



District Improvement Plan

Lansing Public School District

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Lansing, MI 48933-2008

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Introduction

The District Improvement Plan (DIP) 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.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 system serves?

The Lansing School District is located in Mid-Michigan, in the capitol city of Lansing and covers a geographic area of 36.05 square miles. Lansing has been Michigan's capitol city since the late nineteenth century. It has seen the boom of the automobile industry and developed as an industrial powerhouse. Today, Lansing's economy is divided between government service, healthcare, manufacturing, and education jobs. Lansing is divided into four neighborhoods: the East Side, the West Side, the Northwest Side, and the South Side. Each of Lansing's wonderful neighborhoods offers a different slice of what it means to live in Lansing, and so too, do the neighborhood schools offer insight into the neighborhoods. If Lansing's West Side is the most ethnically diverse, it stands to reason that its schools are as well. The West Side is Lansing's most socioeconomically diverse neighborhood and includes two high schools, both Sexton and Eastern. The Northwest Side serves only couple of elementary schools in the Lansing School District. It is the South Side that serves the largest population of Lansing students, as the South Side has the largest population of Lansing families.

According to the 2010 Census Lansing has a population of 114, 297 people 55.5% White Non-Hispanic; 23.7% Black; 0.8% American Indian/Alaskan Native; 3.7% Asian; 2 Native Hawaiian/ Pacific Islander; 6.2% Multi-Racial; 12.5% Hispanic/Latino. In the Lansing School District we serve 12,306 students, 47.7% are Female; 52.3% are male; 29.4% White; 39.9% Black; 1.3 % Native American/Alaskan Native; 6.4% Asian; 0% Native Hawaiian/ Pacific Islander; 4.9% Multi-Racial; 18.1% Hispanic/Latino. Our ethnic demographics are fairly representative of the community we inhabit. The poverty data tells another story, while the median household income for the greater Lansing area is \$19,776, according to the 2010 Census, those in Lansing living below the poverty level are 25.2%, while 68.3% of the Lansing School District's students qualify for free or reduced lunch. Further, Census data states that only 13.0% of Lansing residents speak a language other than English in their home, while 31% of Lansing School District students speak a language other than English in their home. The higher than city average poverty rate and English language learner/Bi-lingual rate present specific challenges in terms of ensuring there are appropriate staff to meet the needs of all students. In addition, the high concentration of students on the city's South Side presents staffing and resource allocation challenges when Michigan is a Schools of Choice state and one can never be certain where students will actually enroll prior to the start of the school year.

The Lansing School District employs 1,813 people total. Of these, 1,316 provide direct instruction to students. Specifically, 942 employees are teachers and 374 are Instructional Assistants of some variety. There are 47 Building Principals and other Administrators employed by the district. The Superintendent and her Executive team consist of 7 people total. We employ 20 Public Safety Officers for the entire district, 75 building Secretaries, and the remaining 84 employees fill various instructional and administrative support roles within the district at various levels, but predominantly in Central Administration.

System's Purpose

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

The Lansing School District's purpose statement, if we were to articulate one, would be: Bold Changes=Smarter Schools. Reset for Student Success. These statements summarize the extraordinary changes taking place in the district during the 2012-2013 Academic Year. We have reconfigured the district into PreK-3, 4-6, and 7-12 buildings to emphasize a district-wide focus on early learning (PreK-3rd grade) with and emphasis on middle years transition from 4th to 6th grade and early college and career preparation from 7th to 12th grade. These are research-based child development grade span cohorts that focus on long-term instruction vision and create learning environments that meet the needs of a 21st century learner.

(space)

The advantages of PreK-12 communities are numerous. First and foremost, they sustain a supportive environment for all learners and provide the opportunity for interventions, remediation, and enrichment to all students. Further, they create opportunities for staff to engage in collaborative planning and joint professional development within and across grade levels. PreK-12 communities ensure the state mandated Common Core is more effectively implemented as resources focus on the developmental and educational needs of the students within the district's new configuration. In the district's new configuration Parent Involvement opportunities focus on the developmental levels of the students in each setting.

The specific advantages of the PreK-3 configuration are that this configuration develops strong foundational skills in numeracy, language, and literacy. In PreK-3 schools there is an intense focus on developmental needs with a personalized and nurturing environment that facilitates student centered learning communities. Finally, a PreK-3 configuration provides children with the skills and strategies for lifelong learning.

(space)

Research shows that students in a 4-6 configuration outperform sixth graders in traditional junior high settings. Sixth grade students in self-contained classrooms (as in the 4-6 configuration) have a higher achievement rate because they are more adept at reading to learn. A 4-6 configuration also provides a sustained nurturing environment and gradually moves student into a multi-teacher day.

(space)

The research further indicates that students who transition earlier into high school (at 7th grade) have a higher graduation rate than those who transition later (9th grade). Research on 7-12 communities also shows increased student attendance, self-esteem, and positive attitudes, with fewer suspensions. Staff in 7-12 configurations have specialized knowledge and expertise in specific developmental stage of educational growth. The reconfiguration of our district under Bold Changes=Smarter Schools, Reset for Student Success is a boon for the students of this district as the research indicates they will be and are being better served and nurtured as learners and citizens.

It is the mission of the Lansing School District to provide relevant educational excellence in a safe and nurturing environment. We strive to educate students and assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

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K-12 system and be qualified for post-secondary education and the work place. Our students will be prepared to become workers and lifelong learners who can demonstrate the competencies and strategies to maintain successful adult roles. In our efforts to further this vision the Lansing School District reaches out through alumni associations, parents, volunteers, mentors, neighborhood associations, the City of Lansing itself, local businesses, other educational institutions, community organizations, and local governmental organizations. The goal of working collaboratively with the Lansing community is so important to the Lansing School District that it is part of the 2012-2013 District Improvement Plan.

Notable Achievements and Areas of Improvement

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

Between the Academic Years 2009-2010 and 2011-2012 the Lansing School District's MEAP math scores remained relatively stable for 3rd through 6th grade. During the same time span, MEAP reading scores for 3rd and 7th grade remained relatively stable while 4th grade reading improved by 2.8 percentage points; 5th grade reading improved by 6.8 percentage points; 6th grade reading improved by 1.7 percentage points; and 8th grade reading improved by 3.9 percentage points. The 2012-2013 Academic Year is the first year of what appears to be a successful implementation of a three year district-wide reconfiguration plan. The Lansing School District is working to develop and support our Priority schools' capacity to successfully implement their turnaround plans

Additional Information

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

none

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.

