.3.1. Activity: After School Literacy Reteaching

**Activity Description:** LHS After School Teaching staff: 1 staff member x 64 sessions x\$20 per hour= 1280 + benefits \$410= 1690.

LHS will provide 2 days of Literacy reteaching to identified students not mastering state standards.

One evening will be Math, ELA, and Science support and the other evening will be Math, ELA and Social Studies support.

**Planned staff responsible for implementing activity:** LHS Staff or contracted service

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-01, End Date - 2012-05-31

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Literacy Reteaching	Title I Part A	1,690.00	
After School Literacy Reteaching	Title I Part A	2,500.00	

**2.1.3.2. Activity: Parent Involvement**

**Activity Description:** Targeted parents of Title I students will be invited to participate in thier child's learning and education. Parents will be encouraged to be a part of the school improvement team. Parents will be encouraged to help review the develop the school compact. Parents will be encouraged to help review and develop the school level parent involvement policy. Parents will be encouraged to attend an annual Title I meeting. Parents will be encouraged to attend a training on the possibilities of post secondary options for their student.

**Planned staff responsible for implementing activity:** LHS Principal, Title I staff, and identified Title I students.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Involvement TAS	Title I Part A	0.00	

## Goal 3: Written Expression

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will show improvement in their written expression across the curriculum.

**Gap Statement:** After reviewing MEAP/MME data for the years 2005, 2006, 2007, 2008, and 2009 the SI Team determined that our ELA scores fall below the State AYP target of 61% proficiency. Additionally, while our 2007 and 2008 scores compare similarly to state averages, the data suggests that our students lag behind national averages, as they performed poorly in comparison to college readiness standards of the ACT. 68% of LHS students scored 19 or below on the English portion of the ACT compared to the 59% of students across Michigan. 54% of LHS students scored 6 or lower, compared to the state's 45%, on the Writing portion of the ACT. Though we have thus far made AYP, we are concerned that we will not make it in the near future.

**Cause for Gap:** While analyzing data, it was determined that LHS males perform lower than their female counterparts. Additionally, as a subgroup, our students with disabilities (SWD) performed lower than our male students.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP; MME; National ACT comparisons

**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?** By May of 2012, Lakeview High School 11th grade students will show a 5% improvement in written expression as measured by the MME assessment.

**Contact Name:** Gary Jensen

### List of Objectives:

Name	Objective
Improve Written Expression	By May of 2012, Lakeview High School 11th grade students will show a 5% improvement in written expression as measured by the MME assessment.

## 3.1. Objective: Improve Written Expression

**Measurable Objective Statement to Support Goal:** By May of 2012, Lakeview High School 11th grade students will show a 5% improvement in written expression as measured by the MME assessment.

### List of Strategies:

Name	Strategy
Assessment Alignment and Content Validity	Beginning with the 2011-2012 school year, LHS ELA will track student achievement data from local, state and/or national assessments in order to support curriculum and assessment alignment analysis to enhance student growth.

My Access	LEA teachers will implement weekly MY Access!® writings to provide students the best practice of instant feedback and support for improvement of their writing skills while generating data by implementing a pre and post grade level writing test to generate student data that will drive instruction.
Timely and Additional Assistance	Targeted students will be given the opportunity to participate in an after school reteaching program that supports writing skills. After school ELA teaching staff is already listed in the reading goal area.

### 3.1.1. Strategy: Assessment Alignment and Content Validity

**Strategy Statement:** Beginning with the 2011-2012 school year, LHS ELA will track student achievement data from local, state and/or national assessments in order to support curriculum and assessment alignment analysis to enhance student growth.

#### Selected Target Areas

- I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
- I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
- II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

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

Several well known educational support organizations have provided research related to data analysis including The Mid-continent Research for Education and Learning (McREL) which has consistently supported the necessity/priority of in-depth data analysis over the years. In a recent article entitled SUSTAINING SCHOOL IMPROVEMENT Data-Driven Decision Making, outlines the key elements of an effective data analysis process.

