

School Improvement Plan

School Year: 2011 - 2012

School District: Kalkaska Public Schools

ISD/RESA: Traverse Bay Area ISD

School Name: Kalkaska High School

Grades Served: 9,10,11,12

Principal: Mr. Dale B. Kasza

Building Code: 01992

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Kalkaska High School
District:	Kalkaska Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	01992
City:	Kalkaska
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The vision of Kalkaska High School is to be a model of education and a source of community pride.

Our vision will be accomplished by:

- Providing a physically safe and well maintained learning environment.
- Providing a relevant and rigorous curriculum.
- Using data to make sound decisions resulting in the development and delivery of educational best practices.
- Evidence of productive citizens contributing to our society.

Mission Statement

Kalkaska High School is committed to a total educational program that helps all students master essential skills, communicate effectively, and think critically empowering them to meet the challenges of a rapidly changing global society.

Beliefs Statement

We believe...

- Everyone can learn.
- Every person is to be respected, valued and nurtured.
- The learning environment must be organized, with high expectations for each individual.
- Education improves with student, parent, staff and community involvement.

Goals

Name	Development Status	Progress Status
Math : Demonstrate improvement of math skills.	Complete	In Progress
Reading : Demonstrate improvement in reading comprehension	Complete	In Progress
Writing : Demonstrate improvement in writing skills.	Complete	In Progress

Goal 1: Math : Demonstrate improvement of math skills.

Content Area: Math

Development Status: Complete

Student Goal Statement: To improve the math skills of all students at Kalkaska High School.

Gap Statement: Based on assessment data over recent years, less than 50% of Kalkaska High School students score proficient in the area of math.

Cause for Gap: A lower number of females and students with disabilities score proficient on summative assessments.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam, ACT EXPLORE, ACT PLAN results, student surveys, Senior Exit Survey results, Analysis of regional and state data results, Analysis of gender results and Student with Disabilities on the MME.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increase in scores on the Michigan Merit Exam, ACT PLAN and ACT EXPLORE, including an increase in scores of the subpopulations of females and students with disabilities.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/19/2010	Dale Kasza	In Progress	Current strategies remain in place with the addition of remedial and gender classes along with professional development as math scores remained the same and gender trends continue.
08/25/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

Contact Name: Dale Kasza

List of Objectives:

Name	Objective
Improved math skills	Over 50% of Kalkaska High School students will score proficient on the Michigan Merit Exam.

1.1. Objective: Improved math skills

Measurable Objective Statement to Support Goal: Over 50% of Kalkaska High School students will score proficient on the Michigan Merit Exam.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/19/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/25/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Increased math opportunities	Kalkaska High School will offer increased math opportunities to include; gender classes, increased participation of special needs students in required math courses and remedial options to help students in need of basic skill development. Professional development will aid teachers in staying up to date and addressing areas of deficiency.
Math Applications in All Classes	All teachers will use math applications in their classes where applicable.

1.1.1. Strategy: Increased math opportunities

Strategy Statement: Kalkaska High School will offer increased math opportunities to include; gender classes, increased participation of special needs students in required math courses and remedial options to help students in need of basic skill development. Professional development will aid teachers in staying up to date and addressing areas of deficiency.

Selected Target Areas

3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.10 Provides appropriate support for students with special needs

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

Math Improvement
 Saxon Math
 Team Teaching Model to Support Math 1
 Freshmen Transition Remediation
 Odyssey Ware Math
 Inclusion Math - Co Teaching
 Enhancing Girl's Learning Through Single Sex Education
 Girl's Attitudes, Expectations and Performance in Math

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/19/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/25/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math opportunities	2011-09-06	2012-06-07	Math and special education inclusion teachers along with KHS counselors to keep students on track and aware of options.
Professional Development	2009-06-15	2012-06-08	KHS math teachers.

