

School Improvement Plan

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School Year: 2012 - 2013

School District: Lapeer Community Schools

ISD/RESA: Lapeer ISD

School Name: Lapeer Community High School

Grades Served: 7,8,9,10,11,12

Principal: Mr. Kevin H. Walters

Building Code: 07468

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.

School Information

School:	Lapeer Community High School
District:	Lapeer Community Schools
Public/Non-Public:	Public
Grades:	7,8,9,10,11,12
School Code Number:	07468
City:	LAPEER
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Lapeer Community High School will be recognized as a leader in implementing change and successful academic performance within an alternative high school programming model.

Mission Statement

Lapeer Community High School will provide students with a safe, alternative learning environment in which they can develop and demonstrate the social, academic and career skills necessary to be lifelong learners and responsible citizens in a global society

These skills include:

Utilizing effective communication

Exhibiting accountable and responsible behaviors

Demonstrating competency in their core academic areas

Beliefs Statement

The core belief of the school staff is "all students can learn in their own way". The school belief leads to instruction using multiple intelligences, authentic assessment, cross-curricular thematic instruction, and technology integration into all subject areas.

Goals

Name	Development Status	Progress Status
Mathematical Problem Solving Skills	Complete	Open
Reading and Comprehension	Complete	Open
Writing	Complete	Open

Goal 1: Mathematical Problem Solving Skills

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will improve their mathematical problem solving skills across the curriculum

Gap Statement: Significant gap existed between building performance averages of proficiency and state performance averages of proficiency as recent as 2009. The three year average indicated a gap of nearly 40% in MME standardized batteries. The gap is lower when compared to ACT building and state averages, representing approximately 20% gap. Although a significant gap still exists, a reduction in the percentage gap has emerged in the last two year cycle. Trend data will provide a more accurate picture of growth in this regard at the conclusion of the 2011-2012 school year. Specific demographic information does not reveal significant gap concerns at this point.

Cause for Gap: A contributing factor to the significant nature of the gap in Math is associated with the comparison to non-alternative programs in the state average. When compared to our targeted grouping of similar demographic alternative programs, LCHS performed within 0.5% of the targeted grouping average stated in the previous three year trend and was not representative of significance relative to gap. In fact, in the most recent data, LCHS outperformed peer alternative program averages and was within the top portion of schools of that nature geographically.

Multiple measures/sources of data you used to identify this gap in student achievement: Beyond the standardized testing batteries available (MME, PLAN, and ACT), the building has developed local assessments to identify the potential presence of any gap in student achievement. These include Pre and Post Testing, use of Accelerated Math Test, project-based and cross-content applications and utilization of technology. More formalized development of localized assessment data is represented within a new Goal Area for the start of 2011-2012.

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? Cognizant of the overall comparison to state averages on standardized testing batteries, the criteria for success in our case will be measured by performance compared to our targeted grouping of similar demographic program models. In addition, the local assessment data will enhance the improvement within the standardized testing items available.

Contact Name: Teaching Staff

List of Objectives:

Name	Objective
Problem Solving	Students will be exposed to and expected to utilize multiple problem solving skills in cross-curricular applications, which will lead to an increase in student performance data on local assessments, as well as state and national standardized assessments.

1.1. Objective: Problem Solving

Measurable Objective Statement to Support Goal: Students will be exposed to and expected to utilize multiple problem solving skills in cross-curricular applications, which will lead to an increase in student performance data on local assessments, as well as state and national standardized assessments.

List of Strategies:

Name	Strategy
Algebraic Formulas	Students will be expected to utilize algebraic formulas in cross-curricular applications.
Conversion Skills	Students will be expected to utilize appropriate conversion skills in the area of fractions, decimals, and percents in all content areas.
Interpreting Data	Students will be expected to demonstrate the ability to utilize multiple mathematical problem solving skills in interpreting data in cross-curricular applications.

1.1.1. Strategy: Algebraic Formulas

Strategy Statement: Students will be expected to utilize algebraic formulas in cross-curricular applications.

Selected Target Areas

2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
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
3.4 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?

Research indicates student proficiency in use of algebraic formulas in cross-curricular applications leads to increased student performance.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Algebraic Formulas	2010-09-06	2013-06-30	All core content staff members will implement, model, and place student expectation for use on assignments and/or assessments within their curricular and instructional strategies.

