

School Improvement Plan

Archive Date: 09/13/2012, Report Status: Transmitted

School Year: 2012 - 2013

School District: Lapeer Community Schools

ISD/RESA: Lapeer ISD

School Name: Zemmer Middle School

Grades Served: 5,6,7,8

Mr. Matt Olson

Building Code: 00294

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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. 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.

School Information

School:	Zemmer Middle School
District:	Lapeer Community Schools
Public/Non-Public:	Public
Grades:	5,6,7,8
School Code Number:	00294
City:	Lapeer
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Zemmer Middle School is a world-class middle school with high quality instructional programming steeped in research and best practices centered around the needs of the young adolescents that we serve. We strive to become a school that others will seek out as a model of the highest quality.

Mission Statement

Zemmer Middle School is a caring and safe learning environment in which our students will take part in innovative instruction leading them to become independent, life-long learners.

Beliefs Statement

At Zemmer MS, we believe...

Our students will meet unparalleled success when staff uses best practices, builds rapport, and supports learning communities.

Instruction should be innovative, dynamic, and responsive to the needs of our diverse student body. Teachers and students working together can produce critical thinkers who can become independent lifelong learners.

School should be a fun experience with many opportunities to participate in a variety of creative and engaging activities before, during, and after school hours.

In providing a caring and safe learning environment where students may take risks and make mistakes as part of the learning process.

We will embrace the community to build positive connections between home and school in which families share in the education of children so that they may become productive citizens.

At Zemmer MS, we believe that to prepare for the future, our students must be responsible for their learning and citizenship today.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading	Complete	Open
Student Success	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: Students will take part in a variety of instruction and support to improve student success in mathematics.

Gap Statement: Zemmer 8th graders only had approximately 19% of students proficient on the math portion of the MEAP for the fall of 2011 which is well below the state average. We also had a college readiness rate of just over 18% in mathematics in the spring of 2012. We know that our students are more capable and thus need focus in this area.

Cause for Gap: Our math curriculum has undergone a great deal of change as we have made adjustments for the common core standards adoption in addition to identifying district power standards. Greater alignment and focus is needed based upon our achievement data.

Multiple measures/sources of data you used to identify this gap in student achievement: The MEAP score is the state measurement tool used to uphold NCLB requirements. The ACT Explore is a nationally normed assessment that is held in high regard at the secondary and college levels.

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? Students should demonstrate growth via standardized test scores increasing in addition to increased performance on district common assessments. Student failure rates should also show a corresponding decrease.

Contact Name: Kellie Johnson

List of Objectives:

Name	Objective
Students will show increased competency in mathematics	Following intentional interventions, students should demonstrate increased competency in more areas of mathematics as measured by district and state testing.

1.1. Objective: Students will show increased competency in mathematics

Measurable Objective Statement to Support Goal: Following intentional interventions, students should demonstrate increased competency in more areas of mathematics as measured by district and state testing.

List of Strategies:

Name	Strategy
Focus on Algebra Readiness	Teachers will examine curriculum in the 6th and 7th grades and make changes as necessary to better prepare students for the rigors of Algebra at the 8th grade level and beyond.
Focus on Problem Solving	Teachers in all curricular areas will focus on problem-solving skills to support numeracy at Zemmer Middle School
Support students identified as struggling in math	Many of our students struggle with various aspects of our mathematics curriculum - particularly as they approach and tackle Algebra I concepts. We need to find interventions and supports that will assist them through the process as opposed to backing off and watering down the curriculum.

1.1.1. Strategy: Focus on Algebra Readiness

Strategy Statement: Teachers will examine curriculum in the 6th and 7th grades and make changes as necessary to better prepare students for the rigors of Algebra at the 8th grade level and beyond.

Selected Target Areas

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

Current students in the 8th grade are observed to struggle with algebra concepts as measured by common district assessments and algebra readiness assessments. Current research clearly indicates that a stronger preparation in skills needed at an earlier age will have positive impact.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Revision	2011-09-05	2013-09-05	Math Department Chair

1.1.1.1. Activity: Curriculum Revision

Activity Type: Professional Development

Activity Description: Teachers will utilize common planning time and professional development opportunities to re-examine mathematics curriculum and align it to better prepare for algebra skills and the common core adoption alongside power standards.

