

School Improvement Plan

School Year: 2010

School District: Livonia Public Schools

Intermediate School District: Wayne RESA

School Name: Holmes Middle School

Grades Served: 7,8

Principal: Mr. Eric Stromberg

Building Code: 01706

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction 3

School Information 5

Vision 6

Goals 7

 Goal 1: Reading 7

 Goal 2: Writing 11

 Goal 3: Math 15

Resource Profile 20

Stakeholders 21

Statement of Non-Discrimination 23

Conclusion 24

Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Holmes Middle School
District:	Livonia Public Schools
Public/Non-Public:	Public
Grades:	7,8
School Code Number:	01706
City:	Livonia
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Shaping Tomorrow Today

Mission Statement

Teaming Together to ensure the success of our students.

Beliefs Statement

We believe in educational practices that help our children and develop future roles in diverse, cooperative, and purpose-driven society.

We believe teachers should have time for collaboration to design strategies that support and improve student learning through best practices and current research.

We believe in implementing instructional strategies that incorporate best practices and innovative technology to meet the unique needs of each learner, in order to promote higher order thinking and effective decision making skills.

We believe in fostering creativity, imagination, and uniqueness of individuals by providing a variety of extra-curricular programs.

We believe in a well-rounded program where teachers work cooperatively and collaboratively to provide learning experiences that connect to the real world.

We believe in providing our students with the skills to be successful as members of society and life-long learners.

We believe in preparing students to integrate information and technology into their lives in order to maintain continuous growth.

We believe in a climate of acceptance and understanding where we consistently offer a full continuum of support services to meet the unique learning and social needs of our entire student community.

Goals

ID	Name	Development Status	Progress Status
11189	Reading	Approved	Open
12156	Writing	Approved	Open
17818	Math	Approved	Open

Goal 1: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in reading across all content areas.

Gap Statement : 92% of all 7th grade students are proficient in reading leaving an 8% gap.

Subgroup information on proficiency:

Male 90% leaving a gap of 10%

Female 94% leaving a gap of 6%

Economically disadvantaged 83% leaving a gap of 17%

Students with disabilities 65% leaving a gap of 35%

93% of all 8th grade students are proficient in reading leaving a 7% gap.

Subgroup information on proficiency:

Male 91% leaving a gap of 9%

Female 97% leaving a gap of 3%

Economically disadvantaged 84% leaving a gap of 16%

Students with disabilities 67% leaving a gap of 33%

Cause for Gap : The cause for the 8% gap of all 7th graders is largely due to the 35% gap in the subgroup with students with disabilities. The cause for the 7% gap of all 8th graders is largely due to the 33% gap in the subgroup with students with disabilities.

Multiple measures/sources of data you used to identify this gap in student achievement : This was the result of the MEAP data administered in the Fall of 2008 and the Fall of 2009.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in student achievement between the students identified in the gap statement and all students by 2% on the MEAP. This will be achieved through the following:

Analysis of assessment results

Department sharing assessment results

Staff involved in implementing school improvement plan

Staff involved in Professional Development involving reading strategies

Contact Name : Eric Stromberg

List of Objectives:

ID	Objective
10887	All students will increase skills in the area of comprehension so that the student achievement of subgroup previously mentioned increases by 2%.

1.1. Objective: Reading

Measurable Objective Statement to Support Goal : All students will increase skills in the area of comprehension so that the student achievement of subgroup previously mentioned increases by 2%.

List of Strategies:

ID	Strategy	Locked By
10887	Teachers will use research best practices regarding reading instruction that focuses on defining and using new vocabulary in all content areas and identifying and understanding main ideas in order to construct meaning from the text.	

1.1.1. Strategy: Reading

Strategy Statement: Teachers will use research best practices regarding reading instruction that focuses on defining and using new vocabulary in all content areas and identifying and understanding main ideas in order to construct meaning from the text.