Other organizations, such as The Center for Comprehensive School Reform and Improvement, The Rand Corporation (Making Sense of Data-Driven Decision Making in Education), and the North Central Regional Educational Laboratory (Finding Additional Value in New Accountability systems) have conducted similar research to support our strategies.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Warehousing PD	2011-09-07	2012-06-09	LHS Staff/Administration
IGOR Data Warehouse	2011-10-01	2012-06-09	LHS ELA Staff
LHS CEIE Leadership/Technology Coach	2011-09-01	2012-07-01	LHS Staff
LHS Staff IGOR PD	2010-09-07	2011-06-09	LHS Staff/Administration

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**3.1.1.1. Activity: Data Warehousing PD**

**Activity Description:** In the fall, four LHS staff members will receive MAISD/KISD IGOR/INGA data warehousing professional development 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/Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes	Title II Part A	512.00	0.00

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**3.1.1.2. Activity: IGOR Data Warehouse**

**Activity Description:** LHS ELA teachers and co-teachers will continue to develop an INGA friendly template in order to transfer local data to INGA for analysis. Once the template is created, ELA teachers and co-teachers will then input 2010-2011 data and 2011-2012 pre-test data by October 2011 and post-test data by June 2012.

ELA staff will be given 2 half days per school year. \$88 x 4= \$352

**Planned staff responsible for implementing activity:** LHS ELA Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-01, End Date - 2012-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Release Time to input data	General Funds	352.00	0.00

**3.1.1.3. Activity: LHS CEIE Leadership/Technology Coach**

**Activity Description:** LHS Staff will utilize the expertise of a trained coach from Central Michigan University to assist all staff members in learning ways to engage students in using technology to become globally prepared. LHS staff will also learn ways in which shared leadership can be implemented in order to increase staff collaboration and in turn increase student achievement in all core areas.

1 CEIE CMU Leadership and Technology @ 15 sessions = 10,000

**Planned staff responsible for implementing activity:** LHS Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-07-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
LHS CEIE Leadership and Technology Coach	Title II Part A	10,000.00	

**3.1.1.4. Activity: LHS Staff IGOR PD**

**Activity Description:** In the winter, after staff trainers have been trained, all LHS staff members will receive in-house IGOR/INGA data warehousing professional development in order to track student achievement.

**Planned staff responsible for implementing activity:** LHS Staff/Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD/Early Release Staff Training	No Funds Required	0.00	0.00
Trainer planning time for PD (2 teachers @ 1/2 day)	General Funds	88.00	0.00

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### 3.1.2. Strategy: My Access

**Strategy Statement:** LEA teachers will implement weekly MY Access!® writings to provide students the best practice of instant feedback and support for improvement of their writing skills while generating data by implementing a pre and post grade level writing test to generate student data that will drive instruction.

**Selected Target Areas**

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

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

Studies have consistently found that the My Access writing program improves students' writing ability (Title: Online writing program walks the walk: MY Access! boosts scores across all categories: Publication: District Administration: Date: August 1, 2004: Publisher: Professional Media Group LLC: Volume: 40 Issue: 8 Page: 9(1):Distributed by Thomson Gale)

Additionally, in "Classroom Instructions that Work-Based Strategies for Increasing Student Achievement," Dr. Marzano discusses the importance of setting objectives and providing speedy feedback, which is an integral component of the program (Marzano, Robert,J. Classroom Instruction that Works : Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.ISBN 0871205041)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Data Driven Curriculum Alignment	2011-10-01	2012-06-09	LHS ELA Staff

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#### 3.1.2.1. Activity: Data Driven Curriculum Alignment

**Activity Description:** LHS ELA teachers will administer a pre-test (with-in the first 10 school days of the student's yearly English A class) and a post-test (during the last 10 days of a student's semester class) for the purpose of generating student data that will be evaluated at the conclusion of the semester to revise and refine future instruction and curriculum.

4 teachers x 2hours x 4x x \$20 = \$640  
 plus benefits \$207 = \$847

**Planned staff responsible for implementing activity:** LHS ELA Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-01, End Date - 2012-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Analyze Student Data Reports	General Funds	847.00	0.00
My- Access Licenses	General Funds	6,408.00	

### 3.1.3. Strategy: Timely and Additional Assistance

**Strategy Statement:** Targeted students will be given the opportunity to participate in an after school reteaching program that supports writing skills.

After school ELA teaching staff is already listed in the reading goal area.

