



School Improvement Plan

Lake Shore High School

Lake Shore Public Schools (Macomb)

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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?

Lake Shore High School of the Lake Shore Public Schools District is located in St. Clair Shores, Macomb County, Michigan. The school is a member of the Macomb Intermediate School District (MISD). In recent years, Lake Shore High School has welcomed an increase in the student body and steady growth maintaining a population of approximately 1230 students. We have had various fluctuations in our student body demographic, with 36% of our students reported as economically disadvantaged, 8% African-American students and another 8% are Asian students (a large group which are from our sister school in Beijing, China). Lake Shore has welcomed the growth of our International Program which has live-in exchange students. Programs identifying the growing needs in response to these demographic changes are often being implemented, assessed and evaluated to ensure optimal success for our students. All entering students take part in a diagnostic measure which will allow for the most optimal learning placement. Assessments and data collection via the NWEA and other data driven common assessments help curriculum design and individualization. Peer-to-peer mentoring programs for at-risk students give a unique new experience for support beyond the traditional classroom and create leadership opportunities for students. A growing on-line presence to communicate with the community, hybrid/blended courses which allow for further one-on-one teacher/student experiences, Success academy for credit recovery, increased Advanced Placement course offerings, the development of the 9th grade wing, co-teaching and ELL programs are being developed to address our growth and continued improvement for the students of Lake Shore.

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.

The mission of Lake Shore schools will ensure a high-quality education so that each student acquires the skills, knowledge and character to excel in meeting the challenges and opportunities of a rapidly changing world. Our beliefs include accountability; such as aligning or practices with beliefs. Lake Shore believes in the development of life skills and leadership as well as a belief in continuous improvement of student achievement and courage to accept challenges. Lake Shore believes in fiscal responsibility, measuring and reporting current status of the district and planning accordingly, ensuring student success. Lake Shore believes in building relationships, courtesy and respect, communication being everyone's responsibility. Benchmarks of this mission are honesty, openness and meliness, the sharing of thoughts and ideas through community, excellence and integrity. We hope to provide a safe and inclusive environment and to effectively use its community, facility, financial, human and technological resources to ensure success.

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.

Teacher teams are being created to work towards building relationships with new students who are entering the building and will allow them a go to group to assist them through their transition.

U.S. News and World Report awarded Lake Shore High School with a Bronze award in 2014.

A Freshman wing is in place to allow for increased transition success for incoming high school students, aside from the annual Freshman orientation.

Lake Shore believes in strengthening global communications through the International Student Program Exchange. Our international program continues to grow, now adding Spain to already existing programs with China and Germany. The German Exchange program brought fourteen German students and two teachers to Lake Shore in October for several weeks. Lake Shore students will visit them at our German Sister school, Sibylla Merian in Meinersen, Germany in June of 2014.

The National Honor Society organizes and oversees the Red Cross Blood Bank twice a year at the high school.

The choir program has conducted award winning programs at several levels and placed both as Superior and Excellent at the OrlandoFest and MSVMA.

Lake Shore has been working with the TRIG grant to create hybrid and blended courses and the WHAM program. This enhances the online learning experience at the high school and prepares our students for the technological landscape of 21st century learners and leaders.

Lake Shore students earned places and won close to a \$1000 in cash prizes and had multiple winners in the annual web design competition.

The Student Spotlight highlights four students each month for their outstanding achievements. One student from each grade is selected, honored in the school and awarded and all students have the opportunity to take part in an end of the year field day as a reward.

Leadership courses have continued to develop and enhance community involvement and awareness.

Science and Social Studies have been involved with and have placed at their respective Olympiads. The Physics program has sent students to Lansing and have been involved in a statewide bridge building competition. This marks the first year that we have had international students who have been a part of these teams.

The building trades program has continued to completely renovate a home in the community and also worked on school improvements on site.

New programs such as archery and mock trial have been met with strong response from the student body. Lake Shore and Macomb Community College have developed an early college/dual enrollment program that is offered to students.

Athletic achievements at Lake Shore include student athletes; Competitive Cheer received awards, Men's soccer were state semi-finalists, ladies soccer won their division and golf placed in regional play.

Dental Careers students spend 3 days each school year going to each of our elementary schools to present Oral Hygiene Instructions and Nutrition lessons to the Kindergarten and First grades through games and demonstration.

Medical Careers classes host area day care centers for Teddy Bear clinics. This involves the Medical students teaching the young ones at centers that include: Height/Weight, Eye exams, Heartbeats, Bones of the Body, Tooth brushing, Hand washing with Glitterbugs, and Wheelies in Wheelchairs. Both programs also have a choice of joining Health Occupation Students of America (HOSA), and in 2014 several members job shadowed at Beaumont hospital and several tested and were awarded three college level credits.

Lake Shore students participate in Special Olympics and also work locally at different retail stores to grow their skills. Lake Shore students work to assist students in our MOCI program.

