



School Improvement Plan

LakeVille Memorial High School

LakeVille Community Schools

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

LakeVille Memorial High School 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 situated primarily in Genesee and Lapeer Counties. The high school building is located three miles from each of the Villages mentioned above and is approximately 25 miles from either Flint or Saginaw. Due to geographic isolation the districts main campus is the center of entertainment, enrichment and cultural activity for many of our families.

Due to our district's proximity to the auto plants in Flint the building enrollment grew rapidly through the 1970's and 1980's while the industry prospered. The building population peaked in the early 1990's and has declined in each succeeding year as the state and local economy contracted. At one point the high school enrollment exceeded 1000 students. The Fall 2014 high school enrollment was 487 students. Anticipated enrollment for the start of the 2015-2016 shows a slight in student numbers with a projection of approximately 490 students.

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 11,500. 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 45% of the high school 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 opportunities than they had, but often lack the knowledge or sophistication necessary to access the systems that could help them achieve their goals.

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. The 2010 census data indicates that 90% of our residents over 25 possess a high school diploma, while 10% possess a bachelor's degree or higher. Of those, 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 135 employees. A small fishing tackle manufacturer and a grocery store are the next largest, both employee 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 is \$51,486. The percentage of families in the community who are living in poverty is 11.9%. 75.5% of the LakeVille Community School District students qualify for free and reduced lunch, while LakeVille High School has 46% of students who qualify for free or reduced lunch.

2015-16 school year. The loss of revenue has created great challenges as we work to continuously improve our programs.

School's Purpose

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

Purpose Statement

Lakeville Memorial High School is committed to preparing students with a well-rounded curriculum that will prepare them for the challenges found in an ever changing dynamic world. We seek to bring real world experiences to our rural school. Our guiding principle is that all students have potential.

The school seeks to foster personal development within all of our students. We encourage participation in various co-curricular, athletic, and academic activities so our students can discover their greatest talents and potential. Although the school faces new challenges yearly due to societal changes we will continue to refine and update our programs, policies, and curriculum to meet the needs of our students.

Our teachers strive to meet the academic needs of our students through aligned curriculum and effective teaching methodologies. These are embedded in safe learning environments where students are committed to the achievement of their goals. Lakeville Memorial High School additionally supports our students through collaborations with colleges and community groups.

Vision Statement

Lakeville High School students will positively impact a dynamic world.

Mission Statement

We, at Lakeville High School, are committed to developing within all of our students the knowledge, skills, and confidence that will allow them to be productive members of society.

Belief Statements

- * Students need clearly defined boundaries, structure, and expectations.
- * All students need to develop a strong work ethic.
- * Accountability is a key component of education.
- * Education is a group effort completed by all stakeholders (students, staff, administration, school board, and community).
- * All students deserve to feel safe and comfortable in school.
- * Every student has potential.

Notable Achievements and Areas of Improvement

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

Lakeville Memorial High School has developed a curriculum in all core academic areas that is aligned to the Michigan Department of Education High School Content Expectations 9-12. We are continuously refining our curriculum to meet the new Common Core Standards. High School staff members are active participants on the District Curriculum Council that develops the district curriculum through our curriculum adoption process. This process is designed to ensure that instructional practices are guided by the curriculum and that all assessments are linked to these instructional practices.

For 2014-15, Lakeville Memorial High School was recognized as a Reward School - High Progress for outperforming districts of the same demographic. Updated assessment information will be available later this fall due to a change in testing by the State of Michigan. Course pacing guides are continuously being revised within departments in order to assure that all students are being taught the content standards required by the State of Michigan.

Lakeville Memorial High School has been a leading school in the implementation of the Genesee County Seat Time Waiver (STW) Program. The STW Program allows student to take up to 100% of their classes online and remain a Lakeville student. Over the past several years around 2%-3% of the building students have taken advantage of this program. Many of the students who participate in this program have been identified as disengaged learners that are considering dropping out of school.

Four years ago Lakeville Memorial High School was one of the pilot member schools in the implementation of the Genesee County Virtual Summer School. School administrators from eight school districts, including Lakeville, collaborated to create an online summer school that used the teachers from our county. We developed the guidelines and set forward to train one-hundred teachers in online teaching. This program has proven to be an asset for our students.

Lakeville Memorial High School students are able to enroll at colleges and universities provided they have met all eligibility criteria. During the 2014-15 school year, thirty three students earned one hundred and fifty college credits through the dual enrollment program.

Students have the option of taking a course titled Conservation and Ecology. This course has provided our students with the opportunity to complete several beautification projects around our building. These projects include a butterfly garden, patio area outside the cafeteria, a pondless waterfall in front of the building, and the creation of a veteran's memorial. These projects have allowed for several types of collaborations with community, business and private organizations. The completed projects show the pride our students take in their work.

The Lakeville High School Band program continues to be one of our district points of pride. Nearly a third of the high school students participate in the band program annually. During the performance season our band scored all 1's in State competitions and several of our students receive individual recognition through the solo ensemble competitions annually.

Great things are happening at Lakeville Memorial High School. Through declining enrollment, staff cuts and demographic shifts our students programs have continued to thrive and we have added thirteen new classes for the 2015-16 school year, including AP English for eleventh graders. There are several areas for improvement that we must accomplish to best serve our students. We feel that each of the area for improvements that have been identified will help foster our ultimate goal of increasing our declining proficiency test scores.