The District invited stakeholders from previous years to participate in the monitoring and revision of the District's Improvement Plan, all stakeholders play equal roles in the review and revision of the District Improvement Plan and meetings were held via email to best accommodate all stakeholder schedules.

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

District level administrators, building principals, parents, and community members were invited to participate in the district planning process. Administrators, building principals, and a community member are represented on this year's team. All stakeholders were invited to review district-level gap statements as well as the prior year's district improvement plan and provide input on revisions to be made in light of the district's data.

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

The final plan was emailed to stakeholders for review and is reviewed frequently at district meetings of the Executive Team as well as at School Board Meetings.

District Additional Requirements Diagnostic

Introduction

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

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

Assurance	Response	Comment	Attachment
The District School Improvement Team reviews the CIMS data.	Yes		

Assurance	Response	Comment	Attachment
CIMS data is used to prepare our District Improvement Plan.	Yes		

Assurance	Response	Comment	Attachment
The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Assurance	Response	Comment	Attachment
The district has a process to monitor adult and student use of the internet.	Yes		

Assurance	Response	Comment	Attachment
The district has an Internet Safety Policy in place.	Yes		

Assurance	Response	Comment	Attachment
The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Assurance	Response	Comment	Attachment
The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	No	This is handled at the building level.	

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Assurance	Response	Comment	Attachment
The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	No	This is handled at the building level.	

Assurance	Response	Comment	Attachment
The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	All schools use technology as an integrated strategy to enhance teaching and learning. Technology is integrated into daily instruction, is used to assess student learning, to offer educational interventions, and to support teacher/parent two-way communication.	

Assurance	Response	Comment	Attachment
The district adjusts its curriculum to include technology literacy for all students.	Yes		

Assurance	Response	Comment	Attachment
The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Professional development in technology is provided to staff so they may better serve the needs of students with both existing technology and new technology.	

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.	Yes		

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 comments section.	Yes	Sergio Keck, Director of Instructional Support Services Department of Accountability and School Improvement 519 W. Kalamazoo St., Room 302 Lansing, MI 48933	

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Assurance	Response	Comment	Attachment
The District has a District Board Policy that is related to Parent Involvement.	Yes		

Assurance	Response	Comment	Attachment
The District has additional information necessary to support your improvement plan.	No		

2013-2014 District Improvement Plan

Overview

Plan Name

2013-2014 District Improvement Plan

Plan Description

2013-2014 District Improvement Plan

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	A Culture of Caring	Objectives: 1 Strategies: 7 Activities: 7	Organizational	\$0
2	A Culture of Collaboration	Objectives: 4 Strategies: 5 Activities: 6	Organizational	\$0
3	A Culture of Excellence	Objectives: 6 Strategies: 12 Activities: 12	Organizational	\$0

Goal 1: A Culture of Caring

Measurable Objective 1:

Collaborate to Increase attendance and decrease suspensions in grades K-12 by 15% over a three year period by 06/09/2014 as measured by District absence and attendance rates and student suspension rates.

Strategy 1:

Student Assistance Providers - Utilize Student Assistance Providers at the elementary level to support the identification of At-Risk students and design prevention programs.

Research Cited: Building-Level SPR(90)s

School Data Profiles

School Improvement Plans

Activity - Student Assistance Providers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.</p> <p>Schools: Reo School, Willow School, Lyons School, Forrest G. Averill School, Post Oak School, Cumberland School, Fairview School, Sheridan Road, Forest View School, Cavanaugh School, Pattengill Academy, Mt. Hope School, Attwood School, Lewton School, Pleasant View Magnet School, Lansing K-8 STEM Magnet Academy, Wexford Montessori Magnet School, Gardner Academy, Kendon School, North School, Riddle Elementary, Gier Park School</p>	Academic Support Program	09/02/2013	06/09/2014	\$0	Other	Student Assistance Providers

Strategy 2:

Public Safety - Allocate public safety staff in strategic locations throughout the district where data indicates a higher incidence of suspensions and absenteeism.

Research Cited: Building-level SPR(90)s

School Data Profiles

School Improvement Plans

Activity - Public Safety Officers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Public Safety Officers will serve in high-need areas to deter student behavior that is academically unproductive and help create a school climate that feels and is safe for student learning.</p> <p>Schools: All Schools</p>	Behavioral Support Program	09/02/2013	08/29/2014	\$0	Section 31a	Central Administration Public Safety Officers

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Strategy 3:

Professional Learning Communities - Meet with principals on a regular basis to share information and solicit feedback on activities at the building level that lead to an increase in student engagement.

Research Cited: Louis, K.S., Kruse, S., & Raywid, M.A. (1996) Putting teachers at the center of reform: Learning schools and professional communities. National Association of Secondary School Principals, NASSP Bulletin. 80(580). 9

Riveros, A., Newton, P., & Burgess, D. (2012) A situated account of teacher agency and learning: Critical reflections on professional learning communities. Canadian Journal of Education. 35(1). 202

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for collaboration between Central Administration and Building Administration regarding the success of interventions designed to decrease academically unproductive student behaviors. Schools: All Schools	Professional Learning	09/09/2013	06/09/2014	\$0	No Funding Required	Central Office Administrators

Strategy 4:

Behavior Monitoring - Provide 5 schools (Eastern, Everett, Sexton, Gardner, and Pattengill) with Behavior Intervention Monitors to focus on students whose behavior indicates a pattern of absenteeism, suspensions, and disengagement in school.

Research Cited: Barnes, A. & Harlacher, J.E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children. 31(3). ProQuest Psychology Journals. 417

Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28

Canter, L. (2009) Assertive discipline: A positive behavior management for today's classroom, 4th ed.

Eber, L., Sugai, G., Smith, C.R., & Scott, T.M. (2002) Wraparound and positive behavioral interventions and supports in the schools. Journal of Emotional and Behavioral Disorders. 10(3). ProQuest Research Library. 171

Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance. Reducing behavior problems in the elementary school classroom. NCEE 2008-012, U.S. Department of Education. What Works Clearinghouse.