1.1.1.1. Activity: Math opportunities

Activity Description: Additional sections of math will be offered to lower class size and allow for two females math courses - Algebra 1 and Geometry - to increase attitudes, expectations and performance in math. Math Fundamentals classes will help bring struggling students up to grade level by working on basic skill development, repetition and support in addition to their required math class. Math Lab will be added to help those students work independently with teacher oversight. More special needs students will be included in required math courses with inclusion teachers help. Odyssey on-line classes will be

used during the year and during summer school as options to help reinforce student learning and credit recovery.

Planned staff responsible for implementing activity: Math and special education inclusion teachers along with KHS counselors to keep students on track and aware of options.

Actual staff responsible for implementing activity: KHS Math teachers, inclusion teachers and KHS counselors.

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

Actual Timeline: Begin Date - 09/06/2011, End Date - 06/07/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Additional Math Teacher - 2hours	General Funds	15,000.00	15,000.00
Fundamentals of Math/Math Lab teacher	Section 31 a	22,500.00	22,500.00
Inclusion teacher	Special Education	15,000.00	15,000.00
KHS Counselors - Odyssey/Summer School Guidance	Section 31 a	55,000.00	55,000.00
Remedial Math Text books	General Funds	1,000.00	1,000.00
Summer School Math Teacher	Section 31 a	2,700.00	22,650.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/21/2011	Dale Kasza	In Progress	KHS math teachers attended geometry workshops during the 2010-11 school year and will be attending Algebra 1 workshops (8days) this summer (2011)
08/19/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/25/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: Professional Development

Activity Type: Professional Development

Activity Description: All KHS math teachers will take math professional development workshops provided by the Intermediate School District - in Algebra 1, Algebra 2, Geometry, and technology in the classroom - to stay up to date on content expectations and enhance their teaching methods ultimately leading to increased student achievement.

Planned staff responsible for implementing activity: KHS math teachers.

Actual staff responsible for implementing activity: KHS math teachers.

Planned Timeline: Begin Date - 2009-06-15, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - 06/08/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ISD Professional Development	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/29/2011	Dale Kasza	In Progress	All KHS Math teachers will attend ISD training in Algebra 1, Algebra 2 and Geometry.
08/19/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

1.1.2. Strategy: Math Applications in All Classes

Strategy Statement: All teachers will use math applications in their classes where applicable.

Selected Target Areas

3.8 Supports the implementation of interventions to help students meet expectations for student learning
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What research did you review to support the use of this strategy and action plan?

Professional Learning Communities and Mathematics

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/19/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/25/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Applications in All Classes	2009-09-08	2012-06-08	All teachers at Kalkaska High School.

1.1.2.1. Activity: Math Applications in All Classes

Activity Description: All teachers at Kalkaska High School will use graphs and charts in their classes to interpret data and to teach interpretation of data. KHS math teachers will focus on measurement techniques and include word problems in daily lessons.

Planned staff responsible for implementing activity: All teachers at Kalkaska High School.

Actual staff responsible for implementing activity: All teachers at Kalkaska High School.

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-08

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/08/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff hours at PLC Meetings	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/21/2011	Dale Kasza	In Progress	All KHS teachers will continue to use math applications in their classes to help students focus on math, understand the importance of mathematics and its daily application.
08/19/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/25/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

Goal 2: Reading : Demonstrate improvement in reading comprehension

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: To improve reading comprehension and informational reading skills of all students at Kalkaska High School.

Gap Statement: Based on assessment data over recent years, nearly 25% of Kalkaska High School students score less than proficient in the area of reading.

Cause for Gap: Although data varies in comparison to state results, KHS is below the regional average overall. Males achieve at a lower level especially those with disabilities.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam results
 ACT PLAN
 ACT EXPLORE
 Regional data
 READ 180 data
 MEAP results
 ACT scores

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Michigan Merit Exam results
 ACT PLAN results
 ACT EXPLORE results
 READ 180 scores

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

Contact Name: Dale Kasza

List of Objectives:

Name	Objective
Reading Comprehension	Over 75% of Kalkaska High School students will score proficient on the Michigan Merit Exam.

