



School Improvement Plan

School Year: 2008-2009
School District: West Ottawa Public Schools
School Name: Lakeshore Elementary
Grades Served: K - 5
Principal: Randy Busscher

District Code: 70070
Building Code: 07840
Intermediate School District Code: 70

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Vision Statement:

All people can learn and succeed. Success breeds success. The West Ottawa Community creates conditions for success. The West Ottawa Community and students share responsibility for student success. Skills required for success are dynamic and evolving. Individual effort is essential in learning. Learning is a life-long endeavor. All people need to be valued, respected, and empowered. Individual and cultural diversity should be recognized, accepted, and valued. All people need to be resourceful, responsible, and respectful of self and others. The community, school, and family share the responsibility for meeting basic student needs. A secure and loving environment is a basic need. In a dynamic world, flexibility is essential to keep pace with change. All people need the skills, knowledge, and attitudes to live in and contribute to a changing, globally-interdependent community.

School Mission Statement:

The Community of Lakeshore shares the responsibility in guiding all our students to acquire the knowledge, skills, values, and attitudes needed for the choices and challenges of the future.

West Ottawa Belief Statements:

As the heart of our community, West Ottawa Public Schools

- Delivers quality and challenging programs
- Motivates students to succeed
- Honors diversity
- Inspires change
- Ensures a safe and secure environment

State of Michigan School Improvement Planning

School: Lakeshore Elementary	School Year: 2008-2009
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Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Math	<input type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input checked="" type="checkbox"/> Revised Goal
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Student Goal Statement:
All students will be proficient in math.

Statement of gap in student achievement (Need Statement):

- *Students with disabilities and students without disabilities
- *Economically disadvantaged and non-economically disadvantaged
- *ELL and non-ELL students
- *Hispanic and Caucasian students
- *Males and females at most grades
- *Third grade 2006 was 90% proficient, 2007 97% proficient, 2008 94% proficient
- *Fourth grade 2006 was 95% proficient, 2007 95% proficient, 2008 95% proficient
- *Fifth grade 2006 was 90% proficient, 2007 90% proficient, 2008 92% proficient

Contributing Cause for the gap in student achievement:

- *Limited use of district demographic data to inform decisions regarding program development and implementation, and corresponding professional development
- *Limited use of research-based strategies to address the learning needs of a diverse demographic

List the multiple sources of data used to identify the gap in student achievement:
MEAP, Mi-Access, District Common Assessments, OAISD Math Screener (Pilot Program)

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
S2 - Instruction: Best Practices	S2 - Shared Leadership- Data Driven Culture	S2 - Professional Learning: Staff Participates in Learning Teams	S1 - Parent/Family Involvement: Extended Learning Opportunities	S1 - Data Management: Systematic
S3 - Assessment: Multiple Measures				S2 - Info. Management: Dialogue About Meaning

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:
By 2011-12, 98% of Lakeshore students will be proficient in math as measured by MEAP, district common assessments, and Math Expressions unit tests. Additionally, each subgroup will have 98% of students proficient on the same measures or increase the percent proficient by 10% annually.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, district common assessments, and Math Expressions unit tests.

Strategy Statement:

Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources for school and home, and assessments tools for use in math K -5.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
MATH RTI: Participates in OAISD Math Pilot K-2 and professional development	K-2 Teachers, Principal, School Psychologist	Fall 2008	Ongoing (reapply each year)	Training, materials	OAISD	\$4000	Monitoring assessments three times a year	Increase of assessment scores
Spec Ed: Small group daily support in math	Resource Staff	Fall 2008	Ongoing	Ladders to Success, Jumpstart, Math Expressions	Triumph Learning, Houghton Mifflin	None, previously purchased	Continue to receive classroom instruction as well as support from Special Education teacher	Increase of MEAP and unit test scores
ELL: Support students and teachers in the classroom in math as needed	ELL Teacher	Sept. 2008	Ongoing	Houghton Mifflin & supporting resources	General Fund	None, previously purchased	Consult with general ed. teacher regarding progress	Improved MEAP and district math assessment scores
Students identified as "At Risk" will be invited to participate in free afterschool tutoring in math instruction aligned with state GLCEs	A teacher from each grade level K -5	April 2008	May 2008 (6 weeks, 12 sessions)	MEAP practice, Math Expression materials, games	OAISD and district	Same \$4000 as above	Interim assessments throughout year	Increase of assessment scores
Math sites listed in school newsletter monthly	K-5 teachers	Sept. 2009	Continue	None	NA	NA	Survey students to determine number of families using the list of sites	Increase of MEAP, unit test scores
Expressions Math Program Implement research-based strategies embedded in the new math program.	K - 5 teachers and administrators.	Sept 2008	Ongoing	New math series and supporting resources	Gen. Fund	\$200,000	Administrator observations.	District Math Assessments Improved MEAP math scores.

SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12	Michelle Willams K -12 Teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen. Fund	\$36,000	Training schedules Coaching and observation records Teachers reflections and evaluation	Teacher observations of impact on student performance in the classroom
Common Assessments K – 12	T & L Office K – 12 teachers	Sept. 2008	Ongoing	Work Sessions	Gen. Fund	??	Meeting schedules.	Curriculum assessments

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

- *Math Expressions: Instructional strategies embedded in the program are based on the most recent work of Dr. Karen Fuson of Northwestern university.
- *Intervention classes and tutoring: Research shows that one-on-one or small group instruction increases the achievement of at-risk students.
- *SIOP: Extensive research base prompted state and federal support for this model.
- *Marzano’s research on the positive impact of an aligned curriculum.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- ✓ Math Expressions: Grade level meetings conducted throughout the year by Math Team members who have received in-depth training in the program a year prior to full implementation.
- ✓ SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008-09 school year.
- ✓ Mike Klavon (ISD Math Consultant): Instructional strategies training for middle and high school teachers in August of 2008.

How has the school integrated its available fiscal resources to support this strategy and action steps?

Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

District has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Lakeshore Elementary

School Year: 2008-09

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement:

All students will be proficient in reading.

Statement of gap in student achievement (Need Statement):

- *Students with disabilities and students without disabilities
- *Economically disadvantaged and non-economically disadvantaged
- *ELL and non-ELL students
- *Hispanic and Caucasian students
- *Males and females at most grades
- *Third grade reading lower than previous year; 2006 82%, 2007 93%, 2008 85% proficient
- *Fourth grade reading MEAP 92% in 2006, 2007 93%, 2008 88% proficient
- *Fifth grade MEAP reading 2006 93%, 2007 92%, 2008 93%

Contributing Cause for the gap in student achievement:

- *Limited use of district demographic data to inform decisions regarding program development and implementation, and corresponding professional development
- *Limited use of research-based strategies to address the learning needs of a diverse demographic
- *Core ELA support inconsistent due to serious illness of staff for strategic and intensive students.

List the multiple sources of data used to identify the gap in student achievement:

MEAP, Mi-Access, DIBELS, Rigby Running Records

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
S2 – Instruction: Best Practice	S2 – Shared Leadership: Data Driven Culture	S2 – Professional Learning: Staff Participates in Learning Teams	S1 – Parent Family Involvement: Diversity	S1 – Data Management: Systematic
S3 – Assessment: Multiple Measures			S1 - Parent Family Involvement: Extended Learning Opportunities	

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:

By 2011-12, 98% of Lakeshore students will be proficient in reading as measured by MEAP, Dibels, District Common Assessments, and Rigby Running Records. Additionally, each subgroup will have 98% of students proficient on the same measures or increase the percent proficient by 10% annually.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement,

skills, and competencies: MEAP, Dibels, Rigby, District Common Assessments

Strategy Statement:

Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources for school and home, and assessments tools for use in reading K -5.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Target the current 2008-2009 third graders for additional support	Teachers of this grade, support teachers, principal	Sept. 2009	Continue	NA	NA	NA	Progress Monitoring meetings to evaluate the regularity of services, time amount, and researched-based (only) programs	Increase in reading assessment scores
Additional MEAP instruction and practice at second grade level	Second grade teachers, principal	Sept. 2009	Continue	MEAP Released Items, Item Analysis of MEAP reading and teacher-made practice activities	MEAP website	NA	Progress Monitoring meetings	Increase in reading assessment scores
Special Education: Small group daily support in reading	Resource Staff	Sept. 2006	Ongoing	Menu of interventions	Special Ed. funds	None, purchased previously	Documentation of interventions provided by RTI and IEP goals	Ongoing collection of intervention effectiveness through Dibels, Rigby Running Records, Criterion Referenced testing
ELL: Small group daily support in reading	ELL Teacher	Sept. 2008	Ongoing	Menu of approved interventions	General Fund	None, purchased previously	Progress of students monitored at progress monitoring meetings	Increase in reading assessment scores
Use www.colorincolorado.org to include tips in school newsletter in Spanish	K - 5 Teachers	Sept. 2009	Continue	NA	NA	NA	Feedback solicited	Increase in reading assessment scores

Monthly calendar in Spanish of important events/dates	ELL Teacher	Sept. 2009	Continue	NA	NA	NA	Feedback solicited	Increase in reading assessment scores
Response to Intervention (RTI) Reading interventions at the elementary (K – 5) level	K- 5 Core Support Staff, Teachers, Administrators, Psychologists	Sept. 2006	Ongoing	Menu of interventions. Core Support Staff Time for collaborative meetings Student data	Gen. Fund Title IA, 31A Gen. Fund Data Director	No Cost \$800,000 + \$75,000+ \$5.90/student	Schools will maintain meeting records, document interventions provided to students, student groups, etc. Assess regularity of services	Observation/participation of meetings by principal. Ongoing collection of intervention effectiveness through DIBELS, Rigby Running Records, and classroom observations. Improved MEAP reading scores.
SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12	Michelle Williams K -12 Teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		Training schedules Coaching and observation records Teachers reflections and evaluation	Teacher observations of impact on student performance in the classroom. Improved MEAP/MME scores.
Literacy Framework West Ottawa teachers at all levels will participate in the development of the OAISD Literacy Framework. The group will develop web-base, best practice resources for use at all grade levels in all content areas. The district will support the ongoing development and use of the resources.	Select K – 12 teachers who are participating in the development project. All K-12 teachers using the web-based resources to support reading instruction.	Summer 2008	Ongoing	Team of teachers working under the direction of the OAISD	ISD Funds Gen. Funds	No cost to the district Sub costs (variable)	Jim Nicolette will attend update meetings at the ISD	OAISD Web-site (product)
Identify a Common Reading Assessment for Use at the upper elementary and secondary levels. Need for systematic means of identifying and monitoring students progress in development of reading comprehension skills.	T & L Staff	Sept. 2008	June 2009	NA	NA	NA	Jim Nicolette will monitor progress and maintain project information.	Implementation of assessment fall of 2009.

Other Required Information

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

- ✓ RTI Extensive research base has prompted the state and federal requirements for implementation of this program.
 - ✓ Read 180: Program research conducted by Scholastic.
 - ✓ Soar to Success: Program research conducted by Houghton Mifflin.
 - ✓ SIOP: Extensive research base prompted state and federal support for this model.
 - ✓ Literacy Framework: ISD conducted extensive research on best practices prior to beginning development of the regional model. Our staff members participated in this research.
- Common Reading Assessment: We are reviewing research for various assessments. This will be a major factor in selecting an appropriate assessment for use in the district.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- ✓ RTI: Update training for administrators.
 - ✓ Read 180: Initial training August 2008. Follow-up training in November of 2008.
 - ✓ SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008-09 school year.
- Literacy Framework: Initial presentations to West Ottawa Leadership Teams (WOLT) during the 2008-09 school year. Develop plan for broader implementation as the materials are developed.

How has the school integrated its available fiscal resources to support this strategy and action steps?

Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

District has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Lakeshore Elementary		School Year: 2008-09			
Section I: Comprehensive Analysis Report on Student Achievement					
Content Area: Writing		() Active Goal	() Maintenance Goal	(X) Revised Goal	
Student Goal Statement: All students will be proficient in writing.					
Statement of gap in student achievement (Need Statement): *Students with disabilities and students without disabilities *Economically disadvantaged and non-economically disadvantaged *ELL and non-ELL students *Hispanic and Caucasian students *Males and females at most grades *Third grade writing 2006 MEAP 67% proficient, 2007 70%, 2008 64 % proficient *Fourth grade writing 2006 MEAP 81%, 2007 70%, 2008 67% *Fifth grade writing 2006 MEAP 66%, 2007 79%, 2008 85% proficient					
Contributing Cause for the gap in student achievement: *Limited use of district demographic data to inform decisions regarding program development and implementation, and corresponding professional development *Limited use of research-based strategies to address the learning needs of a diverse demographic *Core ELA support inconsistent due to serious illness of staff for strategic and intensive students					
List the multiple sources of data used to identify the gap in student achievement: MEAP, Mi-Access, and District Writing Prompts					
Section II: Comprehensive Analysis Report on System Processes and Practices					
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)					
Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management	
S2 – Instruction: Best Practices	S2 – Shared Leadership: Collaborative Inquiry	S2 – Professional Learning: Staff Participates in Learning Teams	S1 – Parent/Family Involvement: Diversity	S1 – Data Management: Systematic	
S3 – Assessment: Alignment/Content Validity	S2 – Shared Leadership: Data Driven Culture			S2 – Info. Management: Dialogue About Meaning	
Section III: Plan to Accomplish Student Achievement Goals					
Measurable Objective Statement to support Goal: By 2011-12, 90% of Lakeshore students will be proficient in writing as measured by MEAP and district writing prompts. Additionally, each subgroup will have 90% of students proficient on the same measures or increase the percent proficient by 10% annually.					

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP and district writing prompts

Strategy Statement:

Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources for school and home, and assessments tools for use in writing.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
6 +1 Writing Traits implementation	First - Fifth	Sept. 2007	Ongoing	Kits and books	Write Traits	None – was purchased previously	Quarterly survey from staff to principal	Increase in writing scores
Special Education: small group daily support in writing	Resource Staff	2006	Ongoing	6 + 1 Writing Traits and Lucy Calkins	Write Traits and Lucy Calkins	None- was purchased previously	Daily monitoring work sample, student conferences	Increase in writing scores
ELL: incorporating English Language Proficiency state expectations in instruction	ELL Teacher Principal	Sept. 2008	Ongoing	State English Language Proficiency expectations and resources from West Ottawa ELL department	General Fund	No cost	Progress Monitoring meetings	Increase in writing scores
Parent Involvement: using www.colorincolorado.org to translate writing tips to Spanish in school newsletter	K – 5 teachers	Sept. 2009	Continue	NA	NA	NA	District writing prompts throughout the year and scores	Increase in writing scores
Lucy Calkins Writing Process	K – 5 administrators and teachers	Sept. 2008	Ongoing	Book sets for teachers	Gen. Fund	No cost (purchased last yr.)	Administrator walk-throughs (observation)	Improved writing prompt scores. Improved MEAP writing scores.
SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12	Michelle Williams K -12 Teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		Training schedules Coaching and observation records Teachers reflections and evaluation	Teacher observations of impact on student performance in the classroom. Improved writing scores on MEAP/MME.
Literacy Framework	Select K – 12	Summer	Ongoing	Team of	ISD	No cost to	Jim Nicolette	OAISD Web-site

<p>West Ottawa teachers at all levels will participate in the development of the OAISD Literacy Framework. The group will develop web-base, best practice resources for use at all grade levels and in all content areas. The district will support the ongoing development and use of the resources.</p>	<p>teachers who are participating in the development project.</p> <p>All K-12 teachers using the web-based resources to support reading instruction.</p>	<p>2008</p>		<p>teachers working under the direction of the OAISD</p>	<p>Funds</p> <p>Gen. Funds</p>	<p>the district</p> <p>Sub costs (variable)</p>	<p>will attend update meetings at the ISD</p>	<p>(product)</p>
<p>Development and implementation of common assessments K – 12 to inform instruction.</p>	<p>K – 12 teachers and administrators.</p>	<p>Sept. 2008</p>	<p>Ongoing</p>	<p>Work sessions</p> <p>MLPP MCF/GLCE's MMC/HSCE's</p>	<p>Gen. Fund</p>		<p>Elementary – Collection of writing data three times per year</p> <p>Secondary – Grading</p>	<p>Increased writing prompt scores. Increased MEAP writing scores at elementary and middle school.</p> <p>Grades – increase in student success. Increase in MME scores</p>