Mandelbaur, L.H., et al. (1983) Assertive discipline: An effective behavior management program. Behavioral Disorders Journal. Vol. 8

Activity - Behavior Intervention Monitors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement. Schools: Everett High School, Gardner Academy, Pattengill Academy, Eastern High School, Sexton High School	Behavioral Support Program	09/09/2013	06/09/2014	\$0	Section 31a	Behavior Intervention Monitors

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Strategy 5:

Professional Development - Provide professional development that targets prevention strategies in the areas of positive behavior as well as in instructional design and delivery that increases student engagement and community outreach.

Research Cited: Barnes, A. & Harlacher, J.E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children. 31(3). ProQuest Psychology Journals. 417

Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28

Canter, L. (2009) Assertive discipline: A positive behavior management for today's classroom, 4th ed.

Eber, L., Sugai, G., Smith, C.R., & Scott, T.M. (2002) Wraparound and positive behavioral interventions and supports in the schools. Journal of Emotional and Behavioral Disorders. 10(3). ProQuest Research Library. 171

Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance. Reducing behavior problems in the elementary school classroom. NCEE 2008-012, U.S. Department of Education. What Works Clearinghouse.

Mandelbaurn, L.H., et al. (1983) Assertive discipline: An effective behavior management program. Behavioral Disorders Journal. Vol. 8

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development to all staff that targets prevention strategies for academically unproductive student behavior. Schools: All Schools	Professional Learning	09/09/2013	06/09/2014	\$0	Title II Part A	Administration Individuals from the Ingham Intermediate School District

Strategy 6:

Behavior Intervention Coordinator - Provide a Behavior Intervention Coordinator that meets with Behavior Intervention Monitors and Student Assistance Providers to guide professional dialogue and development as well as to serve as the district's liaison to community based organizations that support student engagement.

Research Cited: Barnes, A. & Harlacher, J. E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children. 31(3). ProQuest Psychology Journals. 417

Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28

Eber, L., Sugai, G., Smith, C.R., & Scott, T.M. (2002) Wraparound and positive behavioral interventions and supports in the schools. Journal of Emotional and Behavioral Disorders. 10(3). ProQuest Research Library. 171

Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance. Reducing behavior problems in the elementary classroom. NCEE 2008-012, U.S. Department of Education. What Works Clearing House.

Mandelaurn, L.H., et al. (1983) Assertive discipline: An effective behavior management program. Behavioral Disorders Journal. Vol. 8

Activity - Coordination of Intervention Specialized Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Behavior Intervention Coordinator will meet with Behavior Intervention Monitors and Student Assistance providers to coordinate and monitor activities related to interventions designed to increase student engagement and decrease academically unproductive behaviors. Schools: All Schools	Behavioral Support Program	08/05/2013	06/09/2014	\$0	Section 31a	Behavior Intervention Coordinator
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Strategy 7:

Provide Support to Special Student Populations - Provide supplemental support for students in special populations such as homeless students, students with disabilities, English Language Learners, and neglected and delinquent youth.

Research Cited: Duffield, B. & Lovell, P. (2008) The economic crisis hits home: The unfolding increase in child & youth homelessness. NAEHCY & First Focus
Julianelle, P. (2008) Using what we know: Supporting the education of unaccompanied homeless youth. The National Association for the Education of Homeless Children and Youth.

Leone, P. & Weinberg, L. (2010) Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform

Activity - Special Student Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students belonging to special student populations, such as homeless students, neglected and delinquent students, student with disabilities, and English language learners, will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole. English Language Learners will be supported by the Bilingual department by providing a Specialized Assistant/Bilingual Educator, Cultural Brokers, a Community Outreach Specialist, District wide ESL Teacher Consultant, and ESL Teachers Schools: All Schools	Academic Support Program	09/09/2013	09/08/2014	\$0	Other, General Fund, Title I Part D, Title I Part A, Title III	Teachers Principals Special Programs Administrator s

Goal 2: A Culture of Collaboration

Measurable Objective 1:

Collaborate to use the data from Snapshot and CLASS to increase the level of positive student/teacher interaction, reduce the amount of time not used for instruction, and focus on developing a seamless transition between grades by principals in all 17 elementary schools by 06/09/2014 as measured by the effective use of Snapshot/CLASS data to reduce the amount of time not used for instruction, increase the use of reflective teaching approaches, increase the use of language modeling, as well as to provide a seamless transition between grades.

Strategy 1:

Use of External/Internal Expertise - Use internal and external expertise to collect, analyze, and provide Snapshot/CLASS data to the district.

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Research Cited: Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchool an approach that prepares preK-3 educators to effectively interpret and respond to school data. Young Children. 66(6) 12-16, 18-19

Ritchie, S., maxwell, K., & Clifford, R.M. (2007) FirstSchool: A new vision for education. In R.C. Pianta, M.J. Cox & K.L. Snow (Eds.) School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing

Activity - Rtl Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
External consultants and selected district personnel will use their expertise in Response to Intervention methodology to train teachers in grades 7-12 in the use of Rtl strategies. Schools: All Schools	Professional Learning	09/02/2013	06/09/2014	\$0	Title II Part A, Section 31a	External Consultants Selected district personnel

Activity - Data Collection and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
External consultants and district personnel will collect, analyze, and provide Snapshot/CLASS data to the district for use in adjusting instructional and non-instructional classroom practices. Schools: All Schools	Academic Support Program	09/02/2013	06/09/2014	\$0	Title II Part A	External Consultants Selected district personnel

Strategy 2:

Team of Observers - Assemble a Team of Observers to administer the Snapshot and CLASS to every classroom in grades PreK-6.

Research Cited: Gilanders, C., Mason, E., & Ritchie, S. (2011) FirstSchool an approach that prepares preK-3 educators to effectively interpret and respond to school data. Young Children. 66(6). 12-16, 18-19

Ritchie, S., Maxwell, K., & Clifford, R.M. (2007) FirstSchool: A new vision for education. In R.C. Pianta, M.J. Cox, & K.L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing

Activity - Team of Observers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer the observations from Snapshot and CLASS and collect the data in every PreK-6 classroom. Schools: All Schools	Academic Support Program	09/02/2013	08/29/2014	\$0	Other, Title II Part A	Team of Observers for Snapshot/CLASS

Measurable Objective 2:

Collaborate to provide teachers in PreK-6 with professional development sessions that focus on creating a culture of collaboration by using the data results from Snapshot/CLASS and to provide teachers in grades 7-12 with professional development that focuses on Rtl/PBIS by 06/09/2014 as measured by The creation of a culture of collaboration within the district as well as reduced incidents of academically unproductive behaviors.

