

# State of Michigan School Improvement Planning Template

<b>School:</b> LISD POHI Program at Madison Schools	<b>School Year:</b> 2010-11
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## Section I: Comprehensive Analysis Report on Student Achievement

<b>Content Area:</b>	<input type="checkbox"/> <b>Active Goal</b>	<input type="checkbox"/> <b>Maintenance Goal</b>	<input checked="" type="checkbox"/> <b>Revised Goal</b>
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**Student Goal Statement:** All students will improve their academic achievement in order to become successful contributors to their school, family, and surrounding community.

**Statement of gap in student achievement (Need Statement):** Students often require verbal prompts to communicate their needs with general ed. teachers.

**Contributing Cause for the gap in student achievement:** Lack of self-advocacy skills.

**List the multiple sources of data used to identify the gap in student achievement:** Teacher observations, e-mail's from communication from General Ed. teachers, TA reports, social worker observations, therapists observation, the students accommodations notebook, parent input

## 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)	Parents may do too much for student	
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## 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 adaptive equipment, change in seating to be able to see/participate, physical need, clarification of assignment, etc...a minimum of twice each week.

**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, TA reports, social worker observations, therapists observation, the students accommodations notebook, communication from parents

**Strategy Statement:** Model self-advocacy skills, role play situations with the students to teach the students to advocate for themselves, verbal 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,

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Role Playing situation/modeling	Jeanne Hissong and Penny Miller	Sept. 2010	June 2011	N/A	N/A	N/A	Documentation	Documentation-completion of activity
Verbal prompts/reminders and role models	Jeanne Hissong and Penny Miller, and other staff	Sept. 2010	June 2011	N/A	N/A	N/A	Check Lists	Check Lists
Positive	Jeanne Hissong,	Sept.	June	N/A	N/A	N/A	Documentation	Documentation

reinforcement	Penny Miller and other staff	2010	2011					
<b>Other Required Information</b>								
<b>What research did you review to support the use of this strategy and action plan?</b> The Focus Report from the State MDE, Marzano <u>Classroom Strategies that Work</u> , <u>Positive Discipline</u> book study								
<b>What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?</b> Support from social worker/counseling staff to develop positive reinforcement program								
<b>How has the school integrated its available fiscal resources to support this strategy and action steps?</b> SWISS referrals from the MiBLSi plan at Madison Elementary, Marzano book study, as well as the Positive Discipline book study								
<b>How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?</b> MiBLSi research, research on classroom strategies that work								

## State of Michigan School Improvement Planning Template

<b>School:</b> LISD POHI Program Madison Schools		<b>School Year:</b> 2010 - 2011		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
<b>Content Area:</b> Reading	<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> Students will achieve a minimum of a 0.75 grade level growth in reading skills as measured by the DRA and the NWEA.				
<b>Statement of gap in student achievement (Need Statement):</b> Students are not currently at grade level in their reading skills.				
<b>Contributing Cause for the gap in student achievement:</b> Interruptions in students education due to therapy and health needs, ADHD difficulties, cognitive delays, lack of parental support for homework				
<b>List the multiple sources of data used to identify the gap in student achievement:</b> DRA, Woodcock Johnson III, MEAP, Mi Access, Ohio word test, Writing Vocabulary, Hearing Sounds in Words, Dolch Word lists, Words their Way, STAR and AR reading tests, Aimsweb, NWEA				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>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)</b>				
Students ADHD	Therapy needs	Lack of Parental support for practice	Health issues	scheduling time to work with students
Cognitive delays				
<b>Section III: Plan to Accomplish Student Achievement Goals</b>				
<b>Measurable Objective Statement to support Goal:</b> Utilizing the DRA, NWEA and running records to monitor student progress, students will make steady gains in their reading levels, resulting in a minimum of a 0.75 grade level achievement				
<b>For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:</b> DRA, Woodcock Johnson III, MEAP, Mi Access, Ohio word test, Writing Vocabulary, Hearing				

Sounds in Words, Dolch Word lists, Words their Way, STAR and AR reading tests, Aimsweb, NWEA