Planned staff responsible for implementing activity: Math Department Chair

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2013-09-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2. Strategy: Focus on Problem Solving

Strategy Statement: Teachers in all curricular areas will focus on problem-solving skills to support numeracy at Zemmer Middle School

Selected Target Areas

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

Problem solving is a skill that transcends multiple content areas and is a known critical component of higher order thinking skills needed for future success. Students at Zemmer under perform on assessments that require these skills

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Post and Use Common Skills	2012-01-02	2013-06-07	All core and academic teachers

1.1.2.1. Activity: Post and Use Common Skills

Activity Type: Professional Development

Activity Description: All staff will receive training from Math teachers regarding a common set of skills used in generic problem solving. These skills will be posted in all rooms and used according to staff consensus on frequency.

Planned staff responsible for implementing activity: All core and academic teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-01-02, End Date - 2013-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3. Strategy: Support students identified as struggling in math

Strategy Statement: Many of our students struggle with various aspects of our mathematics curriculum - particularly as they approach and tackle Algebra I concepts. We need to find interventions and supports that will assist them through the process as opposed to backing off and watering down the curriculum.

Selected Target Areas

--

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

There are many districts that have implemented "Algebra for All" in the 8th grade in our state and beyond. These models demonstrate the possibility for success.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement support opportunities within the school day	2011-09-05	2021-09-05	Math teachers
Offer after school support	2011-09-05	2021-09-05	Building paraprofessional, teacher volunteers

1.1.3.1. Activity: Implement support opportunities within the school day

Activity Description: Teachers will instruct students in multiple classes offered within our schedule designed to support and/or "front load" algebra curriculum.

Planned staff responsible for implementing activity: Math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2021-09-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Guided Academics Classes	General Funds		

1.1.3.2. Activity: Offer after school support

Activity Type: Other

Activity Description: After school tutoring sessions will be offered to students wishing additional support in mathematics or other areas.

Planned staff responsible for implementing activity: Building paraprofessional, teacher volunteers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2021-09-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
After School Support	General Funds		

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will demonstrate improved comprehension of informational text.

Gap Statement: 8th Graders at Zemmer Middle School reached a 62% proficiency rate on the Reading portion of the MEAP test. Approximately 45% of our 8th graders were at college readiness in reading and 61% were at or above the college readiness level in ELA. All of these levels fall below national and/or state averages.

Cause for Gap: Students often focus on reading of fiction or other genres in the formative stages of reading. Informational text provides a different reading challenge. Many of our textbooks are written at a higher level and provide a challenge for our struggling readers.;

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP data is garnered from the MEAP state assessment used for NCLB purposes. The ACT Explore is a nationally normed test that is well-respected by secondary and post-secondary institutions across the country.

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? Students should show an increased ability to read and comprehend informational text as measured through the assessments measured above. Success in this area would be an increased level of achievement, particularly showing a greater number of students that are at or above grade level in this area. Finally, Zemmer will be using a locally developed assessment to test students reading in different content areas at the beginning and end of the year to determine growth.

Contact Name: Joe Shoopman

List of Objectives:

Name	Objective
Student achievement shall increase in the reading of informational text	Overall levels of student achievement in the area of reading information text shall increase given prescribed interventions and activities as specified in this document.

2.1. Objective: Student achievement shall increase in the reading of informational text

Measurable Objective Statement to Support Goal: Overall levels of student achievement in the area of reading information text shall increase given prescribed interventions and activities as specified in this document.

List of Strategies:

Name	Strategy
Teachers will implement reading and writing across the curriculum	Teachers in all disciplines shall promote reading of informational text in their individual curricular areas. This shall be through the intentional implementation of a number of reading strategies garnered from systematic professional development.