Other Required Information

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

- ✓ Lucy Calkins: Process is based on extensive research in developing the writing process.
- ✓ McDougal Littel – Research-based program for developing writing skills with middle years students.
- ✓ SIOP: Extensive research base prompted state and federal support for this model.
- ✓ Literacy Framework: ISD conducted extensive research on best practices prior to beginning development of the regional model. Our staff members participated in this research
- ✓ Marzano's research on positive impact of aligned curriculum.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- ✓ Lucy Calkins: Book studies conducted at each of the elementary buildings by principals.
- ✓ McDougal Littel: Training for middle school ELA teachers provided by the company.
- ✓ Persuasive Writing: High school ELA teachers will provide training for members of other departments to assist with development of the skills needed to implement the writing strategy across the curriculum.
- ✓ SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008-09 school year.
- ✓ Literacy Framework: Initial presentations to West Ottawa Leadership Teams (WOLT) during the 2008-09 school year. Develop plan for broader implementation as the materials are developed.
- ✓ District will provide opportunities on the use of data to inform instruction. (Erika Bolig)

How has the school integrated its available fiscal resources to support this strategy and action steps?

Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

District has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Lakeshore Elementary		School Year: 2008-09		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Social Studies	<input type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input checked="" type="checkbox"/> Revised Goal	
Student Goal Statement: All students will be proficient in social studies.				
Statement of gap in student achievement (Need Statement): *Students with disabilities and students without disabilities *Economically disadvantaged and non-economically disadvantaged *ELL and non-ELL students *Hispanic and Caucasian students *Males and females at most grades				
Contributing Cause for the gap in student achievement: *Limited use of district demographic data to inform decisions regarding program development and implementation, and corresponding professional development *Limited use of research-based strategies to address the learning needs of a diverse demographic *Special Education students have not had consistent access to regular curriculum *Fifth grade MEAP 2005 90% proficient, 2006 85% proficient, 2007 79% proficient, 2008 82% proficient				
List the multiple sources of data used to identify the gap in student achievement: Sixth Grade MEAP, Classroom Assessments				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)				
Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
S2 – Instruction: Best Practices	S2 – Shared Leadership: Collaborative Inquiry	S2 – Professional Learning: Uses Best Practices		S1 – Data Management: Multiple Sources
S3 – Assessment: Multiple Measures			S1 – Parent/Family Involvement: Diversity	S2 –Information Management: Dialogue about Meaning
Section III: Plan to Accomplish Student Achievement Goals				
Measurable Objective Statement to support Goal: By 2011-12, 92% of Lakeshore students will be proficient in social studies as measured by MEAP and classroom assessments. Additionally, each subgroup will have 92% of students proficient on the same measures or increase the percent proficient by 10% annually.				
For this objective, list the multiple measures of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Sixth Grade MEAP and classroom assessments.				
Strategy Statement:				

Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources for school and home, and assessments tools for use in social studies K - 5.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Special Education: support students and teachers in the classroom as needed	Resource Staff	Sept. 2008	Ongoing	General Education materials		No cost	Collaboration with general ed. Staff for progress in curriculum	Improve social studies assessment scores
Continue implementation of TCI program at elementary level.	K – 5 teachers and administrators.	Sept. 2008	Ongoing	Textbook and supporting resources	Gen. Fund	NA	Administrators through classroom observations.	Increased MEAP scores. Improved scores on TCI unit assessments.
SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K – 12	Michelle Williams K -12 Teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		Training schedules Coaching and observation records Teachers reflections and evaluation	Teacher observations of impact on student performance in the classroom
Development and implementation of common assessments.	6 – 12 teachers. (Social Studies)	Sept. 2008	Middle school – June, 2009 High School – June 2009	Work sessions Test Banks Data Director	Gen. Fund Publishers	NA \$5.90/student	Meeting schedules and minutes.	Assessments documents. Increased scores on MEAP & MME. Increased classroom performance. (Grades)
Key vocabulary provided in English and Spanish and sent home per social studies unit	Classroom teachers and ELL teachers	Sept. 2009	Continue	None – teachers give list to ELL teachers to translate.		No cost	Teachers monitor the unit tests for success	Improve social studies assessment scores

Other Required Information

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

Marzano's research on the positive impact of aligned curriculum.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

How has the school integrated its available fiscal resources to support this strategy and action steps?

