



School Improvement Plan

Lake Shore High School

Lake Shore Public Schools (Macomb)

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TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	8
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	10
--------------------	----

Improvement Planning Process	11
------------------------------------	----

School Data Analysis

Introduction	13
--------------------	----

Demographic Data	14
------------------------	----

Process Data	16
--------------------	----

Achievement/Outcome Data	19
--------------------------------	----

Perception Data	24
-----------------------	----

Summary	27
---------------	----

School Additional Requirements Diagnostic

Introduction.....	29
School Additional Requirements Diagnostic.....	30

LSHS SIP Goals 2014-2015

Overview.....	33
Goals Summary.....	34
Goal 1: All students at Lake Shore high school will improve math proficiency.....	35
Goal 2: All students at Lake Shore High School will show increases in reading proficiency.	37
Goal 3: All students at Lake Shore high school will improve writing proficiency.....	40
Goal 4: All students at Lake Shore high school will improve science proficiency.....	41
Goal 5: All students at Lake Shore high school will improve social studies proficiency.....	42
Activity Summary by Funding Source.....	45

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 2015-2016

School Improvement Plan

Lake Shore High School

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 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 varied +/- 50 students over the past three years. Creation of the Success Academy, School of Choice influx and the exchange program have affected the overall student population. The exchange program has grown since its inception to 100+ students.

Student Demographic Data

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

Data shows a decline in chronic attendance issues over the past few years. 2012-13 showed 159 chronic issues whereas the current totals are at 128 for 2014-2015. Efforts as a team dedicated to Senior class members has also been implemented leading to more students graduating. Success academy and hybrid options have helped these numbers to improve as students have more options to meet their educational needs outside of just brick and mortar.

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?

Three year data discipline trends reveal that the number of behavioral days have increased. That breakdown shows 279.5 in 2012-2013, 2013-14 156 and this year currently 441.5 days. This increase can be attributed to more discipline days for any drug related issues (Including tobacco).

Student Demographic Data

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

Actions which have been taken to assist with challenges are attendance policy reviews and assessments and a development of a student success academy and alternatives such that make education accessible such as hybrid classes and American School allow for alternatives so all students can access their education. Drug related offenses are receiving greater penalty than in years past.

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?

There are 13 teachers with BA's and 65 on staff with M.A.'s at the high school. Although there has been some teacher turnover in the past SY 2015-2016

few years, the delivery and performance continues to positively impact student achievement. Diversity in staff strengths is key to development; 16 teachers have 3 different certification and 6 have four or more certifications.

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 total number of teaching experience in the building impacts students by offering diversity in staff strengths. Even with turnover, grade level groupings of teachers allows for streamlining of lessons and curriculum to students.

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?

School leaders were absent for a total of 12 days for professional learning conferences. This stability and presence in the building positively affects students and limits disruptions.

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?

Students benefit positively from less lost time with their teachers and school leaders. Ensuring that absences are used sparingly assists in the chemistry and growth in the classroom.

Teacher/School Leader(s) Demographic Data

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

Creating meaningful professional development and in house professional learning not only allows for all staff to engage in continual growth but additionally limits the amount of days which staff needs to leave the building for outside conferences. A well thought out plan and institution of said plan limits days out of the building. Increased electronic presence and school social media pages assist in addressing communications challenges.

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?

After reviewing the SSR, it can be determined that the Professional Learning Culture in the building, strengths are demonstrated in collaborative teams, structures, systems, collaboration. This includes common team time, examples of staff collaborating together, data dialogue to improve student outcomes and protocols for group meetings. In addition to this, purposeful planning, differentiation, aligned at grade level curriculum maps, SIP areas are aligned with student needs, staff, parent and student surveys are delivered to determine progress, data dialogues on achievement, PLC calendars, professional development staff wide and MDE Professional Evaluation tools assist in purposeful planning.

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?

Areas of weakness as determined by the School Systems Review are strands II. Leadership Learning and IV, School, Family and Community Relationships.

12. How might these challenges impact student achievement?

Communication can prove to be a challenge to student achievement, efforts are being made through auto dialers, district webpages, on-site events such as fundraisers and college fairs where the community is invited. Leadership Learning and items such as assessment data would assist students in identifying their own strengths and weaknesses.