1.1.1.1. Activity: Algebraic Formulas

Activity Type: Other

Activity Description: Staff will implement, model, and place an expectation for students to use basic algebraic formulas within content specific applications through assignments and/or assessments. Staff will gather data relative to student use of algebraic formulas for the first trimester of the 2010-2011 school year. Modifications and broader implementation will occur for the start of the 2011 school year, with a defined end date of June 2013.

Planned staff responsible for implementing activity: All core content staff members will implement, model, and place student expectation for use on assignments and/or assessments within their curricular and instructional strategies.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2013-06-30

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	100.00	0.00

1.1.2. Strategy: Conversion Skills

Strategy Statement: Students will be expected to utilize appropriate conversion skills in the area of fractions, decimals, and percents in all content areas.

Selected Target Areas

2.5 Fosters a learning community
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.6 Allocates and protects instructional time to support student learning
4.7 Demonstrates verifiable growth in student performance
3.9 Maintains a system-wide climate that supports student learning

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

Research indicates that proficiency in mathematical conversion skills contributes to increased student performance.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Conversion Skills	2010-09-06	2010-11-26	All core content staff members will implement, model, and place an expectation for Mathematical Conversion Skills within their curricular or instructional strategies.

1.1.2.1. Activity: Conversion Skills

Activity Type: Other

Activity Description: Staff members implemented, modeled, and placed an expectation for student use of Mathematical Conversion Skills within core content curricular and instructional strategies. Staff gathered data relative to content specific assignments or assessments that support this objective during the first trimester of the 2010-2011 school year.

Planned staff responsible for implementing activity: All core content staff members will implement, model, and place an expectation for Mathematical Conversion Skills within their curricular or instructional strategies.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee

(Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2010-11-26

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	100.00	0.00

1.1.3. Strategy: Interpreting Data

Strategy Statement: Students will be expected to demonstrate the ability to utilize multiple mathematical problem solving skills in interpreting data in cross-curricular applications.

Selected Target Areas

2.5 Fosters a learning community
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.9 Maintains a system-wide climate that supports student learning

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

Research indicates connection between increased student performance and the demonstrated ability to appropriately interpret and utilize data from multiple sources.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Problem Solving	2010-09-06	2013-06-30	All core content staff members will implement, model and place an expectation of student use of Mathematical Problem Solving within their curricular and instructional strategies.

1.1.3.1. Activity: Math Problem Solving

Activity Description: Staff members implemented, modeled, and placed an expectation of student use of Mathematical Problem Solving skills within core content areas. Staff members collected data relative to use within specific assignments or assessment batteries for the first two trimesters of the 2010-2011 school year.

Planned staff responsible for implementing activity: All core content staff members will implement, model and place an expectation of student use of Mathematical Problem Solving within their curricular and instructional strategies.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Casey Ernst (Social Studies), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2013-06-30

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	500.00	0.00

Goal 2: Reading and Comprehension

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their ability to read and comprehend a variety of printed material

Gap Statement: Significant gap existed between building performance averages of proficiency and state performance averages of proficiency. The three year average indicated a gap of nearly 35% in MME standardized batteries when compared to our goal of state average. The gap was lower when compared to ACT building and state averages, representing approximately 20% gap. Specific demographic information does not reveal significant gap concerns at this point.

Cause for Gap: A contributing factor to the significant nature of the gap in Reading is associated with the comparison to non-alternative programs in the state average. When compared to our targeted grouping of similar demographic alternative programs, LCHS performed within 3.5% of the targeted grouping average and not representative of significance relative to gap.

Multiple measures/sources of data you used to identify this gap in student achievement: Beyond the standardized testing batteries available (MME, PLAN, and ACT), the building has developed local assessments to identify the potential presence of any gap in student achievement. These include Pre and Post Testing, charts,

graphs, data and utilization of technology. District-level assessments were administered and reviewed during the 2010-2011 school year as well.

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? Cognizant of the overall comparison to state averages on standardized testing batteries, the criteria for success in our case will be measured by performance compared to our targeted grouping of similar demographic program models. In addition, the local assessment data will enhance the improvement within the standardized testing items available. Examination of both overall student and cohort student data on standardized assessments (ie. EXPLORE, PLAN, ACT), with an expectation of "2 point" growth between those batteries, has been included in our criteria for success starting in the 2011-12 school year.