Students work to create unique murals in the school to enhance their artistic presence within the building. The Art club meets after school each week for extracurricular art projects. There are also board nominated student-artists of the year. Clay work completed and displayed by SY 2014-2015

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Shorian Shop which is the Lake Shore marketing programs in-house retail outlet.

Michigan First Credit Union has opened an in house branch advising students on banking and other aspects of fiscal responsibility. In addition, the credit union offers on-site employment, cooperative learning opportunities as well as scholarship options to Lake Shore students.

Additional Information

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

Lake Shore offers advanced placement, honors, individualized, co-taught, scaffolded challenge course as well as foreign language classes in Mandarin, German & Spanish.

There is an active foreign exchange program with sister school in Beijing, China including live-in dorms for exchange students.

CTE and certification courses available include CAD, dental careers, building trades, medical and dental programs, design studio web design and video productions training.

Award-winning fine and performing and fine arts programs, including band, choir, and Winterguard.

LSHS athletic teams have won numerous sportsmanship awards and individual athletes have received city, county, and state awards and most of our student athletes maintain a 3.0 GPA, while participating at a state-of-the art athletic complex.

LSHS students attend the Macomb Mathematics, Science, & Technology Center as well as the International Baccalaureate School.

Leadership classes, PASS class for student leaders including tutoring and enrichment are available.

Dual enrollment opportunities in which students take college classes while attending high school and earn both high school & college credit free of charge. LSHS has articulation agreements with MCCC, Ferris State, Baker College, and Davenport University for dual enrollment.

Lake Shore High school classrooms are equipped with document and projection technology packages.

The graduating class of 2014 has received approximately, \$3,000,000 in scholarship money.

Extra curricular groups include, National Honors Society, Key Club, Special Olympics, Science Olympiad, Drama Club, Art Club, SADD, GLAAD, Student Congress, Archery, Mock Trial, and Debate club to name a few.

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.

An on-line presence was created this year to engage all stakeholders and allow for communication and feedback. Parents, Students and staff were guided and asked to take part in an online survey and asked to make suggestions and give valid feedback to be assessed and addressed by the administration and staff in order to resolve our strengths and weaknesses. As this information was processed, parties were given feedback and plans are in place to work to resolve the concerns addressed. Meetings with the staff occurred to address survey responses and a plan. Parents were offered the opportunity to address their concerns. Students will play a roll in new programs that are being implemented for improvement.

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

All staff were asked to address the staff survey of needs (SPR 40). The staff was made aware of the survey and had access to it for two weeks. During this time, staff were directed to the web page and to the FSI chair person to clarify and questions they may have had regarding the verbage of the information. As this informaiton was adressed, staff was asked to give input and ideas to improve any concerns that were revealed in the summary. Parents were asked to take the open parent survey through the website, both the LSHS SIP website, Lake Shore High School website, through teacher communications and via a messenger sent by the administrator. Students were given a window of several months to take the online survey and give feedback. The survey was made available via the LSHS SIP website, the LSHS website, via teacher websites and through announments. Stakeholders are encouraged to be constructive and forth right in their anonymous responses.

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

Given the on-line pressence, all stakeholders have access to the SIP plans (current and past) to see the goals of the school. Through stakeholder input, we have identified not only the needs, but have received viable feedback to grow future plans on. Stakeholders also have access to other tools which help them to understand the progress and impact of the plan in the school. Open communication is endorsed and available for all stakeholders. Stakeholders receive monthly updates summarizing the changes and effects of the plan, and other state level information and it's impact upon them.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As the student population has increased, staffing needs have increased to meet the needs of the students and to ensure that classes are not overcrowded. Lake Shore has hired new teachers for the past three years, with a variety of endorsements to ensure that the needs of students come first.

How do student enrollment trends affect staff recruitment?

As the need increases, so does staff recruitment. Current assessment evaluation needs show that staff will need to work with co-teachers to ensure that ELL students will be receiving additional assistance. As upward enrollment continues, staffing needs will be met to ensure balanced classrooms.

How do student enrollment trends affect budget?

As student enrollment continues to increase needs are addressed to ensure that all students have equal chances to improve and attain what resources they need. A team has been devised to address the growing need of materials as well as exploring alternative methods which include using technological resources.

How do student enrollment trends affect resource allocations?

Given the current state of funding cuts, the district has budgeted economically to ensure that student learning would not be negatively affected. The growing population of students and an increasing reliance on technology have allowed this to be possible.

How do student enrollment trends affect facility planning and maintenance?

As the enrollment has grown in the school, physical space is re-purposed and redesigned creatively. Students receive locker buddies where they can share space with a partner. Teachers will often share their rooms during their prep times so that there is enough classroom space available. Teachers will work on carts to ensure that they have the mobility needed to work in their various departments. Cross-curricular projects allow the students to use various methods of attaining the curriculum and instruction. A redesign of classroom placement is in place to make best use of what is available.

How do student enrollment trends affect parent/guardian involvement?

