

State of Michigan School Improvement Planning Template

School: Maurice Spear Campus	School Year: 2010 - 2011
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Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Transition	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
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Student Goal Statement:
 Students will have a successful transition from long term placement at MSC to their local school district/program. Successful placement would be measured by attendance and behavior in accordance with local district policy to attain credit and passing grades.

Statement of gap in student achievement (Need Statement):
 Limited resources to assist students transitioning to local district program has resulted in high recidivism rates. Limited parent involvement in programming at MSC as well as transition efforts at discharge from the program.

Contributing Cause for the gap in student achievement:
 Limited resources; no systemic plan for student transition process.

List the multiple sources of data used to identify the gap in student achievement:
 Attendance records, passing grades, behavior referrals, MSC Census data

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)

Limited resources	Lack of systematic transition plan	Limited/no parental support	Local districts resistance to re-enroll adjudicated youth	Lack of support at the local building level once student has re-enrolled.
Students resistant	Students difficulty adjusting from structure at MSC to local district programming.			

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:
 Defined procedures/process will be developed for Transition Process. We will have decreased number of students returning to campus. 2008 – 2009 recidivism rate was 30%, 2009 – 2010 was 37%. Our goal is to reduce recidivism rates for long term students to less than 20%.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Student Attendance and Discipline History, Grade reports, MSC Census Reports, conference documentation, report cards.

Strategy Statement: To decrease student recidivism rate to MSC, systematic procedures for transition planning will be put in place for Long Term youth exiting MSC. In addition, increased efforts for parental involvement will be implemented and students will have an increased participation and role in the development of their transition plan. Curriculum of MSC will be

communicated to local districts and data of student's achievement will be readily available and shared with local districts, students and families.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Develop systematic procedure for Transition process. Long term students will play a more active process in their transition plan.	Steve McCormick, Anne Nakon, Grady Elam, Tanya Anderson	6/15/10	12/31/10	Juvenile Justice Liaison, MSC Wing and Family Counselor	Title 1 Part D, ARRA Funds MSC	Salary for Juvenile Justice Liaison Position (hourly position up to 20 hours per week)	Evidence and utilization of plan. Plan communicated to all stakeholders (MSC, Local Districts)	Process Utilized and year end data shows decrease in recidivism rate as a result of defined procedures and supports.
Obtain access to eSchool Data Base	Steve McCormick, Anne Nakon, Jennifer DeGrie	6/15/10	ongoing	eSchool Data System	LISD	None	Utilization of eSchool to obtain student performance/ achievement/ behavior data on students that have transitioned to local districts.	Student data reports available and indicators evident that students are maintaining attendance, behavior and work completion leading to credits in classes.
Host 2 parent conferences. Students will prepare for a student-led conference.	MSC teaching Staff	9/1/10	6/1/11	Teachers, School Building Open during Sunday visiting	LISD MSC Teachers MSC	Comp time covered under regular teaching contract.	Scheduling of Fall and Spring conferences.	Completion of two conferences with goal of 75% of parent attendance.

Students will utilize E2020 for credit recovery or to participate in curriculum not currently offered at MSC.	Anne Nakon MSC Teaching Staff	9/1/10	6/15/11	e2020 Student Computers	E2020	\$550 per license Computers already purchased	Data tracking of students who need e2020 and progress on e2020 course.	Successful completion of e2020 course for student eligible.
MSC teachers will continue curriculum alignment to assure content is consistent with Core Content Standards and High School Graduation requirements	MSC Teaching Staff	9/1/10	6/15/11	State issued CORE Curriculum Standards	State of MI dept of Ed.	None	Attainment of Core Standards.	Evidence of alignment in lesson plans
Teachers will prepare curriculum summary and attach to report cards to keep parents as well as local districts informed of curriculum covered with in each marking period.	MSC teaching staff	9/31/10	6/15/11	No resources needed			Copies of curriculum summary will be sent to parents and placed in student CA-60's,	Availability of curriculum summaries. Increased awareness of MSC curriculum by parents and local districts.

Utilize Data Director to show multiple forms of student achievement and share with parents and local districts.	Stan Masters, Jennifer Degrie, Anne Nakon Steve McCormick	9/1/10	6/15/11	Data Director	LISD	Funded through LISD	1. Staff will obtain Data Director login codes. 2. Staff will be provided with PD on Data Director. 3. Staff will develop Data Director reports	1. Data director usage reports. 2. Scheduled PD. 3. Data Director reports in CA-60 and shared with parents and local districts.
Students will Continue to take the NWEA assessment 3 times per year to monitor achievement and growth.	Shawna Norkey	9/1/10	6/15/11	NWEA	Title I funds	NWEA License cost	NWEA administer three times per year during designated testing window by Shawna Norke for all long term staff.	NWEA Scores and reports.

Other Required Information

What research did you review to support the use of this strategy and action plan? 1. US Dept. of Justice: From the Courthouse to the School House...Making Successful Transition back to School (Ronald D. Stephens and June Arnett). 2. Oregon Initiative for Reintegrating Adjudicated Youth 3. Transition Program Components for Adjudicated Youth with Disabilities in Alternative School Settings (Richard Pollard).

