



School Improvement Plan



School Year: 2009 -2010
School District: West Ottawa Public
School Name: Lakewood Elementary
Grades Served: K - 5
Principal: Jacquelyn Del Raso

District Code: 70070
Building Code: 02114
Intermediate School District Code:

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Vision Statement:

Through a culture of collaboration, a learning environment is created whereby internationally minded, 21st century leaders can grow and practice critical thinking, and inquiry based skills to effectively communicate as global citizens.

School Mission Statement:

Lakewood professional learning community shares the responsibility in assuring our students are prepared to be future thinkers of tomorrow, by providing within a climate of high expectations; frequently monitored, brain compatible, differentiated, instructional practices, focused on learning, that reflect both rigor and relevance, within a safe and orderly environment.

School Belief Statements:

Every child will grow in a learning environment that is safe, secure and nurturing and where mutual respect, responsibility and inquiry is cultivated and supported among all stakeholders.

State of Michigan School Improvement Planning

School: Lakewood Elementary School Year: 2009-2010

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Social Studies Active Goal Maintenance Goal Revised Goal

Student Goal Statement: all students at Lakewood elementary will be proficient in Social Studies

Statement of gap in student achievement (Need Statement): Historical, Economic and Civic perspectives were declining trends identified. 4.5% of students are performing below "proficient" standard level as measured on the MEAP test in these strands. 75% achievement in these above areas was noted.

Contributing Cause for the gap in student achievement: Lack of regularly used social study data to analyze the effectiveness of the curriculum.

Gaps exist within research-based strategies to address learning needs of students.

List the multiple sources of data used to identify the gap in student achievement: MEAP, DIBELS, 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
ST1, BE A: Standards Alignment BE B: Communicated to Students	ST2, BE A: Collaborative Inquiry	ST2 BE B: Use of Best Practices	ST1, BE, B: Extended Learning Opportunities	
ST2, BE B: Student Engagement				

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By 2011-2012 school year, 95% of Lakewood students will be proficient as measured by MEAP, common assessments and projects.

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

Strategy Statement: Collaborative school teams will consistently use achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment 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		
Continue implementation of TCI program	K-5 teachers/ administrator	Sept. 2008	ongoing	Textbook and supporting resources	Gen. Fund	NA	Administrators through classroom	Increased MEAP scores Improved scores on TCI unit assessments
SIOP training for cohort groups at all levels K-5	Michelle Williams/K-5 teachers and administrators	Sept. 2008	Ongoing	Michelle Williams	Title III & Gen Fund		Training schedules coaching and observation records teacher reflections and evaluations	Teacher observations of impact on student performance in the classroom
Alignment and awareness of new common Grade level curriculum expectations	K-5 teachers	Sept. 2009	Ongoing	Textbook and supporting resources	Gen Fund	NA	Meeting schedules	Increased MEAP scores
A Framework for Understanding Poverty participation to develop and enhance differentiated instructional practices	OAISD and k-5 teachers	Sept. 2009	June 2010	OAISD facilitator	Gen fund	\$350	Schedule of trainings	Teacher observations of impact on performance
IB training alignment and integration of themes in lesson development	IB facilitators and K-5 teachers	Sept 2009	ongoing	IB facilitator	Gen. fund/private donations		Schedules of trainings. Teacher time records	Improved MEAP and 21 century skill development

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?

Using general fund resources to support these initiatives

Framework for Understanding Poverty training provided by the OAISD

International Baccalaureate training and collaborative time to design curriculum.

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

Using a combination of general and foundation grant 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 initiatives.

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

State of Michigan School Improvement Planning

School: Lakewood Elementary		School Year: 2009-2010			
Section I: Comprehensive Analysis Report on Student Achievement					
Content Area: Science		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal	
Student Goal Statement: All students will be proficient in science					
Statement of gap in student achievement (Need Statement): Physical Science is an area of concern in science as measured in 5 th grade MEAP. Trends have shown a pattern average score of 96% proficiency on science MEAP scores over the past 4 yrs, but less than 60% in this area. There are no gaps between subgroups in this area.					
Contributing Cause for the gap in student achievement: Lack of alignment within the curricular framework. Lack of data to drive instruction decisions.					
List the multiple sources of data used to identify the gap in student achievement: MEAP, Unit Tests					
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	
ST1, BE A: Standards Alignment BE B: Communicated to students ST2, BE B: Student Engagement	ST2, BE A: Collaborative "Inquiry"	ST2 BE B: Use of best practices.	ST1, BE B: Extended Learning Opportunities		
Section III: Plan to Accomplish Student Achievement Goals					
Measurable Objective Statement to support Goal: By 2010-2011 school year, 80% of Lakewood students will be proficient in science as measured by the MEAP Science test, unit and district assessments					
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 unit assessments.					
Strategy Statement: Collaborative district and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources and assessment tools for use in science K-5.					
Action Steps	Staff Responsible	Timeline for Activity	Resources Needed	Monitoring Plan	Evidence of

