



## **District Improvement Plan**

### LakeVille Community Schools

Mrs. Vickie Luoma, Superintendent  
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Otisville, MI 48463-9630

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## **Introduction**

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.

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

The LakeVille Community School District came to exist in 1956 when the Villages of Otisville, Otter Lake and Columbiaville and surrounding townships consolidated their school districts to form LakeVille Community Schools. The district is 102 square miles with area split between Genesee and Lapeer Counties. The District is twenty-five miles from the cities of Flint and Saginaw, our closest metropolitan areas. The area is picturesque and includes many lakes, rivers and campgrounds but few employment or cultural opportunities. Due to our geographic isolation, the District is the center of entertainment, enrichment and cultural activity for many of our families.

The remoteness of the District also contributes to a lack of ethnic and cultural diversity and an aging population. The current population of the District is 11,580. 98.5% of our residents are white, while the remaining 1.5% are African American, Native American and Asian. 99.5% of our families report that they speak only English in their homes. Residents tend to be multi-generational families. 90% of our families live in owner occupied homes. 30% of the homes in our District are occupied by individuals over 62 years of age while 23% have children under 18.

Approximately 50% of our staff members across all job categories live in the District. The majority of these are District graduates. We are a community that is outspoken and loyal but often distrustful of government and institutions. Parents want their children to have more opportunity than they had, but often lack the knowledge or sophistication necessary to access the systems that could help them achieve their goals.

We struggled to form a sense of District unity following consolidation. A resident who was a high school student in one of our Villages when the District formed recently explained that students struggled with the consolidation as the Villages were their own athletic league and competed with each other, and then became teammates overnight. We have made great progress in this area in the past several years due to new initiatives.

In the fall of 2009 we executed an elementary grade/building realignment. All District students in a grade are now together in the same building. Students begin school as LakeVille students. In the distant past students went to their Village school through eighth grade and first came together as LakeVille students in high school. The realignment also allowed us to implement a full academic day kindergarten program.

During the 2009-2010 school year, we worked with 100 community members to create the first District Strategic Improvement Plan. The plan embodies the District philosophy and vision for educational program expectations, community involvement and funding priorities and serves as the guide to our District and Building Improvement plans. As I write this we are reviewing goal achievement for that plan and organizing the renewal process of our Strategic Plan beginning in the fall of 2015.

The third initiative creating unity was a community collaborative we began in 2010 as a Strategic Plan objective. The "Power of Three" is a network of district employees, board members, local government officials, business owners, and clergy. The group meets four or five times a year to discuss opportunities for collaboration, share ideas and identify projects that we can complete to improve our community. The name of the group is based on the belief that the school district is the center of the three communities and we best serve our citizens by working

together. This collaboration to date has resulted in a shared service plan between the District and our local fire authorities for fueling fire trucks. Local Veterans and High School students have worked together to build a LakeVille Veterans Memorial, and we are discussing creating a joint emergency management authority that would have offices on our campus. Members of this group were essential advocates for the bond proposal we passed on August 7, 2012.

Due to our proximity to the auto plants in Flint the District population grew rapidly through the 1970's and 1980's while the industry prospered. The student population peaked around 2500 in the early 1990's and has declined in each succeeding year as the state and local economy contracted. Current enrollment is 1322 students. Enrollment projections from Middle Cities indicate our student population will stabilize in coming years, though live births in Genesee County continue to decline and every township in the county lost residents again in 2014. The decline is slowing, but continues as job creation in the area is minimal.

Our families were high wage earners without an economic need for higher education while the auto industry was healthy. The importance of post high school education was lost on much of our community until very recently. 2013 census information indicates that 90% of our residents over 25 possess a high school diploma while 12% possess a bachelor's degree or higher only 1.5% possess a graduate degree. The standard of living declined for most of our families as the auto industry deteriorated. The school district is the largest area employer with approximately 120 employees. A small fishing tackle manufacturer and a grocery store are the next largest, both employ 25 individuals. With the exception of school employment, available jobs are generally low wage no benefit positions in retail, service or construction and maintenance trades.

As the state economy declined so did District and family revenue. The median income of our families dropped to \$47,083 in 2010 but has improved to \$54,637 in 2015. The number of families living in poverty has increased dramatically. 57% of our families headed by a single mother live in poverty. Six years ago our free and reduced lunch count was 35%. District average is 60% now.

The loss of District revenue is a result of the continuing loss of students and reductions in state aid. A \$136,271,700 reduction in the District taxable value over the past five years has also caused a significant loss of local tax revenue. The loss of revenue and increasing costs have created great challenges as we work to continuously improve our programs.



## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

The purpose of LakeVille Community Schools as stated in our Strategic Plan academic goal is to provide a rigorous and relevant Pre K-12 program of study that promotes educational excellence, challenges and supports student learning and critical thinking and prepares all students to effectively function in a global community.

We expect ALL students to be proficient in mathematics, English Language Arts, science and social studies. All students will have exposure to and opportunities to participate in a broad spectrum of high quality elective programs, such as, fine and applied arts, physical education, Career Technical Education (CTE), and World Languages.

Mission - In partnership, our communities and quality staff will deliver an excellent education preparing all students to succeed in our rapidly changing society.

Vision- LakeVille Community School students will positively impact a dynamic world.

Value Statement -

Students, staff, parents and community members of LakeVille Schools value:

Working together to enhance student success through our support and involvement

Treating others with the same personal and professional consideration we expect for ourselves

Learning from each other. Teaching, coaching and listening. Creating an environment where everyone can excel

Promoting the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth

Accountability and high expectations as the foundation of academic achievement

A safe, orderly and consistent environment that promotes a positive learning experience

Knowing our responsibilities and living up to our commitments

Effective communication as a key component of our success

In addition to courses in all core content areas, we offer art, music and physical education to all students K-12. We, like all Michigan School Districts have experienced great financial stress over the past several years, but using our District Strategic Improvement Plan as our guide, we have continued to balance our budget without cutting student programs.

We provide targeted reading and mathematics instruction at the elementary level designed to accelerate learning for all students. We provide supplemental instruction for struggling students K-12 in intervention programs funded with Title 1, At-Risk and Idea funds. We offer credit recovery programs for secondary students during and after the school day using E20/20 curriculum.

Our Middle School revamped its elective program in the fall of 2011 and developed a group of high quality electives based on STEM standards. Students are able to earn high school credit in world language and other core courses while still in middle school. Middle School students are enrolled in Renaissance Math, Digital Media, Creative Writing, Chemistry, Anatomy and Great Lakes Ecology and Conservation courses. They also operate a Sugar Bush where we manufacture and sell our own LakeVille Middle School Maple Syrup. Students enrolled  
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in an environmental science elective have created a community garden.

The High School has expanded the courses we are offering to advanced students. We are offering new Advanced Placement classes as well as many electives designed to increase academic knowledge while allowing students to explore their talents and passions, like forensics, personal finance and marketing/retail management. High School students also have many opportunities to participate in Career Technical Education programs through our County CTE program. CTE offerings include outstanding programs in culinary arts, movie production, automotive repair, Cisco programming, and many health science options.

Students have opportunities to participate in additional and advanced coursework through GenNet/FanNet. This is a distance learning partnership with all Genesee County School Districts. Our High School students can participate in classes taught in another district or a college or university in our county. Students are currently enrolled in sports medicine, American Sign Language and AP Government. College courses taken in our lab environment can be used for dual enrollment and students can earn high school and college credit for courses.

We also participate in traditional dual enrollment and have many students taking courses at our local colleges and universities. In the 2014-2015 school year we created a dual enrollment partnership with Baker College. They offer ASL courses on our campus. This is a great opportunity for our students to earn high school and college credit. We expect to expand our partnership with Baker in coming years. Beginning on the fall of 2015 we are also participating in a collaborative venture with Mott Community College and four other area districts to create a northern tier dual enrollment program. Students who choose to participate in this opportunity will take classes on the college campus as a cohort group.

We provide virtual learning opportunities for students K-8 in partnership with Oakland Schools through the Virtual Learning Academy Genesee. K-8 students can enroll in a complete home based program using Calvert curriculum. Secondary students engage in online learning through Seat Time Waivers. They can take part or all of their coursework online. This flexible program allows students to work at their own pace so they have opportunities for remediation as well as advanced learning.

We offered a Virtual Summer School as a credit recovery program and are in the process of implementing an instant credit recovery program using this format. If a student fails or underperforms in a class in the traditional program we can immediately enroll him/her in the Virtual program allowing students to stay on track to graduate in four years.

We also offer World Language instruction. We use SFS introductory language program to introduce elementary students to the language and culture of citizens around the world. Students learn high frequency words based on specific themes in Korean, Mandarin, Spanish, French, Arabic and Vietnamese. This program is designed to help children understand the world is bigger than our community and to highlight our commonalities. We offer Spanish language instruction in grades 6-12.

We passed a bond on August 7, 2012, that improved the learning environment for all students and added new program opportunities for students in grades 6-12. During the summer of 2013 we installed many security upgrades, installed a district wireless network and completed additional upgrades to our elementary and middle school. We also installed a STEM Smart Lab in our Middle School in the summer of 2013. Through the use of grant funds we initiated a Robotics Team and are looking forward to expanding that program. In the summer of 2014 we totally renovated the high school. We added three applied science and collaborative technology labs in the building. We also renovated our media center with collaborative learning and presentation spaces and added a school store which is managed by students enrolled in our marketing/management class. We expanded our offerings in Industrial Technology and Woods to support additional opportunities for students interested in skilled trades programs.

## District Improvement Plan

LakeVille Community Schools

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As we engage in our next round of strategic planning we will look at research and input from all stakeholders as we examine the school calendar, length of the school day and right sizing the district in our efforts to continually expand programs for all students.

## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

Due to the location of our buildings, we often operated as independent entities in the past so our improvement initiatives had uneven and inequitable results. To create a system focus, our administrative team participated in a yearlong Leadership Academy with administrators across our entire ISD during the 2014-2015 school year. This activity helped us hone our leadership skills and develop group dynamics that generated systemic professional practices, develop a support network across the county and create consistent expectations for staff and students ensuring high academic achievement for all students.

In 2009 our principals led our K-8 buildings in the Title 1 Schoolwide planning process. All plans were approved on their initial submission. Though our 9-12 building is not a Title I building, we used the same process and format to develop the School Improvement Plans for that program. All plans were based on building needs as determined by relevant data. In addition, we applied for and were awarded AdvancED Systems Accreditation under the new more rigorous standards in December of 2012. We completed our mid-process review in December of 2014.

In May of 2010, our Board approved our first District Strategic Improvement Plan. The plan embodies the District philosophy and vision for educational program expectations, community involvement and funding priorities and serves as the guide to our District and Building Improvement plans and was developed in collaboration with 100 staff, students, parents and community members. As noted above we will create a successor plan in the coming year.

In 2009-2010 we developed and are systemically using our K-12 Curriculum review/adoption process developed to ensure that student learning is the focus of lesson design and implementation. The committee monitoring the procedure includes representatives from every school building. We also developed a K-12 Instructional Technology Committee. This committee guides instructional practices for embedding technology into instruction. Representatives on both of these committees make a two year commitment to the team. We replace half of the members on the committees every year to grow the knowledge base of our staff members while keeping some continuity.

In 2010, we made a significant investment in technology using ARRA and other grant funds. We purchased Promethean Boards with projectors and document cameras for every classroom in the District. We also purchased CPU units and interactive tablets for every building though we do not have enough of these for every classroom. In 2013 as a result of our successful bond we again made a significant investment in technology. We created a wireless network in every building in the district, invested in many building specific upgrades and created collaboration spaces so our students can solve real world problems using technology. We also installed security systems in all buildings.

We revamped our New Teacher Induction Program to include ongoing support for teachers new to the profession and to develop high expectations for professional practice for all teachers.

We created a K-12 intervention program to improve academic achievement for students struggling to master core content. At the elementary level instruction is both push in and pull out and students are assigned to the program to work on specific skills as determined by ongoing assessment data. At the middle and high school level the organization of the program is slightly different based on the structure of the secondary day. In addition to core academic skills secondary students work on improving organization, note taking, study habits and test  
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taking skills whose absence interferes with their academic success.

We made significant academic gains in the elementary grades from 2008-2014 based on state assessments and NWEA growth data. We are beginning to see gains at the secondary level. Elementary scores were in the bottom third of Genesee County four years ago and are now in the top third. Otter Lake Elementary was named a Reward School in 2012 and our High School was named a Reward School in 2014.

Academic Achievement at the High School was negative for several years, but MME proficiency rates improved in 2013 and 2014. The four year graduation rate had declined but improved 5% in the current year. The intervention programs discussed above have been in place in the high school for the shortest period of time. Continuing the improvement noted in academic achievement as measured by the state assessments and improving the graduation rate will be a priority in the coming years.

Academic achievement is improving at all levels, but achievement gaps exist for economically disadvantaged and special needs students and we continue to work to eliminate these gaps. Otter Lake Elementary and the Middle School were named Focus Schools in 2013 as a result. We made significant progress in this area and both schools were removed from this list in 2014, but there is still much work to be done to close this gap.

We revamped our Alternative High School in the fall of 2012 after it failed to make AYP for several years. We moved the program to the main campus and were operating it as a school within a school. We were unable to provide students in this school with equitable programs and support services in their stand alone location.

