

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

School Information

School: **Lake Linden-Hubbell Elem. School**

District: **Lake Linden-Hubbell School District**

Public/Non-Public: **Public**

Grades: **PK,K,1,2,3,4,5,6**

School Code Number: **02080**

City: **LAKE LINDEN**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

Lake Linden-Hubbell's elementary students, teachers, parents, and staff working together to develop citizens who will reach their full potential as contributing members of society.

Mission Statement

We at Lake Linden Hubbell Elementary...

Commit to an ongoing education that promotes critical thinking, communication and problem solving.
Advocate the development of student talent, as well as collaboration with parents and the local community.
Reinforce the values of mutual respect, courtesy, and appreciation for diversity.
Encourage students to develop responsibility, accountability and self discipline.

Beliefs Statement

Lake Linden-Hubbell Elementary believes that all children can learn and be successful according to their own abilities and interests and that education is a partnership between the community, parents, school and students.

Goals

ID	Name	Development Status	Progress Status
7050	Elementary Math Achievement	Approved	Open
7069	Elementary ELA achievement	Approved	Open
7083	Elementary Science achievement	Approved	Open
7087	Elementary Social Studies achievement	Approved	Open

Goal 1: Elementary Math Achievement

Content Area : Math

Goal Source : cna

Development Status : Approved

Student Goal Statement : By June 2010, students will be able to increase their ability to solve multi-step word problems and increase their ability to comprehend math concepts related to the GLCE's with 80% accuracy.

Gap Statement : Students need to increase their ability to comprehend and apply Social studies concepts relating to the GLCEs based on daily classroom performance, classroom evaluations, MEAP Results-35% of 9th grade students scored a 3 or 4, Merit Exam Results-10% of 11th grade students scored 3 or 4, and teacher perception.

Cause for Gap : Students understand math processes, but struggle with basic skills needed. (Basic operations)

Multiple measures/sources of data you used to identify this gap in student achievement : Student achievement, different terminology used, teacher observation during in-class work.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria for success: 85% of students will be able to score "proficient" on the MEAP assessment.

Multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP Test Results, Classroom Assessments.

Contact Name : Math Teachers

List of Objectives:

ID	Objective
7677	85% of students will be able to score "proficient" on the MEAP assessment.

SPR (90) Challenges : None

1.1. Objective: Increased math proficiency

Measurable Objective Statement to Support Goal : 85% of students will be able to score "proficient" on the MEAP assessment.

List of Strategies:

ID	Strategy	Locked By
7677	Students will apply math concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.	

1.1.1. Strategy: Increased math proficiency

Strategy Statement: Students will apply math concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.

Selected Target Areas

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Marzano-"What Works in Schools"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Incorporate the goal objectives into execution of lessons on a daily basis.	09/01/2010	06/10/2011	Elem. math teachers.
Teach multiple ways to solve math problems.	09/01/2010	06/10/2011	Elem. math teachers.
Students will practice content level material on a daily basis.	09/01/2010	06/10/2011	Elem. math teachers
Students are expected to complete daily work to the best of their ability.	09/01/2010	06/10/2011	Elem. math teachers

1.1.1.1. Activity: Increased math proficiency

Activity Description: Incorporate the goal objectives into execution of lessons on a daily basis.

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. math teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

1.1.1.2. Activity: Problem solving strategies

Activity Description: Teach multiple ways to solve math problems.

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. math teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	450.00	0.00

1.1.1.3. Activity: Student daily practice

Activity Description: Students will practice content level material on a daily basis.

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

1.1.1.4. Activity: Student effort

Activity Description: Students are expected to complete daily work to the best of their ability.

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

Goal 2: Elementary ELA achievement

Content Area : English Language Arts
Goal Source : cna
Development Status : Approved

Student Goal Statement : Reading: By June 2010, the number of students who will read and re-read all parts of a selection and use appropriate strategies to find main ideas and important details will increase by 10%.

Writing: By June 2010, the number of students writing coherently by using specific examples and details will

increase by 10%.

Gap Statement : Reading: Students need to increase their ability to read and re-read for information while reading expository and /or narrative text.

Writing: Students need to increase their ability to edit and revise their writing by adding more specific examples and details.

Cause for Gap : Reading: Lack of "active" reading. Students are not going back into texts to look for information.

Writing: Desire to be finished/completed. Tough concept for students to grasp; students not knowing they need more or what they need to improve writing.

