

State of Michigan School Improvement Planning

School: LISD HI Program

School Year: 2010 - 2011

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Language

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: Students will increase their receptive and expressive sign language skills to provide greater access to grade level content and social language.

Statement of gap in student achievement (Need Statement): Students feel insecure of their sign language skills and reluctant to use sign language in front of peers and members of the Deaf Community. 9 of 10 students take in the majority of information from general ed. classes through the use of a sign language interpreter. The students' ability to take in and retain information presented in class relies heavily on their receptive sign language skills.

Contributing Cause for the gap in student achievement: All 9 families with signing children have no signing adults or siblings in the home who sign proficiently or at all. Currently, because of the demands of the gen. ed. curriculum, there is no time during the school day devoted to sign language instruction.

List the multiple sources of data used to identify the gap in student achievement: Over 5 years ago, the SLPI was administered by Michigan School for the Deaf. At that time, no students were above the beginning or intermediate (lowest 2) levels. We would like for the Michigan School for the Deaf to return to readminister this evaluation to have a current estimate of student sign skills. We would also like to readminister the MSLPI at the end of the year after a full year of sign instruction has been provided during the school day.

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)

scheduling of the MSLPI	scheduling of the sign language class	Interpreter/teacher time available with students	Students' attitude towards sign language	Student skills progressing while parent skills do not
Will credit be earned for HS students participating?	What will the students be missing from gen. ed. classes to participate in sign class?	Involving families and improving family skills	Finding a sign language curriculum that will be challenging yet appropriate	

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Students will improve their sign language skills by 1 SLPI level from the beginning of the school year to the end.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: SLPI, documented observations, video taping, teacher made tests, grades, homework, video phone communication skills

Strategy Statement: A weekly sign class taught by a classroom teacher and interpreter will be offered to all students in the HI classrooms and families throughout the 2010-2011 school year using a sign language curriculum.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Schedule the MSLPI for the beginning and end of the 2010-2011 school year	Carlene Laskey	June 2010	Sep. 2010	MSD Staff	MSD	Testing is free but mileage or accommodations may need to be reimbursed	Fall/Spring testing and retesting	Improvement from Fall to Spring MSLPI results
Choose a sign language curriculum	Interpreters, TCs and classroom teachers	June 2010	Sep. 2011	Signing Naturally, ABC Course, Gallaudet Curriculum	Various Publishers	Various	Will meet regularly throughout the school year and before the beginning of the sign language classes	Choose and agree upon a curriculum
Present weekly sign language lessons to students, invite families to join	Interpreters, TC and/or classroom teachers	Sep 2010	June 2011	Classroom staff and resources, weekly materials if needed	LISD	1 hour of class time weekly for el, middle school, HS, prep time (as needed), materials developed as needed based on lesson	Regular testing, work, quizzes, observation consistent with curriculum	Students and families successfully progressing through the provided curriculum

Other Required Information

What research did you review to support the use of this strategy and action plan? Researched sign curriculums, ASL and Deaf Studies Curriculum Framework K-12, Gallaudet University (www.gallaudet.edu).

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Regular team meetings to choose curriculum and monitor student progress, SLPI administration in Fall and Spring

How has the school integrated its available fiscal resources to support this strategy and action steps? Collaboration between interpreters, teachers, TCs

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Previously, SLPIs were administered but no action was taken with student and teacher sign skill results. A video phone is available to students to connect with members of the Deaf Community and increase sign skills.

**State of Michigan
School Improvement Planning**

School: LISD HI Program

School Year: 2010 - 2011

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Family Involvement	() Active Goal	(X) Maintenance Goal	() Revised Goal
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Student Goal Statement:
Through parent education opportunities, parents will be better equipped to communicate, assist, and help to educate their children by improving their skills, level of understanding and education in regards to sign language, technology, hearing devices, hearing loss and Deaf Culture.

Statement of gap in student achievement (Need Statement): Studies show that 90% of D/HH children are born to hearing families. This is consistent with our program. Documented observations from our programs show that currently parents are having difficulty communicating with and assisting their children at home. Many students come to school with homework completed by parents and/or homework incomplete demonstrating the difficulty that parents are having assisting their children at home. The gap in communication between parents and their D/HH children is also evident in the frequent miscommunications between home and school (students coming to school/not coming to school on the wrong days or times, coming without necessary materials, parents being misinformed about school events, projects, homework, important dates, etc.)

Contributing Cause for the gap in student achievement: 90% of D/HH children are born to hearing families. 100% of our program families with a signing child do not have a proficient signer in the home. This greatly affects school achievement and language development.

List the multiple sources of data used to identify the gap in student achievement: Study findings indicate that parental communication skill is a more significant predictor for positive language and academic development, Psychiatry and Behavioral Sciences, University of Washington, Rosemary Calderon Sept. 1999. Documented observations, parent/child communication preference data, and student achievement.