Approximately 70% of our Alternative students entered the program from our High School. Many of these students went to the program because they did not have a caring relationship with an adult at school. When we moved the program to the high school the students identified with the Alternative Education Program and wanted to keep that distinction while being full participants in the high school. High School students were trying to figure out how the program changed things for them. A few staff members were convinced this move was unworkable. We believed the move was a critical step in meeting the needs of all learners. Our students learned a lot from each other in the past two transition years.

The long term vision for this program was to create barrier free 9-12 interventions that support the needs of all students. In the first months our focus was on making the transition slowly so we promoted the growth of all students and staff members in the building. That action helped provide the supportive relationships students needed to be successful. As a result we closed the Alternative Education Program effective June 30, 2014. This helped each of our staff members take responsibility for the learning for every student.

We will continue to work with our staff to evaluate K-12 student achievement on a quarterly basis and implement with fidelity programs that support accelerating the academic achievement of all students so they meet our student growth goal(s) based on the growth targets established to meet grade level proficiency.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Please visit our website at [www.lakevilleschools.org](http://www.lakevilleschools.org) for additional information about the District, our programs, services or staff. We are dedicated to serving our community and look forward to working with you as we educate our children.

If you have questions, concerns or suggestions for improving the District, please contact Vickie Luoma, Superintendent at [vuoma@lakevilleschools.org](mailto:vuoma@lakevilleschools.org) or 810-591-3980.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.



## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

We invited all community members, parents, board members, staff and middle and high school students to be involved in the School Improvement Plan Development Process and to provide feedback on the strengths and areas needing improvement in the district.

The initial plan was developed during the 2009-2010 school year and approved by our board in May of 2010. This Strategic Improvement Plan was created with assistance from our GISD. GISD staff members worked with approximately 100 stakeholders who reviewed demographic, program and student achievement data. All stakeholders had input in creating our mission, vision and value statements as well as developing goals. Once goals were developed and approved by consensus of the group they were reviewed and approved by the Board.

Invitations to meetings are delivered, in building and district newsletters and sent home with students. We send reminder calls to parents and students of meetings through our automated calling system and to community members via email or U.S. mail depending on the information they provided when attending meetings. Parents are involved in planning, evaluating and monitoring school improvement plans and programs in all of our K-8 Title I buildings.

All stakeholders willing to continue in the Improvement Plan process worked in groups by goal area. Individuals were allowed to choose to participate in the area they chose. These smaller groups developed strategies and action steps for implementing goals. Meetings were held during the day and in the evening.

This plan has evolved over the past four years as goals were met, strategies added as a result of ongoing data analysis of student achievement and program evaluations. The structure of the plan has also changed as a result to be more strategic and more clearly focused on academic achievement to fit the information required for the MDE/ASSIST and Megs. The process for involving stakeholders continues.

We also complete staff, student and parent surveys yearly to allow stakeholders to provide feedback on how we are meeting our plan goals, our strengths and areas needing improvement. We also provide quarterly updates at public board meetings that are attended by students, staff and community members.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Stakeholders involved in developing our plan included community members, parents, board members, students and staff members. Everyone involved shared information about strengths and weaknesses of the district and what we needed to do to prepare graduates to be contributing citizens in a global society. This information led to data sharing that was used to develop goals.

All stakeholders who wanted to continue in the process worked in a small group to develop strategies and activities supporting achievement of the goal. All individuals involved had equal input and responsibility for developing the plan. At this level, each group had a facilitator who was a district employee. Each also had a recorder who kept records of the conversations and decisions made and provided the notes to the facilitator for inclusion in the overall plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final plan was shared at a community forum, then again at a full board meeting where it was approved by the board. It was also posted on our website and shared in our district newspaper, The Lakeville Outlook. This is bulk mailed to all households in the District.

We continue to review, evaluate progress and make recommendations for updates and modifications to the plan in Community Relations Committee and Board meetings. We also approve our plan and revisions at open board meetings. The district and building improvement plans are posted on our website for parent review and copies are available in central office.

It has been difficult to maintain the level of participation we originally had in developing the plan so we also review plan progress and gather input about their satisfaction with our goal achievement and plan progress from stakeholder groups in additional meetings and in yearly surveys.

We gather input from community members at Power of Three meetings. This is a community group we established to work with local business owners and government officials who work collaboratively to serve the community.

We review our plan status and data with staff members during our regularly scheduled district curriculum and technology integration team meetings.

We provide updates on the District's Improvement Plan progress in our Outlook.

# **District Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

## District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	Data is reviewed as part of our needs assessment. It is used to determine goals, measurable objectives and specific strategies for meeting the needs of students.	

Label	Assurance	Response	Comment	Attachment
	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).	Yes	We have a series of protection measures in place as part of our GeNnet operating system.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	The superintendent and building administrators receive weekly reports of any attempts by staff and students to access blocked, suspicious or inappropriate sites. Building principals investigate all reports and act according to the findings of the investigation and District policy. Ex: A student or staff member may try to access a site for a legitimate educational purpose that is blocked. We can request the site be opened. If we find a student or staff member is actually accessing inappropriate sites there are consequences that apply.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	Attached, please find our student network and internet acceptable use and safety policy. All policies, including our staff network and internet use and safety policy and administrative guidelines are posted on our website at <a href="http://www.lakevilleschools.org">www.lakevilleschools.org</a>	

**District Improvement Plan**

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Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes	We administer NWEA online assessments in reading and mathematics to all students in grades K-8 three times yearly. We administer some local assessments online in grades 9-12 through our DataWise electronic data warehouse and test program. We are seeking opportunity to participate in the SBA pilots in the coming year.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	<p>Lab space is an issue in all buildings.</p> <p>Our network infrastructure is sound, but we will need all buildings to be wireless to allow the use of portable testing devices due to the lack of lab space.</p> <p>We need new network switches in every building. Switches are failing, and when installed were not PoE switches.</p> <p>We need to upgrade to these switches to support a wireless system.</p> <p>We need new computers in all media centers and several hundred additional student devices.</p> <p>We also need continuing PD for staff members in the use of wireless equipment in a test environment and on the new SBA</p>	

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Label	Assurance	Response	Comment	Attachment
	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.	Yes	<p>We provide daily embedded professional development using technology as a tool to differentiate instruction in all content areas. We hired an instructional technology professional development coordinator to provide this support.</p> <p>We provide interactive technology to all district classrooms. We provide technical and network support to ensure the equipment and network are in working order when needed. We contract with our GISD for this service.</p> <p>Our Board develops funding priorities determined by their connection to achieving district Improvement goals.</p>	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	<p>We updated our District Technology Plan in the spring of 2012 with input from our Instructional Technology Committee. We included expectations for what all students need to know and be able to do to be technologically literate.</p> <p>We embed technology into learning beginning in our preschool programs. Technology is used to differentiate instruction to meet the needs of all learners in mastering grade level content.</p>	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	We embed technology into learning beginning in our preschool programs. Technology is used to differentiate instruction to meet the needs of all learners in mastering grade level content.	

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Attached, please find a copy of our nondiscrimination policy with regard to educational opportunities. This as well as all other nondiscrimination policies are posted on our website.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Vickie Luoma, Superintendent 11107 Washburn Road Otisville, MI. 48463 810-591-3980	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The District has a District Board Policy that is related to Parent Involvement.	Yes	Our Parent Involvement Policy is attached. Additional policies relating to parent engagement, including our Parent involvement in Title 1 programs are posted on our website at <a href="http://www.lakevilleschools.org">www.lakevilleschools.org</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The District has additional information necessary to support your improvement plan.	Yes	Additional data includes, but is not limited to the following, Student achievement data including trend reports for all students and subgroup populations. CIMS data, professional development calendars, attendance reports and evaluations, staff self reported professional development needs and needs reported by administrators.	



# **LakeVille Community Schools District Improvement Plan June 2015**

## Overview

### Plan Name

LakeVille Community Schools District Improvement Plan June 2015

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 19	Academic	\$429106
2	All students will be proficient in science	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$197866
3	All students will be proficient in ELA	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$57300
4	All students will be proficient in Social Studies	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$1000
5	The District will implement a vertically aligned (K-12) curriculum, instruction and assessment system.	Objectives: 1 Strategies: 4 Activities: 14	Organizational	\$23200
6	The LakeVille Community School District will operate efficiently and achieve long-term budget stability	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$100000

## Goal 1: All students will be proficient in mathematics.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

58% of All Students will demonstrate a proficiency in meeting or exceeding state grade level content expectations in Mathematics by 06/30/2017 as measured by state assessments in grades 3-8 and 11 .

### Strategy 1:

Improve math scores through consistent delivery of instruction - The District will improve student achievement on state mathematics assessments, local norm and criterion referenced assessments and standardized NWEA (MAP) assessments by involving all staff members in K-12 planning to improve the consistency of the delivery of K-12 vertically aligned district approved curriculum.

Research Cited: 2009-2013 MEAP scores, 2009-2014 MME scores, Student growth measures on NWEA MAP assessments.

Instruction That Works: Marzano, Norford, Paynter, Pickering and Gaddy, 2001, W. Parrett and K. Budge, Turning High Poverty Schools Into High Performing Schools ASCD, Va. 2012

Tier:

Activity - Train K-12 mathematics teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members responsible for mathematics instruction K-12 will participate in professional development provided by GISD and other consultants to improve districtwide consistency in delivery of the district approved K-12 vertically aligned curriculum based on academic achievement data.  Schools: All Schools	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Title II Part A	Principals will be responsible for securing and scheduling consultants from GISD to work with staff members.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

LakeVille Community Schools

Staff will monitor goal achievement by analyzing student academic growth on state assessments yearly and on standardized and local assessments in the fall, mid-year and year end.  Schools: All Schools	Academic Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Building principals, classroom teachers, intervention teachers and instructional paraprofessionals.
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Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff members will participate in professional development in partnership with Davison Schools designed to build K-12 positive professional relationships with students and colleagues to explore professional practices and improve student achievement. Sustained follow up provided by GISD consultants and district administrators throughout the school year.  Schools: All Schools	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Title II Part A	Superintendent and Building Principals will be responsible for planning and implementing this professional development.

Activity - Train Mathematics Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A mathematics teacher leader from each building will participate in a four day institute hosted by GISD designed to help teachers effectively implement the CCSS, prepare for new assessments and help them sustain colleagues in this rigorous work. Meetings are spread throughout the year. The training will help teacher leaders acquire skills and strategies they can use to improve the career and college readiness of students.  Schools: All Schools	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1500	Title II Part A	Principals

### Strategy 2:

Timely and appropriate intervention - District classroom, intervention teachers, 31-A interventionist and building RTI teams will improve state, standardized and local norm and criterion referenced scores by providing timely and appropriate interventions to students struggling to master mathematics content and/or who exhibit behaviors that interfere with academic success. Interventions determined by individual student academic achievement and behavioral data as determined by building RTI teams.

## District Improvement Plan

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Research Cited: District academic achievement data (MEAP/MME) NWEA Assessments, Achievement data indicates all students including subgroup populations (ED and Special Needs) are making consistent achievement in grades K-8. 2013 and 2014 MME scores indicate students made improvement in mathematics (4% in 2013 and 11% in 2014) following three years of declining achievement. Data from the same period indicates the High School graduation rate declined by 19%. District behavioral data indicating that 27% of our K-12 economically disadvantaged and special education students miss more than ten days of school per year. The percentage is 44% for 2011-2012 kindergarteners. Discipline records indicate higher incidents of inappropriate behavior among these subgroups of students than for the all students group. Academic achievement data indicates an achievement gap between ED and non ED students and special needs students in all grade levels and all content areas. The gap is smallest at 3rd grade and widens as academic skills are not accelerated quickly enough and behaviors interfering with success are not extinguished. .

Barr, R.D. and Parrett, W.H. (2008) Saving our Students, Saving our Schools: 50 Proven Strategies for Helping Underachieving Students and Improving Schools. Thousand Oaks, CA: Corwin Press Austin, Buffum, Mike Mattos, and Chris Weber; "The Why Behind RTI," p. 10-16, Educational Leadership, Oct. 2010.