Contact Name: Teaching Staff

List of Objectives:

Name	Objective
Informational Reading	The use of informational reading strategies in multiple content areas will result in an increase in both local assessment data and state and national standardized assessment data.

2.1. Objective: Informational Reading

Measurable Objective Statement to Support Goal: The use of informational reading strategies in multiple content areas will result in an increase in both local assessment data and state and national standardized assessment data.

List of Strategies:

Name	Strategy
GIST	Students will be exposed to and expected to use specific strategies to identify the components within varied reading passages.
Graphic Organizers	Students will be exposed to and utilize Graphic Organizers appropriate and specific to multiple content reading applications
Sustained Silent Reading	Students will be exposed to and expected to utilize Sustained Silent Reading in multiple content areas.

2.1.1. Strategy: GIST

Strategy Statement: Students will be exposed to and expected to use specific strategies to identify the components within varied reading passages.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.7 Demonstrates verifiable growth in student performance
1.3 Identifies system-wide goals and measures to advance the vision

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

Multiple points of research related to the importance of reading comprehension strategies and data to support implementation and use were identified and referenced during development of strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
GIST Use	2010-09-06	2013-06-30	All core content teachers will be responsible for implementing activities that utilize GIST.

2.1.1.1. Activity: GIST Use

Activity Type: Other

Activity Description: Students will be exposed to GIST, a technique and protocol for identifying the critical components within a written passage. Staff members will model use and establish expectations of use within curricular and instructional strategies in multiple content areas. Data collection took place, specifically, during the first trimester of the 2010-2011 school year. That data was reviewed and strategy modified toward implementation.

Planned staff responsible for implementing activity: All core content teachers will be responsible for implementing activities that utilize GIST.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2013-06-30

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	100.00	0.00

2.1.2. Strategy: Graphic Organizers

Strategy Statement: Students will be exposed to and utilize Graphic Organizers appropriate and specific to multiple content reading applications

Selected Target Areas

1.3 Identifies goals to advance the vision
2.5 Fosters a learning community
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
5.10 Provides appropriate support for students with special needs

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

Research was reviewed from multiple sources that identify the use of Graphic Organizers as an effective tool in the improvement of reading comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
GIST Graphic Organizer Use	2010-09-06	2010-11-26	All core content staff members will implement use of GIST Graphic Organizer within curricular and instructional strategies.

2.1.2.1. Activity: GIST Graphic Organizer Use

Activity Type: Other

Activity Description: Students will be exposed to GIST Graphic Organizer, a technique and protocol for identifying and recording the critical components within a written passage. Staff members will model use and establish expectations of use within curricular and instructional strategies in multiple content areas. Data collection took place, specifically, during the first trimester of the 2010-2011 school year. That data was reviewed and modified through implementation.

Planned staff responsible for implementing activity: All core content staff members will implement use of GIST Graphic Organizer within curricular and instructional strategies.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2010-11-26

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	100.00	0.00

2.1.3. Strategy: Sustained Silent Reading

Strategy Statement: Students will be exposed to and expected to utilize Sustained Silent Reading in multiple content areas.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
1.3 Identifies system-wide goals and measures to advance the vision
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

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

Review of local assessment performance revealed a deficiency in the area of actual defined time for monitored silent reading activities in all classrooms.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Silent Reading	2010-09-06	2011-03-04	All core content staff members will implement and gather data specific to Silent Reading time.

2.1.3.1. Activity: Silent Reading

Activity Type: Other

Activity Description: Staff members implemented designated silent reading time within their core content and place an expectation on student participation for the first two trimesters of the 2010-2011 school year. Data was reviewed and modified through implementation.

Planned staff responsible for implementing activity: All core content staff members will implement and gather data specific to Silent Reading time.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2011-03-04

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	500.00	0.00

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their quality of writing

Gap Statement: Significant gap exists between building performance averages of proficiency and state performance averages of proficiency. The three year average indicated a gap of nearly 38% in MME standardized

batteries. Specific demographic information does not reveal significant gap concerns at this point. The program has, over the most recent trend data (MME), outpaced the state average by 1%, which is viewed a positive and supporting the efforts of this goal.

Cause for Gap: A contributing factor to the significant nature of the gap in Writing is associated with the comparison to non-alternative programs in the state average. When compared to our targeted grouping of similar demographic alternative programs, LCHS performed within 0.8% of the targeted grouping average and not representative of significance relative to gap.