The parents/guardians of the school are often requested at the school for various functions. Two separate fall and spring sessions of parent teacher conferences in the early afternoon and evening are offered to parents. The VIP club asks for parent volunteers to be a part of the SY 2014-2015

community on different levels. The Quarterback club works to raise funds for the sports programs. Band Boosters support the band and music programs at the high school. College night at the high school offers parents insight into the transition of their students. Freshman orientation gives both parents and students a first hand view of how the school operates. The school/district open house showcases all of the students and program hi-lites, including interactive demonstrations and awards. The St. Clair Shores Youth council is available to involve both the students and their families towards trends in the community.

How do student enrollment trends affect professional learning and/or public relations?

Enrollment trends, analysis of data and resources are addressed in professional learning groups. The district leadership has worked with the community to continue to seek their assistance with enrichment and programs to better Lake Shore students, such as sponsorship and donations. Teachers work together to address the strengths and weaknesses of the fluctuating student groups. Given the large school of choice present, public relations are affected; both through the advertisement of programs and offerings available. Social media, billboards, advertisements in local papers and news stations leave a presence in the community.

What are the challenges you noticed based on the student enrollment data?

One of the challenges that are becoming evident from the data is addressing the learning level of incoming students. Given the large amount of transfer students, international students as well as incoming Freshman it has been determined that a universal screener needs to be in place to assist both counselors and teachers in meeting the needs of the students. The Plan testing will also serve as a baseline as well as the high school placement exam.

What action(s) will be taken to address these challenges?

In order to address these challenges, various diagnostic tools will be used to help students assess student needs and future placement. The Scholastic Reading Indicator, the Math Pro Test, a high school placement test as well as the PLAN and decommissioned plan test will help in this process. A plan is in place to assist incoming Freshman/School of Choice/Transfer students by requiring students to take an entry level evaluation. This baseline will assist the placement of the student by ensuring they are receiving the level of class support to match their learning style and needs. A Freshman wing is also underway in the building. Both of these initiatives are being developed for the 2013-2014 school year.

What are the challenges you noticed based on student attendance?

Student attendance has allowed for development of new tardy and attendance policies. Teams have been put in place to design a structure for attendance and have also taken part in school wide attendance sweeps. Given the transportation issues and reality of school of choice students, different factors were addressed and taken into consideration. Research into best practices and attendance policies have been and continue to be evaluated by staff and administration. It is anticipated that a newly designed policy will be in place for the 2013-2014 school year.

What action(s) will be taken to address these challenges?

A newly designed break down of instructional time, such as rearranging homeroom to lessen the impact of tardies has been considered. Teams have been implemented and staff has been made aware of tardy sweeps to improve student attendance.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Student achievement is highest in the areas of writing (46%) and reading (47%) on the MME.

Which content area(s) show a positive trend in performance?

The writing has shown growth over the past year. In addition to writing the math scores have shown continued improvement.

In which content area(s) is student achievement above the state targets of performance?

Currently, Lake Shore High School is not performing above the AMO of 85%.

What trends do you notice among the top 30% percent of students in each content area?

Students at the top are continuing to show improvement. Per ACT feedback, students who are enrolled in additional core classes beyond those required for graduation and have a more rigorous schedule score higher on the ACT and show greater gains.

What factors or causes contributed to improved student achievement?

Students who show continued achievement were achieved from ACT courses used to improve their preparation for the exam. The use of PLAN and EXPLORE tests have helped to create a baseline for improvement. Students enrolled in additional core classes beyond the basic classes for graduation and more rigorous scheduling show greater gains on the ACT.

How do you know the factors made a positive impact on student achievement?

Student survey responses have shown that student confidence in preparation for the testing allows them greater understanding and confidence in testing outcomes. ACT analysis shows greater gains for students enrolled in more rigorous class scheduling.

Which content area(s) indicate the lowest levels of student achievement?

Students performed lowest in the areas of science and Social Studies. Reading scores have also shown an overall decline.

Which content area(s) show a negative trend in achievement?

Social Studies and Science have shown a continued decline in achievement in recent trends. Reading has also shown a moderate decline.

In which content area(s) is student achievement below the state targets of performance?

All areas are performing below the state AMO targets.

What trends do you notice among the bottom 30% of students in each content area?

Several of the students on the lower end of the content areas have already been identified as at-risk and are members of subgroup(s) showing a decline in scores.

What factors or causes contributed to the decline in student achievement?

Declines in student achievement could correspond to the front loading of materials and rearrangement of classes to prepare and align students for areas to be tested. Previously, certain areas of curriculum and instruction that were present in the test were not introduced to the students prior to testing, that has since been realigned.

How do you know the factors made a negative impact on student achievement?

Students identified this need in the student survey and feedback and it is reflective in assessment data. Staff addressed this during PLC meetings and worked to rearrange scheduling.

What action(s) could be taken to address achievement challenges?