Multiple measures/sources of data you used to identify this gap in student achievement : Reading: MEAP item analysis report, Chapter Tests, DIBELS, MLPP, Running Records, Classroom Assessments, Read Naturally, The Four Blocks Literacy Model

Writing: Writing Portfolios, Classroom Writing Samples, MEAP Results, 6+1 Traits of Writing, The Four Blocks Literacy Model

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Reading: At least 75% of Kindergarten through Sixth grade students will be "at benchmark" on DIBELS assessments at the end of each year. At least 80% of all students who take the Reading MEAP assessment will score "proficient" or better on the Reading portion of the MEAP.

Writing: At least 80% of all students who take the Writing MEAP assessment will score "proficient" or better on the Writing portion of the MEAP.

Contact Name : ELA Teachers

List of Objectives:

ID	Objective
7692	Measurable Objective Statement to support Goal: Reading: At least 75% of Kindergarten through Sixth grade students will be "at benchmark" on DIBELS assessments at the end of each year. At least 80% of all students who take the Reading MEAP assessment will score "proficient" or better on the Reading portion of the MEAP. Writing: At least 80% of all students who take the Writing MEAP assessment will score "proficient" or better on the Writing portion of the MEAP.

SPR (90) Challenges : None

2.1. Objective: Elementary ELA achievement

Measurable Objective Statement to Support Goal : Measurable Objective Statement to support Goal: Reading: At least 75% of Kindergarten through Sixth grade students will be "at benchmark" on DIBELS

assessments at the end of each year. At least 80% of all students who take the Reading MEAP assessment will score "proficient" or better on the Reading portion of the MEAP.

Writing: At least 80% of all students who take the Writing MEAP assessment will score "proficient" or better on the Writing portion of the MEAP.

List of Strategies:

ID	Strategy	Locked By
7692	Students will apply reading and writing concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.	

2.1.1. Strategy: Increased ELA proficiency

Strategy Statement: Students will apply reading and writing concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.

Selected Target Areas

SPR (90) L2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Marzano-"What Works in Schools"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Maintain Curriculum Alignment	09/01/2010	06/10/2011	Elem. ELA teachers
Cover necessary material in reading and writing classes.	09/01/2010	06/10/2011	Elem. ELA teachers
Review and Evaluate Student Scores Each Year	09/01/2010	06/10/2011	Elem. ELA teachers

2.1.1.1. Activity: Maintain Curriculum Alignment

Activity Description: Maintain Curriculum Alignment

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. ELA teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

2.1.1.2. Activity: Student curriculum coverage

Activity Description: Cover necessary material in reading and writing classes.

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. ELA teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

2.1.1.3. Activity: Evaluation of student scores

Activity Description: Review and Evaluate Student Scores Each Year

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. ELA teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

Goal 3: Elementary Science achievement

Content Area : Science

Goal Source : cna

Development Status : Approved

Student Goal Statement : By June 2010, All students will be able to incorporate reading, observational, and inquiry skills to comprehend and apply grade level scientific knowledge. Students will demonstrate their scientific knowledge and ability to apply inquiry skills through writing, multiple choice test questions and problem solving strategies.

Gap Statement : There is a need to call attention to the coverage of physical science instruction.

Cause for Gap : Not mastering appropriate science GLCE's at the appropriate grade levels.

Multiple measures/sources of data you used to identify this gap in student achievement : 5th grade Science MEAP Results, Classroom Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 5th grade Science MEAP Results, Classroom Assessments

Contact Name : Science Teachers

List of Objectives:

ID	Objective
7704	By June 2010, All students will be able to incorporate reading, observational, and inquiry skills to comprehend and apply grade level scientific knowledge. Students will demonstrate their scientific knowledge and ability to apply inquiry skills through writing, multiple choice test questions and problem solving strategies.

SPR (90) Challenges : None

3.1. Objective: Increased Science proficiency

Measurable Objective Statement to Support Goal : By June 2010, All students will be able to incorporate reading, observational, and inquiry skills to comprehend and apply grade level scientific knowledge. Students will demonstrate their scientific knowledge and ability to apply inquiry skills through writing, multiple choice test questions and problem solving strategies.

List of Strategies:

ID	Strategy	Locked By
7704	Students will apply science concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.	

3.1.1. Strategy: Increased Science proficiency

Strategy Statement: Students will apply science concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.