**Selected Target Areas**

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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

While research is varied on extended learning opportunities and the success related to them, the Progressive Policy Institute's policy report on Expanded Access and Ensuring Quality (2004) defines the history of and the research related to these learning opportunities as well as weighs in on the various research conducted emphasizing proper funding, high quality, and effective (based on proper evaluation of results).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
After School Intervention Program	2011-09-07	2012-06-09	After School Tutors
Parent Involvement	2011-09-01	2012-06-30	LHS Principal, Title I parents and Title I targeted students.
Summer School Intervention Program	2011-07-01	2011-08-18	Summer School Teacher and LHS teachers who will be teaching identified At-Risk students throughout the school year.

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### 3.1.3.1. Activity: After School Intervention Program

**Activity Description:** During the 2011-2012 school year, students will have access to an after school intervention program (1 hour/day; 2 days/week) in order to support writing skills.

After school ELA staff is already listed in the reading goal area.

**Planned staff responsible for implementing activity:** After School Tutors

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Writing program	No Funds Required		

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### 3.1.3.2. Activity: Parent Involvement

**Activity Description:** Targeted parents of Title I students will be invited to participate in thier child's learning and education. Parents will be encouraged to be a part of the school improvement team. Parents will be encouraged to help review the develop the school compact. Parents will be encouraged to help review and develop the school level parent involvement policy.

Parents will be encouraged to attend an annual Title I meeting.  
 Parents will be encouraged to attend a training on the possibilities of post secondary options for their student.

**Planned staff responsible for implementing activity:** LHS Principal, Title I parents and Title I targeted students.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, 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
Parent Involvement TAS	No Funds Required		

**3.1.3.3. Activity: Summer School Intervention Program**

**Activity Description:** Summer school will be offered to identified Title I students in an effort to provide reteaching to students who are not yet mastering the state standards in the core areas.

20 E2020 Licenses @ 490 per = \$9800 to be paid out of at-risk funds (31A)

**Planned staff responsible for implementing activity:** Summer School Teacher and LHS teachers who will be teaching identified At-Risk students throughout the school year.

**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
E2020 Licenses	Section 31 a	9,800.00	

# Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Part A	\$9,380.00	\$0.00
Section 31 a	\$9,800.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$8,105.00	\$0.00
Title II Part A	\$46,778.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

### 1. How was the comprehensive needs assessment conducted?

*The Lakeview High School staff conducted the comprehensive needs assessment during the month of February 2011. Four types of data were collected and analyzed to summarize the needs of the students, staff, and programs. These four types of data included: Demographic, Perception, Achievement, and Program/Process. Demographic data was collected by using the school pupil accounting system. The perception data was collected in November of 2010 for students and staff using the We Teach and We Learn surveys from the International Center for Leadership in Education. A parent/community survey was given in February of 2011 to parents attending the parent event, via social networking, and parent list serv for the high school. Student achievement data collected included results from the 8th & 9th grade MEAP assessments from 2009 & 2010. MME data for each core area from 2009 & 2010 school years. Sub group achievement from the MEAP and MME. Local assessments used include pre and post data from core classes, as well as EXPLORE, PLAN, and MyAccess. Lastly, staff completed the 2010-2011 School Process Rubrics in January of 2011 via Survey Monkey to ensure all staff had adequate opportunities for input. Staff have participated in the MAISD school improvement series to complete the School Data Profile and Analysis in Advanc-Ed.*

### 2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

*The process used to identify students eligible for Title I assistance is having classroom teachers use the following process and rank students from greatest need to lowest need from the list of students that are failing to meet the State's content expectations in Math, Science, ELA, and Social Studies.*

- 1. Look at teacher referrals in the spring of the preceding school year*
- 2. Look at content area course grades from the most recent trimester*
- 3. Look at local assessment results in the core areas from the most recent assessment cycle*
- 4. Look at standardized assessment results in the core areas in the spring/summer annually*
- 5. Look at students that are off track from their 4 year graduation cohort*

### 3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

*The objective criteria in core areas that will demonstrate students' need for assistance include:*

- 1. Students failing or failed Core Classes (69% or less in class)*
  - 2. Students achieving only a 3 or 4 in any area on the 8th or 9th grade MEAP*
  - 3. Students achieving only a 3 or 4 in any area on the 11th grade MME*
  - 4. Local data of PLAN or EXPLORE test, 16 or lower on sub tests.*
4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