Multiple measures/sources of data you used to identify this gap in student achievement: Beyond the standardized testing batteries available (MME, PLAN, and ACT), the building has developed local assessments to identify the potential presence of any gap in student achievement. These include Pre and Post Writing prompts and assignments, use of cross-curricular writing activities and utilization of technology.

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? Cognizant of the overall comparison to state averages on standardized testing batteries, the criteria for success in our case will be measured by performance compared to our targeted grouping of similar demographic program models. In addition, the local assessment data will enhance the improvement within the standardized testing items available.

Contact Name: Teaching Staff

List of Objectives:

Name	Objective
Writing Mechanics	Student exposure to and use of proper writing mechanics will result in an increase of student writing performance on local assessments, as well as state and national standardized assessments.

3.1. Objective: Writing Mechanics

Measurable Objective Statement to Support Goal: Student exposure to and use of proper writing mechanics will result in an increase of student writing performance on local assessments, as well as state and national standardized assessments.

List of Strategies:

Name	Strategy
Daily Written Warm-Up	Students will be expected to complete a daily written warm-up or prompt in multiple content areas.
Integration of Technology	Students will be exposed to and expected to utilize technology within written requirements and presentations.
Reflective Journaling	Students will be expected to complete reflective journals in multiple content area settings.

3.1.1. Strategy: Daily Written Warm-Up

Strategy Statement: Students will be expected to complete a daily written warm-up or prompt in multiple content areas.

Selected Target Areas

2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
3.6 Allocates and protects instructional time to support student learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.9 Maintains a system-wide climate that supports student learning

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

Research supports use of cross-curricular writing activities as a component in increasing student performance in writing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Daily Written Warm-Up	2010-09-06	2013-06-30	All core content staff members will implement, model, and place an expectation of use of a Daily Written Warm-Up activity within their classroom and content area.

3.1.1.1. Activity: Daily Written Warm-Up

Activity Type: Other

Activity Description: Staff members implemented, modeled, and placed an expectation of use of a content specific Daily Written Warm-Up within curricular and instructional strategies. Staff members gathered data for the first trimester of the 2010-2011 school year.

Planned staff responsible for implementing activity: All core content staff members will implement, model, and place an expectation of use of a Daily Written Warm-Up activity within their classroom and content area.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-

curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2013-06-30

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	100.00	0.00

3.1.2. Strategy: Integration of Technology

Strategy Statement: Students will be exposed to and expected to utilize technology within written requirements and presentations.

Selected Target Areas

1.3 Identifies goals to advance the vision
2.5 Fosters a learning community
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

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

Research indicates integration of technology is a valuable tool in improvement of written skill and student performance

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Use	2010-09-06	2013-06-30	All staff members, core and non-core, will implement, model, and place an expectation of use of technology within curricular and instructional strategies in their classroom.

3.1.2.1. Activity: Technology Use

Activity Type: Professional Development

Activity Description: Staff members implemented, modeled, and placed an expectation for use of technology within curricular and instructional strategies. Assessments specific to content contained opportunities for students to manipulate and present technology-assisted projects and/or assessments. Staff members gathered data relative to this activity for the first two trimesters of 2010-2011 school year.

Planned staff responsible for implementing activity: All staff members, core and non-core, will implement, model, and place an expectation of use of technology within curricular and instructional strategies in their classroom.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2013-06-30

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	1,000.00	0.00

3.1.3. Strategy: Reflective Journaling

Strategy Statement: Students will be expected to complete reflective journals in multiple content area settings.

Selected Target Areas

2.5 Fosters a learning community
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning
3.9 Maintains a system-wide climate that supports student learning

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

Review of research indicates use of reflective journaling in multiple content settings results in increased student performance in writing applications

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Journaling	2010-09-06	2013-06-30	All core content staff members will implement, model, and place an expectation of regular journaling within curricular and instructional strategies in their content area.

3.1.3.1. Activity: Journaling

Activity Type: Other

Activity Description: Staff members implemented, modeled, and placed an expectation of journaling activities within curricular and instructional strategies specific to their content area. Staff gathered data for the first trimester of 2010-2011 school year.

Planned staff responsible for implementing activity: All core content staff members will implement, model, and place an expectation of regular journaling within curricular and instructional strategies in their content area.