Using general fund resources to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

District has purchased Data Director to provide data warehousing capabilities to support these activities.

State of Michigan School Improvement Planning

School: Lakeshore Elementary	School Year: 2008-09
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Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Science	<input type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input checked="" type="checkbox"/> Revised Goal
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Student Goal Statement:
All students will be proficient in science.

Statement of gap in student achievement (Need Statement):
 *Students with disabilities and students without disabilities
 *Economically disadvantaged and non-economically disadvantaged
 *ELL and non-ELL students
 *Hispanic and Caucasian students
 *Males and females at most grades

Contributing Cause for the gap in student achievement:
 *Limited use of district demographic data to inform decisions regarding program development and implementation, and corresponding professional development
 *Limited use of research-based strategies to address the learning needs of a diverse demographic
 *Special Education students have not had consistent access to the regular curriculum
 *Fifth Grade MEAP science scores 2006 94%, 2007 92%, 2008 95%

List the multiple sources of data used to identify the gap in student achievement:
MEAP, Mi-Access, and District Common Assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
S2 – Instruction: Delivered Curriculum	S1 – Instructional Leadership: Knowledge of Curriculum, Instruction, and Assessment	S2 – Professional Learning: Staff Participates in Learning Teams	S1 – Parent/Family Involvement: Extended Learning Opportunities	S2 – Information Management: Analysis
S3 – Assessment: Multiple Measures				

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:
By 2011-12, 98% of Lakeshore students will be proficient in science as measured by MEAP and district common assessments. Additionally, each subgroup will have 98% of students proficient on the same measures or increase the percent proficient by 10% annually.

For this objective, list the multiple measures of assessments to be used that will provide authentic assessment of pupils'

achievement, skills, and competencies: MEAP and district common assessments.

Strategy Statement:

Collaborative school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources for school and home, and assessments tools for use in social studies K - 5.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Special Education: support students and teachers in the classroom in science as needed	Resource Staff	Sept. 2005	Ongoing	BC supplies		No cost	Collaboration with general education teachers for progress in curriculum	Increase in science assessment scores
ELL: utilizing nonfiction reading passages	ELL Teacher	Sept. 2008	Ongoing	Read Naturally		No cost	Monitoring Read Naturally scores	Increase in science and reading assessment scores
Battle Creek Science Kits Implementation of inquiry-based instruction in grades 1 - 5.	1 - 5 teachers and administrators.	Sept. 2005	Ongoing	BC supplies and materials	BCMASC & local vendors	\$10,000	Kit rotation schedule. Building administrator observations.	Increase in MEAP science scores. Improved scores on BC unit assessments.
Elementary Science Committee Realign curriculum to the new science GLCE's and develop a plan for implementation of the realigned Battle Creek Science Kits	Jim Nicolette Science Committee	Sept. 2008	June 2009	Work sessions State Science Clarification Document Battle Creek Science Kits	Gen. Fund State BCMASC - Gen, Fund	?? NA \$50,000	Meeting schedules and minutes.	Curriculum documents.
Development of common assessments 6 - 12	6 - 12 science teachers.	Sept. 2008	Ongoing	Work sessions Test banks Data Director	Gen. Fund Multiple resources Gen. Fund	?? NA \$5.90/student	Meeting schedules and minutes.	Increase in MEAP, EXPLORE, PLAN, and MME scores.
Promote science	Teachers	Sept.	Continue			NA	Survey the number of	Increase in science

activities in community (Hope College camps, Outdoor Discover Center, DeGraaf Nature Center) to increase extended learning opportunities to families		2009					students who did participate in the listed opportunities on the existing survey given to parents at the fall conference	assessment scores
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Other Required Information

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

- ✓ BCMASC Kits: Based on extensive research into effective inquiry-based instructional strategies.
- ✓ Tutoring: Research on effectiveness of one-to-one and small group tutoring.
- ✓ Marzano's research on the positive impact of aligned curriculum.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

BCMASC Kits: Teachers received professional development when the kits were first introduced. Develop a plan for update training as we make the transition to the revised kits.