*Not Applicable*

### **Services for Eligible Students**

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

### **Incorporated into Existing School Program Planning**

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

*Title I, Part A funds will be used for identified eligible students in the four core areas. These activities are embedded within the goals section of the plan. Only students that are eligible and identified as the ones with the greatest need will be given opportunities to participate in the Title I program. If needed, a waiting list will be kept for additional qualifying students. The Title I opportunities for high school eligible students will include timely additional assistance beginning in the summer of 2011.*

### **Instructional Strategies**

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

### **Title I and Regular Education Coordination**

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

*There is on-going coordination between the regular education program and the Title I Targeted Assistance program. Classroom teachers provide general education instruction to all students in their courses. Based on the assessments given by the classroom teachers, students that are failing or most at-risk of failing the core classes are identified as Title I eligible students. Title I staff review the list of identified eligible students and enroll those with the greatest need. Student progress for the Title I students is monitored each*

*semester between the classroom teacher and the Title I staff.*

*This school serves only high school grades and does not need to address preschool transitioning. However, there are transition plans in place for the 8th graders coming to the high school and 12th graders heading into post secondary education which includes:*

*8th grade transition plan:*

- 1.(March) The EXPLORE assessment is given to 7th and 8th grade students to help identify student placements in academic courses for middle school and high school.*
- 2.(May) The LHS counselor and principal visit with all 8th graders to discuss their freshman schedules and answer questions about high school requirements and classes.*
- 3.(August) All 8th graders are invited to attend a Freshman Orientation with their parents.*

*12th grade transition plan:*

- 1. (November) LHS staff offer a PALS (Parent As Learning Supports) evening for parents and students to provide information about FASFA, Parent Connect for on-line student progress, building level update on programs and processes, parent survey session to provide input on programs, MME and ACT presentation, etc?*
- 2. (January of Junior Year) LHS staff provides a financial aid presentation for parents in conjunction with the local community college.*
- 3. (April) LHS staff, with community volunteers, offers college admissions presentations on how to apply for any technical, two year or four year post secondary school.*
- 4. Title I parents will be instructed on what Title I opportunities are available to them and thier students. Title I staff will be responsible to keep Title I parents up to date on thier progresses of thier identified student.*

## **Curriculum Alignment that Corresponds to the Goals**

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*Staff continually review and revise the core curriculum based on instructional strategies and student data. Beginning in the 2011-2012 school year, the high school staff will begin to conduct gap analysis between the current curriculum and the new national common core standards. Focus area teams will have time after school, during the summer, early release days, or release time to conduct this work. Staff have also been able to attend ISD training sessions regarding curriculum, instruction and assessment. Staff have created a wiki where all curriculum documents reside and can be accessed electronically for easy revisions and have also transfered them to the local intranet for easy access during the school year.*

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

*Focus area teams are making decisions about content area curriculum, instruction and assessments. The district has a curriculum review process in place which includes opportunities for public input prior to board adoption. Title I parents are involved in the decisions and the processes to be used to help students gain grade level knowledge.*

### **Instruction by Highly Qualified Professional Staff**

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*Lakeview High School teachers are all highly qualified as required by No Child Left Behind (NCLB). All core content area staff has a major in their core area or have passed the MTTC assessment for their core area. Three special education teachers have a HOUSSE Portfolio in one core area that enables them to meet the NCLB Highly Qualified requirement.*

*Lakeview High School instructional paraprofessionals are all highly qualified as required by No Child Left Behind. Each instructional paraprofessional meets the definition by possessing an Associate's Degree or has passed the WorkKeys assessment in reading, writing and mathematics.*

*Both administrators have Administrator certification.*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

### **Strategies to Increase Parental Involvement**

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

*As a new Title I Targeted Assistance building, building level staff will provide opportunities to increase parental involvement as required by NCLB Section 1118. Examples of these opportunities are listed below:*

*1. Sharing information with parents about Core Curriculum and Assessments  
LHS staff will assist all parents in understanding the State's content standards and assessments and how to monitor their child's progress by providing parents a 1 page overview of the content expectations and learning outcomes for each core course on the first day of each trimester along with the course syllabus. At the PALS event for parents, staff shares information regarding the MME and ACT to help parents understand the importance of their child's learning and achievement. For parents of Title I students, a home visit is required before students can participate in the Title I program. At this home visit, staff shares information regarding the core standards and State assessment.*

*2. Parent Training*

*LHS staff hosts a PALS event to invite all parents into the building to share information and provide training on how they can best help their students at home. For parents of the Title I students, a home visit is required before students can participate in the Title I program. During the home visit, staff explains the Title I program and expectations which show parents how they can assist their child's progress in the program.*

