



# **School Improvement Plan**

**Laker Junior High School**

**Elkton-Pigeon-Bay Port Laker Schools**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Laker Junior High is home to approximately 200 students. Our school is located in a rural area comprised of three small towns - Elkton, Pigeon, and Bay Port - which have a mix of agricultural, industrial, and human service oriented businesses. Over the past three years, our enrollment has declined slightly as we continue to deal with the effects of the economic downturn that has occurred across our state. We have also seen a gradual increase in the number of free/reduced lunch students in our school district, as parents struggle to find work. Nonetheless, our school spirit and tradition remain strong, with the support of our local towns behind us.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

**Vision Statement:**

All students in our district will be given an equal opportunity to learn by providing them with a safe, caring, physically comfortable environment. Staff will utilize a variety of instructional and motivational approaches that actively involve the student in the learning process. Staff will maintain high expectations with a shared vision of goals and actions aimed at improved performance.

**Mission Statement:**

Student learning at Laker Junior High will focus on curriculum, career, and character for success within our global society.

**Beliefs Statement:**

1. Students learn best when they are actively engaged in the learning process.
2. Motivation to learn is influenced by a student's emotional state, beliefs, interests, goals, and habits of thinking.
3. Students learn best when a staff with high expectations is focused on a shared vision with goals and actions aimed at improved performance.
4. Students learn more when provided with a variety of instructional approaches.
5. All students in our school need to have an equal opportunity to learn in a safe, caring, physically comfortable environment.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Laker Junior High has been significant strides in Mathematics, Writing, and Character Development over the past three years. We have also made positive changes in our school culture through implementation of interventions and incentives that add layers of support and reward for students, depending on the level of their effort and achievement.

Over the next three years, we want to become a leader in the area of technology integration for learning. We also want to see our students continue to grow in character and leadership, particularly in the area of service to others.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

We are proud of the fact that our students care for each and have bought into the idea that we are family at Laker Jr. High. We are also proud of the fact our students have shown great progress in respecting their teachers and their peers, as evidenced by the decrease in referrals for defiance and disrespect. Finally, we are proud of our teachers continually adapting with the times, learning how to integrate technology into their classrooms, and doing more with less.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

We have interacted with our stakeholders in several ways for the purpose of school improvement.

First, we have met with our Laker Parent Association members to share our vision and mission and invite their feedback and ideas for areas that we need to focus on. This opportunity for involvement was advertised through phone calls and our school website.

Second, we began an event called "Community Coffee" this spring, which allowed parents to meet with administration and talk candidly about our policies and programs. This opportunity was also promoted through our school website, as well as our new Facebook page.

Finally, we have conducted several polls through our website and Facebook page to solicit parent feedback on a variety of different school programs and policies.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

We have had a good cross-section of representatives from parents and teachers to civic groups. Their roles have varied, but most have had little formal responsibility in developing our improvement plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Our final improvement plan will be communicated through our school website as part of our Annual Education Report. We will also post information about our new goals on our Facebook page. Our data shows that most of our parents interact with our website and Facebook page, so we feel good about these methods of communication.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Our enrollment has remained fairly constant, though in slight decline. To balance slow decline with staffing needs, we have been able to slowly downsize our staff through attrition, rather than layoffs.

### **How do student enrollment trends affect staff recruitment?**

Because we are able to make such seldom hires, we put a great deal of time and effort into selecting each new staff member that is hired. New staff need to understand that their job does not end at the end of the school day. New staff must also be fluent with instructional technology.

### **How do student enrollment trends affect budget?**

Again, our decline in enrollment has been gradual enough that we have been able to address budget deficits through natural attrition, typically retirement.

### **How do student enrollment trends affect resource allocations?**

More of our money is being spent on technology programs and hardware that allow us to deliver more flexible and diverse forms of instruction without add staff.

### **How do student enrollment trends affect facility planning and maintenance?**

We are taking steps to become more efficient with all of our facilities and maintenance. On the other hand, we are exploring opportunities to add, expand, or upgrade facilities that will draw new students to our school.

### **How do student enrollment trends affect parent/guardian involvement?**

Our student enrollment trends show an increase in students eligible for free and reduced lunch. With this has come a more transient population, with parents that have shown less involvement in their child's school experience.

### **How do student enrollment trends affect professional learning and/or public relations?**

We have made intentional efforts to educate our public on the causes of declining enrollment to minimize the perception that students might

be leaving because they are not satisfied with our school. Professional learning has not been affected either way, except that we have shifted some of our focus to learning about the characteristics and implications of poverty in our schools.