Improving communication within the building and community will be a point of emphasis this year. This includes communication with students, parents, teachers, community members, and the school board. Communication will occur through newsletters, press releases, meetings, School Messenger, and phone calls home. We are active with social media such as Facebook and Twitter and have found both to be good sources for sharing our successes with stakeholders. Through increased communication, we hope to attract more students to the district while keeping our current families informed of all the opportunities available to their students.

We have identified the use of data to inform instruction as an area that needs improvement. As a district, we use Illuminate as a means of storing, organizing, and using data to inform our classroom instruction. The use of Illuminate will allow each teacher to drill down into the data to help make better informed decisions about their instruction and student proficiency. Purposeful assessment will help our teachers diagnose individual student deficiencies as well as gaps in curriculum that might otherwise go unnoticed, thereby allowing the teacher to present targeted instruction to the students.

We have a need to address our achievement gap between our upper 70% of students and our bottom 30%. Through last year we taught special education students through a resource room model; however, we have implemented a mainstreamed model of educating these students using co-teachers in core classes. We have a teacher trained in Adolescent Accelerated Reading Initiative (AARI) and had 46 students go through the program during the 2014-15 school year. This course is designed to help our lower performing students that have been identified with standard test and classroom data. In accordance with our intervention efforts we feel that we need to offer more Advanced Placement (AP) courses for our higher performing students. We will offer two AP English classes this year, and will continue to expand the program for the 2016-17 school year.

This year we are making a focused effort to improve the writing skills of our students as well as increase the rigor in each of our classes. Teachers will meet regularly to assess and use data to inform their instruction will lead to better student learning outcomes. Intentional use of data will also allow us to offer the types of courses that best serve our students needs.

Additional Information

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

In August of 2013, the LakeVille Community School District passed a bond to improve the facilities at LakeVille High School. The improvements ranged from the exterior of the building and the sports complex to the day to day educational environment. There are now five computer labs or technology areas designed for collaborative, project-based learning, that allow students a learning environment outside of the classrooms. Each provides a unique learning environment that is different from the traditional classroom but encourages the students to take ownership of their learning. The bond also provided a hands on digital media area for recording of live announcements, a n Applied Science lab, as well as several areas that allow for collaborative group work.

This process involved renovations to the main building: media center, library, computer labs, technology centers, and connection to the annex building. The renovations also include updated safety measures that provide a safer learning environment where students can feel secure and are encouraged to try new things, experiment with various types of technology, and challenge the "Why" of traditional education.

The changes have empowered students as they leave to higher education or the career field.

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.

Engagement of a variety of stakeholders has continued to be an area of needs improvement for Lakeville Memorial High School. Our focus will be on reaching out to community members through activities at our football games, an Open House at the high school, an intentional presence at community events, and an increase in communications to the community. During the 2015-16 school year our school improvement team will be working to invite parents, and community members to become engaged with our school wide planning. An intentional outreach to the community members and area businesses will be a focus throughout the year. Through our building construction process, we have had the opportunity to build partnerships with multiple community groups. This has provided us with an opportunity to recruit stakeholders that are showing interest in our building activities. Once external stakeholders have been identified we will organize school improvement activities for them to participate in that fit into their schedules.

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

For the 2015-16 school year, we will continue working on the school improvement plan developed by the high school staff during the 2013-14 school year. Staff was involved in the creation of the plan's goals, objectives, strategies and activities. The recommendations of the staff were then input into the ASSIST system by the high school principal.

Staff spent time planning the implementation process, the activities, as well as the means to monitor/evaluate progress towards goal completion. Working in teams, the staff worked through the proper creation of goals. They spent time learning the proper use of the school improvement terms such as objectives, strategies, and activities.

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

As part of our stakeholder involvement planning we will be hosting monthly meetings for community members to contribute their voice to the school improvement process. Parents and community members will be invited to these meetings via the newspaper, School Messenger, Facebook, Twitter, and the school website. The school improvement plan will be available at these meetings, and input will be sought for suggestions related to the plan.

It is our intention to make our school improvement plan language the one we use when communicating with stakeholders. We want to emphasize to them what we are trying to accomplish, how we intent to do it and continue to ask for input to possibly modify the direction we are taking to best serve our community.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Student enrollment has been dropping in the past three years which has decreased our funding. Funding is essential in offering full educational programs to students. As enrollment increases, we can offer more services; as enrollment drops, we have to make choices regarding the services we offer. Students' educational opportunities should be consistent regardless of the number of students sitting in classrooms in the district. Enrollment is the driving force of the type of education districts can provide to students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance rates are gradually improving; however, we still have a small percentage of students who are chronically absent and that impacts our ability to educate these students. Every student absence is a lost opportunity to educate that student and the student is behind when he or she returns to school. Irregular student attendance impacts the flow of the classroom. Ideally, each day of learning is connected to the previous day's learning. When a student is absent, a gap is created and teachers are responsible for continuing forward with the curriculum while making sure each student is able to keep pace with the lesson.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

As the result of a new administrator during the 2014-15 school year, students were held more accountable for their behavior resulting in a higher number of class separations, student suspensions, and long term suspensions. The challenges have been student acceptance of the boundaries, teachers consistently reporting student issues, and students catching up on missed work upon their return to school.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We have had fairly consistent results over the past three years. We continue to make improvements in our special education services which will close the gap between our general education students and our special education students.

ACT scores show a positive trend in performance in English, Mathematics, Reading, and Science. Our College Readiness scores show a positive trend in English, and Science, and more students are meeting or exceeding college readiness benchmarks.

Our socioeconomically disadvantaged students as well as our special education students or not achieving at the level of our general education students and students who are not socioeconomically disadvantaged. The factors contributing to the gap are the societal factors associated with low socioeconomics as well as a resource room curriculum.