2.1. Objective: Reading Comprehension

Measurable Objective Statement to Support Goal: Over 75% of Kalkaska High School students will score proficient on the Michigan Merit Exam.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Professional development	All KHS teachers will receive/review reading strategies to help their students with reading comprehension and informational reading skills in the classroom.
Remedial reading options	Kalkaska High School will offer remedial reading opportunities to raise the achievement of students in need especially those students with disabilities. Summer school opportunities for credit recovery will be available.

2.1.1. Strategy: Professional development

Strategy Statement: All KHS teachers will receive/review reading strategies to help their students with reading comprehension and informational reading skills in the classroom.

Selected Target Areas

3.8 Supports the implementation of interventions to help students meet expectations for student learning
5.3 Ensures that all staff participate in a continuous program of professional development

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

- Guided Highlighting
- Cornell Notes
- Literature Circles
- Reflective Writing
- Using Strategy Instruction to Help Struggling High School Students Understand What They Read

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
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List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Active Reading in Class	2009-09-08	2012-06-08	All KHS teachers.
Vocabulary lists	2009-09-08	2012-06-10	All teachers at KHS.
Writing to help reading comprehension	2009-09-08	2012-06-08	All KHS teachers.

2.1.1.1. Activity: Active Reading in Class

Activity Description: All teachers will provide time for review of reading strategies, content area reading in the classroom and assessment.

Planned staff responsible for implementing activity: All KHS teachers.

Actual staff responsible for implementing activity: All KHS teaching staff

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-08

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/08/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time in staff meetings	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/29/2011	Dale Kasza	In Progress	Continue content reading in all classes.
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

2.1.1.2. Activity: Vocabulary lists

Activity Description: All teachers will receive a vocabulary list to use in their classes and on tests and quizzes.

Planned staff responsible for implementing activity: All teachers at KHS.

Actual staff responsible for implementing activity: All KHS teachers.

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-10

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/08/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time at staff meetings	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/21/2011	Dale Kasza	In Progress	Continue to use lists at the beginning of each year.
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

2.1.1.3. Activity: Writing to help reading comprehension

Activity Description: All students will use writing activities in all classes (Cornell Notes, Reflective Writing, Journals, Question/Answer) to help improve reading comprehension skills.

Planned staff responsible for implementing activity: All KHS teachers.

Actual staff responsible for implementing activity: All KHS teaching staff.

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - 06/08/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time in staff meetings	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/21/2011	Dale Kasza	In Progress	KHS staff will increase writing assignments in each class from once each semester to once every 9 week marking period.
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

2.1.2. Strategy: Remedial reading options

Strategy Statement: Kalkaska High School will offer remedial reading opportunities to raise the achievement of students in need especially those students with disabilities. Summer school opportunities for credit recovery will be available.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

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

READ 180
 Accelerated Reader in 9-12 English
 Using Strategy Instruction to Help Struggling High Schoolers Understand What They Read

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
English - Summer School	2011-06-27	2011-07-29	KHS counselors and summer school teacher.
READ 180	2010-09-07	2012-06-08	READ 180 teacher, inclusion teacher and KHS counselors.

2.1.2.1. Activity: English - Summer School

Activity Description: Reading options and English credit recovery will be available during a 5 week summer school session. Students will use the Odyssey program along with teacher assistance to improve their skills.

Planned staff responsible for implementing activity: KHS counselors and summer school teacher.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-27, End Date - 2011-07-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
English Summer School Teacher	Section 31 a	2,700.00	2,650.00

2.1.2.2. Activity: READ 180

Activity Description: Students with low reading levels as determined by middle school NWEA scores, high school standardized test scores and teacher/counselor review, will be placed in READ 180 block classes to improve their reading skills and comprehension until they reach grade level.

Planned staff responsible for implementing activity: READ 180 teacher, inclusion teacher and KHS counselors.

Actual staff responsible for implementing activity: READ 180 teacher, inclusion teacher and KHS counselor.