Strategy 1:

Rtl - Use external and internal expertise to provide Response to Intervention training and strategies to teachers in grades 7-12.

Research Cited: Barnes, A. & Harlacher, J.E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children.

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31(3). ProQuest Psychology Journals. 417

Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28

Canter, L. (2009) Assertive discipline: A positive behavior management for today's classroom, 4th ed.

Eber, L., Sugai, G., Smith, C.R., & Scott, T.M. (2002) Wraparound and positive behavioral interventions and supports in the schools. Journal of Emotional and Behavioral Disorders. 10(3). ProQuest Research Library. 171

Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance. Reducing behavior problems in the elementary school classroom.

NCEE 2008-012, U.S. Department of Education. What Works Clearinghouse.

Mandelbaurn, L.H., et al. (1983) Assertive discipline: An effective behavior management program. Behavioral Disorders Journal. Vol. 8

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
External Consultants and selected district personnel will provide professional learning to all teachers in grades 7-12 in the use of Response to Intervention strategies to address academically unproductive behaviors in the classroom. Schools: All Schools	Professional Learning	08/26/2013	06/09/2014	\$0	Title II Part A, Other	External Consultants and selected district personnel

Strategy 2:

Snapshot/CLASS - Use external and internal expertise to provide professional learning.

Research Cited: Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchool an approach that prepares preK-3 educators to effectively interpret and respond to school data. Young Children. 66(6). 12-16, 18-19

Ritchie, S., Maxwell, K., & Clifford, R.M. (2007) FirstSchool: A new vision for education. In R.C. Pianta, M.J. Cox, & L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner:</p> <ol style="list-style-type: none"> Creating a Culture of Collaboration- School Culture Profile Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement Instructional Program Action Plan- Focus on the Design and Delivery of Instruction Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year <p>Schools: Reo School, Willow School, Lyons School, Forrest G. Averill School, Post Oak School, Cumberland School, Fairview School, Sheridan Road, Forest View School, Cavanaugh School, Pattengill Academy, Mt. Hope School, Attwood School, Lewton School, Pleasant View Magnet School, Lansing K-8 STEM Magnet Academy, Wexford Montessori Magnet School, Gardner Academy, Kendon School, North School, Riddle Elementary, Gier Park School</p>	Professional Learning	08/26/2013	06/09/2014	\$0	Title II Part A	External Contractors and selected district personnel
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Measurable Objective 3:

Collaborate to use the Snapshot/CLASS data to develop an instructional program action plan by identifying Snapshot/CLASS components that indicate a need for modification by 06/09/2014 as measured by the creation of effective instructional program action plans based on Snapshot/CLASS data.

(shared) Strategy 1:

Professional Development - Use external and internal expertise to provide professional learning.

Research Cited: Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchool an approach that prepares preK to 3 educators to effectively interpret and respond to school data. *Young Children* 66(6). 12-16, 18-19

Ritchie, S., Maxwell, K., & Clifford, R.M. (2007) FirstSchool: A new vision for education. In R.C. Pianta, M.J. Cox & K.L. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability*. 85-96. Baltimore: Brookes Publishing

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional developments days in the following manner:</p> <ol style="list-style-type: none"> Creating a Culture of Collaboration Orientation to the Snapshot/CLASS-The Impact of Instructional Process Data Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement Instructional Program Action Plan- Focus on the Design and Delivery of Instruction Evaluation of the Instructional Action Plan- Growth and Change During the School Year <p>Schools: All Schools</p>	Professional Learning	08/26/2013	06/09/2014	\$0	Title II Part A	External Consultants; selected district personnel

District Improvement Plan

Lansing Public School District

Measurable Objective 4:

Collaborate to provide principals in all 17 elementary schools with professional development that focuses on creating, maintaining, and supporting a culture of collaborative inquiry by 06/09/2014 as measured by the creation and maintenance of successful PLCs at both the district and building levels.

(shared) Strategy 1:

Professional Development - Use external and internal expertise to provide professional learning.

Research Cited: Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchool an approach that prepares preK to 3 educators to effectively interpret and respond to school data. *Young Children* 66(6). 12-16, 18-19

Ritchie, S., Maxwell, K., & Clifford, R.M. (2007) FirstSchool: A new vision for education. In R.C. Pianta, M.J. Cox & K.L. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability*. 85-96. Baltimore: Brookes Publishing

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration b. Orientation to the Snapshot/CLASS-The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Action Plan- Growth and Change During the School Year Schools: All Schools	Professional Learning	08/26/2013	06/09/2014	\$0	Title II Part A	External Consultants; selected district personnel

Goal 3: A Culture of Excellence

Measurable Objective 1:

Complete a portfolio or performance review of 100% of administrators within the district by 06/09/2014 as measured by completed and submitted administrator evaluations.

Strategy 1:

Professional Development - Provide on-going professional development and monitoring for administrators on teacher evaluation.

Research Cited: Building-level School Improvement Plans

SPR(90)s

School Data Profiles

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Lansing Public School District

Central Administration will provide on-going professional development to building administrators on how to productively evaluate teachers.	Professional Learning	08/26/2013	06/09/2014	\$0	Title II Part A	Central Administration
Schools: All Schools						

Measurable Objective 2:

Collaborate to increase district wide student achievement on the MEAP by 15% in both mathematics and ELA and by 10% in both Social Studies and Science by 06/09/2014 as measured by Fall 2013 MEAP scores.

Strategy 1:

Instructional Program - Convert all Kindergarten and First Grade classrooms into reduced class size classrooms as facility and eligibility will allow.

Research Cited: Egleson, P., Harman, P. & Achilles, C.M. (1996) Does class size make a difference? Recent findings from state and district initiatives. South Eastern Regional Vision for Education. University of North Carolina at Greensboro.

Finn, J. D., Pannozzo, G. M. & Achillies, C. M. (2003) The "why's" of class size: Student behavior in small classes. Review of Educational Research. 73(3). 321

Muller, D. et al. (1988) Effects of reduced class size in primary classes. Educational Leadership. 45(5). 48

Activity - Reduced Class Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten and First Grade classrooms will be converted to reduced class size classrooms as feasible and allowable.	Class Size Reduction	09/09/2013	06/09/2014	\$0	Section 32e	Administrators Teachers
Schools: All Schools						

Strategy 2:

Instructional Activity - Employ research based instruction strategies such as differentiated instruction, balanced literacy, numeracy and math literacy, scientific process, reflective teaching, language modeling, regard for student voice and perspective, and self-regulation.