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)

If opportunities are offered it does not ensure that parents will attend	Scheduling – conflicts, offering opportunities for parents at night, building availability	Will parents retain and use the information presented?	Previous rates of low participation for past events	Because the program is county wide, home to school for some is a far commute.
Previous attempts at parent education opportunities were grant funded. We currently don't have grant funding available	Other family factors and stressors making it difficult for families to attend are beyond our control.	Reliable family transportation		

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Based on post test surveys parents will indicate a 50% increase in level of comfort, knowledge and communication improvement.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: student achievement, documented observations, parent feedback.

Strategy Statement: Parents will be invited to attend weekly sign classes in the HI classroom. Regular informational presentations will be offered on a variety of days and times to meet parents needs and schedules. Topics will include sign language, technology, hearing devices, hearing loss and Deaf Culture.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Invite Parents to attend weekly sign classes in the HI classrooms	Teachers, interpreters, TCs via phone/email or personal contact Sarah Venier via newsletter	Sep. 2010	June 2011	Teachers, TCs, Interpreters	LISD	Adequate amount of time before weekly class	Parent attendance records will be kept to record improvement, documented observations, and parent feedback	Student achievement, documented observations and records of homework, miscommunications from home to school
Invite parents to attend regular informational presentations	Teachers, interpreters, TCs via phone/email or personal contact Sarah Venier via newsletter	Sep. 2010	June 2011	Teachers, TCs, Interpreters	LISD	Adequate amount of time before weekly class	Parent attendance records will be kept to record improvement, documented observations, and parent feedback	Student achievement, documented observations and records of homework, miscommunications from home to school
Create, distribute, and analyze data from a Zoomerang parent survey to determine parent interest, best times of day, possible topics	Teaches, interpreters, TCs	June 2010	Sep. 2010	Teachers, TCs, Interpreters	LISD	Meeting time to create and analyze survey	Gather data used to plan future event topics, days, and times	If parents respond and future events are planned from data collected
Create, distribute, and analyze data from a Zoomerang parent survey to determine parent response to groups offered	Teachers, interpreters, TCs	June 2010	June 2011	Teachers, TCs, Interpreters	LISD	Meeting time to create and analyze survey	Gather data used to plan for 2011-2012 events, topics, days and times. Reflect upon feedback from past events to evaluate success	Parent feedback, documented observations

Videotape classroom sign classes and parent presentations to share with parents unable to attend	Teachers, interpreters, TCs	Sep. 2010	June 2011	Flip Video, DVDs, Teachers, TCs, Interpreters	LISD	\$ to purchase flip video and blank DVDs, access to DVD burner	Parent feedback, documented observations, student achievement, Spring SLPI results	Improved parent and student sign skills
Other Required Information								
What research did you review to support the use of this strategy and action plan? Evaluations and discussions of past parent involvement								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Group planning time provided to create surveys and plan for parent groups, sign classes.								
How has the school integrated its available fiscal resources to support this strategy and action steps? TCs, Teachers, Interpreters								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Documented observations								

State of Michigan School Improvement Planning Template

School: LISD HI Program at Madison Schools				School Year: 2010-11			
Section I: Comprehensive Analysis Report on Student Achievement							
Content Area:		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will improve their self advocacy skills in order to become successful contributors to their school, family, and surrounding community.							
Statement of gap in student achievement (Need Statement): Students require prompts to communicate their needs with general ed. teachers and others within the school environment.							
Contributing Cause for the gap in student achievement: Lack of self-advocacy skills and feelings of inadequacy in their own signing/communication skills.							
List the multiple sources of data used to identify the gap in student achievement: Teacher observations, e-mail's/communication from General Ed. teachers, Interpreter reports/observations,							
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)							
student lack of self - esteem	dependency on adults	lack of awareness (of the need)	Language barrier				
Section III: Plan to Accomplish Student Achievement Goals							
Measurable Objective Statement to support Goal: Students will independently communicate a need with staff, such as needing more information on accommodations in college, more sign language instruction, more in depth "real world" vocabulary instruction, etc; a minimum of 1x/ per week during classroom instruction.							

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Teacher observations, e-mail's from communication from General Ed. teachers, Interpreter reports/observations, parental reports.

Strategy Statement: Role play situations with the students to teach the students to advocate for themselves, prompts/reminders before students attend the general ed. class, point out when other students are good examples of advocating for themselves, positive reinforcement when they do advocate for themselves to promote continued self-advocacy, using Sorenson VRS (video phone) to connect with with other students, staff etc. to utilize their self advocacy skills.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Role Playing situation	HI teachers, and staff	Sept. 2010	June 2011	N/A	N/A	N/A	Documentation	Documentation
Prompts/reminders and role models	HI teachers, and staff	Sept. 2010	June 2011	N/A	N/A	N/A	Check Lists	Check Lists
Positive reinforcement	HI teachers, and staff	Sept. 2010	June 2011	N/A	N/A	N/A	Documentation	Documentation

Other Required Information

What research did you review to support the use of this strategy and action plan? The Focus Report from the State MDE, Marzano Classroom Strategies that Work

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

How has the school integrated its available fiscal resources to support this strategy and action steps? SWISS referrals from the MiBLsi plan at Madison Elementary

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? 3/5 occurrences, documentation and checklists