We will mainstream many special education students through co-taught classes, and we will provide systemic supports beginning in elementary school to counteract the deficiencies caused by growing up in poor socioeconomic conditions.

We know these factors will make a positive impact on student achievement because it will be an intentional area of focus and student achievement scores will improve.

The number of students reaching college readiness standards is increasing and by adding Honors and AP courses in English, we expect these numbers to continue to increase.

I believe the resource room structure of delivering instruction is a factor in the decline in student achievement, as well as the arrival of these students with a deficient skill set that places them at a disadvantage as they attempt to master the Michigan Merit Curriculum. Attendance and discipline issues are contributing factors as well. These factors are observable and measurable.

We are working to put the bottom 30% of our students in a general education setting while supporting them with co-teachers. We are working as a district to reduce chronic absenteeism, and to approach disciplinary consequences with fewer suspensions from school.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The years of experience the building administrator brings to a school is less important than the focus of the building administrator. A focus on core instruction, the use of formative assessments, the implementation of technology, the accountability for implementing curriculum, and the removal of archaic teaching methods are the key components for improving student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The majority of our teaching staff have been teaching for 9-15 years. I am not convinced that experience is a deciding factor on student achievement. Teachers who are continual learners, who embrace change and technology, and who are willing to stretch students academically are the teachers who have the greatest impact on student achievement. I have seen this occur in our teachers of all levels of experience.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or

due to illness, what impact might this have on student achievement?

Any absence from the building has an impact; however, if good systems are in place and teachers and students are supported during the administrators absence, student achievement should be minimally impacted.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Our best resource for learning is teachers at the front of the classroom. Each teacher absence has an impact on student achievement. Absences due to professional development pay dividends upon the teachers' return. Sporadic absences due to illness have a minimal impact on student achievement, while regular absences are problematic.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We will focus on teacher/school leader attendance so that students have consistent and predicable expectations.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The strands that stand out as strengths are "Teaching and Assessing for Learning" and "Resources and Support Systems."

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Using results for continuous improvement is an area indicated as a challenge.

12. How might these challenges impact student achievement?

Data must drive instruction, so it is imperative to focus on our results to continually improve our instructional practice if we are to give our students the best possible opportunity to make academic gains.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Collaboration sessions will include looking at student test results and adjusting instruction/reteaching as indicated. Our teachers will spend more time using student produced data as a driver of their instruction.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We are aware of our students who qualify for services and we track and document when students access the programs for which they are eligible.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Students are able to enroll in dual enrollment classes at multiple colleges in the area, and they are able to enroll in advanced classes on campus through GenNet and online classes.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

The process for identifying students for Extended Learning Opportunities are communication through school announcements and newsletters, class meetings, parent meetings, and students may self select these Extended Learning Opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The evidence we have to indicate the extent to which the state content standards are being implemented are the following:

- teachers submit a syllabus describing when the state standards are being implemented
- tests questions indicated the standard being assessed
- administrative walk- throughs verify that the learning target is connected to a content standard
- all final exams indicate the standard being assessed

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We use the results of this survey to fill any gaps indicated on the survey. We make a concerted effort to fill the needs of our students.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Our students are being encouraged to read more for their classes and as a leisure activity. We started a book club this year, and we plan to expand on it during the 2015-16 school year. Students were encouraged to read in their seminar classes, and we implemented the AARI program to build the reading skills of our students who struggle with reading the most.

19b. Reading- Challenges

Many of our students arrive at high school with a deficient skill set. We are making reading a primary focus in all classes across the curriculum and implementing AARI which is a specific program for struggling readers.

19c. Reading- Trends

We are showing a slight improvement in reading.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on SY 2015-2016

tiered instruction if appropriate.

We will continue with our school improvement plan as it has been written because we are seeing some gains in reading.

20a. Writing- Strengths

Writing has been embedded in each of our curricular areas and students are gaining confidence as writers.

20b. Writing- Challenges

Our scores on standardized tests are not reflecting the improvements we feel are being made in writing. We will continue to focus on this essential skill set.

20c. Writing- Trends

Our scores have dropped over the past two years.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing is not written into our school improvement plan; however, it is a focus on campus in every class.

21a. Math- Strengths

We consistently out perform the county in mathematics.

21b. Math- Challenges

We have not made significant gains in mathematics, and our incoming students seem to lack the basic skills necessary for high school mathematics.

21c. Math- Trends

We have remained fairly steady in our math scores over the past several years.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will continue to focus on Math in our school improvement efforts. Math teachers will give common assessments throughout the semester and as the final exam. We believe this will drive teacher collaboration and ensure that all students receive a quality learning experience. Tiered interventions will be given to students who are above and below the level of instruction being given in daily lessons.

22a. Science- Strengths

Our students are being asked to solve more problems through lab work, and they have excellent lab spaces in which to learn. Our science teachers are using more formative assessment tools and strategies and this year will be teaching using modeling. We have adjusted our curriculum to include physical science at the ninth grade level to address gaps in the curriculum.

22b. Science- Challenges

Our science scores have been dropping since 2013. Through collaboration with our middle school, we realized the students were not receiving the curriculum essential for success in high school science. We have made changes and we believe this will help. Also, students have been able to opt out of a rigorous curriculum, and we have addressed that issue as well.

22c. Science- Trends

Scores are dropping since 2013.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Science is not being addressed in our school improvement plan.

23a. Social Studies- Strengths

I have no data for Social Studies.

23b. Social Studies- Challenges

I have no data for Social Studies.