**Strategy Statement:** students will be seen daily for a minimum of 30 minute lessons based on reading recovery model.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Scheduling time to work with students	Jeanne Hissong	Sept. 2010	June 2011	Gen. ed. schedules	Gen Ed. Staff	n/a	N/A	N/A
Record of Daily Lessons	Jeanne Hissong & Penny Miller	Sept. 2010	June 2011	DRA, NWEA, Literacy for Sp. Ed. Teachers	DRA, NWEA, Literacy for Sp. Ed. Teachers	n/a	Documentation, running record, daily lesson	Running Records, daily lesson
Assessment	Jeanne Hissong	Sept 2010	June 2011	DRA assessment, Aimsweb, NWEA, running records	DRA assessment, Aimsweb, NWEA, running records	n/a	Documentation, Running Records, DRA scores and NWEA scores	Running Records, DRA scores and NWEA scores

**Other Required Information**

**What research did you review to support the use of this strategy and action plan?** Research by Marie Clay, research on NWEA effectiveness, research on Aimsweb

**What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?** Literacy for Special Ed. Teachers, Marzano's Classroom Strategies that Work, training on NWEA

**How has the school integrated its available fiscal resources to support this strategy and action steps?** Offering book study class, trainings on NWEA, supporting the literacy for special ed. Training, training on Aimsweb

**How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?** School improvement, and MiBLSi, NWEA online component, Moodle

## State of Michigan School Improvement Planning Template

**School:** LISD POHI Program Madison Schools

**School Year:** 2010 - 2011

**Section I: Comprehensive Analysis Report on Student Achievement**

**Content Area:** Math

**Active Goal**

**Maintenance Goal**

**Revised Goal**

**Student Goal Statement:** Students will achieve at least 75% of the math GLCE's for their functioning grade level.

**Statement of gap in student achievement (Need Statement):** Students are not currently at grade level in their math skills.

**Contributing Cause for the gap in student achievement:** Interruptions in students education due to therapy and health needs, cognitive delays, fine motor and visual perceptual difficulties of students, ADHD issues, lack of parental support for homework practice

**List the multiple sources of data used to identify the gap in student achievement:** Woodcock Johnson III, MEAP, Mi Access, Aimsweb, NWEA

**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)**

Students ADHD	Health issues	Therapy needs	Fine Motor Skills (makes it difficult to utilize manipulatives)	Scheduling time to work with students
Lack of parental support for practice	Cognitive delays	Behavioral issues		

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

**Measurable Objective Statement to support Goal:** Utilizing the untimed Aimsweb functional and computation tests and NWEA to monitor student progress, students will make steady gains in their math levels, with 75% achievement of GLCE's at their functioning math level.

**For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:** Woodcock Johnson III, MEAP, Mi Access, Aimsweb, online resources such as ixl.com, or accelerated math, NWEA

**Strategy Statement:** students will be seen daily for a minimum of 30 minute lessons based on previously learned GLCE's and introducing new GLCE's and progress monitoring.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Scheduling time to work with students	Jeanne Hissong	Sept. 2010	June 2011	Gen. ed. schedules	Gen Ed. Staff	n/a	N/A	N/A
Record of Daily Lessons	Jeanne Hissong & Penny Miller	Sept. 2010	June 2011	Accelerated Math AND/OR ixl.com	Accelerated Math AND/OR ixl.com	\$119.00 for ixl.com plus addition costs TBD for Accelerated Math	Documentation, Progress Monitoring	Progress Monitoring
Assessment	Jeanne Hissong	Sept 2010	June 2011	Woodcock Johnson III, MEAP, Mi Access, Aimsweb	Woodcock Johnson III, MEAP, Mi Access, Aimsweb	n/a	Documentation, Progress Monitoring, assessment results	Documentation, Progress Monitoring, assessment results

**Other Required Information**

**What research did you review to support the use of this strategy and action plan?** ixl.com, and accelerated math, Marzano's Classroom Instruction that Works, NWEA research

**What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?** Workshop or conference on Accelerated Math AND/OR math interventions, consult with Madison's committee on math interventions

**How has the school integrated its available fiscal resources to support this strategy and action steps?** Offering book study class, TBD based on

Madison's committee researching math interventions,

**How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?** math intervention committee, they determine the need based on data collection through Aimsweb and other sources