Tier: Tier 2

Activity - Employ 31-A Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will employ a K-12 Interventionist who will gather data regarding 31-A eligible students experiencing behavior(s) that interfere with their academic success and their ability to graduate from high school in four years.. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. The interventionist will provide direct intervention to individual students or small groups of students where appropriate. EX: Six students have been identified whose organizational skills interfere with success. Interventionist may schedule a series of weekly lunch meetings with students to work on improving organizational skills.  Schools: All Schools	Teacher Collaboration, Behavioral Support Program, Parent Involvement	Tier 2	Implement	07/01/2015	06/30/2017	\$114125	Section 31a	Building principals, MTSS teams will be responsible for successful implementation of this project.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent, Building Principals, and 31-A interventionist will meet quarterly to review attendance, behavior and academic skill improvement of students serviced in this program to increase achievement of students in the bottom 30%.  Schools: All Schools	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Evaluate	07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent and Building Principals

Activity - PD to differentiate instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

LakeVille Community Schools

The District will provide professional development options for embedded, sustained and ongoing training to assist teachers in developing additional strategies for differentiating instruction to meet the needs of all students. Workshops will include collaborative training with GISD and other consultants, ex: Buck Institute and the Instructional Technology PD Coordinator, The Advanced Placement Summer Institute for teachers in Lapeer, MI. and workshops specifically designed to analyze individual student data to inform instruction.  Schools: All Schools	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Title II Part A	Building principals, District Curriculum and Technology Integration teams.
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Activity - PD to improve instruction for students not mastering grade level content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide professional learning to classroom and intervention teachers and instructional support staff to increase strategies for providing timely and appropriate interventions to help students master grade level content in mathematics.  Schools: All Schools	Professional Learning, Technology, Teacher Collaboration, Curriculum Development	Tier 2	Getting Ready	07/01/2015	06/30/2017	\$200	Title II Part A	Building principals and MTSS teams

Activity - Assess to inform instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will administer NWEA (MAP) assessments to all students in grades K-8 for the purpose of identifying individual academic skills and differentiating instruction to help all students master grade level content in mathematics  Schools: LakeVille Middle School, Otter Lake Elementary School, Columbiaville Elementary School, Otisville Elementary School	Academic Support Program, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$13000	Title I Part A	Building Principals

Activity - Employ Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will employ an intervention teacher to provide supplemental instruction to elementary and middle school students struggling to master grade level content in mathematics.  Schools: LakeVille Middle School, Columbiaville Elementary School	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$67468	Title I Part A	Superintendent, Building Principal

## District Improvement Plan

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### Strategy 3:

Improve mathematics achievement with supplemental instruction - Classroom teachers, intervention teachers, and instructional paraprofessionals will improve mathematics achievement as measured on state assessments (MEAP/MME), local and standardized assessments by providing supplemental instruction to students struggling to master grade level content standards in mathematics.

Research Cited: District achievement data indicating an achievement gap between ED and non ED students as well as between special education and non-special education students. Many students are members of both subgroups. MEAP mathematics scores are showing improvement in all buildings. 2013 MME data indicates mathematics scores are showing slight improvement (4%) following three years of declining scores. District progress monitoring indicates Interventions implemented over the past three years are beginning to have a positive impact, but more needs to be done to accelerate learning for ED students. Tilton, L. (2003) The Teacher's Toolbox for Differentiating Instruction. Sherwood, MN. Covington Cove Publications  
Dean, C., E. Ross Hubbell, H. Petler, B.J. Stone (2012) Classroom Instruction That Works 2nd Edition. ASCD, VA.

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate achievement of goal/objective/strategy by monitoring student academic growth as measured by classroom achievement, state assessments, standardized and local assessment and behavior data quarterly to increase achievement of students ranked in the bottom 30% as indicated on state assessments.  Schools: All Schools	Academic Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Classroom and intervention teachers, principals, and instructional paraprofessionals
Activity - Employ Credit Recovery Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will employ teachers to provide credit recovery opportunities to students in grades 9-12 who need to accelerate learning and credit acquisition in mathematics. Program is provided during the day and after school.  Schools: LakeVille Memorial High School	Academic Support Program, Technology	Tier 2	Implement	07/01/2015	06/30/2017	\$90200	Section 31a	Superintendent, Building Principals
Activity - Employ Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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The District will employ an intervention teacher to provide supplemental instruction to accelerate learning for students struggling to master grade level content in mathematics  Schools: LakeVille Middle School, Columbiaville Elementary School	Academic Support Program, Technology , Direct Instruction	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Title I Part A	Superintendent, Building Principals
<b>Activity - Employ paraprofessionals</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in mathematics.  Schools: Otter Lake Elementary School, Columbiaville Elementary School, Otisville Elementary School	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$18142	Title I Part A	Superintendent, Building Principals
<b>Activity - Provide Data Collaboration</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide time for teachers (classroom and intervention) to analyze data collaboratively to determine which students need intervention service and to determine the appropriate activities.  Schools: All Schools	Academic Support Program, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	General Fund	Superintendent, Principals
<b>Activity - Extended Day tutoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.  Schools: Columbiaville Elementary School	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$3813	Section 31a	Building Principals

### Strategy 4:

Interactive technology - Classroom teachers and intervention teachers will use interactive learning tools (interactive white boards, computers, iPads, laptops, tablets, online mathematics software, and manipulatives to engage learners and differentiate instruction to accelerate mastery of grade level core content in mathematics classrooms.

Research Cited: MEAP/MME student achievement data for 2009-2013. Progress monitoring information. Willholt, J. Assessing Progress Toward College and Career Readiness. Principal, March/April 2013.

Knobel, M. and D. Wilber. Let's Talk 2.0. Educational Leadership, March 2009, p 20-25.

## District Improvement Plan

Lakeville Community Schools

Halligan, T. Supporting Success, How Can an Embedded PD Model help Districts Foster a Personalized Learning Environment? Find out What Happens When You Give Your Teachers the right mix of Time, Talent and Technology. Administrator, Spring 2013.

Tier: Tier 1

Activity - Train K-12 staff to integrate technology into mathematics instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide sustained and embedded professional development with our Instructional Technology Professional Development Coordinator to build the capacity of our staff members to use interactive technology strategies to accelerate the learning of students struggling to master grade level core content in mathematics.  Schools: All Schools	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Title II Part A	Superintendent, Building principals
Activity - Employ Instructional Technology Professional Development Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Technology Professional Development Coordinator will provide ongoing sustained professional development to all instructional staff members as push in and pull out instruction. Purpose is to build capacity in staff members to integrate technology into instruction to accelerate mastery of core content in mathematics.  Schools: All Schools	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	07/01/2015	06/30/2017	\$61332	Title II Part A	Superintendent, building principals
Activity - Purchase technology equipment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will purchase mobile technology equipment, laptops, notebooks, iPads, etc. to allow teachers to provide project based learning activities to differentiate instruction to meet students' individual learning needs in mathematics.  Schools: All Schools	Technology, Supplemental Materials	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$56926	Other, Title I Part A	Building Principals, Improvement teams

## Goal 2: All students will be proficient in science

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

## District Improvement Plan

Lakeville Community Schools

54% of All Students will demonstrate a proficiency mastering grade level content expectations in Science by 06/30/2017 as measured by state assessments, local norm and criterion referenced and authentic assessments..

### Strategy 1:

Improve science achievement with supplemental instruction - Classroom teachers and instructional paraprofessionals will provide instruction to supplement classroom lessons to support mastery of grade level content standards and achievement of higher order thinking skills in science. Specific areas of instruction will include forming hypotheses, interpreting, analyzing and applying data.

Research Cited: Barr, R. and W. Parrett. (2008) Saving our Students Saving our Schools, 50 Proven Strategies for Helping Underachieving Students and Improving Schools. Corwin Press, CA.

Reeves, A. (2011) Where Great Teaching Begins - Planning for Student Thinking and Learning. ASCD, VA.

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate achievement of the goal/objective and strategy by monitoring student academic growth in science three times yearly as measured by state assessments, local norm and criterion referenced assessments and authentic assessments.  Schools: All Schools	Walkthrough, Technology, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Building principals, classroom teachers, intervention teacher and paraprofessionals.

Activity - Employ Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in science.  Schools: Otter Lake Elementary School, Columbiaville Elementary School, Otisville Elementary School	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Title I Part A	Building Principals

Activity - Employ Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will employ intervention teachers to provide supplemental instruction to students whose comprehension skills using informational text are interfering with their ability to master grade level content in science.  Schools: All Schools	Academic Support Program, Teacher Collaboration	Tier 2		07/01/2015	06/30/2017	\$194366	Section 31a, Title I Part A	Building Principals

**District Improvement Plan**

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Activity - Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School students have the opportunity to participate in a week long summer camp at Baker College. Students receive instruction in project based learning activities in the areas of technology, medical and forensic science, the automotive industry, American Sign Language and business. Courses are taught by Baker College staff. Parents and students have an opportunity to visit and work on the college campus and gain an understanding of the opportunities and requirements for college and careers prior to beginning their high school course work. For many of our families this is their first visit to a college campus.  Schools: LakeVille Middle School, Columbiaville Elementary School	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$500	Other	Middle School Principal and EDP coordinator

Activity - Extended Day Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide before and / or after school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.  Schools: All Schools	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$3000	Section 31a, Title I Part A	Building Principals

**Strategy 2:**

Improve science scores with differentiation - Classroom teachers, intervention teachers and paraprofessionals will increase the strategies they use to differentiate instruction to improve reading comprehension with informational text to help children use critical thinking to analyze text and solve problems.

Research Cited: Using PBL to Teach 21st Century Skills: Findings from a Statewide Initiative in West Virginia (2008). Glanneschi, M. One and the Same, College and Workforce Readiness. School Administrator, p. 27-29, May 2009. William Parrott and Kathleen Budge, Turning High Poverty Schools Into High Performing Schools: ASCD, Alexandria, VA. 2012.

MEAP/MME strand analysis and demographic data that indicates we are making progress in improving science scores in middle and high school. 2013 MME scores indicate a three year trend of positive growth in science. 2013 MEAP and 2014 MME data indicate an increase in proficiency at grade 5 and a slight decrease in proficiency at grade 8 and 11. These scores also indicate a slight decrease in the achievement gap between ED and nonEd students.

Tier: Tier 1

## District Improvement Plan

Lakeville Community Schools

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will provide professional development and Advanced Placement and in Project Based Learning with GISD and other consultants (ex: Buck Institute) and with our Instructional Technology Professional Development Coordinator to help teachers develop additional strategies to differentiate instruction to assist students in mastering grade level content, extending their learning and developing College/Career Ready Skills.</p> <p>Schools: All Schools</p>	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Title II Part A	Superintendent, Building Principals, District Curriculum Team
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will monitor progress of goal/objective/strategy achievement by monitoring student classroom achievement, state assessment data (MEAP/MME) standardized and local assessment data quarterly.</p> <p>Schools: All Schools</p>	Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Classroom and intervention teachers, instructional paraprofessionals
Activity - Principal Leadership Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building principals and the superintendent will attend the Leadership Institute, a series of workshops sponsored by Genesee Intermediate School District to build capacity of building and district leaders to implement and sustain activities that support continuous academic improvement for district students. Workshop topics include but are not limited to using data to inform instruction, evaluation, providing timely and appropriate feedback, formative vs. summative assessment, implementing CCSS.</p> <p>Schools: All Schools</p>	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent

### Strategy 3:

Improve Science Scores with Intractive Learning - Classroom teachers, intervention teachers and paraprofessionals will use interactive technology (laptops, desktops, IPads, notebooks, whiteboards, online science software, classroom response systems etc.) to engage students in science learning and mastering CCSS grade level expectations.

Research Cited: District MEAP strand analysis indicating student do not score well in areas requiring analysis and problem solving. Concrete and Virtual Materials move students from concrete to abstract level. Hratshorn, R. Marzano, Pickering and Pollack, 2001. Willholt, J. Assessing Progress Toward College and Career

## District Improvement Plan

Lakeville Community Schools

Readiness. Principal, March/April 2013.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide sustained, embedded professional development on Project Based Learning using interactive technology tools to differentiate instruction encouraging all students to access and master grade level CCSS content expectations in science.  Schools: All Schools	Professional Learning, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Title II Part A	Superintendent, Building principals, District Curriculum Committee
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals will use classroom walkthroughs to monitor that classroom teachers are implementing project based learning strategies in their classrooms.  Schools: All Schools	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Building principals
Activity - Purchase technology equipment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will purchase interactive technology equipment to assist students in intergating technology into the curriculum to master CCSS core content standards in science and to improve the equity of access to resources for economically disadvantaged students.  Schools: All Schools	Technology, Supplemental Materials	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Other, Title I Part A	Building principals

### Goal 3: All students will be proficient in ELA

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

71% of All Students will demonstrate a proficiency in reading and 58% in writing in English Language Arts by 06/30/2017 as measured by achievement on state assessments as well as standardized and local norm and criterion referenced assessments.

#### Strategy 1:

Improve ELA scores with Interactive Learning - Classroom teachers, intervention teachers and paraprofessionals will use interactive technology (computers, laptops, interactive whiteboards, iPads, Notebooks, interactive software, projectors, document cameras, classroom response systems etc.) to engage students in deep

## District Improvement Plan

Lakeville Community Schools

understanding of reading content and the writing process and to differentiate instruction in ELA classrooms.

Research Cited: Reeves, A. (2011). Where Great Teaching Begins, Planning for Student Thinking and Learning: ASCD, Va. Buffum, A., Mattos, M. and Weber, C. (2010) The Why Behind RTI: Educational Leadership, p.10-16, Oct. 2010.

Tier: Tier 1

Activity - Purchase desktops, laptops, notebooks, and iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase desktops, laptops, notebooks and iPads for use in providing differentiated instruction to students to help them master core content in reading and writing and improve access to technology tools for economically disadvantaged students.  Schools: All Schools	Academic Support Program, Technology  Supplemental Materials, Direct Instruction	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$20000	Other, Title I Part A	Building principals, building improvement teams

### Strategy 2:

Improve reading and writing scores with consistent instruction - The district will improve reading and writing achievement by involving all staff members in district wide planning for consistent instruction. Classroom teachers will work collaboratively in grade level and cross grade level and K-12 teams to develop a common language of instruction.