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-08

Actual Timeline: Begin Date - 09/07/2010, End Date - 06/08/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
KHS Counselors	Section 31 a		
READ 180 Inclusion Teacher	Special Education	7,000.00	7,000.00
READ 180 teacher	Section 31 a	16,000.00	15,660.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/01/2011	Dale Kasza	In Progress	Only one 2 hour block scheduled for 2011-12.
06/21/2011	Dale Kasza	In Progress	Middle School is experiencing success with READ 180 meaning fewer students coming to KHS below grade level.
08/18/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

Goal 3: Writing : Demonstrate improvement in writing skills.

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: To improve writing skills through practice with the writing process in all content areas for all students at Kalkaska High School.

Gap Statement: Based on assessment data over recent years, less than 60% of Kalkaska High School students score proficient in the area of writing.

Cause for Gap: Gender data varies, but our students with disabilities have not been proficient in writing. Analysis of data confirms a lack of detail in our students writing.

Multiple measures/sources of data you used to identify this gap in student achievement: - Michigan Merit Exam results, MEAP results and ACT scores

- State and regional data
- Teacher collaboration

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? - Michigan Merit Exam Writing scores

- Teacher collaboration of writing assignments in all content areas.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

Contact Name: Dale Kasza

List of Objectives:

Name	Objective
Improved Writing	Over 60% of Kalkaska High School students will score proficient on the Michigan Merit Exam.

3.1. Objective: Improved Writing

Measurable Objective Statement to Support Goal: Over 60% of Kalkaska High School students will score proficient on the Michigan Merit Exam.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Consistent Grammar and Composition Instruction	Educators will develop a scope and sequence for grammar and writing instruction with grade level assessments.
Writing - remedial and increased opportunities	Kalkaska High School will offer remedial options and other writing options along with summer school to improve skills and raise student achievement of at-risk and students with disabilities.
Writing Professional Development	All teachers at Kalkaska High School will receive professional development and use best practices in writing that focus on writing in complete sentences, having a topic sentence and incorporating supporting details.

3.1.1. Strategy: Consistent Grammar and Composition Instruction

Strategy Statement: Educators will develop a scope and sequence for grammar and writing instruction with grade level assessments.

Selected Target Areas

3.7 Provides for articulation and alignment between and among all levels of schools
7.2 Engages stakeholders in the processes of continuous improvement

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

DuFour/PLC's/Common Assessments
Robert Marzano
Rich Steggins

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLC Meetings	2010-04-19	2010-09-03	Administrators, Department chairs, Grade level chairs
Writing classes	2011-09-06	2012-06-08	KHS English staff, READ 180 teacher, inclusion teacher, KHS counselors and summer school English teacher.

3.1.1.1. Activity: PLC Meetings

Activity Description: PLC meeting across grade levels to determine a prerequisite grammar and composition skills assessment for each grade level.

Planned staff responsible for implementing activity: Administrators, Department chairs, Grade level chairs

Actual staff responsible for implementing activity: District PLC group and KHS English department.

Planned Timeline: Begin Date - 2010-04-19, End Date - 2010-09-03

Actual Timeline: Begin Date - 04/19/2010, End Date - 09/03/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sub cost, books, stipends	Title I School Improvement (ISI)	5,000.00	3,000.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Writing classes

Activity Description: Writing classes will be available to students to improve their writing skills besides their normal English class. Writing will be includes in READ 180, Creative Writing, and Odyssey during summer school.

Planned staff responsible for implementing activity: KHS English staff, READ 180 teacher, inclusion teacher, KHS counselors and summer school English teacher.

Actual staff responsible for implementing activity: KHS staff.

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
English Summer School Teacher	Section 31 a		

3.1.2. Strategy: Writing - remedial and increased opportunities

Strategy Statement: Kalkaska High School will offer remedial options and other writing options along with summer school to improve skills and raise student achievement of at-risk and students with disabilities.

