



# **School Improvement Plan**

**Laker High School**

**Elkton-Pigeon-Bay Port Laker Schools**

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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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Laker High School is home to approximately 325 students. Our school is located in a rural area comprised of three small towns - Elkton, Pigeon, and Bay Port - which have a mix of agricultural, industrial, and human service oriented businesses. Over the past three years, our enrollment has declined slightly as we continue to deal with the effects of the economic downturn that has occurred across our state. We have also seen a gradual increase in the number of free/reduced lunch students in our school district, as parents struggle to find work. Nonetheless, our school spirit and tradition remain strong, with the support of our local towns behind us.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **Vision Statement**

It is the vision of Elkton-Pigeon-Bay Port Laker High School to challenge and encourage all students to reach their potential, and to meet the demands of the future as responsible citizens through a comprehensive curriculum that is taught in a caring environment by educators committed to excellence.

### **Mission Statement**

Laker High School is dedicated and committed to challenge and encourage all students to reach their highest potential. Through a comprehensive curriculum and a caring educational environment, Laker students will be prepared to excel in a global society.

### **Beliefs Statement**

1. All students can learn.
2. Motivation to learn is influenced by a student's emotions, beliefs, interests, goals, and habits.
3. Students learn best when provided with a variety of instructional approaches.
4. Students learn best when the course curriculum is carefully analyzed, aligned, and assessed.
5. Students learn best when they feel a connection to the teacher and the taught curriculum.
6. Students learn best in an environment that is physically and emotionally safe.
7. For optimal learning to take place, accountability for student learning must be shared by all stakeholders.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Laker High School has made significant strides in Mathematics, Writing, and Character Development over the past three years. We have also made positive changes in our school culture through implementation of interventions and incentives that add layers of support and reward for students, depending on the level of their effort and achievement. We launched a 1:1 iPad initiative this year and, over the next three years, we want to become a leader in the area of technology integration for learning. We also want to see our students continue to grow in character and leadership, particularly in the area of service to others. This goal was jump-started through Rachel's Challenge, a comprehensive character and culture program that we adopted this past year.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

We are proud of the fact that our students care for each and have bought into the idea that we are family at Laker High School, particularly in difficult times, such as the deaths of several of our students this past year. We are also proud of the fact our students have shown great progress in respecting their teachers and their peers, as evidenced by the decrease in referrals for defiance and disrespect. Finally, we are proud of our teachers continually adapting with the times, learning how to integrate technology into their classrooms, and doing more with less.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

We have interacted with our stakeholders in several ways for the purpose of school improvement.

First, we have met with our Laker Parent Association members to share our vision and mission and invite their feedback and ideas for areas that we need to focus on. This opportunity for involvement was advertised through phone calls and our school website.

Second, we launched a character and culture-building program this past fall called Rachel's Challenge. Once our students had participated in the initial presentation and training, we began a comprehensive outreach to the community to make them aware of the changes that were underway in our school and the ways that they could participate in the effort.

Finally, we have conducted several polls through our website and Facebook page to solicit parent feedback on a variety of different school programs and policies.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

We have had a good cross-section of representatives from parents and teachers to civic groups. Their roles have varied, but most have had little formal responsibility in developing our improvement plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Our final improvement plan will be communicated through our school website as part of our Annual Education Report. We will also post information about our new goals on our Facebook page. Our data shows that most of our parents interact with our website and Facebook page, so we feel good about these methods of communication.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.



## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Our enrollment has remained fairly constant, though in slight decline. To balance slow decline with staffing needs, we have been able to slowly downsize our staff through attrition, rather than layoffs.

### **How do student enrollment trends affect staff recruitment?**

Because we are able to make such seldom hires, we put a great deal of time and effort into selecting each new staff member that is hired. New staff need to understand that their job does not end at the end of the school day. New staff must also be fluent with instructional technology.

### **How do student enrollment trends affect budget?**

Again, our decline in enrollment has been gradual enough that we have been able to address budget deficits through natural attrition, typically retirement.