Selected Target Areas

SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Kelly Gallagher, Deeper Reading

Richard Allington, What Really Matters for Struggling Readers

Robert Marzano, Building Background Knowledge for Academic Achievement

Steven Zemelman, Best Practice: New Standards for Teaching and Learning in American Schools

Janet Allen, Words, Words, Words

Cris Tovani, I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers

Harvey Daniels, Subjects Matter: Every Teachers Guide to Content Area Reading
 Ellin Oliver Keene, Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Utilize the expertise of a teacher facilitator as a professional developer that will be part of Wayne RESA's program, Secondary Literacy Leaders: Training Initiative for Teachers in Literacy Education	08/30/2010	06/17/2011	Alyssa Pakulski
CLASS A (Data warehouse system) coaches will share with staff how to access reading assessment data, analyze reading assessment data, and develop lessons to improve student reading based on analysis.	08/30/2010	06/17/2011	Kathy Fox and John Farkas
ELA teachers will be involved in the analysis of common assessments and discussion of results including the identification of reading strategies to support struggling readers. Revision to common assessments will be based on their analysis.	08/30/2010	06/17/2011	Language Arts Department
Staff will maintain a Word Wall and implement vocabulary strategies in their classes.	08/30/2010	06/17/2011	All Staff

1.1.1.1. Activity: Reading

Activity Description: Utilize the expertise of a teacher facilitator as a professional developer that will be part of Wayne RESA's program, Secondary Literacy Leaders: Training Initiative for Teachers in Literacy Education

Activity Type: Revised

Planned staff responsible for implementing activity: Alyssa Pakulski

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Costs and Participation Fees/District	No Funds Required	0.00	0.00

1.1.1.2. Activity: Reading

Activity Description: CLASS A (Data warehouse system) coaches will share with staff how to access reading assessment data, analyze reading assessment data, and develop lessons to improve student reading based on analysis.

Activity Type: Revised

Planned staff responsible for implementing activity: Kathy Fox and John Farkas

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Costs/District	No Funds Required	0.00	0.00

1.1.1.3. Activity: Reading

Activity Description: ELA teachers will be involved in the analysis of common assessments and discussion of results including the identification of reading strategies to support struggling readers. Revision to common assessments will be based on their analysis.

Activity Type: Revised

Planned staff responsible for implementing activity: Language Arts Department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitution Costs	General Funds	1,200.00	0.00

1.1.1.4. Activity: Reading

Activity Description: Staff will maintain a Word Wall and implement vocabulary strategies in their classes.

Activity Type: Revised

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Resource Materials	General Funds	300.00	0.00

Goal 2: Writing

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve in writing.

Gap Statement : 89% of all 7th grade students are proficient in writing leaving an 11% gap.

Subgroup information on proficiency:

Male 84% leaving a gap of 16%

Female 94% leaving a gap of 6%

Economically disadvantaged 86% leaving a gap of 14%

Students with disabilities 64% leaving a gap of 36%

87% of all 8th grade students are proficient in writing leaving a 13% gap.

Subgroup information on proficiency:

Male 80% leaving a gap of 20%

Female 94% leaving a gap of 6%

Economically disadvantaged 75% leaving a gap of 25%

Students with disabilities 50% leaving a gap of 50%

Cause for Gap : The cause for the 11% gap of all 7th graders is largely due to the 36% gap in the subgroup with students with disabilities. The cause for the 13% gap of all 8th graders is largely due to the 50% gap in the subgroup with students with disabilities.

Multiple measures/sources of data you used to identify this gap in student achievement : This was the result of the MEAP data administered in the Fall of 2007 and the Fall of 2008.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in student achievement between the students identified in the gap statement and all students by 2% on the MEAP. This will be achieved through the following:

- Analysis of assessment results
- Department sharing assessment results
- Staff involved in implementing school improvement plan
- Staff involved in Professional Development involving reading strategies

Contact Name : Eric Stromberg

List of Objectives:

ID	Objective
20168	All students will increase writing skills in the following areas -- Richer development of central ideas, including a more focused central idea, specific examples, and relevant details -- Organization and connection between ideas so that the percent of subgroup previously mentioned increase by 2%.

2.1. Objective: Writing

Measurable Objective Statement to Support Goal : All students will increase writing skills in the following areas -- Richer development of central ideas, including a more focused central idea, specific examples, and relevant details -- Organization and connection between ideas so that the percent of subgroup previously mentioned increase by 2%.