### **What are the challenges you noticed based on the student enrollment data?**

We need to find ways to attract new students to our school district. We also need to become more innovative in our delivery methods so that we can offer more academic value and opportunity with fewer staff resources.

### **What action(s) will be taken to address these challenges?**

We recently hired a public relations specialist to work with us on communicating with our parents and community on a more consistent and interactive basis. As a result, we have plans to increase our involvement in social media and public advertising so that people are well informed of our successes and unique strengths.

### **What are the challenges you noticed based on student attendance?**

We need to engage our students more in class and give them greater freedom outside of class. We need to move away from traditional classes based on seat time and give students opportunities to learn in non-traditional settings.

### **What action(s) will be taken to address these challenges?**

We are exploring mastery learning strategies that can be integrated with technology to deliver hybrid and online courses to our students. We are also expanding the technology that is available to staff and students to make learning more accessible, modern, and engaging.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Our most recent MEAP scores show that we are excelling in the areas of Reading in 6th and 8th grades (69% and 85%), and Math in 6th and 7th grades (45% and 43 %). All of these scores are above the targets in their respective content areas.

### **Which content area(s) show a positive trend in performance?**

6th grade Reading, Math, and Social Studies

7th grade Writing and Math

8th grade Reading and Math

### **In which content area(s) is student achievement above the state targets of performance?**

Reading in 6th and 8th grades.

Math in 6th, 7th, and 8th grades.

### **What trends do you notice among the top 30% percent of students in each content area?**

They are

### **What factors or causes contributed to improved student achievement?**

We have taken steps to align our curriculum to state standards and eliminate gaps in delivery, especially across transition years, such as 5th to 6th, and 8th to 9th. We have also been more intentional in exposing students to questions that are posed in the same format as the MEAP test so they have practice in thinking about things in those ways. We have also shifted our staff so that their strengths best match the grade levels and content areas they are teaching.

### **How do you know the factors made a positive impact on student achievement?**

Our data from NWEA and MEAP shows steady growth over the periods where these factors were in place.

### **Which content area(s) indicate the lowest levels of student achievement?**

6th grade Social Studies and 8th grade Science.

**Which content area(s) show a negative trend in achievement?**

7th grade Reading and 8th grade Science trended down this year, but are still showing general growth over time.

**In which content area(s) is student achievement below the state targets of performance?**

6th grade Social Studies (by less than 1%), 7th grade Reading and Writing, and 8th grade Science.

**What trends do you notice among the bottom 30% of students in each content area?**

The vast majority of these students are in Special Education and/or Socioeconomically Disadvantaged subgroups.

**What factors or causes contributed to the decline in student achievement?**

In the few areas that have declined, the major factor would be recent shuffling of staff and realignment of curriculum and text resources.

**How do you know the factors made a negative impact on student achievement?**

We have eliminated most other variables through our data reviews.

**What action(s) could be taken to address achievement challenges?**

We are taking steps to impose changes in delivery through technology integration and professional development in these content areas, as well as continuing efforts to align our curriculum to eliminate gaps in learning.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- White
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Economically Disadvantaged
- Students with Disabilities

**In what content areas is the achievement gap closing for these subgroups?\***

In all subject areas.

**How do you know the achievement gap is closing?\***

Through our analysis of MEAP and NWEA testing data.

**What other data support the findings?**

Teacher feedback and classroom grading reports.

**What factors or causes contributed to the gap closing? (Internal and External)\***

Internal - We recently implemented a comprehensive set of Incentives and Interventions that rewards students for effort and achievement and provides opportunities for improvement for unmotivated students.

External - We have taken steps to reach out to parents with more information and support systems to help their children be successful.

**How do you know the factors made a positive impact on student achievement?**

They were controlled variables, introduced incrementally, and supported by data.

**What actions could be taken to continue this positive trend?**

We will need to keep our Incentives and Interventions fresh and new so students do not become complacent. We can also use our recent success as a baseline for future growth and motivation for future classes. We will make efforts to publicize our successes and create positive pressure for these things to continue.

**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

For all subgroups, Math has a a bit of a gap.

**How do you know the achievement gap is becoming greater?\***

We do not believe it is becoming greater.

**What other data support the findings?\***

Our NWEA and MEAP data.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

We do not believe the gap is increasing.

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### How do you know the factors lead to the gap increasing?\*

We do not believe the gap is increasing.