### **How do student enrollment trends affect resource allocations?**

More of our money is being spent on technology programs and hardware that allow us to deliver more flexible and diverse forms of instruction without add staff.

### **How do student enrollment trends affect facility planning and maintenance?**

We are taking steps to become more efficient with all of our facilities and maintenance. On the other hand, we are exploring opportunities to add, expand, or upgrade facilities that will draw new students to our school.

### **How do student enrollment trends affect parent/guardian involvement?**

Our student enrollment trends show an increase in students eligible for free and reduced lunch. With this has come a more transient population, with parents that have shown less involvement in their child's school experience.

### **How do student enrollment trends affect professional learning and/or public relations?**

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We have made intentional efforts to educate our public on the causes of declining enrollment to minimize the perception that students might be leaving because they are not satisfied with our school. Professional learning has not been affected either way, except that we have shifted some of our focus to learning about the characteristics and implications of poverty in our schools.

### **What are the challenges you noticed based on the student enrollment data?**

We need to find ways to attract new students to our school district. We also need to become more innovative in our delivery methods so that we can offer more academic value and opportunity with fewer staff resources.

### **What action(s) will be taken to address these challenges?**

We recently hired a public relations specialist to work with us on communicating with our parents and community on a more consistent and interactive basis. As a result, we have plans to increase our involvement in social media and public advertising so that people are well informed of our successes and unique strengths.

### **What are the challenges you noticed based on student attendance?**

We need to engage our students more in class and give them greater freedom outside of class. We need to move away from traditional classes based on seat time and give students opportunities to learn in non-traditional settings.

### **What action(s) will be taken to address these challenges?**

We are exploring mastery learning strategies that can be integrated with technology to deliver hybrid and online courses to our students. We are also expanding the technology that is available to staff and students to make learning more accessible, modern, and engaging.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Our most recent test scores show that we are excelling in English Language Arts and Science.

### **Which content area(s) show a positive trend in performance?**

We have seen significant growth in all content areas over the past two years.

### **In which content area(s) is student achievement above the state targets of performance?**

We are above the state averages in Reading, Writing, and Science, according to our MME and ACT scores. However, we are above our state target in only Writing.

### **What trends do you notice among the top 30% percent of students in each content area?**

The group is leveling out and improving as a whole. We have not had any "curve busters" in our past two tested classes.

### **What factors or causes contributed to improved student achievement?**

We have taken steps to align our curriculum to state standards and eliminate gaps in delivery, especially across transition years, such as 5th to 6th, and 8th to 9th. We have also been more intentional in exposing students to questions that are posed in the same format as the ACT so they have practice in thinking about things in those ways. We have also shifted our staff so that their strengths best match the grade levels and content areas they are teaching.

### **How do you know the factors made a positive impact on student achievement?**

Our data from NWEA, MEAP, MME, and ACT shows steady growth over the periods where these factors were in place.

### **Which content area(s) indicate the lowest levels of student achievement?**

Social Studies and Math have shown the least growth at the high school level.

### **Which content area(s) show a negative trend in achievement?**

Only Math had a slight decrease (1%) in achievement this year.

### **In which content area(s) is student achievement below the state targets of performance?**

We are below our state targets in Math, Science, Reading, and Social Studies. Math and Social Studies were also below the state average for MME scores this year, but only by 1% each.

### **What trends do you notice among the bottom 30% of students in each content area?**

The vast majority of these students are in Special Education and/or Socioeconomically Disadvantaged subgroups.

### **What factors or causes contributed to the decline in student achievement?**

There has been little change in the staffing or strategies employed in our Math and Social Studies departments.

### **How do you know the factors made a negative impact on student achievement?**

These variables (staff and strategies) have changed in the content areas where we have seen significant growth.

### **What action(s) could be taken to address achievement challenges?**

We are taking steps to impose changes in delivery through technology integration and professional development in these content areas (Math and Social Studies). Release of the Common Core standards for Social Studies will certainly help as well.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- White
- Male
- Students with Disabilities

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Students with Disabilities

**In what content areas is the achievement gap closing for these subgroups?\***

All content areas.