*3. Staff Training*

*LHS administrators will provide an annual training for all staff to learn ways to better implement parent involvement. For Title I staff, training will be provided annually to help them better understand how to work with families of at-risk children. Joyce Epstein's research and strategies on building school and family partnerships will be used in 2011-2012.*

*4. Coordination and Collaboration with Other Programs*

*LHS staff coordinates and collaborates with other programs to promote parent involvement. Examples of this include a College/Military Fair, where all parents and students are invited to an event that brings post secondary possibilities for students in an attempt to help parents and students make informed choices. For Title I parents and students, post secondary visits will be scheduled and transportation will be provided to assist families in making choices.*

*5. Information in Parent Friendly Language*

*LHS staff provides information to all parents in a language they can understand. Examples of this include: a student handbook that is written for students and parents; MME and ACT parent reports written for students and parents; report cards are written for parents and students to understand; and, the monthly building newsletter is written with the intention of sharing information in a format that parents can easily understand. For Title I parents, there will be an on-line notification, progress reporting, and two way communication option via the on-line learning environment, which will be available 24/7 for all Title I homes.*

*14. Provide Other Reasonable Support for Parents*

*LHS staff provides reasonable support for all parents as requested, but particularly for Title I parents. Examples of this include: alternative parent/teacher conference schedules to meet the parents needs; provide texts and materials for home use as requested; make connections with outside agencies for families as needed such as Community Mental Health.*

*f. Provide Full Opportunities for Parents*

*LHS staff provides full opportunities for all parents, but particularly for the Title I parents, to participate in their child's learning. For parents who are migratory, student schedules are adjusted to meet their educational needs. Currently, LHS does not have any migrant students. For parents of ELL students, a paraprofessional has been hired to assist the 1 ELL student/parents with understanding the expectations to meet for graduation. For parents with disabilities, the building is handicapped accessible, room signs have Braille markings, sidewalks are accessible for wheelchairs and the incline/decline sidewalk approaches are up to code with the raised surfaces for the blind.*

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

## 2a. Design

*Parents of eligible Title I students were invited and participated in the design of the Title I Targeted Assistance Plan for LHS. Parents are also asked to complete perception data to help plan programs, and they will also be invited to the Annual Title I Parent Meeting to share input into future Title I Program design.*

## 2b. Implementation

*Parents assist in the implementation of the Title I program by participating in attracting and retaining Title I parents and students for the Title I program. They also help prepare for the Title I parent events. Parents on the school improvement team will assist in the school improvement plan implementation by monitoring the plan strategies on a monthly basis.*

## 2c. Evaluation

*As a part of the school improvement team, parents will help evaluate the implementation of the plan and the student learning objectives. The school improvement team will monitor the progress of plan implementation on a monthly basis. At the end of each semester, staff will review student achievement data to see if objectives are being met and if strategies need to be revised. The entire plan is reviewed by staff and revised on an annual basis according to the comprehensive needs assessment data.*

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

*Title I staff will provide parents of Title I students, information on their child's academic progress via the on-line portal, at parent/teacher conferences, in the labs with mentors, and/or report cards. All types of communication to parents are written so parents can easily understand the information.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*The School-Parent Compact was developed by the school improvement team which included input from parents of Title I students. A copy of the Title I Compact was reviewed from the elementary schools and revised to meet the needs of the Targeted program at the high school. The School-Parent Compact will be shared with each parent of Title I eligible students upon entering the Title I program. This school does not serve elementary grades and therefore will not be using the compact at parent/teacher conferences.*

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

*Parents participate in the Title I parent involvement program by completing perception surveys to help inform the future program plans. Attendance at Title I parent events is also recorded in an effort to implement strategies to increase their participation.*

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

*Once parent input is gathered on the Title I program, the data will be used to plan future parent engagement strategies to increase the capacity for parents helping their students learn at home. The school improvement team will have time to gather and analyze the data in Feb/March of each year.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*"Not applicable due to grade levels served".*

### **Alternative Measures of Assessment**

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*LHS staff members have developed local assessments for each core area. These assessments were teacher selected or created, and are aligned with the State's Core Content Expectations. Students are given these assessments as pre and post measures of proficiency in each course.*