Research Cited: District MEAP/MME and NWEA achievement data indicating uneven growth across the District. Dean, C., Ross Hubbell, E., Pether, H., Stone, B.J., (Jan. 2012) Classroom Instruction That Works, 2nd Edition Research Based Strategies for Increasing Student Achievement. ASCD, VA.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide release time for professional development with GISD consultants to work collaboratively to develop and implement a common language of instruction in ELA aligned to the Common Core State Standards  Schools: All Schools	Professional Learning, Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$500	Title II Part A	Building Principals

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

Lakeville Community Schools

Building principals will monitor the consistency of instruction and use of common language of instruction during frequent classroom walkthrough visits.  Schools: All Schools	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent, Building Principals
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide K-12 teachers professional development on Word Identification Strategy - from University of Kansas to promote consistency in literacy instruction.  Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$800	Title II Part A	Principals

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training for K-12 teachers on how to implement Thinking Maps to assist them in gaining new strategies for extending learning for students in mastering critical thinking and problem solving skills to meet Common Core State Standards.  Schools: All Schools	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Title II Part A	Principals

**Strategy 3:**

Improve Reading Comprehension using Informational Text - Classroom teachers, intervention teachers and paraprofessionals will improve and increase the strategies they use to teach reading comprehension with an emphasis on informational text to help all students master grade level standards in all core content areas.

Research Cited: MEAP/MME data that indicates economically disadvantaged and special education students achieve lower scores on informational text test items than on literature items. Harvey, S., and Goudis, A. (2000). Strategies That Work: Stenhouse Publishers, York, Maine. Willholt, J., (April 2013). Assessing Progress Toward College and Career Readiness: Principal.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Lakeville Community Schools

The Instructional Technology Professional Development Coordinator will provide sustained and embedded professional development to classroom and intervention teachers and paraprofessionals using interactive technology to increase and improve the strategies they use to teach reading comprehension using informational text allowing them to differentiate instruction to help all learners master grade level content.  Schools: All Schools	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Title II Part A	Building principals
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contract with GISD and other consultants to provide sustained professional development onsite and at alternate locations to improve reading comprehension of informational text (ex: readers/writers workshop)  Schools: All Schools	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Title II Part A	Building principals

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate the achievement of the goal/objective/strategy by monitoring student achievement on state, standardized and local assessment data quarterly,  Schools: All Schools	Technology, Other, Teacher Collaboration	Tier 1	Evaluate	07/01/2015	06/30/2017	\$0	No Funding Required	Principals and instructional staff members

### Strategy 4:

Improve reading scores through supplemental instruction - District classroom teachers, intervention teachers and paraprofessionals under the direction of certified staff will provide supplemental instruction to accelerate learning and improve reading and writing scores. Instruction will occur during the school day, and as extended day and year activities.

Research Cited: Fountas and Pinnell, (2001). Adapting instruction to the Needs of the Learner - Grouping of the Class: Protheroe, N. Shelland, B. and Turner, J. (2004). Helping Struggling Learners in the Elementary and Middle Grades: ERS. Arlington, VA.

Tier: Tier 2

Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

LakeVille Community Schools

The District will employ intervention teachers to provide direct supplemental instruction to students whose lack of grade level reading skills interferes with academic success in all content areas. Instruction will be provided during the school day, extended day and summer school if funds allow.  Schools: All Schools	Academic Support Program, Technology, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Title I Part A, Section 31a	Superintendent, Building Principals
<b>Activity - Progress Monitoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will monitor the achievement of goal/objective/strategy by monitoring student classroom achievement on state (MEAP/MME), standardized and local assessment data quarterly  Schools: All Schools	Technology, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Building Principals
<b>Activity - Employ paraprofessionals</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental assistance to students struggling to master grade level content in reading.  Schools: Otter Lake Elementary School, Columbiaville Elementary School, Otisville Elementary School	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Title I Part A	Superintendent, Building Principals
<b>Activity - Summer School / Camp</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide a summer school experience for students in grades K-8 in need of supplemental differentiated learning to master grade level content in reading and writing to improve performance in all core content areas (ELA, Science, Mathematics and Social Studies). Emphasis on providing project based activities to develop higher order thinking skills.  Schools: LakeVille Middle School, Otter Lake Elementary School, Columbiaville Elementary School, Otisville Elementary School	Academic Support Program, Technology, Direct Instruction, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$25000	Title I Part A	Building Principals
<b>Activity - Extended Day Tutoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## District Improvement Plan

Lakeville Community Schools

Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day  Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$10000	Section 31a	Building Principals
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## Goal 4: All students will be proficient in Social Studies

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

52% of All Students will demonstrate a proficiency in mastering grade level content expectations in Social Studies by 06/30/2017 as measured by Student performance on state standardized and local norm and criterion referenced assessments.

### Strategy 1:

Improve social studies scores with supplemental instruction - Classroom teachers, intervention teachers and instructional paraprofessionals will provide direct instruction to students to supplement and accelerate classroom instruction in social studies to support mastery of grade level expectations. Students will receive instruction using multiple instructional strategies both as push in and pull out sessions and through the use of interactive technology and software to accelerate skills in reading (decoding and comprehending) informational text.

Research Cited: MEAP/MME scores indicating social studies scores have been flat across past years, but did show improvement in the 2012-2013 school year. Protheroe, N., Shellard, E. and Turner, J. (2004) Helping Struggling Learners in the Elementary and Middle Grades, Alexandria, VA. Educational Research Association.

Heick, T. (9-5-12) Rethinking Learning: The 21st Century Learner. Teach Thought.

DeNesco,A. (April 13) Nation at Risk, Thirty Years Later Little Has Changed. District Administrator.

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the progress in achieving goal/objective and strategy quarterly as measured by student classroom achievement, state standardized and local norm and criterion referenced assessment  Schools: All Schools	Technology , Other, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Building principals

Activity - Employ Intervention Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

LakeVille Community Schools

The district will employ an intervention teacher and instructional paraprofessionals to provide direct supplemental instruction to students struggling to master core content in social studies.  Schools: All Schools	Academic Support Program, Technology, Teacher Collaboration		Implement	07/01/2015	06/30/2017	\$0	Title I Part A	Superintendent, Building Principals
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Activity - Extended Day Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.  Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$1000	Section 31a	Building Principals

### Strategy 2:

Improve social studies achievement with behavior interventions - A 31-A interventionist and paraprofessional will provide behavior interventions and support to students whose behaviors (attendance, classroom disruptions, lack of appropriate communication, organizational and study skills) are interfering with their academic success. Research Cited: Synergy Student attendance and behavior management data. Barr, R., and Parrett, W., (2008) Saving our Students Saving our Schools, 50 Proven Strategies for Helping Underachieving Students and Improving Schools, Second Edition, Corwin Press. Marc and Crain Keilburger; The World Needs your Kid; How to Raise Children Who Care and Contribute 2009.

Tier: Tier 2

Activity - Employ 31-A Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-12 Interventionist will gather data regarding 31-A eligible students experiencing behavior(s) that interfere with their academic success. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. The interventionist will provide direct intervention to individual students or small groups of students where appropriate. EX: Six students have been identified whose organizational skills interfere with success. Interventionist may schedule a series of six week lunch meetings with students to work on improving organizational skills.  Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Section 31a	Building Principals, RTI Teams are responsible for implementing this program

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

LakeVille Community Schools

Building principals, Classroom teachers, 31-A Interventionist will monitor attendance, discipline referral data etc. to monitor progress before and after intervention periods.  Schools: All Schools	Academic Support Program, Technology, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Building principals and intervention staff will monitor the progress of achieving this strategy
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Activity - M.S. Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will employ a paraprofessional to provide behavior intervention and support to middle school students whose behavior is interfering with their academic success.  Schools: LakeVille Middle School	Teacher Collaboration, Behavioral Support Program, Parent Involvement	Tier 2		06/30/2015	06/30/2017	\$0	Title I Part A	Building Principal

Activity - Advisory/Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle and high school buildings implemented an advisory/seminar period to foster positive relationships between staff and students.  Schools: LakeVille Middle School, LakeVille Memorial High School	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	07/01/2015	06/30/2017	\$0	General Fund	Principals

Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the Responsible Thinking Process to help students develop appropriate social skills and develop restorative practices.  Schools: LakeVille Middle School, LakeVille Memorial High School	Behavioral Support Program	Tier 2	Getting Ready	07/01/2015	06/30/2017	\$0	General Fund	Principals

### Strategy 3:

Parent Involvement - District classroom teachers, Intervention teachers and paraprofessionals will provide activities to improve parent involvement. These will include

**District Improvement Plan**

LakeVille Community Schools

parent workshops for parents of K-8 students. Parents will learn strategies to help them help their children improve study skills and learning strategies to support mastery of grade level state standards in core content areas.

Research Cited: Student discipline and attendance reports, MEAP/MME achievement data, Middleton, K.E. and Pettit, E.A. (2007) Who Cares? Improving our Schools Through Relationships and Customer Service. Tucson, AZ: Wheatmark Publishers.

Tier:

Activity - Customer Service Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide professional development with an external consultant for District professional and support staff on improving customer service and developing positive relationships with students and parents for the purpose of improving parent engagement to improve student academic success.  Schools: All Schools	Professional Learning, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	Title II Part A	Building Principals

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff members will monitor the success of this strategy by evaluation student achievement on state and classroom assessments, monitoring parent evaluations from parent workshops, evaluating survey results for yearly parent satisfaction surveys.  Schools: All Schools	Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	No Funding Required	Building Principals, classroom and intervention teachers and instructional paraprofessionals

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All buildings will host parent workshops to assist parents in learning new strategies for improving the academic success of their children.  Schools: All Schools	Parent Involvement	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Title I Part A, Other	Building Principals

## Goal 5: The District will implement a vertically aligned (K-12) curriculum, instruction and assessment system.

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to design and implement with fidelity a sustainable, comprehensive, research-based vertically aligned district (K-12) curriculum, instructional and assessment system by 06/30/2015 as measured by increased student achievement on state, standardized and local norm and criterion referenced assessments.

**Strategy 1:**

K-12 Vertically aligned system - We will formalize intentional processes to ensure curriculum implementation, instructional practices and assessment throughout the system (K-12) are monitored and adjusted systematically in response to our analysis of multiple measures of student learning

Research Cited: External Review Report, NCA District QAR Dec. 2012, Rodregies, A. (Oct. 2010). p. 74. Start With the Adults.

Tier: Tier 1

Activity - Curriculum Guidebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Curriculum Committee will annually review and revise our Board Approved Curriculum Renewal Guidebook ensuring the guide details formalized systemic processes and procedures for curriculum evaluation and renewal using student assessment data to determine best practice instructional strategies  Schools: All Schools	Technology , Teacher Collaboration, Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent, Principals District Curriculum Committee Team Members

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide professional development for all instructional staff members on expectations for implementing and monitoring the district approved curriculum  Schools: All Schools	Professional Learning, Technology , Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	No Funding Required	Building Principals, District Curriculum Renewal team members

Activity - Assessment System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Lakeville Community Schools

The District will evaluate and revise current student assessment procedures to create a comprehensive vertically aligned assessment system K-12 by using assessment data to determine best practice research based instructional strategies that support improving academic success. The review will result in a formal K-12 assessment guide outlining expectations for staff members as well as students. The document will be reviewed and revised yearly.  Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent, Building Principals, Building Improvement Teams
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Activity - Implement Formative Assessment/Data Warehouse Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will fully implement an effective electronic data warehouse / assessment tool (Illuminate) that allows teachers to create formative and summative assessments and get immediate feedback on student knowledge and skills to differentiate instruction to meet the needs of all learners.  Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2017	\$8000	General Fund	Superintendent, Board

### Strategy 2:

K-12 progress monitoring - The District will design and implement a sustainable, comprehensive, research-based, vertically aligned system of examining our K-12 professional practice and progress in meeting improvement goals in response to data gathered from multiple sources.

Research Cited: External Review, District QAR December 2012.

Tier: Tier 1

Activity - SIP Goal Status Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of professional staff members from across the District will participate in SIP goal status updates. Building improvement teams will present improvement goals and progress in meeting goals to district staff mid-year. Each team will provide feedback for the purpose of improving horizontal and vertical alignment of standards and instructional practice to improve student achievement.  Schools: All Schools	Policy and Process	Tier 1	Evaluate	07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent, Building Principals, Instructional Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

LakeVille Community Schools

The District will provide professional development for all staff members designed to build professional relationships across grades, buildings and departments to improve their ability to have difficult conversations to improve professional practice in preparation for having tough professional conversations about student achievement.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Title II Part A	Building Principals
Schools: All Schools								

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide professional development on implementing SIP goal status review sessions.	Professional Learning		Getting Ready	07/01/2015	06/30/2017	\$0	Title II Part A	Building Principals
Schools: All Schools								

### Strategy 3:

Assess teaching and learning - We will create a formalized evaluation system for teachers and administrators (teachers, principals, superintendent). The system will be aligned to current Michigan Law and include procedures, processes and criteria to support the evaluation of teaching and learning in the District. The system will include a district wide focus on consistent use of research-based, best practices in the classroom, ex: systemic use of higher order thinking skills (CCSS), aligning instructional strategies to standards and student needs.

Teachers and administrators will receive sustained professional development in the use of the evaluation system as a tool to improve academic growth for students. Principals will also receive instruction in how to use classroom walkthroughs to provide feedback for rapid improvement for staff members and in having hard conversations.