List of Strategies:

ID	Strategy	Locked By
20168	Teachers will integrate English Language Arts skills and strategies using a thematic approach in a writing workshop model.	

2.1.1. Strategy: Writing

Strategy Statement: Teachers will integrate English Language Arts skills and strategies using a thematic approach in a writing workshop model.

Selected Target Areas

SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Kelly Gallagher
 Robert Marzano
 Jeff Anderson
 Janet Allen

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Utilize the expertise of a teacher facilitator as a professional developer that will be a part of Wayne RESA's program, SEcondary Literacy Leaders: Training Initiative for Teachers in Literacy Education	08/30/2010	06/17/2011	Alyssa Pakulski
CLASS A (Data warehouse sytem) coaches will share with staff how to access writing assessment data, analyze writing assessment data, and develop lessons to imprpove student writing based on analysis	08/30/2010	06/17/2011	Kathy Fox and John Farkas
ELA teachers will be involved in the analysis of common assessments and discussions of results including the identification of writing strategies to support struggling writers.	08/30/2010	06/17/2011	Language Arts department
Staff will assists students with incorporating new vocabulary in writing across all content areas.	08/30/2010	06/17/2011	All staff

2.1.1.1. Activity: Writing

Activity Description: Utilize the expertise of a teacher facilitator as a professional developer that will be a part of Wayne RESA's program, SEcondary Literacy Leaders: Training Initiative for Teachers in Literacy Education

Activity Type: Revised

Planned staff responsible for implementing activity: Alyssa Pakulski

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Costs and Participation Fees/District	No Funds Required	0.00	0.00

2.1.1.2. Activity: Writing

Activity Description: CLASS A (Data warehouse sytem) coaches will share with staff how to access writing assessment data, analyze writing assessment data, and develop lessons to improve student writing based on analysis

Activity Type: Revised

Planned staff responsible for implementing activity: Kathy Fox and John Farkas

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitution Costs/District	No Funds Required	0.00	0.00

2.1.1.3. Activity: Writing

Activity Description: ELA teachers will be involved in the analysis of common assessments and discussions of results including the identification of writing strategies to support struggling writers.

Activity Type: Revised

Planned staff responsible for implementing activity: Language Arts department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitution Costs (District)	No Funds Required	0.00	0.00

2.1.1.4. Activity: Writing

Activity Description: Staff will assist students with incorporating new vocabulary in writing across all content areas.

Activity Type: Revised

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Resource Materials	General Funds	300.00	0.00

Goal 3: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in mathematics

Gap Statement : 94% of all 7th grade students are scoring proficient leaving a 6% gap

Subgroup information on proficiency:

Male 92% leaving a gap of 8%

Female 95% leaving a gap of 5%

Economically disadvantaged 88% leaving a gap of 12%

Students with disabilities 69% leaving a gap of 31%

89% of all 8th grade students are scoring proficient on MEAP as compared to the goal of 100% proficient.

Subgroup information on proficiency:

Male 88% leaving a gap of 12%

Female 90% leaving a gap of 10%
 Econommmically disadvantaged 86% leaving a gap of 14%
 Studens with disabilities 53% leaving a gap of 47%

Cause for Gap : Based on a review of our MEAP The cause for the 6% gap in the 7th grade is largely due to the 31% gap in the subgroup with students with disabilities. The cause for the 11% gap of all 8th graders is largely due to the 47% gap in the subgroup with students with disabilities.

Multiple measures/sources of data you used to identify this gap in student achievement : This was the result of the MEAP data administered in the Fall of 2008 and the Fall of 2009.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the achievement gap between the students identified in the gap statement and all students by 2%. The gap reduction will be achieved through the following:

- Analysis of assessment results
- Departments sharing assessment results
- Staff involved in implement school improvement plan
- Staff involved in Professional Development

Contact Name : Eric Stromberg

List of Objectives:

ID	Objective
20193	All students will increase mathematics skills in the areas of understanding/ computing fractions and algebraic skills so that the subgroup previously mentioned increases by 2%

3.1. Objective: Math

Measurable Objective Statement to Support Goal : All students will increase mathematics skills in the areas of understanding/ computing fractions and algebraic skills so that the subgroup previously mentioned increases by 2%

List of Strategies:

ID	Strategy	Locked By
20193	All middle school mathematics teachers will continue to teach with fidelity the Connected Math program and use district-identified supplemental resources to teach the GLCEs for mathematics.	