Selected Target Areas

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
3.8 Implements interventions to help students meet expectations for student learning

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

Writing All Answers As Complete Sentences.
 Six + 1 Traits of Writing Across the Curriculum.
 Small Group Instruction
 Professional Learning Communities - Team Teaching
 READ 180

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing - remedial and increased opportunities	2009-09-08	2012-06-08	Creative Writing teacher READ 180 block teacher and special education teacher

3.1.2.1. Activity: Writing - remedial and increased opportunities

Activity Description: Students will practice writing skills in READ 180 block class and in Creative Writing class.

Planned staff responsible for implementing activity: Creative Writing teacher
 READ 180 block teacher and special education teacher

Actual staff responsible for implementing activity: READ 180 teacher

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-08

Actual Timeline: Begin Date - 09/07/2010, End Date - 06/08/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
READ 180 teachers	Section 31 a	16,000.00	15,660.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/29/2011	Dale Kasza	In Progress	Continue to add opportunities for skill development.
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

3.1.3. Strategy: Writing Professional Development

Strategy Statement: All teachers at Kalkaska High School will receive professional development and use best practices in writing that focus on writing in complete sentences, having a topic sentence and incorporating supporting details.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.8 Implements interventions to help students meet expectations for student learning

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

- ACT Practice Writing
- Improved Student Writing Through PLC's
- Writing Rubrics
- Six + 1 Traits of Writing Across the Curriculum
- Writing all answers as complete sentences

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Assignments	2009-09-08	2012-06-10	All teachers at Kalkaska High School will be required to have at least one writing assignment each marking period. Writing will be reviewed at a monthly PLC meeting.

3.1.3.1. Activity: Writing Assignments

Activity Description: All teachers will have a minimum of one writing assignment each marking period. Student writing must include - a topic sentence, writing in complete sentences, and use of supporting details.

Planned staff responsible for implementing activity: All teachers at Kalkaska High School will be required to have at least one writing assignment each marking period. Writing will be reviewed at a monthly PLC meeting.

Actual staff responsible for implementing activity: All KHS teachers.

Planned Timeline: Begin Date - 2009-09-08, End Date - 2012-06-10

Actual Timeline: Begin Date - N/A, End Date - 06/10/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Hours at PLC Meetings / speakers	General Funds	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/23/2011	Dale Kasza	In Progress	At a staff meeting during the spring of 2011 the KHS staff decided to increase writing assignments for all teachers to be one each marking

			period.
08/23/2010	Dale Kasza	In Progress	Progress Status changed from Open to In Progress
08/28/2009	Dale Kasza	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
Special Education	\$22,000.00	\$22,000.00
Title I School Improvement (ISI)	\$5,000.00	\$3,000.00
General Funds	\$16,000.00	\$16,000.00
No Funds Required	\$0.00	\$0.00
Section 31 a	\$114,900.00	\$134,120.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Staff discussion, administrative and school improvement committee

Curriculum Alignment that Corresponds to the Goals

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

Staff works in PLC's and with TBAISD curriculum consultants.

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

Decisions concerning curriculum, instruction, assessment and student progress are reviewed at monthly two hour meetings by department PLC's - (Professional Learning Communities). Disciplines review their maps, curriculum, and analyze assessment data to answer the questions -what are students learning, how do we know if they know it and what are we doing with those that do not understand. This information is forwarded to the SI committee. The SI committee has since formed a data committee to help review student results.

Staff Development

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

Alternative Measures of Assessment

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

Teachers spend time in monthly PLC's to develop curriculum and alternative methods to assess student performance.

Effective Use of Technology

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

The school and district continues to assess the need for and integrated use of technology as a recent technology bond brought new software and hardware to the building. Technology skills are essential skills as described in our mission statement, also "empowering them to meet the challenges of a rapidly changing global society." Technology will be used as a tool to help KHS students in our goals of reading, writing and math. Staff input, professional development and new technology will keep our students on the "cutting edge" and also provide our parents with up to date information on the progress of their student through web access.

Evaluation of the School Improvement Plan

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

Staff discussion, administrative and school improvement team review.