23c. Social Studies- Trends

I have no data for Social Studies.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students' area with the highest level of satisfaction was Teaching and Assessing for Learning.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

For students the lowest overall level of satisfaction is that the school engages in a continuous process to determine verifiable improvements in student learning, including readiness for success at the next level.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We will embed college and career readiness curriculum into our seminar classes two days per week, and we will train teachers in using formative assessments to know when learning stops progressing so that we can reteach the necessary content. Teacher s will focus their instruction on the skills needed to achieve at the college level.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The area of highest satisfaction is that the school provides a safe learning environment.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Administration has worked to increase communication with parents. Teachers and counselors are calling home to inform parents of their students academic achievement. Progress reports are being sent home to all students every nine weeks. Several articles are published in our local paper informing parents of the learning activities that are occurring in the building and classrooms.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The areas with the overall highest level of satisfaction among teachers/staff are, "Students and school personnel use a range of media and information resources to support the school's educational programs", and All staff members participate in a continuous program of professional learning."

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The lowest level of satisfaction among teachers is the "Using Results for Continuous Improvement."

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

As the result of the building administrator entering her second year in the building, and collaboration sessions among the teachers continuing, data will be continually reviewed and instructional adjustments will be made based on the data. Teachers will receive training on using data effectively, and building leadership will communicate information about student learning in monthly meetings.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The areas that indicate the highest level of satisfaction among stakeholders/community is, "The school operates under governance and leadership that promote and support student performance and school effectiveness."

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The lowest overall level of satisfaction among the stakeholders/community is, "The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning."

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We have greatly increased our communication with our stakeholders as well as adding honors and AP classes at the high school. We are communicating our educational programs in the local newspaper as well as the county papers, and we are hosting events which are open to the community so that they can be a part of all we are doing at the high school.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Demographic Data : We are a shrinking school district and the challenges that accompany negative growth are numerous: however, we are able to build strong relationships with our students due to the fact that we are a smaller school.

Process Data: "Teaching and Assessing for Learning" and "Resources and Support Systems" are identified as strengths, while "Using Results for Continuous Improvement" is an area needing improvement.

Perception: Our strengths are in knowing our kids, providing them with a safe learning environment, teaching and assessing for learning, participating in professional learning activities, and using a wide range of media and informational sources in our teaching. We will work on improving in "Using Results for Continuous Improvement", communicating with stakeholders, and improving student learning and readiness at the next level.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

As we address our challenges and build systemic processes for improving in these areas, student achievement will increase as the fidelity of these improvements are maintained.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges are embedded in the School Improvement Plan. Each of our Goals, Measurable Objectives, Strategies and Activities are hinged upon improving our communication, student learning, building supports for student learning, and using results for continuous improvement.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.lakevilleschools.org	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>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.</p> <p>References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
	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 comment field.	Yes	Mary Haslinger, Principal 12455 Wilson Rd. Otisville, MI 48463 810-591-4054	

School Improvement Plan

Lakeville Memorial High School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We will be developing a Parent Advisory Committee during the 2015-16 school year.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We will be developing a School Parent Compact during the 2015-16 school year.	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

School Improvement Plan 2015-16

Overview

Plan Name

School Improvement Plan 2015-16

Plan Description

School Improvement Plan 2015-16

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 at LakeVille Memorial High School will be proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$0
2	All students at LakeVille Memorial High School will show improvement in their Reading Comprehension across the curriculum.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	All students at LakeVille Memorial High School will show improved attendance.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$0

Goal 1: All students at Lakeville Memorial High School will be proficient in Mathematics.

Measurable Objective 1:

39% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Level 1 or Level 2 in Mathematics by 06/30/2016 as measured by the MME 11th grade Mathematics test..

Strategy 1:

Instructional Consistency - Improvement in Mathematics scores will be realized through consistent delivery of instruction by involving staff members in planning to improve the consistency of delivery of K-12 vertically aligned district approved curriculum.

Research Cited: Marzano, Robert J. Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria: McREL, 2001.

Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor goal achievement by analyzing student academic growth on available standardized tests yearly and on local assessments in the fall, mid-year, and end of the school year.	Monitor			09/03/2013	06/30/2016	\$0	No Funding Required	Principal and Classroom Teachers

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Lakeville Memorial High School

Mathematics teachers will participate in professional development provided by GISD and other sources to improve consistent and accurate delivery of district approved curriculum aligned to the Common Core standards of learning. Achievement gaps in student data will be identified and addressed through classroom instruction.	Professional Learning			09/03/2013	06/15/2016	\$0	Title II Part A	Principal and Mathematics teachers. GISD consultants will be contacted and scheduled by the principal. Mathematics department head will be responsible for communicating progress and potential needs to the building principal.
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Activity - Communication Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instruction staff will participate in professional development focusing on building relationships that will allow them to have hard, honest conversations with their colleagues while working towards the goal of improving student proficiency.	Professional Learning			09/03/2013	06/15/2016	\$0	Title II Part A	Principal will be responsible for planning, implementing and monitoring the activities related to this activity with input from building department heads.

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Lakeville Memorial High School

Teachers will analyze results from common assessments, ACT, and MME tests to attack the gaps in the indicated areas for all Mathematics courses. By focusing instruction on the areas where gaps exist, students will receive targeted instruction in areas of weakness thereby increasing the opportunity for student's academic progress and growth towards proficiency.	Implementa tion			09/02/2014	06/18/2015	\$0	No Funding Required	Mathematic s Department Head and Principal
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Strategy 2:

Intervention for At-Risk Students - Classroom teachers, 31-A intervention teacher and building RTI teams will work to identify and provide appropriate timely interventions to students struggling to show proficiency in Mathematics. This includes behavioral factors that limit student's academic progress.

