

School Improvement Plan

School Year: 2011 - 2012

School District: Kalkaska Public Schools

ISD/RESA: Traverse Bay Area ISD

School Name: Kalkaska Middle School

Grades Served: 6,7,8

Administrator: Mrs. Diane K. Swoverland

Building Code: 05803

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 Middle School
District:	Kalkaska Public Schools
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	05803
City:	Kalkaska
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

To develop self-sufficient, confident, respectful and productive citizens.

Mission Statement

KMS is providing a safe learning environment and challenges all students to excel:

- * academically
- * socially
- * artistically
- * physically
- * emotionally

Beliefs Statement

All learners enrolled at Kalkaska Middle School will be good citizens in their communities now as well as in future life experiences. Attitudes and behaviors modeled by members of the school community will serve as a guide learners will follow on their journey through the difficult adolescent years.

Goals

Name	Development Status	Progress Status
Math: Learners will improve computation skills in math.	Complete	In Progress
Reading: Improve comprehension in narrative/informational text.	Complete	Open
Writing: Learners will improve basic grammar, knowledge and usage.	Complete	In Progress

Goal 1: Math: Learners will improve computation skills in math.

Content Area: Math

Development Status: Complete

Student Goal Statement: Learners will improve their understanding of computation processes and computation to solve basic math and algebra problems without the use of electronic devices.

Gap Statement: We noticed that our students were not maintaining their computation skills over the course of time.

Cause for Gap: Overdependence due to availability on electronic calculating devices.

Multiple measures/sources of data you used to identify this gap in student achievement: Data has shown we've increased our math scores (especially subgroups) on the MEAP test but not as quickly as anticipated.

Data was taken from the MEAP, NWEA, AIMSweb(5-8 grades), Study Island, algebra completion exam (taken upon the completion of algebra 1) classroom assessments, EXPLORE, and TBA ISD quarterly tests.

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? Kalkaska Middle School will continue to monitor success through common assessments, from the ISD and classroom teachers and AIMSweb.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Diane Swoverland	In Progress	The MEAP test will be given in October, 2010. At that time we will analyze the scores our students earned on this particular strand. After meeting vertically in PLCs this past year we realized the scope and sequence of our curriculum was out of alignment. Several curriculum development meetings have resulted in the purchasing of new math books, K-5 and 9-12. The middle school curriculum had been rewritten last year and until an appropriate book is written we will continue with what we have. As a whole, middle school math scores on the MEAP test continue to increase faster than state predictions. NWEA RIT scores continue to increase by an average of 2.9, tested Nov. 2009 and May 2010.

04/27/2010	Diane Swoverland	In Progress	Educators will consistently follow grade level curriculum maps and administer common assessments. Administrators will provide time for grade level and departmental meetings and accountability through collection of assessments and classroom visitation.
09/01/2009	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

Contact Name: Diane Swoverland

List of Objectives:

Name	Objective
Forty percent of our learners will score above state requirements.	Students understand the processes for computation and can accurately compute and solve problems using whole numbers, fractions, decimals, integers, rational and real numbers without the use of electronic devices. Students understand and apply algebraic concepts including simplifying expressions, solving equations and inequalities using coordinate graphing and solving functions and matrices.

1.1. Objective: Forty percent of our learners will score above state requirements.

Measurable Objective Statement to Support Goal: Students understand the processes for computation and can accurately compute and solve problems using whole numbers, fractions, decimals, integers, rational and real numbers without the use of electronic devices.

Students understand and apply algebraic concepts including simplifying expressions, solving equations and inequalities using coordinate graphing and solving functions and matrices.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
09/01/2009	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Math Lab	All students significantly below grade level are placed in math lab will be scheduled into a ninety minute block of time. The block consists of twenty minute whole group instruction, twenty minute small group instruction and twenty minutes of computer time and twenty minutes of game/reteaching

time.