How has the school integrated its available fiscal resources to support this strategy and action steps?

Using a combination of grant funds and general funds to support these initiatives.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

District has purchased Data Director to provide data warehousing capabilities to support these activities.

Stakeholder Involvement

List the names and positions 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.

School Improvement Planning Team Members 🌟			
Name	Signature	Position	E-mail
Jan Alderink		2 nd Grade Teacher	aalderinkj@westottawa.net
Kim Alston		4 th Grade Teacher	alstonk@westottawa.net
Lindsay Barnes		CI Teacher	barnesl@westottawa.net
Randy Busscher		Principal	busscherr@westottawa.net
Chad DeWitt		5 th Grade Teacher	dewittc@westottawa.net
Lisa Domke		1 st Grade Teacher	domkel@westottawa.net
Jean Doornewerd		2 nd Grade Teacher	doornewerdj@westottawa.net
Robin Eidson		3 rd Grade Teacher	eidsonr@westottawa.net
Sarah Forster		Core Support/ESL Teacher	forsters@westottawa.net
Nancy Helder		Resource Room Teacher	heldern@westottawa.net
Karen Hoenecke		Kindergarten Teacher	hoeneckek@westottawa.net
Gerry Kania		4 th Grade Teacher	kaniag@westottawa.net
Laura Keith		3 rd Grade Teacher	keithl@westottawa.net
Sue Kullberg		Kindergarten Enrichment Teacher	kullbergs@westottawa.net
Debb Large		4 th Grade Teacher	larged@westottawa.net
Jesse Martinez		5 th Grade Teacher	martinezj@westottawa.net
Colleen Merkins		5 th Grade Teacher	merkinsc@westottawa.net
Debra Postma		Secretary	postmad@westottawa.net
Sarah Schuch		Resource Room Teacher	schuchs@westottawa.net
Christine Voet		1 st Grade Teacher	voetc@westottawa.net
Lindsay Warnes		Kindergarten Teacher	warnesl@westottawa.net
Kevin Westrate		3 rd Grade Teacher	westratek@westottawa.net
Shayne Wuerfel		1 st Grade Teacher	wuerfels@westottawa.net

Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan. ❁

For the planning and design of this plan, staff members worked collaboratively at several staff meetings. The monitoring and evaluation of this school improvement plan will continue to be done during staff meeting next year and also during the regularly scheduled RTI progress monitoring meetings.

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

Curriculum: Staff receives board approved curriculum from the school district. However, the staff decided by vote to take part in a book study of Lucy Calkins to improve writing scores. Additionally, staff members are invited to participate on curriculum committees that evaluate, pilot, and/or recommend curriculum.

Instruction: During progress monitoring grade level meetings that all teachers and Core Support teachers attend, instruction is discussed and modified to improve student achievement.

Assessment: District-created assessments, MEAP, and curriculum assessments are administered by teachers. Further, the teaching staff and Core Support staff utilize Dibels to assess achievement and progress. Teachers also use the Rigby Running Records.

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

Student information and progress will be shared with the staff during both staff meetings and progress monitoring meetings. Other stakeholders such as parents will receive information in "parent-friendly" language in various documents such as the school newsletter.

Statement of Non-Discrimination

Federal Office of Civil Rights

The school 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.

Name and Title of District Contact: **Jim Nicolette, Assistant Superintendent of Teaching-Learning**

Address: **1138 136th Avenue, Holland, MI 49424**

Telephone Number: **(616) 738-5700**

References:

Title VI of the Civil Rights Act of 1964,
Title IX of the Education Amendments of 1972,
Section 504 of the Rehabilitation Act of 1973,
The Age Discrimination Act of 1975,
The Americans with Disabilities Act of 1990
Elliott-Larsen prohibits discrimination against religion.