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Data Director, CORE Content Standards

How has the school integrated its available fiscal resources to support this strategy and action steps? Title 1, Part D supports supplemental position of Juvenile Justice Liaison.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Technologies of computer assisted instruction/virtual classroom learning; Data Director and Eschool Data systems will be utilized to show data on student achievement.

State of Michigan School Improvement Planning Template

School: Maurice Spear Campus	School Year: 2010 - 2011			
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Writing	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: As a result of supplemental writing instruction, students will increase one grade level per academic year as identified on the NWEA Writing portion of the assessment.				
Statement of gap in student achievement (Need Statement): Current NWEA Writing scores indicate that 50% of students are considered "low" in the strand titled "Writing Genre," 48% of students are "low" in the strand titled "Writing Process," 53% of students are "low" in the strand titled "Grammatical Structures," and 55% are "low" in the stand titled "Punctuation and Capitalization."				
Contributing Cause for the gap in student achievement: Students placed at Maurice Spear Campus have history of significant school absences and are typically well below grade level upon admission to the program. Students have missed core instruction in multiple areas. NWEA scores indicate that writing is an area that is significantly low for our student population. Over 50% of our student population is identified as qualifying for special education services.				
List the multiple sources of data used to identify the gap in student achievement: NWEA, Classroom assessments, writers log, ACT/MME writing scores, and WISC writing scores.				
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)				
Transient Population	High Special Education Population	Many Students Have a History of Drug and Alcohol Use	History of High Levels of Absenteeism Prior to Placement into Program	Students Have Had Significant Environmental Factors That Have Impacted School Performance
Section III: Plan to Accomplish Student Achievement Goals				
Measurable Objective Statement to support Goal: Through supplemental writing services, students will show an increase of at least one grade level, in the writing portion of the NWEA assessment.				
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: NWEA, Writing Rubrics, Writing Logs				
Strategy Statement: Through supplemental writing instruction across the curriculum, students will show an increase of at least one grade level, in the writing portion of the NWEA assessment.				

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Staff will develop a common writing rubric to measure the writing by students in all subject areas	Bert Arnett Angela Breakstone Steve McCormick Shawna Norkey Marilyn Williams	8/31/2010	9/31/2010	Rubistar Teachnology Staff Common Planning Time Several Writing Curricula MSC Title One Funded Literacy Specialist	General Classroom Budget Funds Title One Funds School Calendar has Scheduled for Common Planning Times	Free Other Materials Already Available Title One Funds for Literacy Specialist Salary	The Writing Rubric will be Developed and Utilized by all Staff and Students	Implementatio n of the Writing Rubric
Professional Development on Common Use of the Writing Rubric by Teachers and Students	Shawna Norkey Marilyn Williams	8/31/2010	9/31/2010	Common Planning Time LISD Literacy Specialist LISD CEMaT MSC Title One Funded Literacy Specialist	Calendar LISD Title One Funds	No Additional Funds Needed Title One Funds for Literacy Specialist Salary	Professional Development Logs	Professional Development Held and Writing Rubrics/Logs Utilized
Professional Development on Mini-Lessons of Writing Strategies/Types of Writing	Shawna Norkey Marilyn Williams	8/31/2010	6/15/2011	Common Planning Time LISD Literacy Specialist LISD CEMaT MSC Title One Funded Literacy Specialist	Calendar LISD Title One Funds	No Additional Funds Needed Title One Funds for Literacy Specialist Salary	Professional Development Logs	Professional Development Held

Development of a Writers' Workshop Within the Curriculum	Shawna Norkey	8/31/2010	6/15/2011	Common Planning Time LISD Literacy Specialist LISD CeMAT MSC Title One Funded Literacy Specialist	Title One Funds	No Additional Funds for Materials Title One Funds for Literacy Specialist Salary	Rubrics Writing Logs Lesson Plans	NWEA Writing Scores Writers Log Writing Rubric MME/ACT
Other Required Information								
What research did you review to support the use of this strategy and action plan? Marzano, Lucy Calkins, Kelly Gallagher								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Staff has already attended professional development that pertains to this goal. No additional professional development is needed at this time.								
How has the school integrated its available fiscal resources to support this strategy and action steps? Use of Title One Funds for supplemental instruction. Time prioritized in calendar for professional development and common planning time.								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Over the past two years, we have sent a teacher representative to SALTT (Supporting All Learners with Technology Tools). Educational technologies (student laptops, Promethean Board, Writers Companion computer program) have been purchased and will be utilized in the accomplishment of the school.								

State of Michigan School Improvement Planning Template

School: Maurice Spear Campus		School Year: 2009/2010	
Section I: Comprehensive Analysis Report on Student Achievement			
Content Area: Reading	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
Student Goal Statement: As a result of supplemental reading instruction, students achieving one or more grade levels below their chronological grade level, as identified by the NWEA Reading Assessment, will increase one year on the NWEA Reading portion of the assessment, as well as the Star Reading Assessment.			
Statement of gap in student achievement (Need Statement): Current NWEA Reading scores indicate that 47% of students are considered "low" in the strand titled "Word Recognition and Word Study," 42% of students are considered "low" in the strand titled "Narrative Text," 53% of students are considered "low" in the strand titled "Informational Text," and 34% of students are considered "low" in the strand titled "Comprehension and Metacognition."			