Research Cited: External Review, District QAR, December 2012. Reeves, Dr. P., Mara, P. MASA Leader p. 15-18, (Spring 2013). Educator Evaluation in Michigan; While the Jury's Out, Do we Just Wait?

Tier: Tier 1

Activity - Select Assessment Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will adopt a teacher evaluation system that includes formalized supervision of teaching and learning and includes coaching opportunities focused on how to improve student learning. The District will adopt administrator evaluation systems for principals and the superintendent that focus on improving instructional leadership and supervision to improve teacher effectiveness and improve student achievement. The evaluation systems will comply with Michigan Teacher Evaluation criteria.	Professional Learning, Technology, Policy and Process, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	Other	Board of Education
Schools: All Schools								

## District Improvement Plan

Lakeville Community Schools

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GISD and other consultants will provide sustained professional development on using evaluation tools and feedback to improve student achievement.  Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Title II Part A	Superintendent and Building Principals

Activity - Evaluate Teachers and Administrators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will evaluate all teachers, principals and the superintendent at least yearly using tools adopted with a focus on improving student achievement  Schools: All Schools	Professional Learning, Policy and Process, Other	Tier 1		07/01/2015	06/30/2017	\$0	General Fund	Superintendent, Building Principals

### Strategy 4:

Community Engagement - The District will participate in a variety of activities to engage parents and community members in our goal of providing a rigorous and relevant Pre-K-12 program of study that promotes educational excellence, challenges and supports student learning and critical thinking, and prepares all students to effectively function in a global community

Research Cited: District AdvancED QAR (Dec. 2012) External Review Report indicating that parents and community members supported the district, but did not understand the state content expectations and lacked data to promote the academic goals of the District. Henderson, A., Mapp, K. (2002) SEDL Advancing Research, Improving Education. A New Wave of Evidence, The Impact of School, Family and Community Connections on Student Achievement.

Tier:

Activity - Power of Three	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will host "Power of Three" Community collaborative meetings quarterly to bring community leaders, local governmental leaders, business owners and district officials together to share information about the district and student academic expectations and collaborate to improve the district and surrounding communities.  Schools: All Schools	Community Engagement	Tier 1		07/01/2015	06/30/2017	\$0	Other	Board of Education

Activity - Communicate Academic Success and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

LakeVille Community Schools

The District will share information about student academic success in our Annual Report. The report will be presented to the public in a public board meeting, published on the District website and hard copies will be available in the District office for community members who want a copy.  Schools: All Schools	Technology , Community Engagement, Policy and Process, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	No Funding Required	Board of Education, Superintendent
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Activity - Communicate using social media	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will use social media (ex: Facebook, Twitter, Video broadcasts, and our website) to share information, including academic expectations and progress in meeting goals regularly  Schools: All Schools	Technology , Community Engagement, Policy and Process, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent, Principals

Activity - LakeVille Outlook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will continue to publish and bulk mail our newspaper to all community members at least quarterly.  Schools: All Schools	Technology , Recruitment and Retention, Community Engagement, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$15000	General Fund	Superintendent, Building staff members

## Goal 6: The LakeVille Community School District will operate efficiently and achieve long-term budget stability

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a behavior by approving a balanced budget by 06/30/2016 as measured by maintaining or increasing our fund balance..

## District Improvement Plan

LakeVille Community Schools

### Strategy 1:

Prioritize Budget Expenditures - :Lakeville Community Schools Board of Education will prioritize budget expenditures related to achieving District Strategic Improvement Goals and provide equity in educational opportunity for all students

Research Cited: Past budgets, audit reports, student achievement data and parent, student and staff survey data

Tier: Tier 1

Activity - Consolidation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with local districts and our ISD to consolidate services to use resources effectively  Schools: All Schools	Community Engagement, Policy and Process, Other, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	No Funding Required	Board of Education, Superintendent

Activity - Extracurricular Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide a broad spectrum of high quality extra curricular programs, such as athletics, clubs, service organizations, academic and fine arts programs to help students master core content, develop problem solving, team building and critical thinking skills  Schools: All Schools	Extra Curricular	Tier 1		07/01/2015	06/30/2017	\$0	General Fund	Board of Education, Superintendent

Activity - Post Secondary Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a partnership with at colleges and universities for the purposes of providing students and their parents opportunities to explore college options, academic summer camps and dual enrollment/credit in addition to existing programs with Baker College, Kettering University and Mott Community College.  Schools: LakeVille Middle School, LakeVille Memorial High School	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Other	Board of Education, Superintendent, Principals

Activity - Develop a Merit Pay System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Lakeville Community Schools

Develop and implement a merit pay system that provides a monetary reward for teachers who meet defined achievement criteria including demonstrating growth in student learning.  Schools: All Schools	Recruitment and Retention	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Title II Part A	Superintendent, Board of Education
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### Strategy 2:

Learning Environment - The Board of Education will provide all students with safe, orderly and effective learning environments designed to promote academic success  
Research Cited: District Facilities Review Data, District and County Safety Plan Review Reviews, District Strategic Improvement Plan. Glanneschi, M., (May 2013) One and the Same - College and Workforce Readiness. School Administrator p. 27-29.

Tier:

Activity - Safe and Secure Learning environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Board will implement a District Safety Plan aligned to a Genesee County Plan allowing us to improve the safety and security of all students. The plan will be reviewed and updated as needed but at a minimum yearly.  Schools: All Schools	Professional Learning, Policy and Process, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	No Funding Required	Board of Education, Superintendent and Principals

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide a variety of professional development offerings designed to instruct staff members on procedures in our District Safety Plan as well as practicing worst case scenario strategies to prepare staff members to respond appropriately in emergency situations  Schools: All Schools	Professional Learning, Technology, Policy and Process, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	No Funding Required	Superintendent, Building Principals

Activity - Install security systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a result of a successful August 2012 bond election, the district installed new security systems in all buildings. Buildings have secure entries while students are in session. Card reader door monitoring systems were installed in the summer of 2014 to restrict access to buildings and monitor people in and around building sites. Additional cameras will be installed in 2015-2016.  Schools: All Schools	Technology, Other	Tier 1		07/01/2015	06/30/2017	\$100000	Other	Board of Education and Superintendent

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Camp	Middle School students have the opportunity to participate in a week long summer camp at Baker College. Students receive instruction in project based learning activities in the areas of technology, medical and forensic science, the automotive industry, American Sign Language and business. Courses are taught by Baker College staff. Parents and students have an opportunity to visit and work on the college campus and gain an understanding of the opportunities and requirements for college and careers prior to beginning their high school course work. For many of our families this is their first visit to a college campus.	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$500	Middle School Principal and EDP coordinator
Install security systems	As a result of a successful August 2012 bond election, the district installed new security systems in all buildings. Buildings have secure entries while students are in session. Card reader door monitoring systems were installed in the summer of 2014 to restrict access to buildings and monitor people in and around building sites. Additional cameras will be installed in 2015-2016.	Technology , Other	Tier 1		07/01/2015	06/30/2017	\$100000	Board of Education and Superintendent
Post Secondary Partnership	Develop a partnership with at colleges and universities for the purposes of providing students and their parents opportunities to explore college options, academic summer camps and dual enrollment/credit in addition to existing programs with Baker College, Kettering University and Mott Community College.	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Board of Education, Superintendent, Principals

## District Improvement Plan

Lakeville Community Schools

Select Assessment Tools	The District will adopt a teacher evaluation system that includes formalized supervision of teaching and learning and includes coaching opportunities focused on how to improve student learning. The District will adopt administrator evaluation systems for principals and the superintendent that focus on improving instructional leadership and supervision to improve teacher effectiveness and improve student achievement. The evaluation systems will comply with Michigan Teacher Evaluation criteria.	Professional Learning, Technology, Policy and Process, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education
Power of Three	The District will host "Power of Three" Community collaborative meetings quarterly to bring community leaders, local governmental leaders, business owners and district officials together to share information about the district and student academic expectations and collaborate to improve the district and surrounding communities.	Community Engagement	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education
Purchase desktops, laptops, notebooks, and iPads	Purchase desktops, laptops, notebooks and iPads for use in providing differentiated instruction to students to help them master core content in reading and writing and improve access to technology tools for economically disadvantaged students.	Academic Support Program, Technology, Supplemental Materials, Direct Instruction	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$10000	Building principals, building improvement teams
Parent Workshops	All buildings will host parent workshops to assist parents in learning new strategies for improving the academic success of their children.	Parent Involvement	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Building Principals
Purchase technology equipment	The district will purchase interactive technology equipment to assist students in integrating technology into the curriculum to master CCSS core content standards in science and to improve the equity of access to resources for economically disadvantaged students.	Technology, Supplemental Materials	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Building principals
Purchase technology equipment	The district will purchase mobile technology equipment, laptops, notebooks, iPads, etc. to allow teachers to provide project based learning activities to differentiate instruction to meet students' individual learning needs in mathematics.	Technology, Supplemental Materials	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$30000	Building Principals, Improvement teams

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Lakeville Community Schools

Curriculum Guidebook	The District Curriculum Committee will annually review and revise our Board Approved Curriculum Renewal Guidebook ensuring the guide details formalized systemic processes and procedures for curriculum evaluation and renewal using student assessment data to determine best practice instructional strategies	Technology, Teacher Collaboration, Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Principals District Curriculum Committee Team Members
Progress Monitoring	Staff will monitor progress of goal/objective/strategy achievement by monitoring student classroom achievement, state assessment data (MEAP/MME) standardized and local assessment data quarterly.	Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Classroom and intervention teachers, instructional paraprofessionals
Progress Monitoring	Building principals, Classroom teachers, 31-A Interventionist will monitor attendance, discipline referral data etc. to monitor progress before and after intervention periods.	Academic Support Program, Technology, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals and intervention staff will monitor the progress of achieving this strategy
Consolidation	Collaborate with local districts and our ISD to consolidate services to use resources effectively	Community Engagement, Policy and Process, Other, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Board of Education, Superintendent
Professional Development	The District will provide professional development for all instructional staff members on expectations for implementing and monitoring the district approved curriculum	Professional Learning, Technology, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	Building Principals, District Curriculum Renewal team members



## District Improvement Plan

LakeVille Community Schools

Communicate using social media	The District will use social media (ex: Facebook, Twitter, Video broadcasts, and our website) to share information, including academic expectations and progress in meeting goals regularly	Technology, Community Engagement, Policy and Process, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	Superintendent, Principals
Progress Monitoring	Staff will evaluate achievement of the goal/objective and strategy by monitoring student academic growth in science three times yearly as measured by state assessments, local norm and criterion referenced assessments and authentic assessments.	Walkthrough, Technology, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals, classroom teachers, intervention teacher and paraprofessionals.
Progress Monitoring	Building principals will use classroom walkthroughs to monitor that classroom teachers are implementing project based learning strategies in their classrooms.	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals
Assessment System	The District will evaluate and revise current student assessment procedures to create a comprehensive vertically aligned assessment system K-12 by using assessment data to determine best practice research based instructional strategies that support improving academic success. The review will result in a formal K-12 assessment guide outlining expectations for staff members as well as students. The document will be reviewed and revised yearly.	Academic Support Program	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals, Building Improvement Teams
Progress Monitoring	Staff will monitor goal achievement by analyzing student academic growth on state assessments yearly and on standardized and local assessments in the fall, mid-year and year end.	Academic Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals, classroom teachers, intervention teachers and instructional paraprofessionals.