3.1.1. Strategy: Math

Strategy Statement: All middle school mathematics teachers will continue to teach with fidelity the Connected Math program and use district-identified supplemental resources to teach the GLCEs for mathematics.

Selected Target Areas

SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Research conducted by W.M Carroll and published by University of Chicago School of Mathematics Project

Michigan State University Department of Mathematics

National Standards of Mathematics as published by NCTM

What Works in Schools (Robert Marzano)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide professional development to staff on the use of CLASS A (data warehouse system) to access mathematics assessment data, analyze mathematics assessment data, develop lessons to improve student mathematics skills based on analysis, and develop math assessments.	08/30/2010	06/17/2011	Kathy Fox
Algebra I staff will analyze and discuss the results of common assessments and identify instructional strategies to support struggling learners.	08/30/2010	06/17/2011	Algebra I teachers
Math staff will incorporate materials to assist students with additional curriculum including fractions.	08/30/2010	06/17/2011	All Mathematics staff

3.1.1.1. Activity: Math

Activity Description: Provide professional development to staff on the use of CLASS A (data warehouse system) to access mathematics assessment data, analyze mathematics assessment data, develop lessons to improve student mathematics skills based on analysis, and develop math assessments.

Activity Type: Revised

Planned staff responsible for implementing activity: Kathy Fox

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitution Costs/District	No Funds Required	0.00	0.00

3.1.1.2. Activity: Math

Activity Description: Algebra I staff will analyze and discuss the results of common assessments and identify instructional strategies to support struggling learners.

Activity Type: Revised

Planned staff responsible for implementing activity: Algebra I teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitution Costs/District	No Funds Required	0.00	0.00

3.1.1.3. Activity: Math

Activity Description: Math staff will incorporate materials to assist students with additional curriculum including fractions.

Activity Type: Revised

Planned staff responsible for implementing activity: All Mathematics staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Resource Materials	General Funds	300.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,100.00	\$0.00
No Funds Required	\$0.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Eric	Stromberg	Principal	estrombe@livoniapublicschools.org
Ms.	Laura	Wallace	Assistant Principal	lwallace@livoniapublicschools.org
Ms.	Nancy	Azure	Teacher	nazure@livoniapublicschools.org
Ms.	Charlene	Baringhaus	Teacher	cbaringh@livoniapublicschools.org
Ms.	Deborah	Beroff	Teacher	dberoff@livoniapublicschools.org
Ms.	Isolina	Carlini	Teacher	icarlini@livoniapublicschools.org
Ms.	Lori	Carlton	Teacher	lcarlton2@livoniapublicschools.org
Ms.	Marilyn	Creighton	Teacher	mcreight2@livoniapublicschools.org
Ms.	Mary	Couillard	Counselor	mcouilla@livoniapublicschools.org
Ms.	Laura	Disilets	Counselor	ldesilet@livoniapublicschools.org
Mr.	Steve	DiMarco	Teacher	sdimarco@livoniapublicschools.org
Ms.	Leanne	Drouillard	Social Worker	ldrouill@livoniapublicschools.org
Ms.	Stephanie	Estereicher	Teacher	sesterei@livoniapublicschools.org
Mr.	John	Farkas	Teacher	jfarkas@livoniapublicschools.org
Ms.	Kelly	Ferguson	Teacher	kferguso@livoniapublicschools.org
Ms.	Lisa	Flynn	Teacher	lflynn@livoniapublicschools.org
Ms.	Ann	Fondaw	Psychologist	afondaw@livoniapublicschools.org
Ms.	Kathy	Fox	Teacher	kfox@livoniapublicschools.org
Ms.	Julie	Gonyea	Teacher	jgonyea@livoniapublicschools.org
Ms.	Joan	Haber	Teacher	jhaber@livoniapublicschools.org
Ms.	Kelly	Haffner	Teacher	khaffner@livoniapublicschools.org
Mr.	Jeff	Hatley	Teacher	jhatley@livoniapublicschools.org
Ms.	Lana	Heinrich	Teacher	lheinric@livoniapublicschools.org
Ms.	Linda	Henry	Teacher	lhenry@livoniapublicschools.org
Ms.	Sheila	Hoetger	Teacher	shoetger@livoniapublicschools.org
Mr.	Bruce	Johnson	Teacher	bjohnson7@livoniapublicschools.org
Mr.	Russ	Keberly	Teacher	rkeberly@livoniapublicschools.org
Ms.	Patti	Kilgore	Teacher	pkilgore@livoniapublicschools.org
Mr.	Robert	Kucharski	Teacher	rkuchars@livoniapublicschools.org
Ms.	Tonie	Lindenberger	Teacher	tlindenb@livoniapublicschools.org
Ms.	Maureen	McGowan	Teacher	mmcgowna4@livoniapublicschools.org
Mr.	David	Mitchell	Teacher	dmitchel@livoniapublicschools.org
Ms.	Lisa	Moody	Teacher	lmoody@livoniapublicschools.org
Mr.	Tom	Morelli	Teacher	tmorelli@livoniapublicschools.org
Ms.	Nancy	Morgan	Teacher	nmorgan2@livoniapublicschools.org
Ms.	Pat	Niemi	Teacher	pniemi@livoniapublicschools.org

