

## State of Michigan School Improvement Planning Template

|  |                               |                             |                         |
|--|-------------------------------|-----------------------------|-------------------------|
| <b>School: LISD MoCI</b>   | <b>School Year: 2010-2011</b> |                             |                         |
| <b>Section I: Comprehensive Analysis Report on Student Achievement</b>   |                               |                             |                         |
| <b>Content Area: Community Based Instruction/Work Based Learning</b>   | <b>(x) Active Goal</b>        | <b>( ) Maintenance Goal</b> | <b>( ) Revised Goal</b> |
| <b>Student Goal Statement:</b> All students will increase their ability to safely and successfully interact with and contribute to their school, family and surrounding community.                               |                               |                             |                         |
| <b>Statement of gap in student achievement (Need Statement):</b> Students have difficulty combining and generalizing skills, skill levels are inadequate for completion of tasks on an independent level         |                               |                             |                         |
| <b>Contributing Cause for the gap in student achievement:</b> Lack of previous alignment in curriculum and resource materials, varied abilities of students, lack of a good assessment of family needs,          |                               |                             |                         |
| <b>List the multiple sources of data used to identify the gap in student achievement:</b> Student learning logs, progress reports, parent surveys, Mi-Access results, student performance, teacher documentation |                               |                             |                         |

**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)**

|   |           |  |                               |  |
|---|-----------|--|-------------------------------|--|
| EdYES!<br>Standard 1<br>Curriculum<br>Bench mark A<br>Alligned<br>Reveiwed and<br>Monitored | Mi-Access | P/SI/ EGLCE'S/ EHSCE'S<br>CROSSWALK ASSESSMENT<br>FOR MATH AND ELA | P/SI STUDENT<br>LEARNING LOGS |  |
|---|-----------|--|-------------------------------|--|

**Section III: Plan to Accomplish Student Achievement Goals**

**Measurable Objective Statement to support Goal:** Upon completion of the 2010-2011 school year students in the MoCI/WSS programs will achieve mastery of skills sets in the Community Based Instruction/ Work Based Learning Rubrics and Assessments at a rate of 80% by the time they transition to the next classroom.

**For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:** Community Based Instruction/ Work Based Learning Assessments

**Strategy Statement:** All students in the MoCI/WSS programs will participate in the Community Based Instruction/Work Based Learning Rubrics and Assessments

| Action Steps  | Staff Responsible  | Timeline for Activity |               | Resources Needed   |   |        | Monitoring Plan                           | Evidence of Success                      |
|---|--------------------|-----------------------|---------------|--|---|--------|---|--|
|   |                    | Begin                 | End           | Resource   | Source  | Amount |   |  |
| All Students assessed using the CBI/WBL Assessment for Transportation to determine baseline data (pre-test) | Classroom Teachers | October 2010          | November 2010 | Rubric and assessment  | Sharepoint  |        | November SI Meeting will review data      |  |
| All Students assessed using the CBI/WBL Assessment for Transportation (post-test)                           | Classroom Teachers | April 2011            | May 2011      | Rubric and Assessment  | Sharepoint  |        | Review data at May SI data                | Comparison of new data vs. baseline data |
| Complete the process of backwards scaffolding for CBI/WBL in the areas of Social Skills and Communication   | Classroom Teachers | October 2010          | March 2011    | Rubric and assessment template<br>Monthly School Improvement meetings<br>P/SI Curriculum<br>EGLCE'S and<br>EHSCE'S | Sharepoint<br><br>Available room @ THLC<br><br>Staff copies<br>Staff copies |        | Monthly progress report to administrators | Completed tasks                          |

|  |  |              |               |   |      |                   |                                 |                               |
|--|--|--------------|---------------|---|------|-------------------|---------------------------------|-------------------------------|
| Administer the Work Based Learning assessments Enderly-Severson Transition rating scale – revised and the Reading Free Interest Inventory :2 | MoCI Middle School, MoCI High School, and WSS teachers | October 2010 | November 2010 | Assessments provided by WSS                             | WSS  |                   | Data from assessments           | Completed Assessment          |
| Create area within the Student Learning Logs to keep assessments   | Classroom teachers                                     | October 2010 | June 2011     | New 3 inch binders for all students in the MoCI program | REMC | \$260/100 binders | Upon approval of administrators | Addition to the learning logs |

**Other Required Information**

**What research did you review to support the use of this strategy and action plan?** Use of the CBI surveys, P/SI curriculum, Crosswalk, MAASE Wiki website, and student assessments.

**What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?** Staff meetings with agendas, assessment forms, and SIP meetings.