Addressing student needs and using the staff resources to assist in student growth. Giving opportunities for staff to learn more about differentiation will assist in aligning instruction with the needs of students. Common assessments and evaluations must be redesigned to incorporate higher order thinking skills and depth of questioning to prepare students for the style of questioning that is evident in standardized assessments.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Asian
- Male
- Female

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Male
- Female

In what content areas is the achievement gap closing for these subgroups?*

The data provides information that shows the male and females scores improving between the 2011 and 2012 assessment cycles. Math and social studies scores have improved over this time.

How do you know the achievement gap is closing?*

The MME data reporting shows the exponential growth in these two categories.

What other data support the findings?

The review of assessments displays the growth of these two subject during previous assessment cycles.

What factors or causes contributed to the gap closing? (Internal and External)*

Internal causes to the gap closing can be attributed to Professional Learning Communities that have been developing strategies at Lake Shore which can review and assess instruction its effectiveness with data. Externally, the Chinese exchange student program has brought students to Lake Shore who are showing a 95% proficiency in math, improving the cumulative score.

How do you know the factors made a positive impact on student achievement?

The implementation of professional development and introduction of different cultural approaches to studies have attributed to the growth in

these groups.

What actions could be taken to continue this positive trend?

Continuing to invest in the professional learning communities and applicable professional learning opportunities will continue these trends. Exchanging and differentiating instruction through collegial discussions will assist in this process as well.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- African American or Black
- Economically Disadvantaged

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- African American or Black
- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

The content areas that have shown increase in the achievement gap are the black/African American and economically disadvantaged students in math, science, and social studies.

How do you know the achievement gap is becoming greater?*

The data reported as a result of the MME testing displays these changes.

What other data support the findings?*

The data shows a trend of the gap increasing for these students. Surveys to students and staff also show concerns regarding meeting the needs of these students in terms of assessments and interventions.

What factors or causes contributed to the gap increasing? (Internal and External)*

The demographic changes in the student body as well as the influx of school of choice students may be attributed to this gap. In addition to this, increases in non-native students through the exchange program lead to new challenges in instruction.

How do you know the factors lead to the gap increasing?*

Data supports the changes in assessment concurrent with the changes in student demographics per the MME reporting.

What actions could be taken to close the achievement gap for these students?*

Interventions to improve entry assessment of incoming/school of choice/exchange students are in design to identify student strengths and weaknesses and assist in the best possible placement for the students for the next year. Changes in grade level teaming are being put in place to streamline the curriculum and integrating exchange teachers into co-teaching positions are slated for next year. Professional learning to assist staff with instructional and differentiate strategies to meet the needs of all students are in design as well.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We do not have classified ELL students in this round of testing.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students have access to Special Education services and curriculum, SAS services, counselors, PASS classes, American school for credit recovery, and transition assistance. Students with IEP's receive annual assessment and progress reviews. Annual reviews at the counseling level allow students time to assess and track their individual school plan and progress.

How are students designated 'at risk of failing' identified for support services?

Students are reviewed using the free and reduced lunch information. Staff and counseling has also used academic history, assessment data and surveys to identify at-risk students.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Extended learning opportunities are available for students through Personalized Academic assistance, peer tutoring projects, peer mentoring times, via on-line academic and guided resources.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	10.0

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What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents are made aware of extended learning opportunities during Freshman orientation, via school and teacher websites, personalized communications, auto dialer, mass e-mail and the district publications.

Label	Question	Value
	What is the total FTE count of teachers in your school?	75.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	22.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	18.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	22.0

Label	Question	Value
	How many teachers have been teaching >15 years?	13.0

What impact might this data have on student achievement?

Given the influx of new staff to meet the growing population needs over the past three years, there may be a correlation to changes in student performance. Staff continues to have exposure to professional learning opportunities, new teacher academy via the MISD and the professional learning communities are in place to guide new teachers.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	97.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	635.0

What impact might this data have on student achievement?

Teachers who are out of the building may not be able to ensure that the substitute teacher has the ability to meet the curriculum as well as

the regular teacher.

Perception Data - Students

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

Students surveyed indicate that their highest overall level of satisfaction would lie in the programs in place to assist students to succeed, that purposes and expectations are made clear, that a high quality education is offered, students express that all teachers work together to improve student learning, the assessments offered allow for differentiated learners to succeed and exhibit strengths and weaknesses, there is a challenging curriculum and learning opportunities in place, that students and family are given opportunities to be involved in their learning and school activities.

Which area(s) show a positive trend toward increasing student satisfaction?

Students surveyed responded that they are satisfied with the environment at the school, the teaching staff, the CTE classes that are offered, the writing classes such as Writing for Publications (journalism), creative writing, the web design classes, the educational leadership classes, the PASS classes that allow for individualized help and the extensive amount of extra-curricular activities (both academic and athletic).

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

Student survey responses indicate concerns with the lack of Honors and AP courses at the school. Students also expressed concern over the class sizes and mismanagement of time (both on a daily schedule and overall scheduling, i.e...trimester vs. semester system). Students are dissatisfied with the variations in discipline given. Students are dissatisfied with limited promotion of non-athletic engagements and scholarship versus the athletic scholarships. Students identified concerns with the implementation of the exchange program and its overall impact at the high school.