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.

Reviewing and addressing these challenges can help to grow our activities and strategies and create a more meaningful goal plan. Addressing the weaknesses in communication can help to build a bridge and innovative ideas into the plan. In the future, we would like to incorporate stronger data analysis into the plan. Sharing and modeling in PLC's allows for improved vision and discussion for instruction. The Freshman academy, multi-grade leadership conferences, the development of a strong alumni program community website design, social media and Future Shorian programs are being put into place to increase communication at all levels with the community.

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?

Students with disabilities have access to pull-out support, drop-in tutoring to support credit recovery and American School. Students have
SY 2015-2016

para professionals, 2.5 extra credits available in schedules to compensate for potential losses, free summer school for free and reduced lunches as well as co-taught classes.

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

Extended Learning Opportunities are available for students those opportunities are listed below:

9th Grade: 9th grade wing, PASS class

10th Grade- PASS Class

11th & 12th Grade: Hybrid Class, Dual Enrollment, MTSC, Early-College, American School.

Additional Interventions:

-Algebra and Geometry Support labs are in place.

-Community Building student to business internships are being created.

-Odyssey Online credit recovery programs

-Floating Teacher supports

-Hybrid classes improve the 1:1 student-to-teacher ratio.

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

Extended Learning Opportunities are identified by:

9th grade: PASS class support is offered to at-risk students who have been identified by counselors and teachers.

10th grade: PASS class support is offered to at-risk students who have been identified by counselors and teachers.

11th & 12th Grade: Students have the opportunity to attend college if they meet the GPA requirements, Hybrid classes and American school are options offered and referred by counselors and teachers.

Parents are notified by counseling department, class selection process and parents permission feedback.

Coursebook and classes are available on-line and additional information is available on the student webpage as well as via social media.

Students who have failed have free credit recovery in summer school if in financial need.

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?

All classes and curriculum is aligned using the Common Core standards. PLC meetings allow for the evaluation and review of these standards, grade level teams collaborate within departments to ensure that all standards are being met.

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.

Lake Shore does administer the health survey but we do not apply the results to student learning.

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

Reading strengths show growth over the past three years. Student strengths are in close in critical reading and meaning beyond the literal. Gender growth among female students continues to grow, the largest jump of 23% in 2013-2014. Students with disabilities continues to grow, most recently 3%.

19b. Reading- Challenges

Challenges in reading revolved around strategy development which continuously has fallen. African-American and Asian students show declines with 60% below proficiency as well as 83% of ELL students. These are as reported in 2013-2014.

19c. Reading- Trends

Close and critical reading continues to trend upward whereas strategy development is making incremental growth, but still remain beneath proficiency standards.

Reading has shown growth overall, three year trends are listed below:

2011-12 = 47%

2012-13 = 39%

SY 2015-2016

2013-14= 56%

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 tiered instruction if appropriate.

Close and critical reading will be reviewed for implementation into the plan to be integrated across language arts grade levels. PLC meetings will address best practices and strategies to improve grades. Support teachers will be available for pull out services to assist students. Restructured departments at grade levels allow for improved curriculum planning.

20a. Writing- Strengths

Trends in writing strengths show the writing process proficiency has shown increases across the 3-year trend of assessment.

20b. Writing- Challenges

Challenges are evident in writing is effective use, and purpose and audience. African-American Students are struggling at only 17% proficiency Asian and Economically Disadvantaged students show proficiency at 40%..

20c. Writing- Trends

Trends show that gender growth is occurring in both categories, with scores improving through 2013-14.

Proficiency score trends are listed below:

2011-12: 46%

2012-13: 32%

2013-14: 48%

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.

PLC time will be dedicated to sharing best practices concerning effective use of words, researching professional development for best practices will be included as well. Integrating technology improves the one-to-one experience with students and teachers. Assessing and building class sizes and courses by achievement also allows for deeper discussions and remediation with those students in need. Support services are also offered from floating teachers on an as needed basis.

21a. Math- Strengths

Three year trends in math strengths include data distributions, figures and functions. Math scores have continued to rise steadily over the past three years. 93% of the Asian students show proficiency in math.