## District Improvement Plan

LakeVille Community Schools

Progress Monitoring	Building staff members will monitor the success of this strategy by evaluation student achievement on state and classroom assessments, monitoring parent evaluations from parent workshops, evaluating survey results for yearly parent satisfaction surveys.	Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building Principals, classroom and intervention teachers and instructional paraprofessionals
Professional Development	The District will provide a variety of professional development offerings designed to instruct staff members on procedures in our District Safety Plan as well as practicing worst case scenario strategies to prepare staff members to respond appropriately in emergency situations	Professional Learning, Technology, Policy and Process, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Communicate Academic Success and Expectations	The District will share information about student academic success in our Annual Report. The report will be presented to the public in a public board meeting, published on the District website and hard copies will be available in the District office for community members who want a copy.	Technology, Community Engagement, Policy and Process, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education, Superintendent
Progress Monitoring	Staff will evaluate achievement of goal/objective/strategy by monitoring student academic growth as measured by classroom achievement, state assessments, standardized and local assessment and behavior data quarterly to increase achievement of students ranked in the bottom 30% as indicated on state assessments.	Academic Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Classroom and intervention teachers, principals, and instructional paraprofessionals
Progress Monitoring	Staff will evaluate the achievement of the goal/objective/strategy by monitoring student achievement on state, standardized and local assessment data quarterly,	Technology, Other, Teacher Collaboration	Tier 1	Evaluate	07/01/2015	06/30/2017	\$0	Principals and instructional staff members
Progress Monitoring	Staff will monitor the achievement of goal/objective/strategy by monitoring student classroom achievement on state (MEAP/MME), standardized and local assessment data quarterly	Technology, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building Principals

## District Improvement Plan

Lakeville Community Schools

SIP Goal Status Updates	Teams of professional staff members from across the District will participate in SIP goal status updates. Building improvement teams will present improvement goals and progress in meeting goals to district staff mid-year. Each team will provide feedback for the purpose of improving horizontal and vertical alignment of standards and instructional practice to improve student achievement.	Policy and Process	Tier 1	Evaluate	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals, Instructional Staff
Principal Leadership Institute	Building principals and the superintendent will attend the Leadership Institute, a series of workshops sponsored by Genesee Intermediate School District to build capacity of building and district leaders to implement and sustain activities that support continuous academic improvement for district students. Workshop topics include but are not limited to using data to inform instruction, evaluation, providing timely and appropriate feedback, formative vs. summative assessment, implementing CCSS.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent
Progress Monitoring	Building principals will monitor the consistency of instruction and use of common language of instruction during frequent classroom walkthrough visits.	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Safe and Secure Learning environment	The Board will implement a District Safety Plan aligned to a Genesee County Plan allowing us to improve the safety and security of all students. The plan will be reviewed and updated as needed but at a minimum yearly.	Professional Learning, Policy and Process, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Board of Education, Superintendent and Principals
Progress Monitoring	Staff will monitor the progress in achieving goal/objective and strategy quarterly as measured by student classroom achievement, state standardized and local norm and criterion referenced assessment	Technology, Other, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals
Progress Monitoring	Superintendent, Building Principals, and 31-A interventionist will meet quarterly to review attendance, behavior and academic skill improvement of students serviced in this program to increase achievement of students in the bottom 30%.	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Evaluate	07/01/2015	06/30/2017	\$0	Superintendent and Building Principals

### Section 31a

## District Improvement Plan

Lakeville Community Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Tutoring	Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$1000	Building Principals
Extended Day tutoring	Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$3813	Building Principals
Employ Credit Recovery Teachers	The District will employ teachers to provide credit recovery opportunities to students in grades 9-12 who need to accelerate learning and credit acquisition in mathematics. Program is provided during the day and after school.	Academic Support Program, Technology	Tier 2	Implement	07/01/2015	06/30/2017	\$90200	Superintendent, Building Principals
Extended Day Tutoring	Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$10000	Building Principals
Employ 31-A Interventionist	The K-12 Interventionist will gather data regarding 31-A eligible students experiencing behavior(s) that interfere with their academic success. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. The interventionist will provide direct intervention to individual students or small groups of students where appropriate. EX: Six students have been identified whose organizational skills interfere with success. Interventionist may schedule a series of six week lunch meetings with students to work on improving organizational skills.	Behavioral Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Building Principals, RTI Teams are responsible for implementing this program
Intervention Teachers	The District will employ intervention teachers to provide direct supplemental instruction to students whose lack of grade level reading skills interferes with academic success in all content areas. Instruction will be provided during the school day, extended day and summer school if funds allow.	Academic Support Program, Technology, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Employ Intervention Teachers	The District will employ intervention teachers to provide supplemental instruction to students whose comprehension skills using informational text are interfering with their ability to master grade level content in science.	Academic Support Program, Teacher Collaboration	Tier 2		07/01/2015	06/30/2017	\$194366	Building Principals

## District Improvement Plan

LakeVille Community Schools

Employ 31-A Interventionist	The District will employ a K-12 Interventionist who will gather data regarding 31-A eligible students experiencing behavior(s) that interfere with their academic success and their ability to graduate from high school in four years.. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. The interventionist will provide direct intervention to individual students or small groups of students where appropriate. EX: Six students have been identified whose organizational skills interfere with success. Interventionist may schedule a series of weekly lunch meetings with students to work on improving organizational skills.	Teacher Collaboration, Behavioral Support Program, Parent Involvement	Tier 2	Implement	07/01/2015	06/30/2017	\$114125	Building principals, MTSS teams will be responsible for successful implementation of this project.
Extended Day Tutoring	Provide before and / or after school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Building Principals

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Responsible Thinking Process	Implement the Responsible Thinking Process to help students develop appropriate social skills and develop restorative practices.	Behavioral Support Program	Tier 2	Getting Ready	07/01/2015	06/30/2017	\$0	Principals
Advisory/Seminar	The middle and high school buildings implemented an advisory/seminar period to foster positive relationships between staff and students.	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Principals
LakeVille Outlook	The District will continue to publish and bulk mail our newspaper to all community members at least quarterly.	Technology, Recruitment and Retention, Community Engagement, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$15000	Superintendent, Building staff members

## District Improvement Plan

LakeVille Community Schools

Provide Data Collaboration	Provide time for teachers (classroom and intervention) to analyze data collaboratively to determine which students need intervention service and to determine the appropriate activities.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Principals
Extracurricular Activities	The District will provide a broad spectrum of high quality extra curricular programs, such as athletics, clubs, service organizations, academic and fine arts programs to help students master core content, develop problem solving, team building and critical thinking skills	Extra Curricular	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education, Superintendent
Evaluate Teachers and Administrators	The District will evaluate all teachers, principals and the superintendent at least yearly using tools adopted with a focus on improving student achievement	Professional Learning, Policy and Process, Other	Tier 1		07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Implement Formative Assessment/Data Warehouse Program	The district will fully implement an effective electronic data warehouse / assessment tool (Illuminate) that allows teachers to create formative and summative assessments and get immediate feedback on student knowledge and skills to differentiate instruction to meet the needs of all learners.	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2017	\$8000	Superintendent, Board

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Provide K-12 teachers professional development on Word Identification Strategy - from University of Kansas to promote consistency in literacy instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$800	Principals
PD to improve instruction for students not mastering grade level content	The district will provide professional learning to classroom and intervention teachers and instructional support staff to increase strategies for providing timely and appropriate interventions to help students master grade level content in mathematics.	Professional Learning, Technology, Teacher Collaboration, Curriculum Development	Tier 2	Getting Ready	07/01/2015	06/30/2017	\$200	Building principals and MTSS teams

## District Improvement Plan

Lakeville Community Schools

Professional Development	The district will provide professional development and Advanced Placement and in Project Based Learning with GISD and other consultants (ex: Buck Institute) and with our Instructional Technology Professional Development Coordinator to help teachers develop additional strategies to differentiate instruction to assist students in mastering grade level content, extending their learning and developing College/Career Ready Skills.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals, District Curriculum Team
Professional Development	GISD and other consultants will provide sustained professional development on using evaluation tools and feedback to improve student achievement.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent and Building Principals
Teacher Training	All instructional staff members will participate in professional development in partnership with Davison Schools designed to build K-12 positive professional relationships with students and colleagues to explore professional practices and improve student achievement. Sustained follow up provided by GISD consultants and district administrators throughout the school year.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Superintendent and Building Principals will be responsible for planning and implementing this professional development.
Develop a Merit Pay System	Develop and implement a merit pay system that provides a monetary reward for teachers who meet defined achievement criteria including demonstrating growth in student learning.	Recruitment and Retention	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Board of Education
PD to differentiate instruction	The District will provide professional development options for embedded, sustained and ongoing training to assist teachers in developing additional strategies for differentiating instruction to meet the needs of all students. Workshops will include collaborative training with GISD and other consultants, ex: Buck Institute and the Instructional Technology PD Coordinator, The Advanced Placement Summer Institute for teachers in Lapeer, MI. and workshops specifically designed to analyze individual student data to inform instruction.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Building principals, District Curriculum and Technology Integration teams.

## District Improvement Plan

Lakeville Community Schools

Train K-12 staff to integrate technology into mathematics instruction	Provide sustained and embedded professional development with our Instructional Technology Professional Development Coordinator to build the capacity of our staff members to use interactive technology strategies to accelerate the learning of students struggling to master grade level core content in mathematics.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Superintendent, Building principals
Professional Development	The district will provide sustained, embedded professional development on Project Based Learning using interactive technology tools to differentiate instruction encouraging all students to access and master grade level CCSS content expectations in science.	Professional Learning, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent, Building principals, District Curriculum Committee
Train K-12 mathematics teachers	All staff members responsible for mathematics instruction K-12 will participate in professional development provided by GISD and other consultants to improve districtwide consistency in delivery of the district approved K-12 vertically aligned curriculum based on academic achievement data.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Principals will be responsible for securing and scheduling consultants from GISD to work with staff members.
Professional Development	Contract with GISD and other consultants to provide sustained professional development onsite and at alternate locations to improve reading comprehension of informational text (ex: readers/writers workshop)	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Building principals
Professional Development	The District will provide professional development on implementing SIP goal status review sessions.	Professional Learning		Getting Ready	07/01/2015	06/30/2017	\$0	Building Principals
Customer Service Professional Development	The District will provide professional development with an external consultant for District professional and support staff on improving customer service and developing positive relationships with students and parents for the purpose of improving parent engagement to improve student academic success.	Professional Learning, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	Building Principals
Professional Development	The District will provide professional development for all staff members designed to build professional relationships across grades, buildings and departments to improve their ability to have difficult conversations to improve professional practice in preparation for having tough professional conversations about student achievement.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Building Principals



## District Improvement Plan

Lakeville Community Schools

Professional Development	The Instructional Technology Professional Development Coordinator will provide sustained and embedded professional development to classroom and intervention teachers and paraprofessionals using interactive technology to increase and improve the strategies they use to teach reading comprehension using informational text allowing them to differentiate instruction to help all learners master grade level content.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Building principals
Employ Instructional Technology Professional Development Coordinator	The Instructional Technology Professional Development Coordinator will provide ongoing sustained professional development to all instructional staff members as push in and pull out instruction. Purpose is to build capacity in staff members to integrate technology into instruction to accelerate mastery of core content in mathematics.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	07/01/2015	06/30/2017	\$61332	Superintendent, building principals
Professional Development	Provide training for K-12 teachers on how to implement Thinking Maps to assist them in gaining new strategies for extending learning for students in mastering critical thinking and problem solving skills to meet Common Core State Standards.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Principals
Professional Development	The District will provide release time for professional development with GISD consultants to work collaboratively to develop and implement a common language of instruction in ELA aligned to the Common Core State Standards	Professional Learning, Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$500	Building Principals
Train Mathematics Leadership Team	A mathematics teacher leader from each building will participate in a four day institute hosted by GISD designed to help teachers effectively implement the CCSS, prepare for new assessments and help them sustain colleagues in this rigorous work. Meetings are spread throughout the year. The training will help teacher leaders acquire skills and strategies they can use to improve the career and college readiness of students.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1500	Principals

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Lakeville Community Schools

Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in mathematics.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$18142	Superintendent, Building Principals
Employ Intervention Teacher	The District will employ an intervention teacher to provide supplemental instruction to elementary and middle school students struggling to master grade level content in mathematics.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$67468	Superintendent, Building Principal
Employ Intervention Staff	The district will employ an intervention teacher and instructional paraprofessionals to provide direct supplemental instruction to students struggling to master core content in social studies.	Academic Support Program, Technology, Teacher Collaboration		Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental assistance to students struggling to master grade level content in reading.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
M.S. Behavior Support	The District will employ a paraprofessional to provide behavior intervention and support to middle school students whose behavior is interfering with their academic success.	Teacher Collaboration, Behavioral Support Program, Parent Involvement	Tier 2		06/30/2015	06/30/2017	\$0	Building Principal
Purchase technology equipment	The district will purchase mobile technology equipment, laptops, notebooks, iPads, etc. to allow teachers to provide project based learning activities to differentiate instruction to meet students' individual learning needs in mathematics.	Technology, Supplemental Materials	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$26926	Building Principals, Improvement teams
Parent Workshops	All buildings will host parent workshops to assist parents in learning new strategies for improving the academic success of their children.	Parent Involvement	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Building Principals

## District Improvement Plan

Lakeville Community Schools

Summer School / Camp	Provide a summer school experience for students in grades K-8 in need of supplemental differentiated learning to master grade level content in reading and writing to improve performance in all core content areas (ELA, Science, Mathematics and Social Studies). Emphasis on providing project based activities to develop higher order thinking skills.	Academic Support Program, Technology , Direct Instruction, Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$25000	Building Principals
Extended Day Tutoring	Provide before and / or after school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.	Academic Support Program, Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$3000	Building Principals
Intervention Teachers	The District will employ intervention teachers to provide direct supplemental instruction to students whose lack of grade level reading skills interferes with academic success in all content areas. Instruction will be provided during the school day, extended day and summer school if funds allow.	Academic Support Program, Technology , Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superinten dent, Building Principals
Employ Intervention Teacher	The District will employ an intervention teacher to provide supplemental instruction to accelerate learning for students struggling to master grade level content in mathematics	Academic Support Program, Technology , Direct Instruction	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superinten dent, Building Principals
Employ Intervention Teachers	The District will employ intervention teachers to provide supplemental instruction to students whose comprehension skills using informational text are interfering with their ability to master grade level content in science.	Academic Support Program, Teacher Collaborati on	Tier 2		07/01/2015	06/30/2017	\$0	Building Principals
Purchase technology equipment	The district will purchase interactive technology equipment to assist students in intergating technology into the curriculum to master CCSS core content standards in science and to improve the equity of access to resources for economically disadvantaged students.	Technology , Supplemen tal Materials	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Building principals
Purchase desktops, laptops, notebooks, and iPads	Purchase desktops, laptops, notebooks and iPads for use in providing differentiated instruction to students to help them master core content in reading and writing and improve access to technology tools for economically disadvantaged students.	Academic Support Program, Technology , Supplemen tal Materials, Direct Instruction	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$10000	Building principals, building improve ment teams