**How do you know the achievement gap is closing?\***

Data collected from NWEA, MME, and ACT assessments confirm this.

**What other data support the findings?**

Behavioral data reflects a better attitude toward school and authority, and has resulted in higher achievement.

**What factors or causes contributed to the gap closing? (Internal and External)\***

Internal - We recently implemented a comprehensive set of Incentives and Interventions that rewards students for effort and achievement and provides opportunities for improvement for unmotivated students.

**How do you know the factors made a positive impact on student achievement?**

They were controlled variables, introduced incrementally, and supported by data.

**What actions could be taken to continue this positive trend?**

We will need to keep our Incentives and Interventions fresh and new so students do not become complacent. We can also use our recent success as a baseline for future growth and motivation for future classes. We will make efforts to publicize our successes and create positive pressure for these things to continue.

**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

All subgroups are showing progress in each content area.

**How do you know the achievement gap is becoming greater?\***

The achievement gap is not growing at this time.

**What other data support the findings?\***

Again, our NWEA, MME, and ACT data show that we our achievement gap is remaining steady or shrinking in all areas.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

We are not experiencing an increase in our achievement gap.

**How do you know the factors lead to the gap increasing?\***

Not applicable.

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### What actions could be taken to close the achievement gap for these students?\*

We will continue to utilize full inclusion with our special education students and provide interventions for other students with high risk factors.

### How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We have no ELL students in our school.

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We just implemented Full Inclusion, in which all students attend general ed core classes with a general education teacher. We are also a Schoolwide Title school, so the services that have traditionally been reserved for disabled and disadvantaged students are now available to all of our students.

### How are students designated 'at risk of failing' identified for support services?

We have cross-referenced our past MME and ACT scores with our current NWEA scores to identify students who are at risk of falling behind. With these lists, we have created a pull-out program that provides additional skill-building for those students.

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

We are leading our county in dual enrollment opportunities for high school students. We also employ a Modified Block schedule, which provides eight (8) courses of study for each student each year. We are also experimenting with online and hybrid course deliveries that allow students to access learning outside the traditional school setting.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	20.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

We promote ELO's on our website, school Facebook page, and print media. We also make personal presentations to our students to promote the opportunities that are available to them.

Label	Question	Value
	What is the total FTE count of teachers in your school?	15.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.5

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.5

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

### What impact might this data have on student achievement?

This data indicates that we have a solid mix of veteran experience and youthful insight and enthusiasm, which should have a positive impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	50.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	60.0

### What impact might this data have on student achievement?

Having teachers miss relatively few days due to illness can only benefit student achievement.



## **Perception Data - Students**

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

Student-teacher relationships.

**Which area(s) show a positive trend toward increasing student satisfaction?**

Student-teacher relationships.

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

Certain school policies, such as cell phones and dress code.

**Which area(s) show a trend toward decreasing student satisfaction?**

Certain student policies.

**What are possible causes for the patterns you have identified in student perception data?**

We have worked hard to treat students as "customers" who deserve our service and respect, which has resulted in improved student-teacher relationships.

According to numerous studies on students in the current generation, a greater sense of entitlement has led to greater dissatisfaction with policies that infringe on their freedoms, even if they would agree that the policy is needed.

**What actions will be taken to improve student satisfaction in the lowest areas?**

We need to engage students in conversations about policies that effect their individual freedoms so they can share their thoughts and take ownership in the policies going forward.

## **Perception Data – Parents/Guardians**

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

Academic opportunities.

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Student-teacher relationships. Also stakeholder involvement and communication.

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

Certain policies, such as attendance.

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

None at this time.

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

We have been intentional in communicating with parents on all issues that they find important through a variety of mediums, including school webpage, School Messenger phone blasts, periodic newsletters, news releases, Facebook and Twitter posts, and "Community Coffee" sessions.

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

We need to give more practical explanations of certain policies, such as attendance, and consider revisions in such policies that parents can feel more comfortable supporting.

## **Perception Data – Teachers/Staff**

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

Academic achievement.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Staff morale and relationships.

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

Financial cuts.