### **Coordination of Title I, Part A and Other Resources**

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*Lakeview High School coordinates and integrates Federal, State, and local programs and services to implement the school improvement plan. Listed below are the Requirements, Programs, and Funds used at LHS.*

*Comprehensive Needs Assessment: Gathering of annual data to identify staff, student and parent needs is conducted with general funds.*

*Services for Eligible Students: Title I services for eligible students is paid for with Title I A, Title I A ARRA, and 31a funds.*

*Instructional Strategies: Strategies listed for all students are covered with general funds, while instructional strategies for Title I students are paid for with Title I A, Title I A ARRA, and 31a funds.*

*Instruction by Highly Qualified Staff: All staff at Lakeview High School is highly qualified. If staff members were not HQ, the building would use general fund monies to assist them in becoming HQ.*

*Professional Development: Professional development at Lakeview High School is coordinated between several programs to include general funds, Title I A ARRA, and Safe and Drug Free Schools. Specific PD is outlined in the Activities section of the Goals.*

*Parent Involvement: Parental Involvement strategies that are for all parents at Lakeview High School are paid for with general funds and student activity funds. Those activities that are only for Title I student families are paid for with Title I, A ARRA funds.*

*The high school staff participates in Violence Prevention Programs such as Capturing Kids Hearts and the Momentum Training, which was paid for with Safe and Drug Free Schools funding and general funds.*

*Students at Lakeview High School are all encouraged to participate in the National School Lunch Program. Breakfast and Lunch are offered to all students on a daily basis, while those who qualify can receive them for free or reduced prices.*

*Lakeview High School does not offer the Great Start Readiness Program, however, it is a district program located in the Early Elementary building.*

*The Lakeview High School shares a K-12 school social worker who can assist parents with housing resources and information. There is not currently an adult education program at Lakeview.*

*Lakeview High School offers vocational/technical education and on the job learning at the local Montcalm Area Career Center. The high school offers transportation to the career center for students participating in the program. The high school offers on-site industrial arts program for students as well.*

## **Ongoing Review of Eligible Student Progress**

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

*Students in the Title I program will be assessed using project based assessments, from the WAY Program, which are aligned with the State high school content expectations. Students growth is monitored continually using the on-line progress indicators. Student progress from the Title I program is shared with general education staff.*

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

*Students' growth is monitored via the on-line progress indicators to inform staff instructional decisions, which is then shared with students in order to expand and enhance their academic performance.*

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

*Several factors will be used to evaluate the Title I program services for students. These factors include:*

1. Student enrollment
2. Effectiveness of Instructional Program measured by student academic growth
3. Graduation Rates of students enrolled in the Title I program

*Once the data is collected, it will be used to determine if the program has been successful in terms of assisting students to meet graduation requirements and be prepared for the 21st Century. If program revisions become apparent, the program staff will make changes as necessary.*

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

*Based on the annual comprehensive needs assessment, on-going student academic progress monitoring, and program evaluation, professional development will be selected for ALL staff, as well as specific PD for Title I staff. Title II A and general funds are used to provide PD for all staff, and Title I A ARRA will be used to help cover the cost of PD needed for Title I staff to meet the needs of the targeted students.*

## **Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*The district has an approved technology plan on file with the Michigan Department of Education and it can also be found on the district's website at [www.lakeviewschools.net](http://www.lakeviewschools.net). The plan was approved on July 1, 2008 and it will expire on June 30, 2011. The district excellence team, which includes all stakeholder groups has been revising the three year plan and will have it approved by MDE and posted prior to July 1, 2011.*

*At the Lakeview High School, technology is an integral part of classroom instruction. All classrooms have teacher computers; most classrooms have LCD projectors; math classrooms have graphing calculators; and, there are four computer labs available for staff and student use in the building.*

*During the 2010-2011 school year, one teacher piloted the use of Apple technology in the classroom to assist students on 504 plans as an alternative instructional approach as well as assessment.*

*During the 2010-2011 school year, one teacher piloted the "Poll Everywhere" website within the classroom instruction, which allows the teacher to conduct formative assessments efficiently with the kids using cell phones.*

*For the 2011-2012 school year, the building is purchasing one smart board for instructional use and laptop for each certified staff member for mobility of presenting instruction and availability of taking the laptops home to more efficiently keep up to date on student progress for parents.*