### What actions could be taken to close the achievement gap for these students?\*

We will continue to utilize full inclusion with our special education students and provide interventions for other students with high risk factors.

### How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We have no ELL students.

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We just implemented Full Inclusion, in which all students attend general ed core classes with a general education teacher. We are also a Schoolwide Title school, so the services that have traditionally been reserved for disabled and disadvantaged students are now available to all of our students.

### How are students designated 'at risk of failing' identified for support services?

We have cross-referenced our past MEAP scores with our current NWEA scores to identify students who are at risk of falling behind. With these lists, we have created a pull-out program that provides additional skill-building for those students.

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

We offer Guided Studies courses to all Junior High students, in which Compass Learning provides a personalized set of learning activities for every student. This gives them an opportunity to receive remediation or accelerated instruction, depending on their needs. We also offer after school tutoring. We also have a Seminar period each day in which students are given opportunities to participate in enrichment activities, such as robotics and scientific experiments, to extend their learning.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	95.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

We promote ELO's on our website, school Facebook page, and print media. We also make personal presentations to our students to

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promote the opportunities that are available to them.

Label	Question	Value
	What is the total FTE count of teachers in your school?	11.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	1.5

### What impact might this data have on student achievement?

This data indicates that we have a solid mix of veteran experience and youthful insight and enthusiasm, which should have a positive impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	40.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	50.0

### What impact might this data have on student achievement?

Having teachers in their classrooms every day will generally have a positive impact on achievement, so absenteeism is not helpful.

## **Perception Data - Students**

**Which area(s) indicate the highest overall level of satisfaction among students?**

Feeling of safety and support in our school.

**Which area(s) show a positive trend toward increasing student satisfaction?**

Extracurricular opportunities that are available.

**What area(s) indicate the lowest overall level of satisfaction among students?**

Certain policies, such as cell phones and dress codes, which students believe restrict their freedoms.

**Which area(s) show a trend toward decreasing student satisfaction?**

None.

**What are possible causes for the patterns you have identified in student perception data?**

Lack of consistent involvement in decision making process.

**What actions will be taken to improve student satisfaction in the lowest areas?**

We have taken steps to create a larger and more active group of student leaders to address issues and policies that are important to them and their peers.

## **Perception Data – Parents/Guardians**

**Which area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Safety and security of our campus.

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Safety and security.

**Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Specific policies.

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

None.

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

Limited involvement in decision making process.

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

We need to give more practical explanations of certain policies, such as attendance, and consider revisions in such policies that parents can feel more comfortable supporting.

**Perception Data – Teachers/Staff**

**Which area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Academic achievement.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Staff morale and collegiality.

**Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?**

Financial compensation.

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Financial compensation.

**What are possible causes for the patterns you have identified in staff perception data?**

Budgetary constraints of school district and state.

## **Other**

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

We use the MiPHY survey to make informed decisions on School Improvement Goals and student programs and policies.

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Decisions are based on collaborative efforts between teachers and administration based on student achievement data and the changing needs of the workforce. Parents are given opportunities to voice their opinions on these issues.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

We have utilized Curriculum Crafter within each academic department and have assembled departmental folders documenting the work that has been done to align and analyze CCSS implementation.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	We test student literacy through our NWEA assessment system.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	see attached.	JH AER Report

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	We include our Equal Rights statement in all of our printed material and correspondence with stakeholders.	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Robert Smith, Superintendent of Schools, serves as our compliance officer.	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Please see attached.	School-Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attached.	School-Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment conducted?**

Through a series of interviews with parents, teachers, and students, along with data with the MiPHY survey and several other surveys conducted through our school webpage.

### **2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Our data indicates that we need to continue in our teaching and development of good character and life skills, as a means to address issues in absenteeism, personal responsibility and engagement, and bullying/disrespect. Data also shows the need for more intensive intervention in the areas of Math and Science, where our students - particularly our male population - continue to fall short of our proficiency benchmarks.