Which area(s) show a trend toward decreasing student satisfaction?

Students sought a greater variety in rigorous class offerings, such as AP and Honors level classes at the high school. Students surveyed showed decreasing satisfaction with regards to the level of respect towards property and one another in the school. Students identify indifference in the methods wherein guidelines and rules are enforced and the equality of those guidelines. Students surveyed expressed a concern regarding all students learning and/or apathy. Students expressed concerns about limited school spirit and the unwillingness of students to assist one another outside of their own groups. Students identify concerns with the enforcement/lack of a dress code.

What are possible causes for the patterns you have identified in student perception data?

Student perception data shows concerns with respect in the learning environment towards one another, property, teachers and self. Students also desire increased rigor in the AP and Honors classes offered and overall curriculum. Changes with the influx of exchange students and the student body allow for cultural growth and understanding.

What actions will be taken to improve student satisfaction in the lowest areas?

Currently plans are in place to improve the Freshman experience with increased contact from between staff and incoming students. A movement towards solidified class teams and sections in high school scheduling allows for greater collaboration and curricular concentration. Student to staff teams will assist at-risk students and build teams to improve student success. Additional honors classes are being put into place at the high school. A universal screening tool is being instituted to assist students in scheduling and academic success. School culture and efforts to improve it are evaluated, marrying new and old traditions such as Fight Song Friday and Final Senior walk through are in place. Researching, designing and creating new rigorous class for district approval are underway.

Perception Data – Parents/Guardians

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

Parent surveys reported satisfaction with parent involvement and student success. Parents indicated that the school has expectations for all students and all students are asked to be stakeholders in their learning. Parents believe that learning and educational goals are communicated effectively with the community. It is reported that parents believe teachers offer work which is challenging to their students; employing various methods of teaching, learning strategies and meeting various needs. Parents reported that they are made aware of their child's needs, progress and that real life applications are taught and prepared for in the school setting .

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parents express satisfaction with the activities offered, the environment at the school, and the athletic program.

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

Parents surveyed responded with low levels of satisfaction in terms of goal planning and student learning. Parents expressed concerns with the operation and effectiveness used at the school. Parents expressed concern regarding individualized curriculum and meeting the academic needs and rigor of all students.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parents expressed concerns with lack of career planning and guidance, class options/selections, the ability to teach and impress daily skills in the academic environment. The limited amount of classes for Honors and AP students is a concern.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Parents are concerned about college and career readiness. There may be an awareness of the need for increased rigor given the parent data and survey responses.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Parents will continue to be informed, via Power School and the initiative for all teachers to create some kind of online presence, either via Weebly or Black Board. Improving communication with parents and community is a goal to reflect and improve upon.

Perception Data – Teachers/Staff

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

Teachers surveyed expressed with curriculum development and articulation across the grade levels allowing for successful student success. Staff mentions that there is a collaborative culture which is evident in the building, and team building is evident. Assessments are aligned with curriculum and instruction and hit the learning targets. Student assessment is a pinnacle of refining the learning process and are aligned with benchmark assessments.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Teachers are satisfied with the increased communication between the middle school and high school to improve and refine instruction and preparation. Teachers are strongly invested in the data and use it to refine their practices and student instruction. Teachers find that staff led professional learning opportunities are effective and informative.

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

Teachers surveyed expressed issues regarding gaps in communication in terms of curriculum across the entire staff. Staff would like to see updated and further support in terms of technology resources. Staff is concerned with students being allowed to drop out of rigorous courses without a process of exit. Staff believes that there needs to be a stronger new teacher/mentoring program in place. Staff mentions the importance of further including the parents and community in the decision making process.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Teachers surveyed show disappointment with communication and the sharing of information with all involved stakeholders. Staff is concerned about the expectations that need to be in place for the exchange program and ELL training opportunities available for staff.

What are possible causes for the patterns you have identified in staff perception data?

Staff has seen an increase in new teacher hires (22 staff members have worked at Lake Shore for 3 years or less, accounting for approximately 1/5 of the staff). There is an expressed desire to improve communication and hopefully increase positive building culture. Changes in the school demographic and a growing exchange program have brought new and unique issues that staff desires to address.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

n/a

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

Staff uses the PLC model to improve instruction and assessment and to ensure that students and staff are meeting all needs. Data based assessments help to refine this process.

What evidence do you have to indicate the extent to which the standards are being implemented?

All departmental/common/Data Director assessments are aligned to the Common Core State standards. Each grade level team has designed a common scope and sequence which is also aligned to the Common Core Standards.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The counseling department reviews student EDP's annually to ensure the curriculum needs of students are being met and up to date.	

Label	Assurance	Response	Comment	Attachment
5.	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. 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.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	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	Frank Thomas Assistant Superintendent 22980 13 mile rd St. Clair Shores, MI 586-285-8467	

School Improvement Plan

Lake Shore High School

Label	Assurance	Response	Comment	Attachment
7.	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.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	We have completed and instituted an online presence to involve the students, community, and stakeholders further in the process.	