Research Cited: Saving Our Students, Saving Our Schools: 50 Proven Strategies for Helping Underachieving Students and Improving Schools: Robert Dale Barr, William H. (Hays) Parrett...and...Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered interventions.

Washington, DC: American Institutes for Research, National High School Center.

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal, 31-A interventionist and building RTI team will meet regularly and consistently to review data on struggling students. This will include but will not be limited to academic course progress reported by classroom teachers, attendance data and behavior reports.	Monitor			09/03/2013	06/15/2016	\$0	No Funding Required	All staff, principal, 31-A intervention ist, building RTI team

Activity - Instruction Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continuous professional development in developing differentiated instructional strategies to meet the unique needs of all learners. Selected strategies will be monitored by the building principal by means of walkthrough observations to ensure that they are incorporated in the teaching and learning occurring in the building.	Professiona l Learning			09/03/2013	06/15/2016	\$0	Title II Part A	All Teachers and building principal

Activity - 31-A RTI Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Lakeville Memorial High School

A district intervention specialist will help to facilitate the gathering of data for qualified 31-A students demonstrating behaviors that are interfering with their progress towards proficiency. The interventionist will work with the building RTI team as they strive to provide appropriate and timely interventions. The interventionist job is not to identify the appropriate intervention. Their part of the process is to help facilitate the work of the building RTI team who will use the available data to best service the individual students needs.	Academic Support Program			09/03/2013	06/15/2016	\$0	Section 31a	Teachers, principal and 31-A intervention ist.
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Strategy 3:

Supplemental Instruction - Students identified as not meeting proficiency standards in Mathematics will receive supplemental instruction.

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student data to support instructional decision making...and...Learning First Alliance. (2003). Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.

Tier:

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A credit recovery program will be provided both during the day and after school to students in grades 9-12 who need to recover lost credits needed to fulfill the Michigan Merit Curriculum requirements. The computer based program E2020 will be utilized as the delivery format students will use work through credit completion. Certificated mentor teachers will be available for assistance in the classroom as students work on the self-paced course. The course curriculum will be reviewed by content area teachers and modified as necessary to align with district curriculum and the Common Core. Students that do not meet local proficiency requirements will be placed in credit recovery courses as part of their normal course schedule. The credit recovery course will replace an elective course that the student may have otherwise had access to completing. The after school credit recovery option will be primarily used with upperclassmen that are significantly behind in credits and are off-track for on time graduation.	Academic Support Program			06/15/2016	06/15/2016	\$0	Section 31a	Administration, counselors and building RTI team

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will monitor students progress towards proficiency based on course assessments aligned to the Common Core. Student proficiency progress data will be reviewed quarterly. Teachers will decide on appropriate interventions needed and will consult with building RTI team and Mathematics department colleagues.	Monitor			09/03/2013	06/15/2016	\$0	No Funding Required	Mathematics teachers and members of the building RTI team.

School Improvement Plan

LakeVille Memorial High School

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in Project Based Learning through the GISD and other consultants. This is intended to help facilitate the use of the project based learning areas being installed during the summer of 2014. These areas are being designed in collaboration with staff, students, architects and administration. The project based learning areas will be created in three separate areas of the high school building and will be used to support progress towards content proficiency, expand critical thinking skills and develop problem solving abilities. Building improvements resulting in the project based learning areas are a made possible by a successful bond initiative passed in August 2012. This professional develop will continue yearly based on the student and staff needs as part of a long range plan to incorporate principles of project based learning into district curriculum expectations.	Professional Learning			09/03/2013	06/15/2016	\$0	Title II Part A	Building principal, Central Office Administration, all professional staff.

Goal 2: All students at LakeVille Memorial High School will show improvement in their Reading Comprehension across the curriculum.

Measurable Objective 1:

62% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Level 1 or Level 2 in Reading by 06/10/2016 as measured by MME .

Strategy 1:

AARI - The ELA Intervention teacher will use Adolescent Accelerated Reading Initiative (AARI) reading strategies with identified students during semester long interventions. AARI focus on critical thinking with expository text to help students access content from texts. It emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around community, text-based inference, critical thinking, and text structure.

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers (Russell, 2005) University of Maryland

Tier:

Activity - Initial Summer Training Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

LakeVille Memorial High School

ELA Intervention Teacher will receive 8 days of initial summer training on AARI implementation and instructional strategies.	Professional Learning			07/22/2013	08/01/2013	\$0	Title II Part A	Principal and ELA Intervention Teacher
Activity - Monitoring and Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Intervention teacher will assess participating students Qualitative Reading Inventory (QRI) level at the beginning and end of the semesters. Student data will be used to inform the evaluation of the program's success.	Monitor			09/03/2013	06/30/2014	\$0	No Funding Required	Principal and ELA Intervention Teacher
Activity - Student Placement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified for AARI participation. Qualifying students will be scheduled into semester courses of AARI that will be limited to 10 total students. This will be a yearly activity for the life of the AARI program.	Getting Ready			05/01/2013	06/30/2016	\$0	No Funding Required	ELA Teacher, Principal, and Counselor

Strategy 2:

Reading Interest Inventory - Promote reading in the student population by providing them resources in their area of interest.

Research Cited: Hale, Lisa A. and Crowe, Chris. (2001) "'I Hate Reading If I Don't Have To": Results from a Longitudinal Study of High School Students' Reading Interest" The ALAN Review, Volume 28, Number 3, p. 49.