Research Cited: SPR(90)s

School Data Profiles

School Improvement Plans

Activity - Instructional Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students using a variety of teaching methods as determined by each building's improvement plan. Methods used will include, but are not limited to, differentiated instruction, balanced literacy, numeracy and math literacy, the scientific process, reflective teaching, language modeling, regard for student voice and perspective, and self-regulation.	Academic Support Program	09/02/2013	06/09/2014	\$0	Other	Teachers Building Administrators
Schools: All Schools						

Strategy 3:

Supplemental Instruction - Provide supplemental instruction to Homeless and Neglected and Delinquent Youth, at-risk students, and ELL students

District Improvement Plan

Lansing Public School District

Research Cited: Homeless Needs Assessment

Duffield, B. & Lovell, P. (2008) The economic crisis hits home: The unfolding increase in child & youth homelessness. NAEHCY & First Focus

Julianelle, P. (2008) Using what we know: Supporting the education of unaccompanied homeless youth. The National Association for the Education of Homeless Children and Youth.

Leone, P. & Weinberg, L. (2010) Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeless youth and Neglected and Delinquent youths, at-risk students, and ELL students will be provided with additional tutoring as needed to ensure they are able to stay on-track academically. Schools: All Schools	Academic Support Program	09/09/2013	06/09/2014	\$0	Title I Part A, Title I Part D	Administrator s; Teachers; External Consultants

Strategy 4:

Professional Development of Teachers - Provide continuing professional development on the core standards for ELA, mathematics, social studies, and science to teachers in grades PreK-12.

Research Cited: SPR(90)s

School Data Profiles

School Improvement Plans

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided in an on-going manner at both the building and district levels in t he four core content areas to increase teacher knowledge and skill Schools: All Schools	Professional Learning	08/26/2013	06/09/2014	\$0	Title II Part A	Administration

Measurable Objective 3:

Collaborate to increase participation of parents and community members in school and district events by 30% by 06/09/2014 as measured by sign-in sheets accompanied by event flyers.

Strategy 1:

Outreach - Work at the building level to increase outreach activities.

Research Cited: Anderson, K. J. & Minke, K. M. (2007) Parent involvement in education: Toward an understanding of parents' decision making. The Journal of Educational Research. 311-323

Grolnick, W. S., Benjet, C., Kurowski, C. O., & Apostoleris, N. H. (1997) Predictors of parent involvement in children's schooling. Journal of Educational Psychology. 89(3). 538

District Improvement Plan

Lansing Public School District

O'Donnell, J., Kirkner, S. L., & Meyer-Adams, N. (2008) Low-income, urban consumers' perception of community school outreach practices, desired services, and outcomes. The School Community Journal. 18(2). 147

Activity - Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will work to engage parents and community members in building-level, as well as district-level events. Work will also be done to increase two-way communication with parents and community members as well as to increase these stakeholder groups' capacities to participate in the educational process. The Bilingual Department will work to increase family and community engagement through the use of EL Parent nights, an EL Parent Advisory Committee, a partnership with the Refugee Development Center, an EL Family Newsletter, a Bilingual newsletter, a Bilingual Language Line, and various community events throughout the year. Schools: All Schools	Community Engagement	09/09/2013	06/09/2014	\$0	Title I Part A	Administrators

Measurable Objective 4:

Demonstrate a proficiency in increasing the graduation rate by 10% and decreasing the number of students in ninth grade at risk of not graduating on time by 30% by 06/09/2014 as measured by an increase in the graduation rate according to State data.

Strategy 1:

Credit Recovery - Provide a comprehensive credit recovery program for at-risk students in grades 7-12.

Research Cited: District Requirements Report

Building level School Improvement Plans

School Data Profiles

Activity - Advance Path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to identify students at-risk of not graduating on time and refer said students to the Advance Path alternative education program at Woodcreek Achievement Center for credit recovery and skill remediation. Schools: All Schools	Academic Support Program	09/09/2013	06/09/2014	\$0	General Fund, Section 31a	Teaching staff

Measurable Objective 5:

Collaborate to increase district wide student achievement on the MME by 10% across all core content areas by 06/09/2014 as measured by as measured by MME scores.

Strategy 1:

Instructional Support - Provide Instructional Support Specialists to teachers in grades 7-12 at Eastern, Everett, and Sexton high schools. These will be 2 LSEA staff who will work specifically with classroom teachers (in need of support as identified by the Principal) in the areas of student engagement, classroom management, and effective instructional strategies.

District Improvement Plan

Lansing Public School District

Research Cited: SPR(90)s

School Data Profiles

School Improvement Plans

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support will be given to teachers at the high school level to increase supplemental educational opportunities available to students, thereby increasing the likelihood of student academic success. Schools: All Schools	Academic Support Program	09/09/2013	06/09/2014	\$0	General Fund, Section 31a, Title I Part A	Administrators

Strategy 2:

Supplemental Instruction at the High School Level - Homeless, Neglected and Delinquent Youth, at-risk, and ELL students will be provided supplemental instruction.

Research Cited: Homeless Needs Assessment

N&D Facility SPR(90) and School Improvement Plan

Duffield, B. & Lovell, P. (2008) The economic crisis hits home: The unfolding increase in child & youth homelessness. NAEHCY & First Focus

Julianelle, P. (2008) Using what we know: Supporting the education of unaccompanied homeless youth. The National Association for the Education of Homeless Children and Youth.