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

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

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

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

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

Lake Shore High School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

Lake Shore High School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

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

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

School Improvement Plan

Lake Shore High School

	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	No	N/A

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

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

School Improvement Plan

Lake Shore High School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

LSHS SIP Goals 2014-2015

Overview

Plan Name

LSHS SIP Goals 2014-2015

Plan Description

Goals and Objectives for LSHS 2014-2015

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 Lake Shore high school will improve math proficiency.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$46992
2	All students at Lake Shore High School will show increases in reading proficiency.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	All students at Lake Shore high school will improve writing proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	All students at Lake Shore high school will improve science proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	All students at Lake Shore high school will improve social studies proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: All students at Lake Shore high school will improve math proficiency.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in math on the MME. in Mathematics by 06/12/2015 as measured by The objective will be measured by the 2014 MME mathematics scores.

Strategy 1:

Math Labs for Algebra 1 and Geometry - Staff will provide targeted intervention services for students at risk of not achieving the core math content.

Research Cited: Schmoker, M., Results Know. 2006. Association for Supervision Curriculum and Development. Alexandria, VA.

Marzano, R. What Works in Schools. 2003 Association for Supervision and Curriculum Development. Alexandria, VA.

Tier: Tier 1

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained both in assessment and use of the tools need to instruct in the labs. Carnegie labs and training will be administered as is needed.	Professional Learning	Tier 1	Monitor	09/04/2014	06/12/2015	\$0	Other	Building and Central Administration will allocate and determine funds for facilitation and training.

Strategy 2:

Personalized Academic Support System - Staff will provide targeted intervention services for students at risk of not achieving core math content. Students who meet the requirements of the PASS class will be placed into PASS class where they will receive guided assistance and instruction in order to be successful. Students will have both a teacher as well as an upperclassmen mentor to assist them.

Research Cited: NEA, Programs to Engage Parents and Other Family Members. online resources, 2013. Address: http://neapriorityschools.org/wp-content/uploads/2011/11/Elmont-New-York_Profiles.pdf.

Tier: Tier 2

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

Lake Shore High School

PASS class, teacher support, mentoring peer support.	Academic Support Program	Tier 2	Monitor	09/04/2014	06/12/2015	\$0	Other	Administration and Central Office will allocate funds for classroom instructor and supplies.
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Strategy 3:

Co-Teaching Teams - Special and General education teachers will collaborate to service students as team teachers. Conceptual math will be delivered and professional learning opportunities will be offered at the building/district/MISD level.

Research Cited: TEACHING Exceptional Children, Vol. 37, No. 3, pp. 20-24. Copyright 2005 CEC.

Tier:

Activity - Targeted Intervention Services for students at risk of not achieving the core math content.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who serve eligible at risk students will provide targeted instruction in Algebra I and Geometry during the school day.	Direct Instruction	Tier 1	Monitor	09/04/2014	06/12/2015	\$46992	Section 31a	Administration, Central Office Implementation of instructor and supplies.

Strategy 4:

PLC - Professional Learning Communities will work to evaluate best practices based upon data driven instruction and assessment. Course specific interventions will assist to improve student achievement.

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

Tier: Tier 1

Activity - Bi-Weekly Interdisciplinary Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Lake Shore High School

Staff will meet in departmental groups to evaluate student success via data driven assessments and refine instruction. Evaluation of curriculum development and best practices will be reviewed and monitored.	Professional Learning	Tier 1	Monitor	09/04/2014	06/12/2015	\$0	No Funding Required	SIP Team, Administration, Department Heads and Department members.
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Goal 2: All students at Lake Shore High School will show increases in reading proficiency.

Measurable Objective 1:

A 4% increase 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 that increases reading proficiency from current levels to 51% in English Language Arts by 06/16/2014 as measured by The objective will be measured by the 2013 MME reading scores..

Strategy 1:

Targeted Instruction - Reading Strategies - Staff will have professional learning opportunities in reading strategies which can be implemented in the classroom. In-House training and facilitation of skills through PLC times.

Research Cited: Marzano, R. What Works in Schools. 2003. Association for Supervision and Curriculum Development. Alexandria, VA.

Tier:

Activity - Teacher Training- Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to receive reading strategies to implement within their classrooms.	Professional Learning			09/03/2013	06/16/2014	\$0	Other	Administration and Central office will determine and allocate funding and professional development.

Strategy 2:

Kagan Structures for Cooperative Learning and Active Engagement Institute - Staff will have the opportunity to attend Kagan systems professional learning conference at the MISD. Upon attending, staff will have share the strategies with peers via PLC time.

School Improvement Plan

Lake Shore High School

Research Cited: Kagan Systems Research based on the advisement of the MISD consultants.