### **3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Our school goals match up very closely with our needs assessment. We have included goals related to character development, as well as increased proficiency in Math and Science.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

We have implemented a 1:1 iPad program that places cutting edge technology in the hands of every child. This puts disadvantaged children on a level playing field with access to the same devices and information that would typically only be available to wealthier families. We also hold regular assemblies to focus on character and culture development, which gives disadvantaged children an opportunity to learn about life skills that may be neglected in their homes.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Our new technology program helps to address our academic goals for all students by providing better access to information and resources that enhance learning. Teachers are able to better communicate with students from home, track academic progress, and plan more dynamic lessons.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Again, greater access to technology for all teachers and students will allow greater and better coverage of curriculum and instruction.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

We have implemented a 1:1 iPad program that places cutting edge technology in the hands of every child. This puts disadvantaged children on a level playing field with access to the same devices and information that would typically only be available to wealthier families. We also hold regular assemblies to focus on character and culture development, which gives disadvantaged children an opportunity to learn about life skills that may be neglected in their homes.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

We utilize a number of interventions for students that need extra instructional support. First, we provide personal remediation in Evidence Based Literacy Instruction, a research-based reading program. Second, we offer personal tutoring before and after the school day, staffed with certified teachers, and we cover the cost of transportation to get students home after tutoring. Finally, we offer a Guided Studies course opportunity for students from all major subgroups to receive extra time and assistance in completing daily coursework.

### **5. Describe how the school determines if these needs of students are being met.**

We primarily use Skyward student grading data to determine if the needs of these students are being met.



### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our instructional paraprofessionals meet the NCLB requirements for being highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our teachers are highly qualified.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

**1. What is the school's teacher turnover rate for this school year?**

We have had no teacher turnover in the past year.

**2. What is the experience level of key teaching and learning personnel?**

Our experience level is quite balanced at present, ranging from 25+ years to several at the probationary end of the spectrum.

**3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

Lakers has always attracted professionals who wish to commit to a district long-term, thus recruiting strategies are not needed.

**4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The district has offered merit pay and competitive pay increases.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

N/A

## **Component 5: High Quality and Ongoing Professional Development**

**1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.**

We will continue to offer professional development geared toward implementation of new technology and academic goals. We are experimenting with flipped instruction, blended courses, and project-based learning.

**2. Describe how this professional learning is "sustained and ongoing."**

Our master calendar provides days of professional development that are scheduled evenly throughout the school year.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

The principal meets with the Laker Parent Association and discusses school goals and achievements.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

The Laker Parent Association assists in reviewing the plan, but also helps out in ways that are most suited to them. For example, they may raise funds to make certain learning initiatives possible, promote new programs in their community workplaces, or provide volunteer support at school events.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

The Laker Parent Association assists in reviewing the plan, but also helps out in ways that are most suited to them. For example, they may raise funds to make certain learning initiatives possible, promote new programs in their community workplaces, or provide volunteer support at school events.

Table with 5 columns: Label, Assurance, Response, Comment, Attachment. Row 1: Assurance: 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?; Response: Yes; Attachment: Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

- Laker Parent Association
Laker Parent Teacher Conferences (once a year to explain student academic progress)
Skyward Parent Connect (parent access to grades, assessments, attendance, discipline data)
School Facebook page and Website are used to communicate important news and information.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

## School Improvement Plan

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A Parent Survey will be used to assess parent involvement.

### 7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent Survey results will be analyzed by the School Improvement Team and strategies will be adjusted to better meet parent concerns or ideas.

### 8. Describe how the School-Parent Compact was developed.

Several other school compacts were reviewed. The best of each was used to meet the needs of our community.

### 9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

### 10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The Compact is shared at the Fall Open House. Those not in attendance receive it by mail.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Our student and parent population is 100% English-speaking, so this is not applicable.

## **Component 7: Preschool Transition Strategies**

**1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

N/A

**2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Periodic data review meetings and school improvement meetings encourage teacher input.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Data Review teams meet in the Jr. High several times a year to assess student performance on MEAP, NWEA, and classroom tests. During the meetings, teachers create a plan to address obvious gaps in learning

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

The NWEA test is given three times a year for regular education students and four times a year for special education students (in math, reading, and language). These assessments allow teachers to pinpoint student gaps and teach to them.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Guided Studies is an academic support class that is offered to all students. After school tutoring is offered Monday through Thursday.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Technology allows us to differentiate a great deal, with programs like Compass Learning and I-Pad apps. Teachers have also studied techniques that allow students to interact with the curriculum in different ways (PowerPoint, Prezi, movies, papers, posters, etc.) Students often have a menu of choices in most classes, when it comes time to prove mastery.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Positive Behavior Support, Thinking Maps, and Test Prep sessions speak directly to the goals.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Title I, Title IIA, and At-Risk.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

While funds are used mostly to address #9 (timely and additional assistance), all 10 components are accomplished.

## **Evaluation:**

**1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The School-wide plan is evaluated throughout the year, especially when test results become available. At these times, goals are evaluated and adjusted as necessary.