Tier:

Activity - Reading Interest Inventory Completion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seminar Teachers have their students complete a standard reading interest inventory generated by the staff. This inventory will be given quarterly for as long as this activity is being is active.	Getting Ready			09/03/2013	06/30/2016	\$0	No Funding Required	All Staff
Activity - Seminar Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and administration will bring/purchase a variety of reading materials that align to the interest inventory. Seminar teachers will ensure that their students have access to the most closely matched materials to their interest inventory results.	Academic Support Program			09/03/2013	06/30/2016	\$0	No Funding Required	All Staff

School Improvement Plan

Lakeville Memorial High School

Activity - Book Chats	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seminar teachers will engage their students in weekly conferences and book chats pertaining to their current readings.	Academic Support Program			09/03/2013	06/30/2016	\$0	No Funding Required	All Staff
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This initiative will be addressed monthly during the weekly building staff meetings. Working collaboratively teachers will be able to provide best practices that are being successful in their seminars. A seminar committee will meet quarterly to discuss the progress of this reading initiative. Taking into account information compiled from the staff meeting discussions they will seek to make improvements within the initiative. The principal will document program fidelity with building walkthroughs completed during seminar periods. This data will be reviewed by the seminar committee during their quarterly meetings.	Monitor			09/03/2013	06/15/2016	\$0	No Funding Required	Instructional Staff, principal and seminar committee members.

Strategy 3:

Cognitive Collaboration - Students work in communicative groups and teachers help students participate in thoughtful dialogue. Each student brings their personal and academic knowledge to the interactions where they can find themselves as a learner, the teacher or an inquirer that is given the opportunity to consider issues from multiple perspectives. Students learn to work together as they work together to understand the issue being discussed.

Research Cited: Langer, Judith A. Guidelines for Teaching Middle and High School Students To Read and Write Well: Six Features of Effective Instruction. National Research Center on English Learning and Achievement, 2000.

Tier:

Activity - Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work in small and large groups to share their ideas and responses to texts, questions, charts, graphs, etc. They will be encouraged to question and challenge others ideas or responses that may ultimately lead to the creation of new responses. Teachers provide support during group work by moving throughout the room, modeling questions or comments that cause deeper discussion and providing challenges that force students to think deeper.	Direct Instruction			09/03/2013	06/30/2016	\$0	No Funding Required	Classroom Teachers, Principal
Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

LakeVille Memorial High School

Teachers will receive continuous professional development in reading instructional strategies to meet the unique needs of all learners. Selected strategies will be monitored by the building principal by means of walkthrough observations to ensure that they are incorporated in the teaching and learning occurring in the building. The building principal will also be looking for the use of a common language being used in all classrooms pertaining to the reading strategy regardless of the content area. A majority of the professional development provided will be provided by building staff trained in effective reading instruction strategies. This will be presented to building staff during weekly staff meetings. Some additional training will be facilitated by outside consultants.	Professional Learning			09/03/2013	06/15/2016	\$0	No Funding Required	All Instructional Staff and Building Principal
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Goal 3: All students at LakeVille Memorial High School will show improved attendance.

Measurable Objective 1:

collaborate to decrease the number of students absent for more than 10 days by 06/10/2014 as measured by attendance data.

Strategy 1:

Attendance Tracking - Student attendance data will be reviewed weekly to identify students experiencing attendance issues. Students identified as at-risk will be shared with teachers so that they can engage these students in meaningful conversations about their attendance. Teachers will communicate to administration and the 31-A Interventionist students expressing serious issues that impact their ability to attend school. Students that continue to have attendance issues will be referred to the building RTI team for further intervention.

Research Cited: Wagstaff, M., Combs, L., & Jarvis, B. (2000). "Solving high school attendance problems: A case study." Journal of At-Risk Issues...and...Colorado Foundation for Families and Children. "10 things a school can do to improve attendance."

Tier:

Activity - Meaningful Conversations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students experiencing attendance issues in their classes in meaningful conversations about the importance of being present. They will express the negative impact that it not only has on their learning, but also those who are in regular attendance.	Behavioral Support Program			09/03/2013	06/11/2014	\$0	No Funding Required	Teachers
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Lakeville Memorial High School

The principal, 31-A interventionist and building RTI team will meet regularly and consistently to review data on students struggling with attendance. The principal will frequently check and hold teachers accountable for following through with the initiating of meaningful conversations with the students they have that are experiencing attendance issues.	Monitor			09/03/2013	06/11/2014	\$0	No Funding Required	Principal
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Strategy 2:

Incentive Program - Administration and Teachers will present to students the criteria for getting their names submitted for a monthly attendance gift drawing based on good attendance. Administration will run a monthly attendance report and conduct a monthly drawing for eligible students. Students with monthly perfect attendance will also be recognized for exhibiting the resilience to attend daily we seek in all students.

Research Cited: Corville-Smith, J., Ryan, B.A., Adams, G.R., & Dalicandro, T. "Distinguishing absentee students from regular attenders: The combined influence of personal, family, and school factors." Journal of Youth and Adolescence...and...Railsback, Jennifer "Increasing Student Attendance: Strategies from Research and Practice", Northwest Regional Educational Laboratory.

Tier:

Activity - Incentive Program Guidelines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to create the guidelines and parameters for the incentive program.	Policy and Process			09/03/2013	06/11/2014	\$0	Other	Teachers and Principal

Activity - Attendance Percentage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly school attendance percentage will be announced and displayed for all to hear and see. The goal is to link this school wide percentage to an incentive such as an assembly, guest speaker, etc.	Implementation			09/03/2013	06/11/2014	\$0	Other	Principal, lead teacher and secretaries

Strategy 3:

Mentor Program - Teacher volunteers will participate in a Mentor Program designed to interact with and support students who continue to struggle with attendance issues. The Mentor Program will include students identified by the classroom teachers after they have engaged them in meaningful conversation about their attendance.