Kagan, S. Kagan Structures – Not One More Program, a Better Way to Teach Any Program. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Fall 2000.

www.KaganOnline.com

Tier:

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning via Kagan systems training through the MISD.	Professional Learning			08/12/2013	08/16/2013	\$0	Other	Administration and Central Office will allocate funds for staff attendance.

Strategy 3:

Assesment Model and Tool for Incoming Students - Staff will administer a universal assessment tool that will give baseline information for incoming students (Freshman, transfer and school of choice). Upon attaining this information, students will be routed to class that offers the greatest environment for success.

Research Cited: Jenkins, J. R., Johnson, E. Ed.D.. Universal Screening for Reading Problems: Why and How Should We Do This? RTI Action Network. 2013

Tier:

Activity - Assesment Model and Tool for Incoming Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Lake Shore High School

Tool to measure baseline for incoming students.	Evaluation			08/29/2013	06/16/2014	\$0	Other	Administrati on and Central office will allocate funds for this screening process. Counseling, special education and additional instructiona l staff (Freshman teachers) will be trained in use of the tool.
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Strategy 4:

Personalized Academic Support System - Staff will provide targeted intervention services for students at risk of not achieving core math content. Students who meet the requirements of the PASS class will be placed into PASS class where they will receive guided assistance and instruction in order to be successful. Students will have both a teacher as well as an upperclassmen mentor to assist them.

Research Cited: NEA, Programs to Engage Parents and Other Family Members. online resources, 2013. Address: http://neaprioritieschools.org/wp-content/uploads/2011/11/Elmont-New-York_Profiles.pdf.

Tier:

Activity - Personalized Academic Support System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Other	Administrati on and Central Office will allocate funds for classroom instructor and supplies.

Goal 3: All students at Lake Shore high school will improve writing proficiency.

Measurable Objective 1:

45% 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 an overall proficiency on writing scores. in English Language Arts by 06/12/2015 as measured by The objective will be measured by the 2014 MME writing scores.

Strategy 1:

Writing Interventions - Staff will provide targeted interventions for students not proficient in writing, including targeted interventions. Creating a culture where the scope of writing is visible to all students regardless of their backgrounds will be a point of focus through explicit instruction in the writing process as well as models and rubrics of expectations.

Research Cited: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC:Alliance for Excellent Education.

Tier: Tier 1

Activity - Writing Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and departments will research best practices and utilizes the resources offered by MISD such as the SWIFT writing model in order to enhance overall student writing.	Professional Learning	Tier 1	Getting Ready	09/04/2014	06/12/2015	\$0	Other	Administration and central office will determine the staff who will receive training and the time for facilitation at the building level and the monitoring schedule at that time.

Strategy 2:

Personalized Academic Support System - Staff will provide targeted intervention services for students at risk of not achieving core math content. Students who meet the requirements of the PASS class will be placed into PASS class where they will receive guided assistance and instruction in order to be successful. Students will have both a teacher as well as an upperclassmen mentor to assist them.

School Improvement Plan

Lake Shore High School

Research Cited: NEA, Programs to Engage Parents and Other Family Members. online resources, 2013. Address: http://neapriorityschools.org/wp-content/uploads/2011/11/Elmont-New-York_Profiles.pdf.

Tier:

Activity - PASS Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PASS class, teacher support, mentoring peer support	Academic Support Program			08/29/2013	06/16/2014	\$0	Other	Administration and central office will allocate funds needed for instructor and supplies of class.

Goal 4: All students at Lake Shore high school will improve science proficiency.

Measurable Objective 1:

A 7% increase 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 increase on MME scores. in Science by 06/16/2014 as measured by The objective will be measured by the 2013 MME science scores.

Strategy 1:

Targeted Instruction - Co-Teach - Staff will provide team teachers in classes to assist at-risk learners in science classes. Experts in methods and content will blend differentiated lessons to assist students. Special and General education teachers will collaborate to service students as team teachers. Conceptual math will be delivered and professional learning opportunities will be offered at the building/district/MISD level.

Research Cited: TEACHING Exceptional Children, Vol. 37, No. 3, pp. 20-24. Copyright 2005 CEC.

Tier:

Activity - Teacher Training - Co-Teach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Lake Shore High School

Development of differentiated lessons in co-taught classes. Use of PLC time to collaborate plans and implement in the classroom.	Implementa tion			08/29/2013	06/16/2014	\$0	Other	Administrati on and central office will determine fund allocation and staffing of co-taught classrooms
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Strategy 2:

Personalized Academic Support System - Staff will provide targeted intervention services for students at risk of not achieving core math content. Students who meet the requirements of the PASS class will be placed into PASS class where they will receive guided assistance and instruction in order to be successful. Students will have both a teacher as well as an upperclassmen mentor to assist them.

Research Cited: NEA, Programs to Engage Parents and Other Family Members. online resources, 2013. Address: http://neaprioritieschools.org/wp-content/uploads/2011/11/Elmont-New-York_Profiles.pdf.

Tier:

Activity - PASS Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Other	Administrati on and Central Office will allocate funds for classroom instructor and supplies.