21b. Math- Challenges

Trends in math challenges include reasoning and logic.

Declines in both students with disabilities and African-Americans are evident. African American students show a 9% proficiency in that math. Hispanic and economically disadvantaged students register a 30% proficiency.

21c. Math- Trends

Trends show steady growth towards school goals. The three year trends are below:

2011-12: 37%

2012-13: 36%

2013-14: 42%

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.

PLC meetings will evaluate the strength, weaknesses and trends in the math department. Collaborative reflection on best practices will be discussed and implemented. Algebra and Geometry support classes are available for students who need it. Carnegie lab programs are another option to assist students. Grade level teams have allowed for improved collaboration.

22a. Science- Strengths

Science strengths are forces and motion and motion of objects.

22b. Science- Challenges

Challenges in science are evident in earth systems, solid earth and genetics.

African American students show a 5% proficiency score and Asian and economically disadvantage students show a 14% proficiency scores.

22c. Science- Trends

Science proficiency trends show recent overall growth, the trends are:

2011-12: 16%

2012-13: 15%

2013-14: 21%

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.

School Improvement Plan

Lake Shore High School

Science PLC's will meet to address best practices and collaborate on which will be implemented in the classroom. Potential professional learning opportunities are being researched. New classes as well as grade level groups assist in curriculum collaboration.

23a. Social Studies- Strengths

Social studies demonstrates strengths in inquiry, US History and Geography.

23b. Social Studies- Challenges

Social Studies shows challenges in Civics.

African American students show a 14% proficiency and Asian students show a 24% proficiency.

23c. Social Studies- Trends

Trends in social studies show growth towards proficiency targets in US History and Economics.

Students with disabilities and both gender growth show gains in Social Studies.

Proficiency trends in social studies are:

2011-12: 16%

2012-13: 15%.

2013-14: 21%

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.

Social Studies PLC's will meet to evaluate trends in the department. Collaborative evaluation of best practices will be discussed and potential professional learning opportunities will be researched. Grade level and curriculum teams have been put in place to ensure collaborative curricular discussions.

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?

Student perception data shows highest satisfaction with progress, teachers, purpose and expectations, assessment of understanding and counseling resources including principals and teachers.

Students believe there are ample assessments, checks for understanding, tests, expectations and projects. Anti-bullying campaigns have been put in place, media events such as the 98.7 contest/concert on site build morale and enjoyable alternatives for students. Pep rallies and social media (# hash tag) campaigns have made great gains with students.

24b. Student Perception Data

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

Lowest satisfaction is reflected in standards 3.3 and 4.3, respect of property and feedback.

Meeting students individualized needs also is a concern.

24c. Student Perception Data

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

Plan of Action for this will be to continue and grow the anti-bullying campaign and address areas such as respect of self, others and property. Leadership classes and the Young Shorian program build student relationships. Differentiation in classes and options are also target campaigns to improve student satisfaction.

25a. Parent/Guardian Perception Data

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

Strengths are evident in purpose statement, goals, plans, communication, expectations, participation, teacher communication regarding student progress.

25b. Parent/Guardian Perception Data

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

Parents show concerns over what is taught daily, parental involvement on the purpose statement and review, teacher team work, meet needs of student.

25c. Parent/Guardian Perception Data

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

Actions to be taken to improve parent/guardian satisfaction include improved social media campaigns and contact (Facebook Twitter, Hash-Tags). Creating a forum for parents to share their vision and voice are being reviewed.

26a. Teacher/Staff Perception Data

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

Staff areas of strength include the purpose of the school, collaborative learning community, qualified staff, instructional time and student activities.

26b. Teacher/Staff Perception Data

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

Lowest areas are plans being communicated and reviewed with staff, staff involvement in decision making, safety in the facilities and new teacher/ staff guide or protocols.

26c. Teacher/Staff Perception Data

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

Actions to be taken include the development of a leadership team.

27a. Stakeholder/Community Perception Data

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

Purpose of the school.

Purposeful teams, instructional design and collaborative teams.

27b. Stakeholder/Community Perception Data

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

Differentiation, meeting the needs of all students learning abilities, respect and purpose and vision statement involvement.

