

School Improvement Plan

School Year: 2012 - 2013

School District: Lake Shore Public Schools (Macomb)

ISD/RESA: Macomb ISD

School Name: Lake Shore High School

Grades Served: 9,10,11,12

Mr. Richard Bowers

Building Code: 02089

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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School Information

School:	Lake Shore High School
District:	Lake Shore Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	02089
City:	SAINT CLAIR SHORES
State/Province:	Michigan
Country:	United States

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Vision, Mission and Beliefs

Vision Statement

We build successful futures for all -- one student at a time.

Mission Statement

Lake Shore 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.

Beliefs Statement

Guiding Principles are Accountability, Communication, Community, Excellence, Integrity and Safety and Security.

Our focus areas are Student Achievement, Communications and Resources.

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Goals

Name	Development Status	Progress Status
Mathematics Proficiency	Complete	Open
Reading Proficiency	Complete	Open
Show improvement in writing from 39% to 45%.	Complete	Open

Goal 1: Mathematics Proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will improve math proficiency.

Gap Statement: Based on a review of student achievement data(2011 MME); only 51% of students are scoring proficient.

Cause for Gap: 46% of females were proficient compared to 53% for males.
26% of African-American students were proficient compared to 53% white students.

Multiple measures/sources of data you used to identify this gap in student achievement: Spring 2011 MME
2011 PLAN Test
2011 EXPLORE Test

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement by meeting our objectives. Monitoring will be done through an ongoing discussion of student work/assessment results(formative and summative) in PLC's and through data discussions. Staff will be meeting with the MISD to accrue new methods of measuring data. In addition, ongoing meetings will be convened to monitor implementation and impact of the plan.

Contact Name: Rich Bowers

List of Objectives:

Name	Objective
Increase Math achievement	All students will improve proficiency on the 2012 MME Math Test from 51% to 57%.

1.1. Objective: Increase Math achievement

Measurable Objective Statement to Support Goal: All students will improve proficiency on the 2012 MME

Math Test from 51% to 57%.

List of Strategies:

Name	Strategy
Math labs for Algebra I and Geometry	Staff will provide targeted intervention services for students at risk of not achieving the core math content.
Math Proficiency-All students	Teachers will design lessons to teach math in a conceptual manner in classrooms. Co-Teaching professional development will be offered.
Personalized Academic Support Systems	Staff will provide targeted intervention services for students at risk of not achieving the core math content.

1.1.1. Strategy: Math labs for Algebra I and Geometry

Strategy Statement: Staff will provide targeted intervention services for students at risk of not achieving the core math content.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

3.4 Supports instruction that is research-based and reflective of best practice

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

Schmoker, M., Results Know. 2006. Association for Supervision and Curriculum Development. Alexandria, Va.

Mooney, N. & Mausbach, A. Align the Design. 2008. Association for Supervision and Curriculum Development. Alexandria, Va.

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide targeted instruction for Mathematics	2012-09-04	2015-06-15	Classroom teacher

1.1.1.1. Activity: Provide targeted instruction for Mathematics

Activity Type: Other

Activity Description: Teachers who serve eligible at risk students will provide targeted instruction in Algebra I and Geometry during the school day. Students will be given assessments to determine what level of intervention will take place.

Planned staff responsible for implementing activity: Classroom teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2015-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructor and supplies	Section 31 a	46,992.00	0.00

1.1.2. Strategy: Math Proficiency-All students

Strategy Statement: Teachers will design lessons to teach math in a conceptual manner in classrooms. Co-Teaching professional development will be offered.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance

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

Consultation from MISD consultants.
 Marzano, R. What Works in Schools. 2003. Association for Supervision and Curriculum Development.
 Alexandria, Va.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD in RTI	2010-09-02	2011-06-15	Principal and school leadership team.

1.1.2.1. Activity: PD in RTI

Activity Description: All staff members will participate in PD on RTI throughout the school year.

Planned staff responsible for implementing activity: Principal and school leadership team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-02, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for 15 staff members to participate in PD on RTI	Title II Part A	1,320.00	0.00

1.1.3. Strategy: Personalized Academic Support Systems

Strategy Statement: Staff will provide targeted intervention services for students at risk of not achieving the core math content.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

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

Schmoker, M., Results Know. 2006. Association for Supervision and Curriculum Development. Alexandria, Va.

Mooney, N. & Mausbach, A. Align the Design. 2008. Association for Supervision and Curriculum Development. Alexandria, Va.

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide targeted instruction	2010-09-02	2015-06-15	Classroom teacher.

1.1.3.1. Activity: Provide targeted instruction

Activity Description: Teachers who serve eligible at risk students will provide targeted instruction in math during the school day.

Planned staff responsible for implementing activity: Classroom teacher.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-02, End Date - 2015-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructor and supplies	Section 31 a	0.00	0.00

Goal 2: Reading Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Show improvement in reading from current level of 64% to 70%.