**District Improvement Plan**

LakeVille Community Schools

Employ Paraprofessionals	The District will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in science.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Building Principals
Assess to inform instruction	The District will administer NWEA (MAP) assessments to all students in grades K-8 for the purpose of identifying individual academic skills and differentiating instruction to help all students master grade level content in mathematics	Academic Support Program, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$13000	Building Principals

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	The District will implement a vertically aligned (K-12) curriculum, instruction and assessment system.		The District has implemented a vertically aligned (K-12) curriculum plan. A copy was attached to our December AdvancED Progress Report. We will continue to work to implement the plan with fidelity.	May 26, 2015	Mrs. Vickie L Luoma
Objective	collaborate to design and implement with fidelity a sustainable, comprehensive, research-based vertically aligned district (K-12) curriculum, instructional and assessment system by 06/30/2015 as measured by increased student achievement on state, standardized and local norm and criterion referenced assessments.	Met	The plan is in place.	May 26, 2015	Mrs. Vickie L Luoma
Activity	Assessment System	Completed	The Assessment System has been completed, but continual monitoring and adjustment will occur to assure we continue to align to state expectations as the state assessment process is currently in transition.	May 26, 2015	Mrs. Vickie L Luoma
Activity	SIP Goal Status Updates	In Progress	This activity was implemented in the 2014-2015 school year. Staff members from across the District shared their successes and challenges in meeting their SIP goals. This will be a continuing activity used to support academic progress.	May 26, 2015	Mrs. Vickie L Luoma
Activity	Implement Formative Assessment/Data Warehouse Program	Completed	The District in collaboration with all Genesee County School Districts purchased Illuminate, a data warehouse and assessment system that allows teachers to create formative and summative assessments.	May 26, 2015	Mrs. Vickie L Luoma
Activity	Curriculum Guidebook	Completed	The Guidebook has been updated and shared as part of our AdvancEd progress update in December.	May 26, 2015	Mrs. Vickie L Luoma
Activity	Curriculum Guidebook	Completed	The Curriculum Guidebook has been developed and implemented. The process will be monitored semi-annually to ensure the process is implemented with fidelity. Revisions will be adopted as necessary for the process to guide continuous improvement.	June 17, 2014	Mrs. Vickie L Luoma
Activity	Evaluate Teachers and Administrators	Completed	This activity has been completed. We expect the tool we use to change. We will provide continuing professional development for our administrative staff and will continue to evaluate staff members each year.	May 26, 2015	Mrs. Vickie L Luoma

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Train K-12 mathematics teachers	All staff members responsible for mathematics instruction K-12 will participate in professional development provided by GISD and other consultants to improve districtwide consistency in delivery of the district approved K-12 vertically aligned curriculum based on academic achievement data.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Principals will be responsible for securing and scheduling consultants from GISD to work with staff members.
Progress Monitoring	Staff will monitor goal achievement by analyzing student academic growth on state assessments yearly and on standardized and local assessments in the fall, mid-year and year end.	Academic Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals, classroom teachers, intervention teachers and instructional paraprofessionals.
Employ 31-A Interventionist	The District will employ a K-12 Interventionist who will gather data regarding 31-A eligible students experiencing behavior(s) that interfere with their academic success and their ability to graduate from high school in four years.. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. The interventionist will provide direct intervention to individual students or small groups of students where appropriate. EX: Six students have been identified whose organizational skills interfere with success. Interventionist may schedule a series of weekly lunch meetings with students to work on improving organizational skills.	Teacher Collaboration, Behavioral Support Program, Parent Involvement	Tier 2	Implement	07/01/2015	06/30/2017	\$114125	Building principals, MTSS teams will be responsible for successful implementation of this project.

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Progress Monitoring	Superintendent, Building Principals, and 31-A interventionist will meet quarterly to review attendance, behavior and academic skill improvement of students serviced in this program to increase achievement of students in the bottom 30%.	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Evaluate	07/01/2015	06/30/2017	\$0	Superintendent and Building Principals
PD to differentiate instruction	The District will provide professional development options for embedded, sustained and ongoing training to assist teachers in developing additional strategies for differentiating instruction to meet the needs of all students. Workshops will include collaborative training with GISD and other consultants, ex: Buck Institute and the Instructional Technology PD Coordinator, The Advanced Placement Summer Institute for teachers in Lapeer, MI. and workshops specifically designed to analyze individual student data to inform instruction.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Building principals, District Curriculum and Technology Integration teams.
PD to improve instruction for students not mastering grade level content	The district will provide professional learning to classroom and intervention teachers and instructional support staff to increase strategies for providing timely and appropriate interventions to help students master grade level content in mathematics.	Professional Learning, Technology, Teacher Collaboration, Curriculum Development	Tier 2	Getting Ready	07/01/2015	06/30/2017	\$200	Building principals and MTSS teams
Teacher Training	All instructional staff members will participate in professional development in partnership with Davison Schools designed to build K-12 positive professional relationships with students and colleagues to explore professional practices and improve student achievement. Sustained follow up provided by GISD consultants and district administrators throughout the school year.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Superintendent and Building Principals will be responsible for planning and implementing this professional development.

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Progress Monitoring	Staff will evaluate achievement of goal/objective/strategy by monitoring student academic growth as measured by classroom achievement, state assessments, standardized and local assessment and behavior data quarterly to increase achievement of students ranked in the bottom 30% as indicated on state assessments.	Academic Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Classroom and intervention teachers, principals, and instructional paraprofessionals
Train K-12 staff to integrate technology into mathematics instruction	Provide sustained and embedded professional development with our Instructional Technology Professional Development Coordinator to build the capacity of our staff members to use interactive technology strategies to accelerate the learning of students struggling to master grade level core content in mathematics.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Superintendent, Building principals
Employ Instructional Technology Professional Development Coordinator	The Instructional Technology Professional Development Coordinator will provide ongoing sustained professional development to all instructional staff members as push in and pull out instruction. Purpose is to build capacity in staff members to integrate technology into instruction to accelerate mastery of core content in mathematics.	Professional Learning, Technology, Curriculum Development	Tier 1	Implement	07/01/2015	06/30/2017	\$61332	Superintendent, building principals
Purchase technology equipment	The district will purchase mobile technology equipment, laptops, notebooks, iPads, etc. to allow teachers to provide project based learning activities to differentiate instruction to meet students' individual learning needs in mathematics.	Technology, Supplemental Materials	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$56926	Building Principals, Improvement teams
Progress Monitoring	Staff will evaluate achievement of the goal/objective and strategy by monitoring student academic growth in science three times yearly as measured by state assessments, local norm and criterion referenced assessments and authentic assessments.	Walkthrough, Technology, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals, classroom teachers, intervention teacher and paraprofessionals.
Professional Development	The district will provide professional development and Advanced Placement and in Project Based Learning with GISD and other consultants (ex: Buck Institute) and with our Instructional Technology Professional Development Coordinator to help teachers develop additional strategies to differentiate instruction to assist students in mastering grade level content, extending their learning and developing College/Career Ready Skills.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals, District Curriculum Team



## District Improvement Plan

LakeVille Community Schools

Progress Monitoring	Staff will monitor progress of goal/objective/strategy achievement by monitoring student classroom achievement, state assessment data (MEAP/MME) standardized and local assessment data quarterly.	Walkthrough, Professional Learning, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Classroom and intervention teachers, instructional paraprofessionals
Professional Development	The district will provide sustained, embedded professional development on Project Based Learning using interactive technology tools to differentiate instruction encouraging all students to access and master grade level CCSS content expectations in science.	Professional Learning, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent, Building principals, District Curriculum Committee
Progress Monitoring	Building principals will use classroom walkthroughs to monitor that classroom teachers are implementing project based learning strategies in their classrooms.	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals
Purchase technology equipment	The district will purchase interactive technology equipment to assist students in integrating technology into the curriculum to master CCSS core content standards in science and to improve the equity of access to resources for economically disadvantaged students.	Technology, Supplemental Materials	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Building principals
Progress Monitoring	Staff will monitor the progress in achieving goal/objective and strategy quarterly as measured by student classroom achievement, state standardized and local norm and criterion referenced assessment	Technology, Other, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals
Employ 31-A Interventionist	The K-12 Interventionist will gather data regarding 31-A eligible students experiencing behavior(s) that interfere with their academic success. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. The interventionist will provide direct intervention to individual students or small groups of students where appropriate. EX: Six students have been identified whose organizational skills interfere with success. Interventionist may schedule a series of six week lunch meetings with students to work on improving organizational skills.	Behavioral Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Building Principals, RTI Teams are responsible for implementing this program

## District Improvement Plan

Lakeville Community Schools

Progress Monitoring	Building principals, Classroom teachers, 31-A Interventionist will monitor attendance, discipline referral data etc. to monitor progress before and after intervention periods.	Academic Support Program, Technology, Teacher Collaboration, Behavioral Support Program	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building principals and intervention staff will monitor the progress of achieving this strategy
Customer Service Professional Development	The District will provide professional development with an external consultant for District professional and support staff on improving customer service and developing positive relationships with students and parents for the purpose of improving parent engagement to improve student academic success.	Professional Learning, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	Building Principals
Progress Monitoring	Building staff members will monitor the success of this strategy by evaluation student achievement on state and classroom assessments, monitoring parent evaluations from parent workshops, evaluating survey results for yearly parent satisfaction surveys.	Academic Support Program, Teacher Collaboration, Parent Involvement	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building Principals, classroom and intervention teachers and instructional paraprofessionals
Purchase desktops, laptops, notebooks, and iPads	Purchase desktops, laptops, notebooks and iPads for use in providing differentiated instruction to students to help them master core content in reading and writing and improve access to technology tools for economically disadvantaged students.	Academic Support Program, Technology, Supplemental Materials, Direct Instruction	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$20000	Building principals, building improvement teams
Professional Development	The District will provide release time for professional development with GSD consultants to work collaboratively to develop and implement a common language of instruction in ELA aligned to the Common Core State Standards	Professional Learning, Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$500	Building Principals

## District Improvement Plan

LakeVille Community Schools

Progress Monitoring	Building principals will monitor the consistency of instruction and use of common language of instruction during frequent classroom walkthrough visits.	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Professional Development	The Instructional Technology Professional Development Coordinator will provide sustained and embedded professional development to classroom and intervention teachers and paraprofessionals using interactive technology to increase and improve the strategies they use to teach reading comprehension using informational text allowing them to differentiate instruction to help all learners master grade level content.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Building principals
Professional Development	Contract with GISD and other consultants to provide sustained professional development onsite and at alternate locations to improve reading comprehension of informational text (ex: readers/writers workshop)	Professional Learning, Technology, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Building principals
Progress Monitoring	Staff will evaluate the achievement of the goal/objective/strategy by monitoring student achievement on state, standardized and local assessment data quarterly,	Technology, Other, Teacher Collaboration	Tier 1	Evaluate	07/01/2015	06/30/2017	\$0	Principals and instructional staff members
Intervention Teachers	The District will employ intervention teachers to provide direct supplemental instruction to students whose lack of grade level reading skills interferes with academic success in all content areas. Instruction will be provided during the school day, extended day and summer school if funds allow.	Academic Support Program, Technology, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Progress Monitoring	Staff will monitor the achievement of goal/objective/strategy by monitoring student classroom achievement on state (MEAP/MME), standardized and local assessment data quarterly	Technology, Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2017	\$0	Building Principals
Curriculum Guidebook	The District Curriculum Committee will annually review and revise our Board Approved Curriculum Renewal Guidebook ensuring the guide details formalized systemic processes and procedures for curriculum evaluation and renewal using student assessment data to determine best practice instructional strategies	Technology, Teacher Collaboration, Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Principals District Curriculum Committee Team Members
Professional Development	The District will provide professional development for all instructional staff members on expectations for implementing and monitoring the district approved curriculum	Professional Learning, Technology, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	Building Principals, District Curriculum Renewal team members

## District Improvement Plan

LakeVille Community Schools

SIP Goal Status Updates	Teams of professional staff members from across the District will participate in SIP goal status updates. Building improvement teams will present improvement goals and progress in meeting goals to district staff mid-year. Each team will provide feedback for the purpose of improving horizontal and vertical alignment of standards and instructional practice to improve student achievement.	Policy and Process	Tier 1	Evaluate	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals, Instructional Staff
Professional Development	The District will provide professional development for all staff members designed to build professional relationships across grades, buildings and departments to improve their ability to have difficult conversations to improve professional practice in preparation for having tough professional conversations about student achievement.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$200	Building Principals
Professional Development	The District will provide professional development on implementing SIP goal status review sessions.	Professional Learning		Getting Ready	07/01/2015	06/30/2017	\$0	Building Principals
Assessment System	The District will evaluate and revise current student assessment procedures to create a comprehensive vertically aligned assessment system K-12 by using assessment data to determine best practice research based instructional strategies that support improving academic success. The review will result in a formal K-12 assessment guide outlining expectations for staff members as well as students. The document will be reviewed and revised yearly.	Academic Support Program	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals, Building Improvement Teams
Select Assessment Tools	The District will adopt a teacher evaluation system that includes formalized supervision of teaching and learning and includes coaching opportunities focused on how to improve student learning. The District will adopt administrator evaluation systems for principals and the superintendent that focus on improving instructional leadership and supervision to improve teacher effectiveness and improve student achievement. The evaluation systems will comply with Michigan Teacher Evaluation criteria.	Professional Learning, Technology, Policy and Process, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education
Professional Development	GISD and other consultants will provide sustained professional development on using evaluation tools and feedback to improve student achievement.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent and Building Principals
Evaluate Teachers and Administrators	The District will evaluate all teachers, principals and the superintendent at least yearly using tools adopted with a focus on improving student achievement	Professional Learning, Policy and Process, Other	Tier 1		07/01/2015	06/30/2017	\$0	Superintendent, Building Principals