Leone, P. & Weinberg, L. (2010) Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instruction (tutoring) will be provide as needed to homeless youth, neglected and delinquent youths, at-risk students, and ELL students so that they may stay on-track academically. Schools: All Schools	Academic Support Program	09/09/2013	06/09/2014	\$0	Title I Part A	Administrators Teachers External Consultants

Strategy 3:

Instructional Program - Employ research based instructional strategies such as, differentiated instruction, content pedagogy, reflective teaching and application to real world, literacy in the content area, and project-based and collaborative learning

Research Cited: SPR(90)s

School Data Profiles

School Improvement Plans

Activity - Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Lansing Public School District

Teachers will engage students in learning through a variety of methods, as described in building level improvement plans. These methods will include, but are not limited to, differentiated instruction, content pedagogy, reflective teaching and application to the real world, literacy in the content area, and project-based and collaborative learning Schools: All Schools	Academic Support Program	09/02/2013	06/09/2014	\$0	Other	Administrators Teachers
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Strategy 4:

Professional Development- Teachers - Provide continuing professional development on the core standards for ELA, mathematics, science, and social studies to teachers in grades PreK-12

Research Cited: School Data Profiles; School Improvement Plans

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sustained and on-going professional learning opportunities will be provided both at the building and district levels to all teaching staff in the four core content areas to increase teacher knowledge and skill. Schools: All Schools	Professional Learning	08/26/2013	06/09/2014	\$0	Title II Part A	Administrators

Measurable Objective 6:

Collaborate to increase the number of students eligible for college scholarships by 30% by 06/09/2014 as measured by a demonstrated increase in the number of students receiving scholarships as determined by public record.

Strategy 1:

Scholarship Initiatives - provide coordination and support for both the HOPE and PROMISE scholarship initiatives.

Research Cited: HOPE and PROMISE participation rates.

Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support for HOPE and PROMISE scholarship programs through district initiatives and staff support. Schools: All Schools	Academic Support Program	09/09/2013	06/09/2014	\$0	General Fund, Section 31a	Central Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Instructional Activity	Teachers will engage students using a variety of teaching methods as determined by each building's improvement plan. Methods used will include, but are not limited to, differentiated instruction, balanced literacy, numeracy and math literacy, the scientific process, reflective teaching, language modeling, regard for student voice and perspective, and self-regulation.	Academic Support Program	09/02/2013	06/09/2014	\$0	Teachers Building Administrators
Instructional Program	Teachers will engage students in learning through a variety of methods, as described in building level improvement plans. These methods will include, but are not limited to, differentiated instruction, content pedagogy, reflective teaching and application to the real world, literacy in the content area, and project-based and collaborative learning	Academic Support Program	09/02/2013	06/09/2014	\$0	Administrators Teachers
Professional Development	External Consultants and selected district personnel will provide professional learning to all teachers in grades 7-12 in the use of Response to Intervention strategies to address academically unproductive behaviors in the classroom.	Professional Learning	08/26/2013	06/09/2014	\$0	External Consultants and selected district personnel
Special Student Populations	Students belonging to special student populations, such as homeless students, neglected and delinquent students, student with disabilities, and English language learners, will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole. English Language Learners will be supported by the Bilingual department by providing a Specialized Assistant/Bilingual Educator, Cultural Brokers, a Community Outreach Specialist, District wide ESL Teacher Consultant, and ESL Teachers	Academic Support Program	09/09/2013	09/08/2014	\$0	Teachers Principals Special Programs Administrators
Team of Observers	Administer the observations from Snapshot and CLASS and collect the data in every PreK-6 classroom.	Academic Support Program	09/02/2013	08/29/2014	\$0	Team of Observers for Snapshot/CLASS
Total					\$0	

District Improvement Plan

Lansing Public School District

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support	Provide support for HOPE and PROMISE scholarship programs through district initiatives and staff support.	Academic Support Program	09/09/2013	06/09/2014	\$0	Central Administration
Academic Support	Instructional support will be given to teachers at the high school level to increase supplemental educational opportunities available to students, thereby increasing the likelihood of student academic success.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators
Public Safety Officers	Public Safety Officers will serve in high-need areas to deter student behavior that is academically unproductive and help create a school climate that feels and is safe for student learning.	Behavioral Support Program	09/02/2013	08/29/2014	\$0	Central Administration Public Safety Officers
Behavior Intervention Monitors	Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement.	Behavioral Support Program	09/09/2013	06/09/2014	\$0	Behavior Intervention Monitors
Advance Path	Staff will work to identify students at-risk of not graduating on time and refer said students to the Advance Path alternative education program at Woodcreek Achievement Center for credit recovery and skill remediation.	Academic Support Program	09/09/2013	06/09/2014	\$0	Teaching staff
Rtl Training	External consultants and selected district personnel will use their expertise in Response to Intervention methodology to train teachers in grades 7-12 in the use of Rtl strategies.	Professional Learning	09/02/2013	06/09/2014	\$0	External Consultants Selected district personnel
Coordination of Intervention Specialized Staff	Behavior Intervention Coordinator will meet with Behavior Intervention Monitors and Student Assistance providers to coordinate and monitor activities related to interventions designed to increase student engagement and decrease academically unproductive behaviors.	Behavioral Support Program	08/05/2013	06/09/2014	\$0	Behavior Intervention Coordinator
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Lansing Public School District

Special Student Populations	Students belonging to special student populations, such as homeless students, neglected and delinquent students, student with disabilities, and English language learners, will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole. English Language Learners will be supported by the Bilingual department by providing a Specialized Assistant/Bilingual Educator, Cultural Brokers, a Community Outreach Specialist, District wide ESL Teacher Consultant, and ESL Teachers	Academic Support Program	09/09/2013	09/08/2014	\$0	Teachers Principals Special Programs Administrators
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Provide opportunities for collaboration between Central Administration and Building Administration regarding the success of interventions designed to decrease academically unproductive student behaviors.	Professional Learning	09/09/2013	06/09/2014	\$0	Central Office Administrators
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	External Consultants and selected district personnel will provide professional learning to all teachers in grades 7-12 in the use of Response to Intervention strategies to address academically unproductive behaviors in the classroom.	Professional Learning	08/26/2013	06/09/2014	\$0	External Consultants and selected district personnel
Team of Observers	Administer the observations from Snapshot and CLASS and collect the data in every PreK-6 classroom.	Academic Support Program	09/02/2013	08/29/2014	\$0	Team of Observers for Snapshot/CLASS
Rtl Training	External consultants and selected district personnel will use their expertise in Response to Intervention methodology to train teachers in grades 7-12 in the use of Rtl strategies.	Professional Learning	09/02/2013	06/09/2014	\$0	External Consultants Selected district personnel