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

None at this time.

**What are possible causes for the patterns you have identified in staff perception data?**

We have taken intentional steps to bring our staff together as a unit and celebrate our successes. We have also worked to communicate more consistently with staff through weekly staff meetings, monthly professional development days, and periodic email updates.

## **Other**

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

We use the MiPHY survey to make informed decisions on School Improvement Goals and student programs and policies.

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

Decisions are based on collaborative efforts between teachers and administration based on student achievement data and the changing needs of the workforce. Parents are given opportunities to voice their opinions on these issues.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

We have utilized Curriculum Crafter within each academic department and have assembled departmental folders documenting the work that has been done to align and analyze CCSS implementation.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Please see attached.	Laker HS AER

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		Non-Discrim Policy

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	We have designated Mr. Robert Smith, Superintendent of Schools, as our Compliance Officer for non-discrimination policies and complaints.	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See Attached.	School-Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School-Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		



# **Health and Safety (HSAT) Diagnostic**

## **Introduction**

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

## 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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.		N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.		N/A

	Statement or Question	Response	Rating
Question 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.		N/A

	Statement or Question	Response	Rating
Question 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.		N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.		N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.		N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 7</b>	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 8</b>	The health education curriculum used in our school involves student interaction with their families and their community.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 9</b>	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 10</b>	At our school, physical education teachers annually participate in professional development specific to physical education.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 11</b>	Our school uses the Exemplary Physical Education Curriculum (EPEC)		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 12</b>	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 13</b>	Our school offers the following amount of total weekly minutes of physical education throughout the year.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 14</b>	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 15</b>	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.		N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 16</b>	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 17</b>	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.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 18</b>	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.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 19</b>	Our school has a health services provider or school nurse accessible to students.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 20</b>	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.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 21</b>	Our school has a system in place for collecting relevant student medical information.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 22</b>	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 23</b>	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.		N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 24</b>	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.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 25</b>	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.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 26</b>	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 27</b>	Our school's mission statement includes the support of employee health and safety.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 28</b>	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 29</b>	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 30</b>	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.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 31</b>	Our school has a parent education program.		N/A

# School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 32</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 33</b>	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).		N/A

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment conducted?**

Our assessment included a series of interviews with parents, teachers, and students, data collected from the MiPHY survey and several other parent surveys conducted through our school webpage, student behavior data from our Skyward system, and student achievement data from the MEAP, MME, and NWEA assessments.

### **2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Our data indicates that we need to continue in our teaching and development of good character and life skills, as a means to address issues in absenteeism, personal responsibility and engagement, and bullying/disrespect. Data also shows the need for more intensive intervention in the areas of Math and Science, where our students - particularly our male population - continue to fall short of our proficiency benchmarks.

### **3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Our school goals match up very closely with our needs assessment. We have included goals related to character development, as well as increased proficiency in Math and Science.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

We have implemented a 1:1 iPad program that places cutting edge technology in the hands of every child. This puts disadvantaged children on a level playing field with access to the same devices and information that would typically only be available to wealthier families. We also hold regular assemblies to focus on character and culture development, which gives disadvantaged children an opportunity to learn about life skills that may be neglected in their homes.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Our new technology program helps to address our academic goals for all students by providing better access to information and resources that enhance learning. Teachers are able to better communicate with students from home, track academic progress, and plan more dynamic lessons.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Again, greater access to technology for all teachers and students will allow greater and better coverage of curriculum and instruction.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

We have implemented a 1:1 iPad program that places cutting edge technology in the hands of every child. This puts disadvantaged children on a level playing field with access to the same devices and information that would typically only be available to wealthier families. We also hold regular assemblies to focus on character and culture development, which gives disadvantaged children an opportunity to learn about life skills that may be neglected in their homes.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

We utilize a number of interventions for students that need extra instructional support. First, we provide personal remediation in Evidence Based Literacy Instruction, a research-based reading program. Second, we offer personal tutoring before and after the school day, staffed with certified teachers, and we cover the cost of transportation to get students home after tutoring. Finally, we offer a Guided Studies course opportunity for students from all major subgroups to receive extra time and assistance in completing daily coursework.