**How has the school integrated its available fiscal resources to support this strategy and action steps?** Allowance for substitute teachers, communication resources for students and staff, budget for CBI transportation, budget for community lessons, and budget for work based learning opportunities.

**How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?** IEP

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|  |  |  |  |
|--|--|--|--|
| <b>School:</b> LISD MoCI   | <b>School Year:</b> 2010-2011                          |  |  |
| <b>Section I: Comprehensive Analysis Report on Student Achievement</b>   |  |  |  |
| <b>Content Area:</b> Math and ELA  | <input checked="" type="checkbox"/> <b>Active Goal</b> | <input type="checkbox"/> <b>Maintenance Goal</b> | <input type="checkbox"/> <b>Revised Goal</b> |
| <b>Student Goal Statement:</b> All students will increase their ability to safely and successfully interact with and contribute to their school, family and surrounding community.                       |  |  |  |
| <b>Statement of gap in student achievement (Need Statement):</b> Students have difficulty combining and generalizing skills, skill levels are inadequate for completion of tasks on an independent level |  |  |  |
| <b>Contributing Cause for the gap in student achievement:</b> Lack of previous alignment in curriculum and resource materials, varied abilities of students, differentiated rate of learning             |  |  |  |
| <b>List the multiple sources of data used to identify the gap in student achievement:</b> Student learning logs, progress reports, Mi-Access results, student performance, and teacher documentation     |  |  |  |

**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)**

|   |           |  |                                     |  |
|---|-----------|--|-------------------------------------|--|
| EdYES!<br>Strand I Teaching<br>for learning<br>Standard 3<br>Assessment Bench<br>mark A and B<br>Aligned to<br>Curriculum<br>Instruction and<br>Data Reporting<br>and Use | Mi-Access | P/SI/ EGLCE'S/<br>EHSCE'SCROSSWALK<br>ASSESSMENT FOR MATH<br>AND ELA | P/SI<br>STUDENT<br>LEARNING<br>LOGS |  |
|---|-----------|--|-------------------------------------|--|

**Section III: Plan to Accomplish Student Achievement Goals**

**Measurable Objective Statement to support Goal:** Upon receiving a Certificate of Completion students will have mastery rates on the P/SI ELA Assessment at a minimum 80% and a minimum of 60% in Math.

**For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:** P/SI Math and ELA Assessments

**Strategy Statement:** Students at the Early elementary level will increase their percentage of mastery in the area of ELA by 5% above their individual baseline and their percentage of mastery in the area of Math by 5% above their individual baseline. Students at the Later elementary level will increase their percentage of mastery in the area of ELA by 10% above their individual baseline and their percentage of mastery in the area of Math by 5% above their individual baseline. Students at the Middle School level will increase their percentage of mastery in the area of ELA by 5% above their individual baseline and their percentage of mastery in the area of Math by 5% above their individual baseline. Students at the High School level will increase their percentage of mastery in the area of ELA by 3% above their individual baseline and their percentage of mastery in the area of Math by 3% above their individual baseline. Percentages for each instructional level were based on the amount of time focused on academic instruction within each instructional level.

| Action Steps  | Staff Responsible  | Timeline for Activity  |                | Resources Needed  |        |        | Monitoring Plan  | Evidence of Success                      |
|---|--------------------|------------------------|----------------|---|--------|--------|--|--|
|   |                    | Begin                  | End            | Resource  | Source | Amount |  |  |
| All Students k-12 will be assessed using the P/SI Math and ELA assessment (pre-test)  | Classroom Teachers | Summer 2010            | September 2010 | Assessment from MISD  | MISD   |        | Review data at September SI                                  | Completed assessments                    |
| All Students k-12 will be assessed using the P/SI Math and ELA assessment (post-test) | Classroom Teachers | Complete by April 2011 | May 2011       | Assessment from MISD  | MISD   |        | Review data at May SI  | Comparison of new data vs. baseline data |
| Develop a results template for data   | SIP team           | September 2010         | September 2010 | Stan Masters/<br>Brian Jones<br>Excel or alternate software<br>Results from the assessments | LISD   |        | Teachers held accountable for completing assessments on time | Completed assessments                    |
| Develop a baseline graph of data for each classroom                                   | SIP                | September 2010         | September 2010 | Stan Masters/<br>Brian Jones<br>Excel or alternate software<br>Results from assessments     | LISD   |        | Teachers held accountable for completing assessments on time | Completed assessments                    |
| All classrooms  | Classroom          | October                | June 2011      | Staff that  | LISD   |        | Classroom  | Change in                                |