District Improvement Plan

Lansing Public School District

Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration b. Orientation to the Snapshot/CLASS-The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Consultants; selected district personnel
Data Collection and Analysis	External consultants and district personnel will collect, analyze, and provide Snapshot/CLASS data to the district for use in adjusting instructional and non-instructional classroom practices.	Academic Support Program	09/02/2013	06/09/2014	\$0	External Consultants Selected district personnel
Professional Development	Provide professional development to all staff that targets prevention strategies for academically unproductive student behavior.	Professional Learning	09/09/2013	06/09/2014	\$0	Administration Individuals from the Ingham Intermediate School District
Professional Development	Professional development will be provided in an on-going manner at both the building and district levels in the four core content areas to increase teacher knowledge and skill	Professional Learning	08/26/2013	06/09/2014	\$0	Administration
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Professional Development	Central Administration will provide on-going professional development to building administrators on how to productively evaluate teachers.	Professional Learning	08/26/2013	06/09/2014	\$0	Central Administration
Professional Development	Sustained and on-going professional learning opportunities will be provided both at the building and district levels to all teaching staff in the four core content areas to increase teacher knowledge and skill.	Professional Learning	08/26/2013	06/09/2014	\$0	Administrators
Total					\$0	

District Improvement Plan

Lansing Public School District

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Instruction	Supplemental instruction (tutoring) will be provide as needed to homeless youth, neglected and delinquent youths, at-risk students, and ELL students so that they may stay on-track academically.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators Teachers External Consultants
Academic Support	Instructional support will be given to teachers at the high school level to increase supplemental educational opportunities available to students, thereby increasing the likelihood of student academic success.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators
Outreach	Administrators will work to engage parents and community members in building-level, as well as district-level events. Work will also be done to increase two-way communication with parents and community members as well as to increase these stakeholder groups' capacities to participate in the educational process. The Bilingual Department will work to increase family and community engagement through the use of EL Parent nights, an EL Parent Advisory Committee, a partnership with the Refugee Development Center, an EL Family Newsletter, a Bilingual newsletter, a Bilingual Language Line, and various community events throughout the year.	Community Engagement	09/09/2013	06/09/2014	\$0	Administrators
Tutoring	Homeless youth and Neglected and Delinquent youths, at-risk students, and ELL students will be provided with additional tutoring as needed to ensure they are able to stay on-track academically.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators; Teachers; External Consultants
Special Student Populations	Students belonging to special student populations, such as homeless students, neglected and delinquent students, student with disabilities, and English language learners, will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole. English Language Learners will be supported by the Bilingual department by providing a Specialized Assistant/Bilingual Educator, Cultural Brokers, a Community Outreach Specialist, District wide ESL Teacher Consultant, and ESL Teachers	Academic Support Program	09/09/2013	09/08/2014	\$0	Teachers Principals Special Programs Administrators
Total					\$0	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Lansing Public School District

Special Student Populations	Students belonging to special student populations, such as homeless students, neglected and delinquent students, student with disabilities, and English language learners, will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole. English Language Learners will be supported by the Bilingual department by providing a Specialized Assistant/Bilingual Educator, Cultural Brokers, a Community Outreach Specialist, District wide ESL Teacher Consultant, and ESL Teachers	Academic Support Program	09/09/2013	09/08/2014	\$0	Teachers Principals Special Programs Administrators
Tutoring	Homeless youth and Neglected and Delinquent youths, at-risk students, and ELL students will be provided with additional tutoring as needed to ensure they are able to stay on-track academically.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators; Teachers; External Consultants
Total					\$0	

Section 32e

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reduced Class Size	All Kindergarten and First Grade classrooms will be converted to reduced class size classrooms as feasible and allowable.	Class Size Reduction	09/09/2013	06/09/2014	\$0	Administrators Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support	Provide support for HOPE and PROMISE scholarship programs through district initiatives and staff support.	Academic Support Program	09/09/2013	06/09/2014	\$0	Central Administration
Special Student Populations	Students belonging to special student populations, such as homeless students, neglected and delinquent students, student with disabilities, and English language learners, will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole. English Language Learners will be supported by the Bilingual department by providing a Specialized Assistant/Bilingual Educator, Cultural Brokers, a Community Outreach Specialist, District wide ESL Teacher Consultant, and ESL Teachers	Academic Support Program	09/09/2013	09/08/2014	\$0	Teachers Principals Special Programs Administrators
Academic Support	Instructional support will be given to teachers at the high school level to increase supplemental educational opportunities available to students, thereby increasing the likelihood of student academic success.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators

District Improvement Plan

Lansing Public School District

Advance Path	Staff will work to identify students at-risk of not graduating on time and refer said students to the Advance Path alternative education program at Woodcreek Achievement Center for credit recovery and skill remediation.	Academic Support Program	09/09/2013	06/09/2014	\$0	Teaching staff
					Total	\$0

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Provide opportunities for collaboration between Central Administration and Building Administration regarding the success of interventions designed to decrease academically unproductive student behaviors.	Professional Learning	09/09/2013	06/09/2014	\$0	Central Office Administrators
Coordination of Intervention Specialized Staff	Behavior Intervention Coordinator will meet with Behavior Intervention Monitors and Student Assistance providers to coordinate and monitor activities related to interventions designed to increase student engagement and decrease academically unproductive behaviors.	Behavioral Support Program	08/05/2013	06/09/2014	\$0	Behavior Intervention Coordinator
Professional Development	Provide professional development to all staff that targets prevention strategies for academically unproductive student behavior.	Professional Learning	09/09/2013	06/09/2014	\$0	Administration Individuals from the Ingham Intermediate School District
Public Safety Officers	Public Safety Officers will serve in high-need areas to deter student behavior that is academically unproductive and help create a school climate that feels and is safe for student learning.	Behavioral Support Program	09/02/2013	08/29/2014	\$0	Central Administration Public Safety Officers
Special Student Populations	Students belonging to special student populations, such as homeless students, neglected and delinquent students, student with disabilities, and English language learners, will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole. English Language Learners will be supported by the Bilingual department by providing a Specialized Assistant/Bilingual Educator, Cultural Brokers, a Community Outreach Specialist, District wide ESL Teacher Consultant, and ESL Teachers	Academic Support Program	09/09/2013	09/08/2014	\$0	Teachers Principals Special Programs Administrators