State of Michigan School Improvement Planning Template

School: LISD HI Program		School Year: 2010 - 2011	
Section I: Comprehensive Analysis Report on Student Achievement			
Content Area: Health	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
Student Goal Statement: Explore the option of offering a health elective to the HI students in the HI classroom.			
Statement of gap in student achievement (Need Statement): They need to be taught the correct signs for the health related vocabulary, after attending General Ed. Health Classes, they come back to the HI service provider and demonstrate misunderstanding by asking numerous questions retelling facts that they learned incorrectly etc. We also have an HI student who became pregnant this year.			
Contributing Cause for the gap in student achievement: Students cannot take in the information given in General ed., because when working with the interpreter they do not know the health vocabulary being taught. Students cannot take in this information from families that are not signers.			
List the multiple sources of data used to identify the gap in student achievement: Journal of Sexuality and Disability, shared that deaf college freshman lagged behind hearing college freshman in the knowledge of health. Obinna, Kruger, Osterbaen, and Sadusky 2005 the date			

collected states that students with disabilities lack the ability/vocabulary to tell an adult when they have been abused.

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)

Lack of vocabulary	Parental knowledge of vocabulary	Lack of parental support	Student understanding of health	Finding/adapting appropriate curriculum
Getting the necessary approval to be able to teach health				

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: On given curriculum assessments, students will demonstrate 80% accuracy of information regarding personal care skills, health and health related vocabulary.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Documented observations, assessments related to curriculum,

Strategy Statement: students will come in appropriate groupings to HI classroom at all levels for age appropriate health instruction, health related issues, and health sign language vocabulary instruction.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Research curriculum	HI staff	June 2010	October 2010	HI Staff	LISD approved curriculum materials	Time to devote to research and Sharing	Email communication among staff on the research done	An agreed upon curriculum will be chosen
Get approval to be able to teach health	HI Staff, Maureen Keene	October 2010	January 2011	LISD Nurse, reproductive health committee	LISD Nurse, Maureen Keene	N/A	Report out from committee meetings, meeting notes,	Approval to teach health/approved curriculum
Purchasing materials	HI Staff, Maureen Keene	Sept. 2010	June 2011	Staff research, TBD	TBD	Allotted amount of money to purchase curriculum	Communication logs	Curriculum is designed, pre and post testing

Other Required Information

What research did you review to support the use of this strategy and action plan? Journal of Sexuality and Disability, shared that deaf college freshman lagged behind hearing college freshman in the knowledge of health. Obinna, Kruger, Osterbaen, and Sadusky 2005 the date collected states that students with disabilities lack the ability/vocabulary to tell an adult when they have been abused. Additionally students have been asking many questions due to the recent pregnancy of an HI student.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Any PD required to be approved to teach health. Team meetings to discuss, arrange items and ensure reliability and continuity to present to the students.

How has the school integrated its available fiscal resources to support this strategy and action steps? Reproductive health committee has designated for purchase of materials

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

State of Michigan School Improvement Planning Template

School: LISD HI Program **School Year:** 2010 - 2011

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Language	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
Student Goal Statement: Explore options to teach American Sign Language as a second language in middle school and/or high school for HI students as well as the general ed. population in the school the HI program is located.			
Statement of gap in student achievement (Need Statement): Multiple HI Students are reporting that they have a desire to become more fluent in their sign language skills, it is also evident in teacher and interpreter observations that they need the sign language skills to prepare them for life beyond the HI program provided at the LISD.			
Contributing Cause for the gap in student achievement: Lack of systematic instruction in sign language, students have few models of higher level exposure to the language, lack of family ability to sign fluently at home,			
List the multiple sources of data used to identify the gap in student achievement: teacher/interpreter observation, graduated student reports as well as current student reports			

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)

Lack of time	Lack of qualified instructors???	Lack of curriculum	Madison granting the ASL foreign language credit		

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Students will demonstrate proficiency obtaining a grade of 60% or higher using the curriculum based measures.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: curriculum based measures

Strategy Statement: Explore highly qualified statuses, and research available options for Madison to grant ASL as a foreign language credit.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Research highly qualified standards	Maureen Keene, Jim Philp, John Murray	June 2010	August 2011	Guidelines from MDE	MDE	N/A	Highly qualified status paperwork	Designation of highly qualified teacher
Research ASL curriculum	HI staff	June 2010	August 2011	Available ASL	ASL curriculums	\$ required to	Evidence of research and	Purchase of ASL curriculum

				curriculums		purchase curriculum	communication logs	
Approval from Alan Burg	Maureen Keene	June 2010	August 2011	Maureen's Meeting with Alan	Meeting	N/A	Notes from meeting	Alan's approval

Other Required Information

What research did you review to support the use of this strategy and action plan? Multiple HI Students are reporting that they have a desire to become more fluent in their sign language skills, it is also evident in teacher and interpreter observations that they need the sign language skills to prepare them for life beyond the HI program provided at the LISD.

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

How has the school integrated its available fiscal resources to support this strategy and action steps? If approved by LISD, approval from Madison for foreign language credit

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