27c. Stakeholder/Community Perception Data

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

Action Plan includes continued social media campaigns, leadership and vision groups, collaboration groups between staff, students and parents. The Young Shorian group will build a bridge between the schools and within the district. Anti-bullying campaigns are being brought in and used through the Leadership class.

Summary

28a. Summary

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

Perception concerns are an area of weakness but these concerns vary from different perspectives. A collaborative effort to bridge these concerns and grow a program where all stakeholders have a voice is being implemented at many levels. Social media allows for a constant stream of information to be given to our stakeholders. We have taken great strides to utilize this to it's fullest potential and seek to grow this further.

28b. Summary

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

Challenges that may come forward could inhibit students from participating to their full potential or feel without a, "voice". Anti-bullying is a constant point of concern and one which is not taken lightly. In order to fulfill our Mission, we continue to take strides to make all students feel comfortable, safe and welcome. By improving our communication and presence, students, staff and stakeholders of the community can be better connected.

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?

Upcoming year plan includes new outreach efforts in the community. Inviting community businesses to have our students helps to build our connection. Hybrid classes help to ensure that all students will have access to their teachers and improve their one-to-one connection. PLC's and grade level teams continue to review and restructure their curriculums to improve their delivery and include best practices.

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.	

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 Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, 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 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.

Category:

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.

Category:

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: Tier 2

School Improvement Plan

Lake Shore High School

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	Tier 2	Monitor	09/04/2014	06/12/2015	\$0	Other	Administration and Central Office will allocate funds for classroom instructor and supplies.

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.

Category:

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.

Category:

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

School Improvement Plan

Lake Shore High School

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

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.

Category:

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.

School Improvement Plan

Lake Shore High School

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.

Category:

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.

Category:

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.

Category:

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 - 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.

Category:

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

School Improvement Plan

Lake Shore High School

both a teacher as well as an upperclassmen mentor to assist them.

Category:

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 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.

Category:

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.	Implementation			08/29/2013	06/16/2014	\$0	Other	Administration 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.

Category:

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.

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.

Category:

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 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.

Category:

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.	Direct Instruction			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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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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.

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.

Other

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

Lake Shore High School

PASS Class	PASS class, teacher support, mentoring peer support.	Academic Support Program	Tier 2	Monitor	09/04/2014	06/12/2015	\$0	Administrati on and Central Office will allocate funds for classroom instructor and supplies.
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.	Professiona l Learning	Tier 1	Monitor	09/04/2014	06/12/2015	\$0	Building and Central Administrati on will allocate and determine funds for facilitation and training.
Personalized Academic Support System	PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Administrati on and Central Office will allocate funds for classroom instructor and supplies.
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.	Professiona l Learning	Tier 1	Getting Ready	09/04/2014	06/12/2015	\$0	Administrati on 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.

School Improvement Plan

Lake Shore High School

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	Administrati on and central office will determine fund allocation and staffing of co-taught classrooms .
PASS Class	PASS class, teacher support, mentoring peer support.	Academic Support Program			08/29/2013	06/16/2014	\$0	Administrati on 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	Administrati on and Central Office will allocate funds for classroom instructor and supplies.

School Improvement Plan

Lake Shore High School

Assesment Model and Tool for Incoming Students	Tool to measure baseline for incoming students.	Evaluation			08/29/2013	06/16/2014	\$0	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.
Professional Learning	Professional Learning via Kagan systems training through the MISD.	Professiona l Learning			08/12/2013	08/16/2013	\$0	Administrati on and Central Office will allocate funds for staff attendance.
PASS Class	PASS class, teacher support, mentoring peer support	Academic Support Program			08/29/2013	06/16/2014	\$0	Administrati on and central office will allocate funds needed for instructor and supplies of class.

School Improvement Plan

Lake Shore High School

Teacher Training- Reading Strategies	Teachers will have the opportunity to receive reading strategies to implement within their classrooms.	Professiona l Learning			09/03/2013	06/16/2014	\$0	Administrati on and Central office will determine and allocate funding and professiona l developme nt.
Teacher Training - Co- Teach	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	Administrati on and central office will determine fund allocation and staffing of co-taught classrooms .