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

The School Improvement Committee set up a Data Committee to review student progress and came up with strategies for all staff to work on in their disciplines to help in all areas of student achievement. These strategies were presented for all staff at a monthly meeting. Strategies are also reviewed at each monthly PLC meeting and at SI meetings. Information is shared at meetings, in our School Newsletter and on our website.

Building Level Decision-Making

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

Stakeholders on the school improvement committee meet at least once per month. The SI plan is reviewed, updated, and approved by all members. Monitoring and evaluation of the plan is discussed at monthly meetings. Parents are updated with newsletters and Board members at KPS Board Meetings.

Assurances

EdYES!

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

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

Comments:

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

Response: *Yes*

Comments: *kpschools.com*

Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments: *Policies: 8400 School Safety Information
8510 Wellness
8452 Automatic External Defibrillator
8405 Environmental Health and Safety Issues*

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

Response: *Yes*

Comments: *Classroom management PD
Optional - First Aid, CPR, PBIT - Proactive Behavior Intervention Training*

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

Response: *Yes*

Comments: *All policies are posted on the district webpage.*

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

Response: *Yes*

Comments: *Reviewed School Health Index with School and District Committees and also MiPhy survey.*

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

Response: *Reviewed policy, but not yet adopted*

Comments: *Currently following guidelines.*

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

Response: *Yes*

Comments: *Both high school Health and PE teachers have attended PD.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments: *Currently following guidelines.*

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments: *KPS curriculum - follow Michigan Content Expectations. Many EPEC activities are followed.*

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

Response: *No*

Comments:

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *High school classes offered throughout the day 50 minutes x 5 days per week = 250 minutes.*

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

Response: *Reviewed policy, but not yet adopted*

Comments: *Currently follow our Local Wellness Policy. Committee has met district and school wide. Food service follows all guidelines.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Survey - students and parents*

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

Response: *Yes*

Comments:

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

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments: *Teen Health Center through Kalkaska Memorial Hospital, school coordinator and nurse.*

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

Response: *Written policy, fully implemented*

Comments: *Policies: 8400 School Safety Information*

8450 Control of Casual - Contact Communicable Diseases

8453 Direct Contact Communicable Diseases

8510 Wellness

and their accompanying guidelines.

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

Response: *Yes*

Comments: *Yearly registration forms, shot records.*

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

Response: *Reviewed policy, but not yet adopted*

Comments: *KPS uses many support interventions within the district and also through the use of community agencies.*

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

Response: *Yes*

Comments: *staff meetings*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *Individual counseling sessions with counselors and Dean of Students.*

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

Response: *Yes*

Comments: *Counselors and administration have attended meetings with community agencies.*

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

Response: *Yes*

Comments: *Counselor/administrator meetings*

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments: *District policy*

31. Our school has a parent education program.

Response: *No*

Comments: *No specific program - information provided by counselors, administrators and community agencies.*

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

Response: *No*

Comments: *Will include in future surveys.*

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

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Nadine	Holzbauer	Chair/Counselor	nholzbauer@kpschools.com
Mr.	Matt	Olds	Teacher	molds@kpschools.com
Mr.	Brian	VanAlstine	Teacher	bvanalstine@kpschools.com
Mr.	Dale	Kasza	Principal	dkasza@kpschools.com
Mrs.	Leslie	Belcher	Parent/MS Secretary	lbelcher@kpschools.com
Mr.	Jeremy	Guggemos	Counselor / Parent	jguggemos@kpschools.com
Mrs.	Deb	Payne	Parent	paynes@voyager.net
Mrs.	Taffetta	Gle	Teacher	tgle@kpschools.com
Mr.	Andrew	Urquhart	Teacher	aurquhart@kpschools.com

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

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

Name/Position:	Superintendent
Address:	315 S. Coral St. Kalkaska, MI 49646
Telephone Number:	231-258-9109

References

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

Supporting Documentation

No documentation was attached.