Goal 5: All students at Lake Shore high school will improve social studies proficiency.

Measurable Objective 1:

A 5% increase 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 increase of in social studies assessment scores. in Social Studies by 06/16/2014 as measured by MME testing results. .

School Improvement Plan

Lake Shore High School

Strategy 1:

Personalized Academic Support System - Staff will provide targeted intervention services for students at risk of not achieving core math content. Students who meet the requirements of the PASS class will be placed into PASS class where they will receive guided assistance and instruction in order to be successful. Students will have both a teacher as well as an upperclassmen mentor to assist them.

Research Cited: NEA, Programs to Engage Parents and Other Family Members. online resources, 2013. Address: http://neaprioritieschools.org/wp-content/uploads/2011/11/Elmont-New-York_Profiles.pdf.

Tier:

Activity - PASS Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Other	Administration and Central Office will allocate funds for classroom instructor and supplies.

Strategy 2:

Targeted Instruction - Co-Teach - Staff will provide team teachers in classes to assist at-risk learners in science classes. Experts in methods and content will blend differentiated lessons to assist students. Special and General education teachers will collaborate to service students as team teachers. Conceptual math will be delivered and professional learning opportunities will be offered at the building/district/MISD level.

Research Cited: TEACHING Exceptional Children, Vol. 37, No. 3, pp. 20-24. Copyright 2005 CEC.

Tier:

Activity - Teacher Training - Co-Teach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of differentiated lessons in co-taught classes. Use of PLC time to collaborate plans and implement in the classroom.	Direct Instruction			08/29/2013	06/16/2014	\$0	Other	Administration and central office will determine fund allocation and staffing of co-taught classrooms.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bi-Weekly Interdisciplinary Team Meetings	Staff will meet in departmental groups to evaluate student success via data driven assessments and refine instruction. Evaluation of curriculum development and best practices will be reviewed and monitored.	Professional Learning	Tier 1	Monitor	09/04/2014	06/12/2015	\$0	SIP Team, Administration, Department Heads and Department members.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Intervention Services for students at risk of not achieving the core math content.	Teachers who serve eligible at risk students will provide targeted instruction in Algebra I and Geometry during the school day.	Direct Instruction	Tier 1	Monitor	09/04/2014	06/12/2015	\$46992	Administration, Central Office Implementation of instructor and supplies.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Professional Learning via Kagan systems training through the MISD.	Professional Learning			08/12/2013	08/16/2013	\$0	Administration and Central Office will allocate funds for staff attendance.

School Improvement Plan

Lake Shore High School

Writing Development	Staff and departments will research best practices and utilizes the resources offered by MISD such as the SWIFT writing model in order to enhance overall student writing.	Professional Learning	Tier 1	Getting Ready	09/04/2014	06/12/2015	\$0	Administration and central office will determine the staff who will receive training and the time for facilitation at the building level and the monitoring schedule at that time.
PASS Class	PASS class, teacher support, mentoring peer support.	Academic Support Program	Tier 2	Monitor	09/04/2014	06/12/2015	\$0	Administration and Central Office will allocate funds for classroom instructor and supplies.
PASS Class	PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Administration and Central Office will allocate funds for classroom instructor and supplies.
Teacher Training - Co-Teach	Development of differentiated lessons in co-taught classes. Use of PLC time to collaborate plans and implement in the classroom.	Implementation			08/29/2013	06/16/2014	\$0	Administration and central office will determine fund allocation and staffing of co-taught classrooms.

School Improvement Plan

Lake Shore High School

Teacher Training	Teachers will be trained both in assessment and use of the tools need to instruct in the labs. Carnegie labs and training will be administered as is needed.	Professional Learning	Tier 1	Monitor	09/04/2014	06/12/2015	\$0	Building and Central Administration will allocate and determine funds for facilitation and training.
Teacher Training-Reading Strategies	Teachers will have the opportunity to receive reading strategies to implement within their classrooms.	Professional Learning			09/03/2013	06/16/2014	\$0	Administration and Central office will determine and allocate funding and professional development.
PASS Class	PASS class, teacher support, mentoring peer support	Academic Support Program			08/29/2013	06/16/2014	\$0	Administration and central office will allocate funds needed for instructor and supplies of class.
PASS Class	PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Administration and Central Office will allocate funds for classroom instructor and supplies.

School Improvement Plan

Lake Shore High School

Personalized Academic Support System	PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Administration and Central Office will allocate funds for classroom instructor and supplies.
Assesment Model and Tool for Incoming Students	Tool to measure baseline for incoming students.	Evaluation			08/29/2013	06/16/2014	\$0	Administration and Central office will allocate funds for this screening process. Counseling, special education and additional instructional staff (Freshman teachers) will be trained in use of the tool.
Teacher Training - Co-Teach	Development of differentiated lessons in co-taught classes. Use of PLC time to collaborate plans and implement in the classroom.	Direct Instruction			08/29/2013	06/16/2014	\$0	Administration and central office will determine fund allocation and staffing of co-taught classrooms.