		Begin	End	Resource	Source	Amount		Success
Battle Creek Science Kits Implementation of inquiry-based instruction in grades K-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 to Realign curriculum with new science GLCE's and develop a plan for implementation of realigned BC Science kits	Jim Nicolette Science Committee	Sept. 2008	June 2010	Work sessions State Science Clarification of document	Gen Fund Publishers	\$50,000	Meeting schedules and Minutes	Curriculum documents
Use of data to address physical science curriculum	K-5 teachers	Sept 2009	Ongoing	BC Science kits Work sessions		\$500	Meeting schedules and documents	Increased MEAP and unit test scores in physical science
Implementation of sustainability education	K-5 Teachers	Sept. 2009	Ongoing	3e committee members, Holland Hospital Wellness staff, Master gardeners	West Ottawa Foundation grant Holland Hospital Wellness grant	\$1000	Meeting schedules Community involvement	Pre and post surveys

<p>A Framework For Understanding Poverty training to develop and enhance differentiated instructional practices</p>	<p>OAISD and K-5 teachers</p>	<p>Sept. 2009</p>	<p>June 2010</p>	<p>OAISD facilitator</p>	<p>Gen Funds</p>	<p>\$350</p>	<p>Schedule of trainings</p>	<p>Improved MEAP scores</p>
<p>IB training, alignment, and integration of themes in lesson development</p>	<p>IB facilitators and K-5 teachers</p>	<p>Sept 2009</p>	<p>ongoing</p>	<p>IB facilitator</p>	<p>Gen funds/private donations</p>		<p>Schedules of trainings. Teacher time records</p>	<p>Improved MEAP and 21st century skill development</p>

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
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?

**BCMASC kits: teachers received professional development when the kits were first introduced. Develop a plan for update training as we transition to revised kits.
Review and align new Grade level content expectations.**

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: Lakewood Elementary | School Year: 2009 – 2010

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading | Active Goal | Maintenance Goal | Revised Goal

Student Goal Statement: All students at Lakewood Elementary will be proficient in Reading

Statement of gap in student achievement (Need Statement): Reading comprehension is an area of concern. Third and fifth grades show 75% proficiency. 73% is noted respectively in fourth grade. Gaps exist between special education and regular education.

Contributing Cause for the gap in student achievement: special education serviced students have not had consistent access to the regular curriculum. There is a gap between grade levels due to a lack of formative assessments and a lack of training in higher level thinking strategies and their implementation.

List the multiple sources of data used to identify the gap in student achievement: MEAP, theme tests, rigby Running records, DIBELS

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
ST1, BE A: Standards Alignment BE B: Communicated to students	ST2, BE A: Collaborative Inquiry	ST2, BEB: Use of Best practices	ST1, BE B: Extended Learning Opportunities	
ST2, BE B: Engagement				

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By the 2011-2012 school year, students scoring proficient in reading comprehension at Lakewood Elementary will increase to at least 80% or more as measured by MEAP, Rigby Running Records and DIBELS.

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

and competencies: MEAP, Running records, DIELS, theme tests.

Strategy Statement: Collaborative school teams will consistently use achievement data to inform decisions regarding implementation of best practices, instructional resources and assessment tools for use in reading, for all students K-5 at Lakewood Elementary.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Success groupings	K-5 core support staff, teachers, administrators, psychologists	Sept. 2006	Ongoing	Menu of interventions, Core support staff, time for collaborative meetings, student data	Gen funds 31A monies Data Director	\$8,000,000 +	Meeting records, documented interventions provided to students, student groups, etc.	Observation/participation of meetings by principal. Ongoing collection of intervention effectiveness through DIBELS, Running Records, classroom observations. Improved MEAP scores.
SIOP	Michelle Williams, K-5 teachers from cohort group	Sept. 2008	Ongoing	Michelle Williams	Title III Gen funds		Training schedules, coaching and observation records, teacher reflections and evaluation	Teacher observation of impact on student performance in the classroom. Improved MEAP scores.
Collaboration of Special Education inclusion, implementation and best practices in comprehension	K- 5 teachers, administrators	Sept. 2009	Ongoing	Cindy Dymowski, Special education Resource instructors	NA		Teacher meeting schedules, documented use of best practices	Observation, Improved scores in MEAP, Running records, and common, formative assessments.
Daily reading logs	K-5 teachers	Sept. 2009	Ongoing	Classroom sets of books	NA		Quarterly documentation	Observation, improved scores in MEAP, Running Records and DIBELS.