## **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

*Evaluation of the school improvement plan and process occurs on an annual basis. Staff gathers student achievement data from State and local assessments, and they analyze student progress to measure program effectiveness. Results of the data analysis are used as the basis for reviewing and revising school improvement objectives and strategies. The school improvement team also assesses the fidelity of the plan implementation to ensure all strategies are implemented appropriately to achieve the desired objectives.*

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

*Upon the school improvement plan and process evaluation, the school improvement team will share progress with all stakeholders including staff, students, and parents at parent/teacher conferences, via the parent connect portal, and at monthly school improvement/staff meetings. For Title I students, information will be shared during the home visits.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*Through the school improvement process and parent perception surveys, parents are given the opportunity to share input with staff on building level programs and processes. Parents of Title I students are also given the opportunity to share input regarding the planning, implementation, and evaluation of the Title I programs at the Annual Title I Parent Meeting.*

*Through the school improvement process and student perception surveys, students are given the opportunity to share input with staff on the building level programs and processes. Students in the Title I program are able to share ideas about the program with staff in an effort to make the program more effective.*

*Through the school improvement process, staff meetings, and teacher perception surveys, staff is given opportunities to provide input on building level programs and processes. Title I staff are encouraged to share ideas about the program with administrators and general education in an effort to make the program more effective.*

*All staff and parents are invited to participate on the building level school improvement team to help make building level decisions. Meeting schedules are shared on the building level calendar which is given to all parents at the beginning of each school year.*

## Assurances

### EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments: *At this time our school will do this once a year.*

### Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *No*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

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

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

Comments: *We have 60-90 minutes at the elementary level, and our PE classes (besides one 1/2 credit) are electives so not all students have PE yearly or by semester. Our classes are 60 minutes long, 5 days a week for those involved in PE classes.*

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

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

Response: *No Written Policy*

Comments:

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

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments: *We had our first PALS night in the 2010-11 school year and will be implementing another for the 2011-12 school year. So, in future years we will be answering this question with a "yes".*

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

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Chris	Smith	SI Co-Chair; ELA Teacher	smithc@lakeviewschools.net
Ms.	Katharine	Andersen	SI Co-Chair; SS Teacher	andersenk@lakeviewschools.net
Ms.	Carolyn	Lovelace	Math/ELA Teacher	lovelacec@lakeviewschools.net
Mr.	Gary	Jensen	Principal	jenseng@lakeviewschools.net
Mrs.	Sara	Shriver	Principal pk-3	shrivers@lakeviewschools.net
Mr.	David	Albert	Ind. Arts Teacher	albertd@lakeviewschools.net
Ms.	Breanna	Sagle	Student	sagleb@lakeviewschools.net
Ms.	Morgan	Lindsey	Student	lindseym@lakeviewschools.net

# 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:	Director of Instruction
Address:	123 Fifth St, Lakeview, MI 48850
Telephone Number:	989-352-7221

## References

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

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

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## 2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and

health practices; and the like;

- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;

J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;

- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;

B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. will provide participating students' parents with:

1. timely information about the Title I programs;
2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:

1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318 et seq., Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200 et seq.

Revised 11/13/95

Revised 1/27/03

**Lakeview High School**  
**Title I School-Family Compact**  
**2010-2011**

Staff believes that in order for students to reach their optimal learning levels, it takes team effort between the school and family. Students identified for Title I services, the teachers that provide that service, and the parents that agree to participate in the child's learning have all agreed to the following commitments as checked below.

**Title I Staff commit to:**

- Daily attendance and punctuality
- Being a positive role model for Title I students
- Providing instructional strategies to help each student in the core areas
- Communicating with parents and students regarding student academic progress
- Other:** \_\_\_\_\_

**Title I Staff Signature:** \_\_\_\_\_

**Title I Students commit to:**

- Daily attendance and punctuality
- Coming to school with a positive attitude and ready to work hard
- Working to the best of my ability to produce quality work on time
- Communicating with staff and parents on my academic progress
- Other:** \_\_\_\_\_

**Title I Student Signature:** \_\_\_\_\_

**Title I Parents commit to:**

- Making sure my student has good attendance and is on time to class
- Being a positive role model for my child
- Participating in my Title I student's learning at home
- Communicating with my student and school staff regarding my child's academic progress
- Other:** \_\_\_\_\_

**Title I Parent's Signature:** \_\_\_\_\_