District Improvement Plan

Lansing Public School District

Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional developments days in the following manner: a. Creating a Culture of Collaboration b. Orientation to the Snapshot/CLASS-The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Consultants; selected district personnel
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional developments days in the following manner: a. Creating a Culture of Collaboration b. Orientation to the Snapshot/CLASS-The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Consultants; selected district personnel
Data Collection and Analysis	External consultants and district personnel will collect, analyze, and provide Snapshot/CLASS data to the district for use in adjusting instructional and non-instructional classroom practices.	Academic Support Program	09/02/2013	06/09/2014	\$0	External Consultants Selected district personnel
Team of Observers	Administer the observations from Snapshot and CLASS and collect the data in every PreK-6 classroom.	Academic Support Program	09/02/2013	08/29/2014	\$0	Team of Observers for Snapshot/CLASS
Professional Development	External Consultants and selected district personnel will provide professional learning to all teachers in grades 7-12 in the use of Response to Intervention strategies to address academically unproductive behaviors in the classroom.	Professional Learning	08/26/2013	06/09/2014	\$0	External Consultants and selected district personnel
Rtl Training	External consultants and selected district personnel will use their expertise in Response to Intervention methodology to train teachers in grades 7-12 in the use of Rtl strategies.	Professional Learning	09/02/2013	06/09/2014	\$0	External Consultants Selected district personnel
Professional Development	Sustained and on-going professional learning opportunities will be provided both at the building and district levels to all teaching staff in the four core content areas to increase teacher knowledge and skill.	Professional Learning	08/26/2013	06/09/2014	\$0	Administrators

District Improvement Plan

Lansing Public School District

Tutoring	Homeless youth and Neglected and Delinquent youths, at-risk students, and ELL students will be provided with additional tutoring as needed to ensure they are able to stay on-track academically.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators; Teachers; External Consultants
Reduced Class Size	All Kindergarten and First Grade classrooms will be converted to reduced class size classrooms as feasible and allowable.	Class Size Reduction	09/09/2013	06/09/2014	\$0	Administrators Teachers
Academic Support	Instructional support will be given to teachers at the high school level to increase supplemental educational opportunities available to students, thereby increasing the likelihood of student academic success.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators
Outreach	Administrators will work to engage parents and community members in building-level, as well as district-level events. Work will also be done to increase two-way communication with parents and community members as well as to increase these stakeholder groups' capacities to participate in the educational process. The Bilingual Department will work to increase family and community engagement through the use of EL Parent nights, an EL Parent Advisory Committee, a partnership with the Refugee Development Center, an EL Family Newsletter, a Bilingual newsletter, a Bilingual Language Line, and various community events throughout the year.	Community Engagement	09/09/2013	06/09/2014	\$0	Administrators
Professional Development	Professional development will be provided in an on-going manner at both the building and district levels in the four core content areas to increase teacher knowledge and skill	Professional Learning	08/26/2013	06/09/2014	\$0	Administration
Instructional Activity	Teachers will engage students using a variety of teaching methods as determined by each building's improvement plan. Methods used will include, but are not limited to, differentiated instruction, balanced literacy, numeracy and math literacy, the scientific process, reflective teaching, language modeling, regard for student voice and perspective, and self-regulation.	Academic Support Program	09/02/2013	06/09/2014	\$0	Teachers Building Administrators
Instructional Program	Teachers will engage students in learning through a variety of methods, as described in building level improvement plans. These methods will include, but are not limited to, differentiated instruction, content pedagogy, reflective teaching and application to the real world, literacy in the content area, and project-based and collaborative learning	Academic Support Program	09/02/2013	06/09/2014	\$0	Administrators Teachers
Professional Development	Central Administration will provide on-going professional development to building administrators on how to productively evaluate teachers.	Professional Learning	08/26/2013	06/09/2014	\$0	Central Administration
Advance Path	Staff will work to identify students at-risk of not graduating on time and refer said students to the Advance Path alternative education program at Woodcreek Achievement Center for credit recovery and skill remediation.	Academic Support Program	09/09/2013	06/09/2014	\$0	Teaching staff

District Improvement Plan

Lansing Public School District

Supplemental Instruction	Supplemental instruction (tutoring) will be provide as needed to homeless youth, neglected and delinquent youths, at-risk students, and ELL students so that they may stay on-track academically.	Academic Support Program	09/09/2013	06/09/2014	\$0	Administrators Teachers External Consultants
Support	Provide support for HOPE and PROMISE scholarship programs through district initiatives and staff support.	Academic Support Program	09/09/2013	06/09/2014	\$0	Central Administration
Total					\$0	

Willow School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Wexford Montessori Magnet School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers

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Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Sheridan Road

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Sexton High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Intervention Monitors	Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement.	Behavioral Support Program	09/09/2013	06/09/2014	\$0	Behavior Intervention Monitors
Total					\$0	

District Improvement Plan

Lansing Public School District

Riddle Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Reo School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Post Oak School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Lansing Public School District

Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Pleasant View Magnet School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Pattengill Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Lansing Public School District

Behavior Intervention Monitors	Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement.	Behavioral Support Program	09/09/2013	06/09/2014	\$0	Behavior Intervention Monitors
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

North School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Mt. Hope School

District Improvement Plan

Lansing Public School District

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Lyons School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Lewton School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Lansing Public School District

Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Lansing K-8 STEM Magnet Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Kendon School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers

District Improvement Plan

Lansing Public School District

Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Gier Park School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Gardner Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Intervention Monitors	Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement.	Behavioral Support Program	09/09/2013	06/09/2014	\$0	Behavior Intervention Monitors

District Improvement Plan

Lansing Public School District

Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Forrest G. Averill School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Forest View School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers

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Lansing Public School District

Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Fairview School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Everett High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Intervention Monitors	Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement.	Behavioral Support Program	09/09/2013	06/09/2014	\$0	Behavior Intervention Monitors
Total					\$0	

District Improvement Plan

Lansing Public School District

Eastern High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Intervention Monitors	Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement.	Behavioral Support Program	09/09/2013	06/09/2014	\$0	Behavior Intervention Monitors
Total					\$0	

Cumberland School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Cavanaugh School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers

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Lansing Public School District

Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	

Attwood School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Assistance Providers	Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.	Academic Support Program	09/02/2013	06/09/2014	\$0	Student Assistance Providers
Professional Development	Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner: a. Creating a Culture of Collaboration- School Culture Profile b. Orientation to the Snapshot/CLASS- The Impact of Instructional Process Data c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year	Professional Learning	08/26/2013	06/09/2014	\$0	External Contractors and selected district personnel
Total					\$0	