Research Cited: DuBois, D.L., Holloway, B.E., Valentine, J.C., & Cooper, H. (2002). "Effectiveness of mentoring programs for youth: A meta-analytic review". American Journal of Community Psychology...and...Gottfried, Michael "The Detrimental Effect of Missing School, American Journal of Education.

Tier:

Activity - Mentor Program Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

LakeVille Memorial High School

Provide Mentor Program professional development for teachers interested in being a mentor for students struggling with attendance issues.	Behavioral Support Program			09/03/2013	06/11/2014	\$0	No Funding Required	Principal and 31-A Interventionist
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Strategy 4:

Individual Support Plan - The 31-A interventionist, counselors and principal team will work individually with students, families and building RTI team to create a support plan targeted toward improving student attendance.

Research Cited: Sheldon, Steven B. "Improving Student Attendance with School, Family and Community Partnerships", Journal of Educational Research.

Tier:

Activity - Development of Support Plan Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building RTI team in collaboration with the building principal and 31-A interventionist will work to streamline the process for identifying students in need of an individual support plan for continuous monitoring and stakeholder communication.	Getting Ready			09/03/2013	06/11/2014	\$0	No Funding Required	Building RTI team, 31-A interventionist and building principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will review and monitor the progress of individual student plans in collaboration with the building RTI team. the lead teacher and the 31-A interventionist.	Monitor			09/03/2013	06/11/2014	\$0	No Funding Required	Intervention Team Members

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
Incentive Program Guidelines	Staff will collaborate to create the guidelines and parameters for the incentive program.	Policy and Process			09/03/2013	06/11/2014	\$0	Teachers and Principal
Attendance Percentage	Weekly school attendance percentage will be announced and displayed for all to hear and see. The goal is to link this school wide percentage to an incentive such as an assembly, guest speaker, etc.	Implementation			09/03/2013	06/11/2014	\$0	Principal, lead teacher and secretaries

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	The principal, 31-A interventionist and building RTI team will meet regularly and consistently to review data on struggling students. This will include but will not be limited to academic course progress reported by classroom teachers, attendance data and behavior reports.	Monitor			09/03/2013	06/15/2016	\$0	All staff, principal, 31-A interventionist, building RTI team
Monitoring and Evaluating	ELA Intervention teacher will assess participating students Qualitative Reading Inventory (QRI) level at the beginning and end of the semesters. Student data will be used to inform the evaluation of the program's success.	Monitor			09/03/2013	06/30/2014	\$0	Principal and ELA Intervention Teacher
Progress Monitoring	Mathematics teachers will monitor students progress towards proficiency based on course assessments aligned to the Common Core. Student proficiency progress data will be reviewed quarterly. Teachers will decide on appropriate interventions needed and will consult with building RTI team and Mathematics department colleagues.	Monitor			09/03/2013	06/15/2016	\$0	Mathematics teachers and members of the building RTI team.

School Improvement Plan

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Progress Monitoring	Principal will review and monitor the progress of individual student plans in collaboration with the building RTI team. the lead teacher and the 31-A interventionist.	Monitor			09/03/2013	06/11/2014	\$0	Intervention Team Members
Teacher Training	Teachers will receive continuous professional development in reading instructional strategies to meet the unique needs of all learners. Selected strategies will be monitored by the building principal by means of walkthrough observations to ensure that they are incorporated in the teaching and learning occurring in the building. The building principal will also be looking for the use of a common language being used in all classrooms pertaining to the reading strategy regardless of the content area. A majority of the professional development provided will be provided by building staff trained in effective reading instruction strategies. This will be presented to building staff during weekly staff meetings. Some additional training will be facilitated by outside consultants.	Professional Learning			09/03/2013	06/15/2016	\$0	All Instructional Staff and Building Principal
Development of Support Plan Process	The building RTI team in collaboration with the building principal and 31-A interventionist will work to streamline the process for identifying students in need of an individual support plan for continuous monitoring and stakeholder communication.	Getting Ready			09/03/2013	06/11/2014	\$0	Building RTI team, 31-A interventionist and building principal
Progress Monitoring	The principal, 31-A interventionist and building RTI team will meet regularly and consistently to review data on students struggling with attendance. The principal will frequently check and hold teachers accountable for following through with the initiating of meaningful conversations with the students they have that are experiencing attendance issues.	Monitor			09/03/2013	06/11/2014	\$0	Principal
Groups	Students work in small and large groups to share their ideas and responses to texts, questions, charts, graphs, etc. They will be encouraged to question and challenge others ideas or responses that may ultimately lead to the creation of new responses. Teachers provide support during group work by moving throughout the room, modeling questions or comments that cause deeper discussion and providing challenges that force students to think deeper.	Direct Instruction			09/03/2013	06/30/2016	\$0	Classroom Teachers, Principal