Actual staff responsible for implementing activity: Given the nature of the program and the cross-curricular nature of the activity, the following staff members will be responsible: Bill O'Bryan (English), Rod Schuch (Social Studies/Physical Education), Troy Norman (Math), Cindy Tanke (Math, English, Science), Don Shaver (Science/Physical Education), Kelly Wagner (Art), Jake Weingartz (Social Studies), Brittany Adams (American Sign Language), Doug Grover (Inclusion), Kathy McKee (Inclusion)

Planned Timeline: Begin Date - 2010-09-06, End Date - 2013-06-30

Actual Timeline: Begin Date - 09/06/2010, End Date - 06/10/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Budget	General Funds	250.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,750.00	\$0.00

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?

The comprehensive needs assessment was completed, in part, during regularly scheduled building staff time and took into consideration involvement from stakeholders outside of staff, as needed. Final review of the content associated with the assessment was shared during the final staff meeting date of the school year

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.

The curriculum at LCHS is aligned with both our district curriculum and state standards. Building School Improvement tasks were aided by staff involvement in review, development, modification and implementation of alignment activities as well. Staff members, by department, were actively involved in district-level activities of review and revision of the curriculum, which in turn offered an opportunity for them to present that information to staff members in the building. Staff members have also participated in county and state level activities associated with curriculum alignment. Specific to 2011-12, participation in district professional development on Common Core State Standard alignment was accomplished through joint departmental meetings on a district-wide basis.

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

Given the number of total staff members at LCHS, an alternative school setting, involvement in the decision-making process is collaborative among all staff members. Beyond staff, parent and student input and reaction is present and a vital component in our process. Opportunities exist throughout the school year for involvement and review of decision-making for the program.

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.

A critical portion of our School Improvement efforts over the past two years has been the development of alternative measures of assessment that are specific to our program (alternative education), while staying within the framework of the district curriculum and state standards. This work continued during the 2011-2012 school year. Staff collaboration and work across curricular areas has allowed assessment of student level of proficiency through pre-assessment tools, as well as progress and achievement status through formative and post-assessment tools as well. Further development of building-wide assessments, particularly in the area of Reading and Writing, were implemented in Fall 2011 and will be modified and administered in Fall 2012.

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.

The program is completing the third year in a newly refurbished facility, a former elementary school. Every classroom has updated and integrated technology available for staff and student use. In addition, a fully functional computer laboratory is available as well. The presence of this level of technology will certainly drive the goals, objectives, strategies and activities associated with the integration of technology across the curriculum. Online learning opportunities have also been implemented as part of our regular school day, allowing students to recover credit in an accelerated format. Individual technology applications/use started to emerge during the 2011-12 school year, particularly in the area of Math, where use of an assistive technology device (Light Scribe Pen) allowed staff to record lectures and assignments into an electronic format that was easily accessible and understood by students.

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 staff at LCHS has continued to take advantage of the compact nature of our enrollment (approximately 125 students total) by individualizing evaluation of student achievement as well as collective evaluation. Student performance on local assessments, including behavioral and attendance factors, is coupled with individual and collective performance on state and national standardized batteries. Students participate in MEAP and EXPLORE testing in 9th grade, PLAN testing in 10th grade, and ACT/MME testing in 11th grade. Beyond that, localized assessments are included to represent a well-rounded evaluation of

performance, strengths and challenges for each student and their class grouping as a whole.

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

The building has created a simplified electronic presentation in the interest of presenting information to stakeholders in an easy-to-understand format. Follow up information is provided, if needed, to clarify information or address concerns. Parent survey results led to the establishment of Parent Advisory Council (PAC) meetings as part of the regularly scheduled parent-teacher conference nights each term. This has allowed for a more impactful sharing of information with stakeholders. The 2011-12 school year brought about the use of another tool, School Messenger, which allowed for information to be shared via email, voicemail, or electronic message with all stakeholders periodically through the school year.

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 for 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.

Staff members at LCHS meet regularly for both staff meetings and designed district Professional Development time throughout the school year. Calendars are created that align with the School Improvement Plan to allow for constant review and monitoring of SIP activities.

