

State of Michigan School Improvement Planning Template

School: Laura Haviland Program		School Year: 2010-2011						
Section I: Comprehensive Analysis Report on Student Achievement								
Content Area:		(X) Active Goal		() Maintenance Goal			() Revised Goal	
Student Goal Statement: All Students will increase their emotional stability and improve behavioral choices in an effort to successfully interact with and contribute to their school, family and surrounding community.								
Statement of gap in student achievement (Need Statement): Our LISD LHP program facilitates social skill development and is successful in improving behavioral choices within the school setting. Upon successful exiting of our program students are able to successfully interact with and contribute to their school, family, and surrounding community.								
Contributing Cause for the gap in student achievement: limited resources to involve peer models/expectations in special ed classrooms/or access to age appropriate experiences, interact with other student beyond a typical school day/week, structure in the general ed setting, psychological/behavioral factors, court involvement, social-economic factors, families/school limited access to resources								
List the multiple sources of data used to identify the gap in student achievement: Home district referrals, SWIS forms, various assessment team evaluation results, N.W.E.A scores, progress notes/progress toward individual objectives, observations, family feedback, work samples, daily sheets, academic success/report cards								
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)								
Standard Based Assessment for writing	Student Behavioral Plans	Level Systems/Daily Sheets		NWEA Results to drive instruction		Student Led Conferences		
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: Students will be given a standard based assessment to determine their baseline needs in the area of writing. Students will effectively improve their writing skills by one grade level using a writing curriculum provided by the teachers.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Lucy Caulkins (rubric), NWEA Language Usage Results, MEAP Assessment Results								
Strategy Statement: Each student will be assessed by using appropriate assessment tools for their grade levels. When the writing needs of the students are determined, an appropriate writing curriculum (meeting the Michigan GLCEs and HSCEs) will be put into place to meet those needs of the students to help improve writing skills.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Determine appropriate assessment	ELA Instructors at the LHP	6/16/10	9/15/10	Literacy Coordinator	TBD	TBD	Assessment is chosen	Assessment is given to all students and results will be documented

Assessing Students using Rubrics and Common Assessment	ELA Instructors at LHP	9/15/10	6/18/11	Common Assessment	Lucy Caulkins, Common Assessment TBD	Common Assessment TBD	Writing Samples assessed using the rubric weekly, common assessment 3 x's a year	The common assessment given 3 x's a year will show student growth. By the 3 rd assessment, students will show 1 year growth.
Implementing the Lucy Caulkins curriculum	ELA Instructors at LHP	9/22/10	6/18/11	Lucy Caulkins writing program	Provided by LHP ELA Instructors	None	Each ELA Instructor will have a list of mini lessons taught and achieved by the students	Students will make progress on a minimum of one mini-lesson weekly based on the Lucy Caulkins Rubric.

Other Required Information

What research did you review to support the use of this strategy and action plan? NWEA Data (16 out of 23 students scored in the low range)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Lucy Caulkins training for new teachers using the program, Consult with Literacy Coordinator on best practices for common assessment

How has the school integrated its available fiscal resources to support this strategy and action steps? The program will have to purchase the common assessment needed to assess the students, the Lucy Caulkins program has already been purchased.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The technology needed to support this integration of Lucy Caulkins is already available in the building.

State of Michigan School Improvement Planning Template

School: Laura Haviland Program

School Year: 2010-11

Section I: Comprehensive Analysis Report on Student Achievement

Content Area:

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: All Students will increase their emotional stability and improve behavioral choices in an effort to successfully interact with and contribute to their school, family and surrounding community.

Statement of gap in student achievement (Need Statement): Our LISD LHP program facilitates social skill development and is successful in improving behavioral choices within the school setting. Upon successful exiting of our program students are able to successfully interact with and contribute to their school, family, and surrounding community.

Contributing Cause for the gap in student achievement: limited resources to involve peer models/expectations in special ed classrooms/or access to age appropriate experiences, interact with other student beyond a typical school day/week, structure in the general ed setting, psychological/behavioral factors, court involvement, social-economic factors, families/school limited access to resources

List the multiple sources of data used to identify the gap in student achievement: Home district referrals, SWIS forms, various assessment team evaluation results, N.W.E.A scores, progress notes/progress toward individual objectives, observations, family feedback, work samples, daily sheets, academic success/report cards

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)

Standard Based Assessment for writing	Student Behavioral Plans	Level Systems/Daily Sheets	NWEA Results to drive instruction	Student Led Conferences
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Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: SWIS data will be used as baseline data to improve the current level system used by instructors and followed by students. Students will effectively improve their behaviors because the level system will be focused more on positive behavioral supports; the level system will be more individualized to meet the student's behavior/emotional needs. By using the updated level system, the SWIS data will effectively show less "major" referrals. (Major vs. Minor on the referral form, a major incident involves a time out and/or in-school suspension) The major incidents will be reduced by 20% in one school year (program wide).

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: SWIS, In-School Logs, Daily Sheets

Strategy Statement: Each students SWIS data will be evaluated from the 2009-2010 school year. Updates to the current level system will be developed based on research of best practices to help reduce the number of "major" referrals. The level system will be focused more on individual needs.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
SWIS Data will be looked at and baseline established	LHP Staff	9/8/10	10/1/10	SWIS Forms, Computer	None	None	Baseline data will be established at the beginning of the 10/11 school year and then will be re-evaluated at the end of the 10/11 school year	The data at the end of the 2010/2011 school year will show a reduced number of "major" SWIS referrals by 20%.
Staff will look at data to see if progression through the level system results in reduced "major" incidents and the length of the in-school or time out	M.S./H.S. Staff	10/1/10	6/18/11	SWIS Data, SWIS Forms, Computer	None	None	Staff will track students "major" incidents through SWIS Data throughout the 10/11 school year.	"Major" incidents will decrease as a student progresses through the M.S./H.S. 5- tier level system
A student daily sheet will be revised to meet their individual needs/goals	LHP Staff	9/8/10	1/31/10	Research of best practices, technology	None	None	In October of 2010 a P.D. will be conducted to work on developing an updated template for the student daily sheet, staff will continue to work on the action plan monthly and a final product will be completed by 1/31/11	A completed document will be able to be implemented for use starting 2/1/11.

Behavioral Plans at the treatment team meeting will continue to be developed for each individual student and will be updated on a consistent basis, they will be distributed to all staff within one week of completing	LHP Staff	9/8/10	6/18/11	Behavioral Plan Template, Staff Time dedicated to treatment team meetings, staff time to type the behavioral plan	None	None	Treatment Teams will be held 3 x's a month to develop individual student behavioral plans	Copies of Behavioral Plans will be distributed to all staff members within a week of completing the treatment team meeting.
By the end of the 2010-2011 school year, a revised level system will be completed reflecting the data/research collected throughout the school year. The updated level system will reflect consistency so that each student will have consistent behavioral interventions.	LHP Staff	9/8/10	6/18/11	Research, Staff P.D. Time, Create staff hand book	None	None	Staff will continue to collect data and research best practices throughout the school on dedicated P.D. dates.	A staff hand book will be completed and available for staff use containing the updated Level System.

Other Required Information

What research did you review to support the use of this strategy and action plan? Research was conducted by contacting other programs that use level systems to help with positive behavioral interventions.

How has the school integrated its available fiscal resources to support this strategy and action steps? Not Available

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Computers are available to all staff that will be working with the updated level system and daily sheets.