School Improvement Plan

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Progress Monitoring	This initiative will be addressed monthly during the weekly building staff meetings. Working collaboratively teachers will be able to provide best practices that are being successful in their seminars. A seminar committee will meet quarterly to discuss the progress of this reading initiative. Taking into account information compiled from the staff meeting discussions they will seek to make improvements within the initiative. The principal will document program fidelity with building walkthroughs completed during seminar periods. This data will be reviewed by the seminar committee during their quarterly meetings.	Monitor			09/03/2013	06/15/2016	\$0	Instructional Staff, principal and seminar committee members.
Meaningful Conversations	Teachers will engage students experiencing attendance issues in their classes in meaningful conversations about the importance of being present. They will express the negative impact that it not only has on their learning, but also those who are in regular attendance.	Behavioral Support Program			09/03/2013	06/11/2014	\$0	Teachers
Seminar Reading	All teachers and administration will bring/purchase a variety of reading materials that align to the interest inventory. Seminar teachers will ensure that their students have access to the most closely matched materials to their interest inventory results.	Academic Support Program			09/03/2013	06/30/2016	\$0	All Staff
Mentor Program Teacher Training	Provide Mentor Program professional development for teachers interested in being a mentor for students struggling with attendance issues.	Behavioral Support Program			09/03/2013	06/11/2014	\$0	Principal and 31-A Interventionist
Book Chats	Seminar teachers will engage their students in weekly conferences and book chats pertaining to their current readings.	Academic Support Program			09/03/2013	06/30/2016	\$0	All Staff
Student Placement	Students will be identified for AARI participation. Qualifying students will be scheduled into semester courses of AARI that will be limited to 10 total students. This will be a yearly activity for the life of the AARI program.	Getting Ready			05/01/2013	06/30/2016	\$0	ELA Teacher, Principal, and Counselor
Common Assessments	Teachers will analyze results from common assessments, ACT, and MME tests to attack the gaps in the indicated areas for all Mathematics courses. By focusing instruction on the areas where gaps exist, students will receive targeted instruction in areas of weakness thereby increasing the the opportunity for student's academic progress and growth towards proficiency.	Implementation			09/02/2014	06/18/2015	\$0	Mathematics Department Head and Principal

School Improvement Plan

Lakeville Memorial High School

Progress Monitoring	Staff will monitor goal achievement by analyzing student academic growth on available standardized tests yearly and on local assessments in the fall, mid-year, and end of the school year.	Monitor			09/03/2013	06/30/2016	\$0	Principal and Classroom Teachers
Reading Interest Inventory Completion	Seminar Teachers have their students complete a standard reading interest inventory generated by the staff. This inventory will be given quarterly for as long as this activity is being active.	Getting Ready			09/03/2013	06/30/2016	\$0	All Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication Development	All instruction staff will participate in professional development focusing on building relationships that will allow them to have hard, honest conversations with their colleagues while working towards the goal of improving student proficiency.	Professional Learning			09/03/2013	06/15/2016	\$0	Principal will be responsible for planning, implementing and monitoring the activities related to this activity with input from building department heads.
Project Based Learning	Teachers will receive professional development in Project Based Learning through the GISD and other consultants. This is intended to help facilitate the use of the project based learning areas being installed during the summer of 2014. These areas are being designed in collaboration with staff, students, architects and administration. The project based learning areas will be created in three separate areas of the high school building and will be used to support progress towards content proficiency, expand critical thinking skills and develop problem solving abilities. Building improvements resulting in the project based learning areas are made possible by a successful bond initiative passed in August 2012. This professional development will continue yearly based on the student and staff needs as part of a long range plan to incorporate principles of project based learning into district curriculum expectations.	Professional Learning			09/03/2013	06/15/2016	\$0	Building principal, Central Office Administration, all professional staff.

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Initial Summer Training Sessions	ELA Intervention Teacher will receive 8 days of initial summer training on AARI implementation and instructional strategies.	Professional Learning			07/22/2013	08/01/2013	\$0	Principal and ELA Intervention Teacher
Instruction Differentiation	Teachers will receive continuous professional development in developing differentiated instructional strategies to meet the unique needs of all learners. Selected strategies will be monitored by the building principal by means of walkthrough observations to ensure that they are incorporated in the teaching and learning occurring in the building.	Professional Learning			09/03/2013	06/15/2016	\$0	All Teachers and building principal
Teacher Training	Mathematics teachers will participate in professional development provided by GISD and other sources to improve consistent and accurate delivery of district approved curriculum aligned to the Common Core standards of learning. Achievement gaps in student data will be identified and addressed through classroom instruction.	Professional Learning			09/03/2013	06/15/2016	\$0	Principal and Mathematics teachers. GISD consultants will be contacted and scheduled by the principal. Mathematics department head will be responsible for communicating progress and potential needs to the building principal.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Credit Recovery	A credit recovery program will be provided both during the day and after school to students in grades 9-12 who need to recover lost credits needed to fulfill the Michigan Merit Curriculum requirements. The computer based program E2020 will be utilized as the delivery format students will use work through credit completion. Certificated mentor teachers will be available for assistance in the classroom as students work on the self-paced course. The course curriculum will be reviewed by content area teachers and modified as necessary to align with district curriculum and the Common Core. Students that do not meet local proficiency requirements will be placed in credit recovery courses as part of their normal course schedule. The credit recovery course will replace an elective course that the student may have otherwise had access to completing. The after school credit recovery option will be primarily used with upperclassmen that are significantly behind in credits and are off-track for on time graduation.	Academic Support Program			06/15/2016	06/15/2016	\$0	Administration, counselors and building RTI team
31-A RTI Interventionist	A district intervention specialist will help to facilitate the gathering of data for qualified 31-A students demonstrating behaviors that are interfering with their progress towards proficiency. The interventionist will work with the building RTI team as they strive to provide appropriate and timely interventions. The interventionist job is not to identify the appropriate intervention. Their part of the process is to help facilitate the work of the building RTI team who will use the available data to best service the individual students needs.	Academic Support Program			09/03/2013	06/15/2016	\$0	Teachers, principal and 31-A interventionist.