2.1.1. Strategy: Teachers will implement reading and writing across the curriculum

Strategy Statement: Teachers in all disciplines shall promote reading of informational text in their individual curricular areas. This shall be through the intentional implementation of a number of reading strategies garnered from systematic professional development.

Selected Target Areas

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

Reading teachers at Zemmer have investigated several simple, yet high yield strategies that are steeped in research for reading informational text and have enacted said strategies successfully.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Strategies Across Curriculum	2011-09-05	2021-09-05	ELA Goal area committee
Implement a Common Language	2011-09-05	2021-09-05	ELA Staff, Administration, and ESC

2.1.1.1. Activity: Common Strategies Across Curriculum

Activity Type: Professional Development

Activity Description: Teachers will learn common strategies for dealing with informational text across the curriculum. They will then apply these strategies to classes in both core and exploratory courses on a prescribed basis (at least three times per semester in each class).

Planned staff responsible for implementing activity: ELA Goal area committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2021-09-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD Days	No Funds Required		

2.1.1.2. Activity: Implement a Common Language

Activity Type: Professional Development

Activity Description: Teachers shall engage in professional dialogue led by a reading "expert" on staff that will focus on particular vocabulary to use across the building. Students will then have a consistent dialogue throughout their day with teacher reinforcing key concepts on a consistent basis.

Planned staff responsible for implementing activity: ELA Staff, Administration, and ESC

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2021-09-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Funds	General Funds		

Goal 3: Student Success

Content Area: Other

Development Status: Complete

Student Goal Statement: We will enact positive behavior reinforcements to support school-wide improvement in behavior in order to reduce suspensions and detentions. We will seek all around success with independence and self-esteem which will empower students to improve and meet their goals in academics and behavior.

Gap Statement: While we have not had multiple years of data with which to work with, we have already noted that we have unacceptably high rates of academic failure in addition to unacceptably high rates of disciplinary issues resulting in detention and/or suspensions.

Cause for Gap: Zemmer Middle School is a new school and is working to establish a culture of high expectations for students in which failure is not an option. Establishing such a culture takes time and efforts that we are still in the midst of trying to establish.

Multiple measures/sources of data you used to identify this gap in student achievement: Zemmer will

critically examine rates of student academic failure in academic courses alongside examining schoolwide disciplinary data to determine trends over time.

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? 2010-11 shall serve as baseline data for the future. Rates of academic failure should decrease across grade levels alongside a decrease in the rates of students serving detention and suspension time. Increased time in class and a corresponding decrease in disciplinary issues should result in a corresponding increase in student achievement.

Contact Name: Matthew Olson

List of Objectives:

Name	Objective
Decrease Student Failure	Student failure should decrease with consummate actions to implement academic and behavioral interventions.

3.1. Objective: Decrease Student Failure

Measurable Objective Statement to Support Goal: Student failure should decrease with consummate actions to implement academic and behavioral interventions.

List of Strategies:

Name	Strategy
Positive Behavior Supports	Various positive behavior supports will be utilized to reinforce our code of conduct and BARK code.

3.1.1. Strategy: Positive Behavior Supports

Strategy Statement: Various positive behavior supports will be utilized to reinforce our code of conduct and BARK code.

Selected Target Areas

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

PBS research is plentiful and supported at the state and local levels.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grade Level Assemblies	2011-01-03	2021-01-03	Administration alongside the school improvement team
Use Bark Bones	2011-01-03	2021-01-03	All Staff. Building paraprofessional shall provide the BARK bones while the assistant principal will run the drawings and procure prizes.

3.1.1.1. Activity: Grade Level Assemblies

Activity Description: Assemblies will be utilized to reinforce the message of the importance of a positive culture and student success.

Planned staff responsible for implementing activity: Administration alongside the school improvement team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-01-03, End Date - 2021-01-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Monies for Assembly Programs	General Funds	1,000.00	

3.1.1.2. Activity: Use Bark Bones

Activity Description: Staff will have access to "Bark Bones" and distribute to students as a way to reinforce our code of conduct, our BARK code, or to simply recognize random acts of kindness and good citizenship as a means of promoting a positive culture.