A Framework for Understanding Poverty training	OAISD and K-5 teachers	Sept. 2009	June 2010	OAISD facilitator	Gen funds	\$350.	Schedule of trainings	Improved MEAP scores,
IB training	IB facilitators, and K-5 teachers	Sept. 2009	Ongoing	IB facilitator	Gen funds/ private donations	\$\$\$\$	Schedules of trainings. Teacher time records	Improved MEAP and 21 st century skill development.

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.

Success groupings: Extensive research base has prompted the state and federal guidelines for implementation of this program.

SIOP: Extensive research base prompted state and federal support for this model.

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

Success groupings: Update training for core support personnel and administrators.

SIOP: Michelle Williams and cohort teachers will provide ongoing training

Special Education inclusionary best practices.

Framework For Understanding Poverty training: provided by the OAISD

International Baccalaureate training and collaborative time to design curriculum.

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

Using a combination of grant 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 warehousing capabilities to support these initiatives.

**State of Michigan
School Improvement Planning**

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Writing **Active Goal** **Maintenance Goal** **Revised Goal**

Student Goal Statement: All students at Lakewood will be proficient writers.

Statement of gap in student achievement (Need Statement): Peer response has been the area of concern in writing across grade levels. Data has shown 80% proficiency at 3rd grade level but decreasing scores of 65% at 4th and 77% at 5th grade over the last year. Gaps within sub groups did not exist.

**Contributing Cause for the gap in student achievement: Inconsistency in writing strategies utilized between and within grade levels,
Prioritizing tool box items to reflect peer response.
Limited professional development and implementation in writing.**

List the multiple sources of data used to identify the gap in student achievement:
MEAP
District writing prompts
Themed tests

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
ST1, BE A: Standards Alignment BE B: Communicated to students	ST2, BE A: Collaborative Inquiry	ST2, BE B: Use of Best Practice	ST1, BE B: Extended Learning opportunities	
ST2, BE B: Student Engagement				

Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:
By 2011-2012 school year, 90% of Lakewood students will be proficient writers as measured by MEAP, District writing prompts and theme tests.**

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 Writing prompts, and theme tests.

Strategy Statement: Collaborative school teams will consistently use achievement data to inform instructional decisions regarding

implementation of best practices, instructional resources, and assessment tools for use in writing K-5.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Consistent implementation of Lucy Calkins writing within and across grades	K-5 administrator/teachers	2007	ongoing	Book sets for teachers	Gen. Fund	Purchased in 2007	Administrator walk through observation	Improved writing prompt , & MEAP scores
SIOP	Michelle Williams/teachers	2008	Ongoing	Michelle Williams	Title III and Gen Funds	NA	Coaching and observation records, training schedules, teacher reflections	Teacher observation of impact, improved writing scores on MEAP & district writing prompts
District Assessments	K-5 teachers	2008	Ongoing	MLPP, MCF/GLCE	Gen Fund	NA	Administrator records of writing prompts	Improved MEAP & district writing prompt scores
Prioritize toolbox for peer response	K-5 teachers	2009	Ongoing	Tool boxes	Gen Fund	Purchased 2008	Administrator records of writing prompts	Improved MEAP & district writing prompt scores
Teacher collaboration on scoring & instruction (PLC's)	OAISD and K-5 teachers	2009	Ongoing	Supporting resources	Gen Fund		Administrator walk through observation	Improved peer response scores on MEAP
A Framework For	OAISD and district	Sept.	June	OAISD	Gen funds	\$350.00	Schedule of	Improved MEAP