Gap Statement: 64% of all students scored proficient on MME.

15% of students with disabilities scored proficient on MME.

Cause for Gap: On the 2011 MME, students show weakness (2.9 mean response) to Close Literature Reading.

On the 2011 MME, students with disabilities showed 15% proficiency in Reading.

Multiple measures/sources of data you used to identify this gap in student achievement: Spring 2011 MME
2011 PLAN Data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will display college and career readiness in order to do that we must show growth in reading.

Student success will be measured via MME results.

Student progress towards success will be measured via common assessment information as monitored by Data Director.

Contact Name: Rich Bowers

List of Objectives:

Name	Objective
Increase reading proficiency for all students and student groups.	Increase reading achievement across the curriculum. Display improvement from 64% to 70%.

2.1. Objective: Increase reading proficiency for all students and student groups.

Measurable Objective Statement to Support Goal: Increase reading achievement across the curriculum.

Display improvement from 64% to 70%.

List of Strategies:

Name	Strategy
READ 180	Staff will provide targeted intervention services for students reading below grade level expectations through reading level assessments.
Reading Strategies	School wide implementation of Close and Critical Reading Program. Literacy Coach training for new staff and refresher courses for English department teachers.
School Wide Data Based Decision Making	School wide data-based decision making process.

2.1.1. Strategy: READ 180

Strategy Statement: Staff will provide targeted intervention services for students reading below grade level expectations through reading level assessments.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

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

Schmoker, M., Results Know. 2006. Association for Supervision and Curriculum Development. Alexandria, Va.

Mooney, N. & Mausbach, A. Align the Design. 2008. Association for Supervision and Curriculum Development. Alexandria, Va.

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide targeted instruction	2012-09-04	2013-06-15	Classroom teacher.

2.1.1.1. Activity: Provide targeted instruction

Activity Type: Other

Activity Description: Teachers who serve eligible at risk students will provide targeted instruction in reading, using the READ 180 program, during the school day.

Planned staff responsible for implementing activity: Classroom teacher.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructor and supplies	Section 31 a	62,202.00	0.00

2.1.2. Strategy: Reading Strategies

Strategy Statement: School wide implementation of Close and Critical Reading Program. Literacy Coach training for new staff and refresher courses for English department teachers.

Selected Target Areas

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

Macomb Intermediate School District - Training.
In-House Training and development of materials.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Director Reporting and Monitoring	2011-09-01	2012-06-13	Principal

2.1.2.1. Activity: Data Director Reporting and Monitoring

Activity Description: Staff will receive Data Director training on specific outcome reports. Each department will be asked to provide the same reports in order to monitor student progress and reflect on that data.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3. Strategy: School Wide Data Based Decision Making

Strategy Statement: School wide data-based decision making process.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance

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

Schmoker, M., Results Know. 2006. Association for Supervision and Curriculum Development. Alexandria, Va.

Mooney, N. & Mausbach, A. Align the Design. 2008. Association for Supervision and Curriculum Development. Alexandria, Va.

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD in RTI	2012-09-07	2013-06-15	Principal and school leadership team.

2.1.3.1. Activity: PD in RTI

Activity Type: Professional Development

Activity Description: All staff members will participate in PD on RTI throughout the school year.

Professional development will be investigated via the WhyTry.org school program.

Planned staff responsible for implementing activity: Principal and school leadership team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-07, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for 15 staff members to participate in PD on RTI	Title II Part A	1,320.00	0.00

Goal 3: Show improvement in writing from 39% to 45%.

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve in proficiency on the 2012 MME from 38% to 44%.

Gap Statement: 38% of students are proficient in writing.

10% of students with disabilities are proficient.

Cause for Gap: Students showed weakness on W1.4 Inquiry and Research; LAN4.1 Effective Use of Language and the ACT section W1.3 Purpose and Audience.

Multiple measures/sources of data you used to identify this gap in student achievement: 2011 MME Data
2011 Plan Testing

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will be evaluated per trimester on their writing via a common prompt responding in a timed writing piece evaluated with a common rubric based on the curricular goals at each grade level. Results will be logged within Power School and assessed at the end of each trimester during data discussions.

Contact Name: Rich Bowers

List of Objectives:

Name	Objective
Increase writing proficiency for all students and student groups.	Student achievement on the MME writing assessment will increase from 41% to 50% of students proficient by fall 2011. The proficiency rate of students with disabilities on the MME writing assessment will increase from 10% to 15% proficient by the fall 2011. Student achievement on common writing assessments will be 75% or higher for all students by the end of the 2010/2011 school year.

3.1. Objective: Increase writing proficiency for all students and student groups.

Measurable Objective Statement to Support Goal: Student achievement on the MME writing assessment will increase from 41% to 50% of students proficient by fall 2011. The proficiency rate of students with disabilities on the MME writing assessment will increase from 10% to 15% proficient by the fall 2011. Student achievement on common writing assessments will be 75% or higher for all students by the end of the 2010/2011 school year.