Planned staff responsible for implementing activity: All Staff. Building paraprofessional shall provide the BARK bones while the assistant principal will run the drawings and procure prizes.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-01-03, End Date - 2021-01-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Community Support	No Funds Required		

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
General Funds	\$1,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Building and district level staff provided input into the process. Professional development time was utilized to examine the ED YES standards and determine in what areas Zemmer could best improve. Parents were approached during a variety of events to provide input, including during a monthly Parent Advisory Council meeting.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Curriculum has been examined over time with help from district level support staff to ensure alignment with state standards. The district employs multiple persons to oversee the curriculum development and review process. There is not a formal "start and end" date to such review because it is literally ongoing all of the time. Department heads at each building also serve to oversee the process at the building level.

During the 2011-12 school year, particular effort was put into re-aligning curriculum and common assessments according to newly identified "Power Standards" which were aligned with both common core and state standards depending upon content area.

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

Zemmer has an "ESC" or "Excellent Schools Committee" which meets regularly to work on school improvement, curriculum, and other needs as they arise in the building. Shared leadership and vision is a hallmark of the ESC process. The ESC itself is comprised of representatives from each learning community throughout the building.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Departments at the school and district level meet throughout the year and over the summer to craft authentic assessments that will measure pupil achievement. In addition, Zemmer was founded on the Middle School Concept which includes interdisciplinary teaming. These teams meet daily and also work to monitor and impact student growth.

During the 2011-12 year and going forward, teacher departmental PLC's have been in constant collaboration with colleagues from our sister school across town to develop new common summative assessments.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Each classroom at Zemmer is equipped with at least a connected computer, document camera, and digital projector. Technology is incorporated daily into the lessons in all content areas. Zemmer also offers multiple computer labs for whole class usage. Technology courses are required at each grade level here which include the incorporation of the EDP creation.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Zemmer uses PD time effectively throughout each school year to examine data from state and local assessments to inform our instruction as well as our overall school improvement plan. The ESC is the primary body responsible for the school improvement plan and has it as a standing agenda item throughout the year.

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

The school uses multiple means of communicating with our parents and stakeholders on a regular basis

including newsletters, our website, and phone messages alongside the numerous opportunities for communication at the building. We strive to make sure all such communications are free from jargon and focused on that which matters to them.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Shared leadership is a hallmark of how business is done at Zemmer. While teachers and administration are primarily responsible for the crafting of the SIP, we strive to include all other stakeholders on a regular basis to elicit feedback and input. Students are surveyed, parents are invited into the building, school board partners are invited in, and a variety of other means are employed to get active participation. Of course, this is often a challenge to actively engage the community, but we work hard to make it as accessible as is possible and practical.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.lapeerschools.org*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Reviewed policy, but not yet adopted*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments: *Staff meetings generally do not have refreshments served, and if so, only sporadically, due to budget cuts.*

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

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.	Matthew	Olson	Principal	molson@lapeerschools.org
Mr.	Joe	Shoopman	Assistant Principal	jshoopman@lapeerschools.org
Mr.	Russ	Reitz	Teacher - ESC Chair	rreitz@lapeerschools.org
Mrs.	Marcia	Clem	Teacher - ESC member	mclem@lapeerschools.org
Mrs.	Lisa	Bjork	Teacher - ESC Member	lbjork@lapeerschools.org
Mrs.	Kellie	Johnson	Teacher - ESC Member	kjohnson@lapeerschools.org
Mrs.	Luanne	Vanallsburg	Teacher - ESC Member	lvallsburg@lapeerschools.org
Mrs.	Elisa	Baker	Teacher - ESC Member	ebaker@lapeerschools.org
Mrs.	Andrea	Regling	PTC President	regling@comcast.net
Mrs.	Linda	Dorse	Teacher - ESC Member	ldorse@lapeerschools.org

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.

Name/Position:	Kevin Rose - Assistant Superintendent
Address:	250 Second Street - Lapeer, MI 48446
Telephone Number:	810 667 2401

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

Supporting Documentation

No documentation was attached.