<p>Understanding Poverty training to develop and enhance differentiated instructional practices</p> <p>Implement 6+1 traits of effective teaching model.</p> <p>Implement writing workshop model to include conferring, modeling mini lessons, revision and sharing.</p> <p>IB training alignment and integration of themes in lesson development</p>	<p>consultants K-5 teachers</p> <p>K-5 teachers</p> <p>K-5 teachers</p> <p>IB facilitators and K-5 teachers</p>	<p>2009</p> <p>Sept. 2009</p> <p>Sept. 2009</p> <p>Sept. 2009</p>	<p>2010</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>facilitator</p> <p>OAISD, W.O. consultants K-5 teachers</p> <p>OAISD, W.O. consultants K-5 teachers</p> <p>IB facilitator</p>	<p>Gen funds</p> <p>Gen funds</p> <p>Gen funds/private donations</p>	<p>trainings</p> <p>Coaching and observation records, training schedules</p> <p>Coaching and observation records, training schedules</p> <p>Schedules of trainings. Teacher time records</p>	<p>and writing prompt scores</p> <p>Improved MEAP and writing prompt scores</p> <p>Improved MEAP and writing prompt scores</p> <p>Improved MEAP and 21st century skill development</p>
			Other Required Information				
<p>What research did you review to support the use of this strategy and action plan? Lucy Calkins: Strategies are based on extensive research in development of the writing process 6+1 writing traits: strategies based on extensive research in development of the writing process. SIOP: Extensive research base prompted state and district support for this model Marzano's research on positive impact of best practices</p>							
<p>What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Lucy Calkins: Implementation and continued book study discussions @ PLC meetings. SIOP: Michelle Williams/teachers will provide ongoing training to cohort groups. District will provide opportunities on the use of data to inform decisions (Erika Bolig). Framework for Understanding Poverty training provided by OAISD 6+1 effective writing through Lucy Calkins model training provided through OAISD and West Ottawa consultants and staff.</p>							
<p>How has the school integrated its available fiscal resources to support this strategy and action steps?</p>							

Using a combination of general and grant funding sources to support 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 activities.

State of Michigan School Improvement Planning

School: Lakewood Elementary		School Year: 2009-2010		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Math	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All Students will be proficient in math.				
Statement of gap in student achievement (Need Statement): Review of 2008-2009 MEAP item analysis showed gaps (2-5%) existing across grade level data in ordering, number lines and fractional parts. Trends have shown 82% proficiency at 3 rd , 81% at 4 th grade, but decrease to 64% in 5 th . Gaps within sub groups did not exist.				
Contributing Cause for the gap in student achievement: Limited use of research based strategies, and professional development and implementation in numeration skills. Prioritizing tool box items to reflect numeration. Misalignment of Chicago Math curriculum.				
List the multiple sources of data used to identify the gap in student achievement: MEAP Unit tests Report card grades				
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
ST1, BE A: Standards Alignment BE B: Communicated to Students	ST2, BE A: Collaborative Inquiry	ST2, BE B: Use of Best Practices	ST1, BE B: Extended Learning Opportunities	
ST2, BE B: Student Engagement				

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:

By 2011-2012 school year, gaps will not exist in numeration data and 91% of students will be proficient as measure by MEAP and District assessments.

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 assessments, formative assessments

Strategy Statement: Collaborative school teams will consistently use achievement data to inform decisions regarding implementation of best practices, instructional resources and assessment 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		
Expressions Math Program Implement research-based strategies embedded in the new program.	K-5 teachers and administrators	Sept 2008	ongoing	Math Expressions series and supporting resources	Gen. fund.		Administrator observations	Improved MEAP and unit assessment scores.
Provide for grade level meetings throughout the year lead by math team members who have been trained in the use of the strategies.	Math Team	Sept. 2008	Ongoing	Staff	Gen. Fund	NA	Schedule of grade level meetings and attendance records	Improved MEAP and unit assessment scores.
Collaborative teams work to use data to address strategies for fractions, and number lines.	K-5 teachers	Sept. 2009	ongoing	Work sessions			Schedule of grade level and collaborative mtgs	Improved Meap and unit tests
Common assessments K-5	T & L Office K-5 teachers	Sept. 2008	Ongoing	Work sessions	Gen. Fund	NA	Meeting schedules	Curriculum documents

SIOP training for cohort groups at all levels	Michelle Williams/teachers	Sept. 2008	Ongoing	Michelle Williams	Title III and Gen Funds		Training schedules coaching and observation records Teacher reflections	Teacher observations of impact on student performance in the classroom.
A Framework for Understanding Poverty participation to develop and enhance differentiated instructional practices	OAISD and K-5 teachers	Sept. 2009	June 2010	OAISD facilitator	General funds	\$350	Schedule of trainings	Teacher observations of impact on student performance.
Success groupings training	Mike Klavon and K-5 teachers/core support	Sept. 2009	ongoing	Mike Klavon	Title I and Gen funds	NA	Schedule of trainings	Improved MEAP, and unit assessment scores

Other Required Information

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

Math Expressions: Instructional strategies embedded in the program based on the most recent work of Dr. Karen Fuson @ NWU.
Marzano's research on the positive impact of an aligned curriculum.
SIOP: Extensive research base prompted state and federal support for this model.

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 teachers who have received in-depth training in the program.
Mike Klavon (ISD Math consultant): Instructional strategies training for teachers on numeration.
SIOP: Michelle Williams will provide ongoing training to cohort groups.
Framework for Understanding Poverty training provided by OAISD

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.

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 for Teaching and 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.