Selected Target Areas

SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Marzano-"What Works in Schools"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Maintain Curriculum Alignment	09/01/2010	06/10/2011	Elem. Science Teachers
Cover necessary material in science classes.	09/01/2010	06/10/2011	Elem. science teachers
Review and Evaluate Student Scores Each Year	09/01/2010	06/10/2011	Elem. Science teachers

3.1.1.1. Activity: Maintaining Science Curriculum Alignment

Activity Description: Maintain Curriculum Alignment

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. Science Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

3.1.1.2. Activity: Student curriculum coverage

Activity Description: Cover necessary material in science classes.

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. science teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

3.1.1.3. Activity: Evaluation of student scores

Activity Description: Review and Evaluate Student Scores Each Year

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. Science teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

Goal 4: Elementary Social Studies achievement

Content Area : Social Studies

Goal Source : cna

Development Status : Approved

Student Goal Statement : By June 2010, all students will increase their ability to analyze, interpret and comprehend social studies concepts and demonstrate their understanding through writing.

Gap Statement : Students need to increase their ability to analyze and interpret information learned and express it through writing.

Cause for Gap : Not mastering appropriate GLCEs in the area of written expression in social studies content area.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Results, chapter tests presented in different formats and chapter reviews.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP Results, chapter tests presented in different formats and chapter reviews.

Contact Name : Social Studies Teachers

List of Objectives:

ID	Objective
7707	80% of all students will score "proficient" on the MEAP test.

SPR (90) Challenges : None

4.1. Objective: Increased Social Studies proficiency

Measurable Objective Statement to Support Goal : 80% of all students will score "proficient" on the MEAP test.

List of Strategies:

ID	Strategy	Locked By
7707	Students will apply social studies concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.	

4.1.1. Strategy: Increased Social Studies proficiency

Strategy Statement: Students will apply social studies concepts to increase their proficiencies to meet adequate yearly progress, and to consistently score at or above the average on all state assessments.

Selected Target Areas

SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Marzano-"What Works in Schools"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Follow GLCE's as set by the state of Michigan.	09/01/2010	06/10/2011	Elem. Social Studies teachers
Review and Evaluate Student Scores Each Year	09/01/2010	06/10/2011	Elem. Social Studies teachers

4.1.1.1. Activity: Maintain Social Studies Curriculum Alignment

Activity Description: Follow GLCE's as set by the state of Michigan.

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. Social Studies teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

4.1.1.2. Activity: Increased Social Studies proficiency

Activity Description: Review and Evaluate Student Scores Each Year

Activity Type: Revised

Planned staff responsible for implementing activity: Elem. Social Studies teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School general fund	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$450.00	\$0.00

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Craig	Sundblad	Principal/Superintendent	sundblac@lakelinden.k12.mi.us
Mr.	Brad	Codere	6th Grade Teacher	coderebr@lakelinden.k12.mi.us
Mrs.	Beth	Crouch	3rd Grade Teacher	crouchbe@lakelinden.k12.mi.us
Mrs.	Fran	Jones	Elementary Counselor	jonesf@lakelinden.k12.mi.us
Mrs.	Karen	Mayotte	Parent	k_mayotte@hotmail.com

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

All of the stakeholders have given input in the planning, designing, monitoring and evaluation of the improvement plan as well as decisions and observations in other school matters.

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

Decisions concerning curriculum, instruction and assessment are made from a review of input from all involved at the school. Committee members review these suggestions and help to formulate into goals.

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

All student information and progress will be shared with all stakeholders in the language that they understand which for all is currently English.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:	Craig Sundblad-Principal
Address:	601 Calumet St.
Telephone Number:	(906) 296-6211

References

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

The professional learning activities needed to support the successful implementation of this plan will include instruction and support for the school improvement team from the Copper Country ISD and release time for the entire staff with the appropriate ISD sponsored guidance to review the state benchmarks and maintain curriculum alignment.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Lake Linden-Hubbell Elementary School provides financial and other resources to support the implementation of this school improvement plan. This includes providing for teacher release time (arranging for subs), providing in-services and training, and providing the materials necessary including writing portfolios and storage facilities.

Necessary changes to the District's technology will also be made.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Input on the school's technological needs was taken from the teachers. This was reviewed by both the technology committee and the school improvement team. These needs will be taken into account and technological improvements will be made for the upcoming school year.