### **5. Describe how the school determines if these needs of students are being met.**

We primarily use Skyward student grading data to determine if the needs of these students are being met.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our instructional paraprofessionals meet the NCLB requirements for being highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our teachers are highly qualified.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

**1. What is the school's teacher turnover rate for this school year?**

We have had no teacher turnover in the past year.

**2. What is the experience level of key teaching and learning personnel?**

Our experience level is quite balanced at present, ranging from 25+ years to several at the probationary end of the spectrum.

**3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

Lakers has always attracted professionals who wish to commit to a district long-term, thus recruiting strategies are not needed.

**4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The district has offered merit pay and competitive pay increases.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

Not applicable.

## Component 5: High Quality and Ongoing Professional Development

**1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.**

We will continue to offer professional development geared toward implementation of new technology and academic goals. We are experimenting with flipped instruction, blended courses, and project-based learning.

**2. Describe how this professional learning is "sustained and ongoing."**

Our master calendar provides days of professional development that are scheduled evenly throughout the school year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

## Component 6: Strategies to Increase Parental Involvement

### 1. Describe how parents are (will be) involved in the design of the schoolwide plan.

The principal meets with the Laker Parent Association and discusses school goals and achievements.

### 2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

The Laker Parent Association assists in reviewing the plan, but also helps out in ways that are most suited to them. For example, they may raise funds to make certain learning initiatives possible, promote new programs in their community workplaces, or provide volunteer support at school events.

### 3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents review program evaluations alongside teachers.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

### 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Laker Parent Association

Laker Parent Teacher Conferences (once a year to explain student academic progress)

Skyward Parent Connect (parent access to grades, assessments, attendance, discipline data)

School Facebook page and Website are used to communicate important news and information.

### 6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

A Parent Survey will be used to assess parent involvement.

## School Improvement Plan

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### 7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent Survey results will be analyzed by the School Improvement Team and strategies will be adjusted to better meet parent concerns or ideas.

### 8. Describe how the School-Parent Compact was developed.

Several other school compacts were reviewed. The best of each was used to meet the needs of our community.

### 9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Not applicable.

### 10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The Compact is shared at the Fall Open House. Those not in attendance receive it by mail.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Our student and parent population is 100% English-speaking, so this is not applicable.



## **Component 7: Preschool Transition Strategies**

**1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

N/A

**2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Periodic data review meetings and school improvement meetings encourage teacher input.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Data Review teams meet in the HS several times a year to assess student performance on MME, NWEA, ACT, and classroom tests. During the meetings, teachers create a plan to address obvious gaps in learning.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

The NWEA test is given three times a year for regular education students and four times a year for special education students (in math, reading, and language). These assessments allow teachers to pinpoint student gaps and teach to them.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Guided Studies is an academic support class that is offered to all students. After school tutoring is offered Monday through Thursday.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Technology allows us to differentiate a great deal, with programs like Compass Learning and I-Pad apps. Teachers have also studied techniques that allow students to interact with the curriculum in different ways (PowerPoint, Prezi, movies, papers, posters, etc.) Students often have a menu of choices in most classes, when it comes time to prove mastery.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Positive Behavior Support, Thinking Maps, and Test Prep sessions speak directly to the goals.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Title I, Title IIA, and At-Risk.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

While funds are used mostly to address #9 (timely and additional assistance), all 10 components are accomplished.

## **Evaluation:**

**1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The School-wide plan is evaluated throughout the year, especially when test results become available. At these times, goals are evaluated and adjusted as necessary.

**2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Our school utilizes a Staff Advisory Team consisting of leaders from each content area to study annual assessments and evaluate the results.

**3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

Our Staff Advisory Team makes these decisions based on their evaluation of test results and student behavioral data.

**4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Each spring, the principal and Staff Advisory Team meet to determine what, if any, revisions need to be made to ensure continuous improvement of our student achievement.