## District Improvement Plan

LakeVille Community Schools

Consolidation	Collaborate with local districts and our ISD to consolidate services to use resources effectively	Community Engagement, Policy and Process, Other, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Board of Education, Superintendent
Employ Intervention Staff	The district will employ an intervention teacher and instructional paraprofessionals to provide direct supplemental instruction to students struggling to master core content in social studies.	Academic Support Program, Technology, Teacher Collaboration		Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Power of Three	The District will host "Power of Three" Community collaborative meetings quarterly to bring community leaders, local governmental leaders, business owners and district officials together to share information about the district and student academic expectations and collaborate to improve the district and surrounding communities.	Community Engagement	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education
Communicate Academic Success and Expectations	The District will share information about student academic success in our Annual Report. The report will be presented to the public in a public board meeting, published on the District website and hard copies will be available in the District office for community members who want a copy.	Technology, Community Engagement, Policy and Process, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education, Superintendent
Communicate using social media	The District will use social media (ex: Facebook, Twitter, Video broadcasts, and our website) to share information, including academic expectations and progress in meeting goals regularly	Technology, Community Engagement, Policy and Process, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$0	Superintendent, Principals

## District Improvement Plan

LakeVille Community Schools

LakeVille Outlook	The District will continue to publish and bulk mail our newspaper to all community members at least quarterly.	Technology , Recruitment and Retention, Community Engagement, Parent Involvement	Tier 1		07/01/2015	06/30/2017	\$15000	Superintendent, Building staff members
Extracurricular Activities	The District will provide a broad spectrum of high quality extra curricular programs, such as athletics, clubs, service organizations, academic and fine arts programs to help students master core content, develop problem solving, team building and critical thinking skills	Extra Curricular	Tier 1		07/01/2015	06/30/2017	\$0	Board of Education, Superintendent
Safe and Secure Learning environment	The Board will implement a District Safety Plan aligned to a Genesee County Plan allowing us to improve the safety and security of all students. The plan will be reviewed and updated as needed but at a minimum yearly.	Professional Learning, Policy and Process, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Board of Education, Superintendent and Principals
Professional Development	The District will provide a variety of professional development offerings designed to instruct staff members on procedures in our District Safety Plan as well as practicing worst case scenario strategies to prepare staff members to respond appropriately in emergency situations	Professional Learning, Technology , Policy and Process, Teacher Collaboration	Tier 1		07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Employ Intervention Teachers	The District will employ intervention teachers to provide supplemental instruction to students whose comprehension skills using informational text are interfering with their ability to master grade level content in science.	Academic Support Program, Teacher Collaboration	Tier 2		07/01/2015	06/30/2017	\$194366	Building Principals
Parent Workshops	All buildings will host parent workshops to assist parents in learning new strategies for improving the academic success of their children.	Parent Involvement	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Building Principals
Install security systems	As a result of a successful August 2012 bond election, the district installed new security systems in all buildings. Buildings have secure entries while students are in session. Card reader door monitoring systems were installed in the summer of 2014 to restrict access to buildings and monitor people in and around building sites. Additional cameras will be installed in 2015-2016.	Technology , Other	Tier 1		07/01/2015	06/30/2017	\$100000	Board of Education and Superintendent

## District Improvement Plan

LakeVille Community Schools

Train Mathematics Leadership Team	A mathematics teacher leader from each building will participate in a four day institute hosted by GISD designed to help teachers effectively implement the CCSS, prepare for new assessments and help them sustain colleagues in this rigorous work. Meetings are spread throughout the year. The training will help teacher leaders acquire skills and strategies they can use to improve the career and college readiness of students.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1500	Principals
Provide Data Collaboration	Provide time for teachers (classroom and intervention) to analyze data collaboratively to determine which students need intervention service and to determine the appropriate activities.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Principals
Principal Leadership Institute	Building principals and the superintendent will attend the Leadership Institute, a series of workshops sponsored by Genesee Intermediate School District to build capacity of building and district leaders to implement and sustain activities that support continuous academic improvement for district students. Workshop topics include but are not limited to using data to inform instruction, evaluation, providing timely and appropriate feedback, formative vs. summative assessment, implementing CCSS.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$0	Superintendent
Professional Development	Provide K-12 teachers professional development on Word Identification Strategy - from University of Kansas to promote consistency in literacy instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$800	Principals
Extended Day Tutoring	Provide before and / or after school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$3000	Building Principals
Extended Day Tutoring	Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$1000	Building Principals
Extended Day Tutoring	Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$10000	Building Principals

## District Improvement Plan

Lakeville Community Schools

Implement Formative Assessment/Data Warehouse Program	The district will fully implement an effective electronic data warehouse / assessment tool (Illuminate) that allows teachers to create formative and summative assessments and get immediate feedback on student knowledge and skills to differentiate instruction to meet the needs of all learners.	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2017	\$8000	Superintendent, Board
Professional Development	Provide training for K-12 teachers on how to implement Thinking Maps to assist them in gaining new strategies for extending learning for students in mastering critical thinking and problem solving skills to meet Common Core State Standards.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$1000	Principals
Develop a Merit Pay System	Develop and implement a merit pay system that provides a monetary reward for teachers who meet defined achievement criteria including demonstrating growth in student learning.	Recruitment and Retention	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Board of Education

### Otter Lake Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assess to inform instruction	The District will administer NWEA (MAP) assessments to all students in grades K-8 for the purpose of identifying individual academic skills and differentiating instruction to help all students master grade level content in mathematics	Academic Support Program, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$13000	Building Principals
Employ Paraprofessionals	The District will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in science.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Building Principals
Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in mathematics.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$18142	Superintendent, Building Principals
Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental assistance to students struggling to master grade level content in reading.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals



## District Improvement Plan

Lakeville Community Schools

Summer School / Camp	Provide a summer school experience for students in grades K-8 in need of supplemental differentiated learning to master grade level content in reading and writing to improve performance in all core content areas (ELA, Science, Mathematics and Social Studies). Emphasis on providing project based activities to develop higher order thinking skills.	Academic Support Program, Technology , Direct Instruction, Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$25000	Building Principals
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### Otisville Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assess to inform instruction	The District will administer NWEA (MAP) assessments to all students in grades K-8 for the purpose of identifying individual academic skills and differentiating instruction to help all students master grade level content in mathematics	Academic Support Program, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$13000	Building Principals
Employ Paraprofessionals	The District will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in science.	Academic Support Program, Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Building Principals
Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in mathematics.	Academic Support Program, Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$18142	Superintendent, Building Principals
Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental assistance to students struggling to master grade level content in reading.	Academic Support Program, Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Summer School / Camp	Provide a summer school experience for students in grades K-8 in need of supplemental differentiated learning to master grade level content in reading and writing to improve performance in all core content areas (ELA, Science, Mathematics and Social Studies). Emphasis on providing project based activities to develop higher order thinking skills.	Academic Support Program, Technology , Direct Instruction, Teacher Collaborati on	Tier 2	Implement	07/01/2015	06/30/2017	\$25000	Building Principals

## District Improvement Plan

LakeVille Community Schools

### LakeVille Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assess to inform instruction	The District will administer NWEA (MAP) assessments to all students in grades K-8 for the purpose of identifying individual academic skills and differentiating instruction to help all students master grade level content in mathematics	Academic Support Program, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$13000	Building Principals
Post Secondary Partnership	Develop a partnership with at colleges and universities for the purposes of providing students and their parents opportunities to explore college options, academic summer camps and dual enrollment/credit in addition to existing programs with Baker College, Kettering University and Mott Community College.	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Board of Education, Superintendent, Principals
Employ Intervention Teacher	The District will employ an intervention teacher to provide supplemental instruction to elementary and middle school students struggling to master grade level content in mathematics.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$67468	Superintendent, Building Principal
M.S. Behavior Support	The District will employ a paraprofessional to provide behavior intervention and support to middle school students whose behavior is interfering with their academic success.	Teacher Collaboration, Behavioral Support Program, Parent Involvement	Tier 2		06/30/2015	06/30/2017	\$0	Building Principal
Employ Intervention Teacher	The District will employ an intervention teacher to provide supplemental instruction to accelerate learning for students struggling to master grade level content in mathematics	Academic Support Program, Technology, Direct Instruction	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Advisory/Seminar	The middle and high school buildings implemented an advisory/seminar period to foster positive relationships between staff and students.	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Principals

## District Improvement Plan

LakeVille Community Schools

Responsible Thinking Process	Implement the Responsible Thinking Process to help students develop appropriate social skills and develop restorative practices.	Behavioral Support Program	Tier 2	Getting Ready	07/01/2015	06/30/2017	\$0	Principals
Summer Camp	Middle School students have the opportunity to participate in a week long summer camp at Baker College. Students receive instruction in project based learning activities in the areas of technology, medical and forensic science, the automotive industry, American Sign Language and business. Courses are taught by Baker College staff. Parents and students have an opportunity to visit and work on the college campus and gain an understanding of the opportunities and requirements for college and careers prior to beginning their high school course work. For many of our families this is their first visit to a college campus.	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$500	Middle School Principal and EDP coordinator
Summer School / Camp	Provide a summer school experience for students in grades K-8 in need of supplemental differentiated learning to master grade level content in reading and writing to improve performance in all core content areas (ELA, Science, Mathematics and Social Studies). Emphasis on providing project based activities to develop higher order thinking skills.	Academic Support Program, Technology, Direct Instruction, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$25000	Building Principals

### LakeVille Memorial High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Post Secondary Partnership	Develop a partnership with at colleges and universities for the purposes of providing students and their parents opportunities to explore college options, academic summer camps and dual enrollment/credit in addition to existing programs with Baker College, Kettering University and Mott Community College.	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Board of Education, Superintendent, Principals
Employ Credit Recovery Teachers	The District will employ teachers to provide credit recovery opportunities to students in grades 9-12 who need to accelerate learning and credit acquisition in mathematics. Program is provided during the day and after school.	Academic Support Program, Technology	Tier 2	Implement	07/01/2015	06/30/2017	\$90200	Superintendent, Building Principals

## District Improvement Plan

LakeVille Community Schools

Advisory/Seminar	The middle and high school buildings implemented an advisory/seminar period to foster positive relationships between staff and students.	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	07/01/2015	06/30/2017	\$0	Principals
Responsible Thinking Process	Implement the Responsible Thinking Process to help students develop appropriate social skills and develop restorative practices.	Behavioral Support Program	Tier 2	Getting Ready	07/01/2015	06/30/2017	\$0	Principals

### Columbiaville Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assess to inform instruction	The District will administer NWEA (MAP) assessments to all students in grades K-8 for the purpose of identifying individual academic skills and differentiating instruction to help all students master grade level content in mathematics	Academic Support Program, Technology	Tier 1	Getting Ready	07/01/2015	06/30/2017	\$13000	Building Principals
Employ Intervention Teacher	The District will employ an intervention teacher to provide supplemental instruction to elementary and middle school students struggling to master grade level content in mathematics.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$67468	Superintendent, Building Principal
Employ Paraprofessionals	The District will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in science.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Building Principals
Employ Intervention Teacher	The District will employ an intervention teacher to provide supplemental instruction to accelerate learning for students struggling to master grade level content in mathematics	Academic Support Program, Technology, Direct Instruction	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental instruction to students struggling to master grade level content in mathematics.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$18142	Superintendent, Building Principals

## District Improvement Plan

Lakeville Community Schools

Employ paraprofessionals	The district will employ paraprofessionals who will work under the direct supervision of classroom and intervention teachers to provide supplemental assistance to students struggling to master grade level content in reading.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$0	Superintendent, Building Principals
Summer Camp	Middle School students have the opportunity to participate in a week long summer camp at Baker College. Students receive instruction in project based learning activities in the areas of technology, medical and forensic science, the automotive industry, American Sign Language and business. Courses are taught by Baker College staff. Parents and students have an opportunity to visit and work on the college campus and gain an understanding of the opportunities and requirements for college and careers prior to beginning their high school course work. For many of our families this is their first visit to a college campus.	Career Preparation /Orientation	Tier 1	Implement	07/01/2015	06/30/2017	\$500	Middle School Principal and EDP coordinator
Summer School / Camp	Provide a summer school experience for students in grades K-8 in need of supplemental differentiated learning to master grade level content in reading and writing to improve performance in all core content areas (ELA, Science, Mathematics and Social Studies). Emphasis on providing project based activities to develop higher order thinking skills.	Academic Support Program, Technology, Direct Instruction, Teacher Collaboration	Tier 2	Implement	07/01/2015	06/30/2017	\$25000	Building Principals
Extended Day tutoring	Provide before and / or school opportunities for students needing additional assistance mastering grade level objectives to receive individual or small group instruction outside of the regular school day.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2017	\$3813	Building Principals