List of Strategies:

Name	Strategy
Interventions--Writing	Staff will provide targeted interventions for students not proficient in writing.
Personalized Academic Support Center	Staff will provide targeted intervention services for students at risk of not achieving the core writing content.

3.1.1. Strategy: Interventions--Writing

Strategy Statement: Staff will provide targeted interventions for students not proficient in writing.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to

equity, and demonstrates an appreciation of diversity

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance

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

Schmoker, M., Results Know. 2006. Association for Supervision and Curriculum Development. Alexandria, Va.

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD in RTI	2010-09-02	2011-06-15	Principal and school leadership team.

3.1.1.1. Activity: PD in RTI

Activity Description: All staff members will participate in PD on RTI throughout the school year.

Planned staff responsible for implementing activity: Principal and school leadership team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-02, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for 15 staff members to participate in PD on RTI	Title II Part A	1,320.00	0.00

3.1.2. Strategy: Personalized Academic Support Center

Strategy Statement: Staff will provide targeted intervention services for students at risk of not achieving the core writing content.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

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

Schmoker, M., Results Know. 2006. Association for Supervision and Curriculum Development. Alexandria, Va.

Mooney, N. & Mausbach, A. Align the Design. 2008. Association for Supervision and Curriculum Development. Alexandria, Va.

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide targeted instruction	2010-09-02	2015-06-15	Classroom teacher.

3.1.2.1. Activity: Provide targeted instruction

Activity Description: Teachers who serve eligible at risk students will provide targeted instruction in writing during the school day.

Planned staff responsible for implementing activity: Classroom teacher.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-02, End Date - 2015-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructor and supplies	Section 31 a	32,202.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Section 31 a	\$141,396.00	\$0.00
Title II Part A	\$3,960.00	\$0.00

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Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

Staff was randomly grouped and assigned an individual strand of focus to complete for the Comprehensive Needs Assessment. Through this random grouping, there were random samplings of results allowing comprehensive interpretation of data and feedback.

Curriculum Alignment that Corresponds to the Goals

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

Professional learning communities in collaboration with administration review the curriculum design and state standard to evaluate student needs. Data discussions are conducted per trimester to estimate where there may be strengths, weaknesses and necessary adjustments. This timeline in collaboration with data director responses, gradebook feedback and teacher conversations allow for needed curricular adjustments through monitoring.

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

Data evaluation and communication by stakeholders in professional learning communities, evaluated by administrators and reviewed by a teacher leadership group then adjustments are made accordingly to continue to refine the process to reach the SIP goals.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level

Activities section.

Alternative Measures of Assessment

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

The Staff and Administration meet to discuss the alternate measures of assessment needed. Professional Learning Communities then develop these measures, implement and report results. Review of the MME, ACT and Common Assessments measured through data director testing results are also included in the process.

Effective Use of Technology

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

We have implemented web based programming and av-enhanced classrooms to assist in implementing this plan. Implementation of Power School, a live web based gradebook to monitor grades allows for increased communication between all stakeholder and the community.

Evaluation of the School Improvement Plan

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

The School Improvement chair and administrators meet and review data gathered via surveys (CNA) and State testing. The results are discussed with the staff and/or posted on a website for them to read and respond. PLC's are utilized to discuss and implement assessments and design further professional development opportunities. These assessments are available to review, discuss and implement changes to the SIP at the end of the year/start of the year School Improvement Review.

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

Information will be shared in smaller groups using professional learning community concept. Data discussions will continue to propel modifications and reviews of curriculum design and effectiveness. Data will be compiled into reports using Data Director and reports will be reviewed by all teachers and administrators. SIP weebly will upload information and mass mail as is possible to all stakeholders to keep them aware of any trends in the data.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to

the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Stakeholders are building leaders who developed surveys and led committees. A leadership team which consists of department heads, teacher leaders, administration and has been developed. We anticipate including community members, parents and students as well to attend.

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Assurances

EdYES!

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

Response: *N/A (our school does not have grades 1-5)*

Comments:

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

Response: *Yes*

Comments: *<http://www.lakeshoreschools.org/docs/2010-11DistrictAnnualEducationReport.pdf>*

Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *Yes*

Comments:

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

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

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

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

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

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Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Richard	Bowers	Principal	rbowers@lsps.org
Ms.	Karen	Jones	Program Coordinator	kjones@lsps.org
Ms.	Dawn	Barath	Program Coordinator	dbarath@lsps.org
Mr.	Dave	Lount	Program Coordinator	dlount@lsps.org
Ms.	Michele	Anderson	SIP Chair	manderson@lsps.org
Mrs.	Mary	Faley	Curriculum Director	mfaley@lsps.org

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Rich Bowers, Principal
Address:	22980 13 mile St. Clair Shores MI 48082
Telephone Number:	586-285-8940

References

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

Supporting Documentation

No documentation was attached.

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