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.lapeerschools.org/lchs/>*

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: *All student EDPs are reviewed and updated annually at LCHS. This is also part of our enrollment/transition plan for students entering the program as well*

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: *All policies associated with LCHS are governed by those of our district, Lapeer Community Schools, and consistent with the other two high school buildings in the district.*

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

Response: *Yes*

Comments: *Staff development has included significant safety training, as well as managing difficult students. Beyond this topic, the fact that our program is dealing with 100% At-Risk student population requires this as a critical component for staff*

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: *LCHS communicates this and other policies to our stakeholders through handbooks and newsletters that are sent out periodically throughout the year*

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: *LCHS moved into a newly refurbished facility in Fall 2009. At that time, a health/safety assessment was completed in relation to the new facility, which included topics of student attitude, behavior and overall climate associated with this drastic move*

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: *Students participate, at grade-appropriate levels, in the Mi-Phy survey and results are shared and discussed both in-building and at the district level*

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

Response: *Yes*

Comments: *District-wide alignment and professional development activities are scheduled and the staff member that is responsible for that content from LCHS participates*

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

Response: *No, but use a health education curriculum*

Comments:

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

Response: *Yes*

Comments: *There are components within the current health education curriculum that addresses both family and community entities*

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Both individual and district-level professional development, specific to Physical Education, is available and our staff member(s) participate as appropriate*

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *Physical education is offered each day, every day for 70 minutes for a total of 340 minutes of Physical Education per week at LCHS.*

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

Response: *Adopted policy, fully implemented*

Comments: *Students at Community, in age-appropriate grades, participated in the Mi-Phy survey during*

2011-12

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

Response: *Yes*

Comments: *Food Service director has been active in activities to encourage proper eating habits and enhance lunch programming in the building at LCHS*

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

Response: *Yes*

Comments: *The head cook at LCHS has been outstanding in connecting curriculum standards to nutrition in our cafeteria, particularly with students that are diabetic or have other similar issues*

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: *No*

Comments: *Building did not survey stakeholders, specific to food services, during the past year*

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: *Although vending machines are present, they are not available to students during regular breakfast and lunch schedules*

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

Response: *No*

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: *This policy is represented within Board of Education policy*

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

Response: *Yes*

Comments: *Use of Powerschool allows for both recording of and alerting staff of medical issues for individual students*

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

Response: *No action taken*

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: *No*

Comments: *Individual staff members have attended professional development activities and brought valuable information back on this topic to share with staff*

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: *Beyond work with our social worker, activities with local agencies, most notably juvenile court and the office of the Prosecutor, have been a part of our defined parent-teacher conference nights on the topic as well*

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: *Beyond work with our social worker, activities with local agencies, most notably juvenile court and the office of the Prosecutor, have been a part of our defined parent-teacher conference nights on the topic as well*

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments: *Staff was offered an opportunity to participate in district-wide activities associated with healthy living options and increased physical activity. In fact, students at Community coordinated and provided oversight for the district-wide wellness program during the 2011-12 school year.*

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, but not fully implemented*

Comments: *Work with our parent compact, relative to full implementation, will take place in 2012-13 school year.*

31. Our school has a parent education program.

Response: *No*

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: *Parents had opportunities to participate in district-level Health education programming meetings*

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 all indoor facilities*

Comments:

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.	Kevin	Walters	Principal	kwalters@lapeerschools.org
Mrs.	Kathy	McKee	Coordinator of Student Se	kmckee@lapeerschools.org
Mr.	Douglas	Grover	Teacher	dgrover@lapeerschools.org
Mr.	Troy	Norman	Teacher	tnorman@lapeerschools.org
Mr.	Bill	O'Bryan	Teacher	bobryan@lapeerschools.org
Mrs.	Cindy	Tanke	Teacher	ctanke@lapeerschools.org
Mr.	Rodney	Schuch	Teacher	rschuch@lapeerschools.org
Mr.	Don	Shaver	Teacher	dshaver@lapeerschools.org
Mrs.	Kelly	Wagner	Teacher	kwagner@lapeerschools.org
Mrs.	Karen	Ridenour	Secretary	kridenour@lapeerschools.org
Ms.	Debra	Tap	Parent	N/A
Mrs.	Judy	Dagleish	Grandparent	N/A
	Jack	Ryan	Student	N/A
	Jared	Carl	Student	N/A
Mr.	John	Wilson	Custodian	jwilson@lapeerschools.org
Mrs.	Michelle	Etson	Social Worker	metson@lapeerschools.org
Ms.	Megan	Starr	Student	N/A
Mrs.	Debbie	Starr	Parent	N/A

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:

Kim Seifferly

Address:

250 Second Street, Lapeer, MI 48446

Telephone Number:

810-667-2401

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.