**2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Our school utilizes a Staff Advisory Team consisting of leaders from each content area to study annual assessments and evaluate the results.

**3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

Our Staff Advisory Team makes these decisions based on their evaluation of test results and student behavioral data.

**4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Each spring, the principal and Staff Advisory Team meet to determine what, if any, revisions need to be made to ensure continuous improvement of our student achievement.

# **Plan for School Improvement Plan**

## Overview

### Plan Name

Plan for School Improvement Plan

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve Student Character and Conduct	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
2	Improve Math Scores of Non-Proficient Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
3	Improve Social Studies Scores of Non-Proficient Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
4	Improve Science Scores of Non-Proficient Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Improve Student Character and Conduct

**Measurable Objective 1:**

demonstrate a behavior achieve a 10% decrease in student discipline referrals for incidents of Defiance/Disrespect by 06/13/2014 as measured by Discipline data entered in Skyward.

**Strategy 1:**

Student Assemblies - Monthly and weekly Student Assemblies will promote specific character traits, desired behaviors, and social awareness issues that affect student character and school culture.

Research Cited: Positive Behavior and Intervention Support

Tier:

Activity - Leadership Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our system of Incentives and Interventions, students will earn invitations to Pride Assemblies where positive behaviors are recognized and rewarded.	Behavioral Support Program			09/03/2013	06/13/2014	\$2000	General Fund	Mr. Keim and Teaching Staff

## Goal 2: Improve Math Scores of Non-Proficient Students

**Measurable Objective 1:**

35% of All Students will demonstrate a proficiency on 2013 MEAP Assessment in Mathematics by 06/13/2014 as measured by MEAP School Summary Report.

**Strategy 1:**

Instructional Differentiation - Using effective, research-based strategies, teachers will deliver instruction that appeals to multiple learning styles. Strategies will include hands-on activities, group work, project-based learning, and technology integration.

Research Cited: Best Practice

Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Consistent and creative use of iPads to enhance student engagement and learning.	Direct Instruction			09/03/2013	06/13/2014	\$10000	Other	Mr. Keim, Instructional Staff, and Tech Support
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### Goal 3: Improve Social Studies Scores of Non-Proficient Students

#### Measurable Objective 1:

38% of All Students will demonstrate a proficiency on 2013 MEAP Assessment in Social Studies by 06/13/2014 as measured by MEAP School Summary Report.

#### Strategy 1:

Instructional Differentiation - Teachers will employ a variety of instructional strategies to address various learning styles and make Social Studies relevant to all learners.

Research Cited: Multiple Intelligences

Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize iPad devices to engage each student in learning and applying Social Studies as it relates to daily life and citizenship.	Direct Instruction			09/03/2013	06/13/2014	\$10000	Other	Mr. Keim, Instructional Staff, and Tech Support

### Goal 4: Improve Science Scores of Non-Proficient Students

#### Measurable Objective 1:

32% of All Students will demonstrate a proficiency on 2013 MEAP Assessment in Science by 09/03/2013 as measured by MEAP School Summary Report.

#### Strategy 1:

Instructional Differentiation - Science teachers will continue to explore new ways to expose students to Science concepts through a variety of learning activities. Emphasis will be placed on problem solving, critical thinking, and defending one's thinking through written and verbal argumentation.

Research Cited: Best Practice

Tier:

## School Improvement Plan

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Activity - Group Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use group projects to explore various concepts, contribute to the solution of a stated problem, and present a defensible position to their peers.	Implementation			09/03/2013	06/13/2014	\$0	No Funding Required	Instructional Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Group Projects	Students will use group projects to explore various concepts, contribute to the solution of a stated problem, and present a defensible position to their peers.	Implementation			09/03/2013	06/13/2014	\$0	Instructional Staff

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Consistent and creative use of iPads to enhance student engagement and learning.	Direct Instruction			09/03/2013	06/13/2014	\$10000	Mr. Keim, Instructional Staff, and Tech Support
Technology Integration	Teachers will utilize iPad devices to engage each student in learning and applying Social Studies as it relates to daily life and citizenship.	Direct Instruction			09/03/2013	06/13/2014	\$10000	Mr. Keim, Instructional Staff, and Tech Support

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Development	Through our system of Incentives and Interventions, students will earn invitations to Pride Assemblies where positive behaviors are recognized and rewarded.	Behavioral Support Program			09/03/2013	06/13/2014	\$2000	Mr. Keim and Teaching Staff