Contributing Cause for the gap in student achievement: Students placed at Maurice Spear Campus have history of significant school absences and are typically well below grade level upon admission to the program. Students have missed core instruction in multiple areas. NWEA scores indicate that Reading is an area that is significantly low for our student population. Over 50% of our student population is identified as qualifying for special education services.

List the multiple sources of data used to identify the gap in student achievement: NWEA, Star Reading Assessment, Accelerated Reader Assessments, Gates-Macginitie Assessment, as well as informal classroom assessments.

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)

Transient Population	High School Education Population	Many Students Have a History of Drug and Alcohol Abuse	History of High Levels of Absenteeism Prior to Placement into Program	Students Have Had Significant Environmental Factors That Have Impacted School Performance
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Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Through supplemental reading services, identified students will show an increase of at least one grade level, on the reading portion of the NWEA assessment, as well as the Star Reading Assessment.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: NWEA, Star Reading Assessment, Accelerated Reader Assessment, e2020, Alpha II Reading Program, Informal Interest Inventory, PARP Assessment, and the REWARDS program.

Strategy Statement: Through supplemental reading services, identified students will show an increase of at least one grade level, on the reading portion of the NWEA assessment, as well as the Star Reading Assessment.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Literacy Specialist will administer NWEA testing and identify qualifying students for remediation based on students scoring one or more grade levels below their chronological grade level; as well as administer middle/end of the	Shawna Norkey	8/31/2010	6/15/2011	NWEA Assessment	Title One Funds	\$400	Completion of NWEA Assessment for all Students	NWEA Reports will Indicate Students Who Will Receive Supplemental Reading Instruction and Intervention will Score at Least One

year NWEA tests in order to assess grade level gain.								Grade Level Above the Initial Assessment
Literacy Specialist will administer Star Reading Assessment at the beginning, middle, and end of the year in order to compare scores with NWEA data.	Shawna Norkey	8/31/2010	6/15/2011	Star Reading Assessment	Title One Funds	\$1500	Completion of Star Reading Assessment	Star Reading Reports
Literacy Specialist will give Alpha II diagnostic test/REWARDS assessment to various qualifying students to be placed in individualized Alpha II Reading program/REWARDS program. These programs will assess student learning periodically throughout the school year.	Shawna Norkey	8/31/2010	6/15/2011	Alpha II Reading Diagnostic Assessments/Program Materials REWARDS Assessment/Program Materials	Title One Funds	\$1700 & \$200	Completion of Alpha II Diagnostic Tests for Various Qualifying Students Completion of REWARDS Assessment for Various Qualifying Students	Alpha II Diagnostic Tests Implementation of Alpha II Reading Program Materials
Various qualifying students will be placed in appropriate computer-based remediation courses (e2020) in order to continue earning high school credit	Shawna Norkey	8/31/2010	6/15/2011	E2020 Computer-Based Program	Title One Funds	\$550 per license	Continuously Evaluation of Students Using the Teacher Evaluation System on e2020	E2020 Progress Reports

<p>Students will also be able to utilize the Accelerated Reader Program. They will choose books based on their Lexile score/Star Reader score and take Accelerated Reader quizzes in order to assess comprehension.</p>	<p>Shawna Norkey</p>	<p>8/31/2010</p>	<p>6/15/2011</p>	<p>Accelerated Reader Program Library Books Based on Lexile/AR Coding System</p> <p>NWEA Lexile Score Star Reading Score</p>	<p>Title One Funds</p>	<p>\$1700</p>	<p>Completion of Accelerated Reader Quizzes per Book Read</p>	<p>Personalized Accelerated Reader Reports</p>
<p>Students identified as having difficulties in the area of word recognition and fluency will be able to utilize the computer based reading program titled Kurzweil.</p>	<p>Shawna Norkey Bert Arnett Angela Breakstone Steve McCormick Marilyn Williams</p>	<p>8/31/2010</p>	<p>6/15/2011</p>	<p>Kurzweil</p> <p>Necessary Reading Material Identified by Teachers</p> <p>Professional Development for Teachers on the program: Kurzweil</p>	<p>Title One Funds</p>	<p>Already Purchased</p>	<p>Completion of Assignments in Content Area Classes</p>	<p>Student Success on Assignments in Content Area Classes</p>

Other Required Information

What research did you review to support the use of this strategy and action plan? Marzano, Kelly Gallagher, R.C. Anderson, I.L. Beck

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Staff has already attended professional development that pertains to the majority of this goal. Teachers will participate in professional development on the computer program Kurzweil.

How has the school integrated its available fiscal resources to support this strategy and action steps? Use of Title One Funds

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Educational technologies, such as a computer-based instructional program (e2020) has been put into place to aide students in remediation, as well as a tool to aide students in reading instruction (Kurzweil). Star Reader/Accelerated Reader Assessment have also been put into place to periodic assess growth of students.