Mr.	Tim	Olschanski	Teacher	tolschan2@livoniapublicschools.org
Ms.	Alyssa	Pakulski	Teacher	apakulsk@livoniapublicschools.org
Mr.	Pete	Rathburn	Teacher	prathbur@livoniapublicschools.org
Ms.	Patricia	Sarandria	Teacher	psarandr@livoniapublicschools.org
Ms.	Katherine	Seflic	Teacher	kseflic@livoniapublicschools.org
Mr.	Michael	Shaw	Teacher	mshaw@livoniapublicschools.org
Ms.	Angela	Sinelli	Teacher	asinelli2@livoniapublicschools.org
Ms.	Meredith	Skowronski	Teacher	mskowron@livoniapublicschools.org
Mr.	Clinton	Smith	Teacher	csmith10@livoniapublicschools.org
Mr.	John	Strzempka	Teacher	jstrzemp@livoniapublicschools.org
Mr.	Byron	Turner	Teacher	gturner@livoniapublicschools.org
Ms.	Lynn	Vanderwill	Teacher	lvanderw@livoniapublicschools.org
Ms.	Toni	Watson	Teacher	twatson3@livoniapublicschools.org
Ms.	Ranae	Woods	Teacher	ewoods@livoniapublicschools.org
Ms.	Connie	Zucker	Teacher	czucker@livoniapublicschools.org
Ms.	Diane	Zwiernikowski	Teacher	dzwierni@livoniapublicschools.org
Ms.	Patricia	O'Brien	Parent	kobrien@activeaero.com
Ms.	Alexis	Burgess	Parent	ecburgess@yahoo.com

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Monthly meetings are held and all stakeholders are invited and included in the meetings.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Each department has a department chair person and they represent their department on the Advanced Ed Steering Committee that meets monthly. Department Chairs meet with District coordinators regarding curriculum, instruction and assessment.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Information is shared through charts and graphs via email, staff meetings, and ptsa meetings.

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Director of Human Resources of Student Services
Address:	15125 Farmington Rd., Livonia, MI 58154
Telephone Number:	734.744.2500

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Professional Development and Training for CLASS A
Professional Development on Wayne RESA's class on Literacy
Literacy Strategies presented at staff meetings

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

District is provided the majority of funds while school internal 5100 moneys are available to fund resources for literacy and supplemental math materials.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

All student grades are on line/improving communication of student progress. Technology has also made it possible to implement CLASS A.