# **2014-15 Plan for School Improvement Plan**

## Overview

### Plan Name

2014-15 Plan for School Improvement Plan

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve Student Character and Conduct	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
2	Improve Math Scores of Non-Proficient Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
3	Improve Social Studies Scores of Non-Proficient Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
4	Improve Science Scores of Non-Proficient Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0



## Goal 1: Improve Student Character and Conduct

**Measurable Objective 1:**

demonstrate a behavior We will achieve a 10% decrease in student discipline referrals for incidents of Defiance/Disrespect. by 06/24/2013 as measured by Discipline data entered in Skyward..

**Strategy 1:**

Monthly Pride Assemblies - Monthly Pride Assemblies will promote specific character traits, desired behaviors, and social awareness issues that affect student character and school culture. This time will also be used to recognize student leadership and achievement.

Research Cited: Positive Behavior Interventions and Support

Tier:

Activity - Leadership Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our system of Incentives and Interventions, students will earn invitations to Pride Assemblies where positive behaviors are recognized and rewarded.	Behavioral Support Program			09/03/2013	06/13/2014	\$2000	General Fund	Mr. Keim and all teaching staff.

## Goal 2: Improve Math Scores of Non-Proficient Students

**Measurable Objective 1:**

46% of All Students will demonstrate a proficiency on 2014 Michigan Merit Exam in Mathematics by 06/13/2014 as measured by MME School Summary Report .

**Strategy 1:**

Instructional Differentiation - Using effective, research-based strategies, teachers will deliver instruction that appeals to multiple learning styles. Strategies will include hands-on activities, group work, project-based learning, and technology integration.

Research Cited: Best Practices

Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Consistent and creative use of iPads to enhance student engagement and learning.	Implementa tion			09/03/2013	06/13/2014	\$10000	Other	Instructio nal staff, Administrati on, and Tech Support
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### Goal 3: Improve Social Studies Scores of Non-Proficient Students

#### Measurable Objective 1:

52% of All Students will demonstrate a proficiency on 2014 Michigan Merit Exam in Social Studies by 06/13/2014 as measured by 2014 MME School Summary Report.

#### Strategy 1:

Instructional Differentiation - Teachers will employ a variety of instructional strategies to address various learning styles and make Social Studies relevant to all learners.

Research Cited: Multiple Intelligences

Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize iPad devices to engage each student in learning and applying Social Studies as it relates to daily life and citizenship.	Direct Instruction			09/03/2013	06/13/2014	\$10000	Other	Social Studies teachers, Administration, Tech Support

### Goal 4: Improve Science Scores of Non-Proficient Students

#### Measurable Objective 1:

42% of All Students will demonstrate a proficiency on 2014 Michigan Merit Exam in Science by 06/13/2014 as measured by 2014 MME School Summary Report.

#### Strategy 1:

Instructional Differentiation - Science teachers will continue to explore new ways to expose students to Science concepts through a variety of learning activities.

Emphasis will be placed on problem solving, critical thinking, and defending one's thinking through written and verbal argumentation.

Research Cited: Best Practice

Tier:

## School Improvement Plan

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Activity - Group Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use group projects to explore various concepts, contribute to the solution of a stated problem, and present a defensible position to their peers.	Implementation			09/03/2013	06/13/2014	\$0	No Funding Required	Science teachers, Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Consistent and creative use of iPads to enhance student engagement and learning.	Implementation			09/03/2013	06/13/2014	\$10000	Instructional staff, Administration, and Tech Support
Technology Integration	Teachers will utilize iPad devices to engage each student in learning and applying Social Studies as it relates to daily life and citizenship.	Direct Instruction			09/03/2013	06/13/2014	\$10000	Social Studies teachers, Administration, Tech Support

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Group Projects	Students will use group projects to explore various concepts, contribute to the solution of a stated problem, and present a defensible position to their peers.	Implementation			09/03/2013	06/13/2014	\$0	Science teachers, Administration

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Development	Through our system of Incentives and Interventions, students will earn invitations to Pride Assemblies where positive behaviors are recognized and rewarded.	Behavioral Support Program			09/03/2013	06/13/2014	\$2000	Mr. Keim and all teaching staff.