1.1.1. Strategy: Math Lab

Strategy Statement: All students significantly below grade level are placed in math lab will be scheduled into a ninety minute block of time. The block consists of twenty minute whole group instruction, twenty minute small group instruction and twenty minutes of computer time and twenty minutes of game/reteaching time.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.10 Implements an evaluation system that provides for the professional growth of all personnel
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness

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

Modelled after Scholastic's Read 180 program.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Diane Swoverland	In Progress	The Math curriculum has been re-written to reflect state standards with an emphasis on alignment K-12. Professional Learning Communities are meeting with a grade level above and below twice a year. They will continue to use common assessments to measure growth as well as weaknesses. New strategies will be introduced 2010-2011 as well as continuing with current ones.
09/01/2009	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professionanl development/realign math curriculum	2008-10-20	2009-04-06	Charles Hubbell-seventh/eight grade Kerry Wilson-eighth/ninth grade Susan Michelin-sixth/seventh grade Paul Guy-sixth grade Sharon Barber-Special Education Karen Riester-ISD math

		consultant Suzanne Cybula-ISD region consultant Diane Swoverland-principal
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1.1.1.1. Activity: Professional development/realign math curriculum

Activity Description: All fourth through ninth grade math teachers will dissect their math textbooks, move chapters to other grade levels when needed, remove unneeded material, reorganize the time and presentation of math processes/facts/alg. expressions etc... to match state expectations.

Fourth and fifth will meet, fifth and sixth will meet, sixth through eighth will meet and then eighth and ninth will meet in order to find the gaps (identified by actual test data as well as analysis) and overlaps in the current curriculum.

Meetings are led by an ISD expert in the math field.

Staff working through this will need large blocks of time to collaborate. They were given half days, PLC meeting times and days after the school year ended. This process will continue throughout the next (2009-2010) school year.

A vital piece to this activity is developing common assessments to match the new curriculum.

Planned staff responsible for implementing activity: Charles Hubbell-seventh/eight grade
 Kerry Wilson-eighth/ninth grade
 Susan Michelin-sixth/seventh grade
 Paul Guy-sixth grade
 Sharon Barber-Special Education
 Karen Riester-ISD math consultant
 Suzanne Cybula-ISD region consultant
 Diane Swoverland-principal

Actual staff responsible for implementing activity: Charles Hubbell
 Kerry Wilson
 Susan Michelin
 Paul Guy
 Sharon Barber
 Karen Riester
 Suzanne Cybula
 Diane Swoverland

Planned Timeline: Begin Date - 2008-10-20, End Date - 2009-04-06

Actual Timeline: Begin Date - 10/20/2008, End Date - 05/17/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Kalkaska Public Schools	General Funds	1,000.00	1,000.00
Traverse Bay Area Intermediate School District	General Funds	1,000.00	1,000.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/18/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
09/01/2009	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

Goal 2: Reading: Improve comprehension in narrative/ informational text.

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: Learners will demonstrate the ability to analyze the structures, features, elements, style, and purpose of narrative genre and informational genre. (R.NT.06.02), (R.IT.06.10).

Gap Statement: Many learners entering sixth grade are found to be unskilled in the above area as indicated by MEAP, NWEA, SRI and common classroom assessments.

Cause for Gap: Although a basal reading program has been provided, it is our belief, that inconsistent use of materials has resulted in the lack of students' abilities to analyze narrative and informational text components. Students, at this level, have experienced learning difficulties, often lack intrinsic motivation and parental involvement, resulting in a failure to eliminate the gap.

Multiple measures/sources of data you used to identify this gap in student achievement: Measurement tools used were: DIBELS (in fifth grade), MEAP, NWEA, Read 180, Study Island and classroom data using common rubrics/assessments.

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? Kalkaska Middle School will continue to use the above assessments, an RTI model and progress monitoring to assess and monitor students.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/25/2010	Diane Swoverland	In Progress	This goal will be measured and results reviewed after the 2010 MEAP test. We have developed more direct strategies that will focus on science, social

			studies and history for this year. At the middle school we have found that any strategy that is activity/hands on based is more effective. Our new strategy/activity will reflect those thoughts.
08/26/2009	Diane Swoverland	In Progress	The number of Read 180 sections (90 minutes each) have decreased from four full (ave. 21 students/section) in 2009-10 to two full sections and one section with fifteen students this year. Reading scores on the NWEA increased an average RIT score of 2.5 from Nov. 2009-May 2010.

Contact Name: Diane Swoverland

List of Objectives:

Name	Objective
Forty percent of the learners will be proficient on the MEAP test.	Learners at all grade levels will show an understanding of what they have read in any content area. Staff members will be involved in professional development that will give them tools that will better reach the learners. Due to new state cut scores for proficiency per the federal government, our objective has been aligned to match. Increases will become visible throughout the year using NWEA data with solid data available in the spring of 2012 on the NWEA test and in the spring 2012 on the MEAP test. All students scheduled into the Read 180 program take a lexile test at least four times a year. Other reading tests are given as classroom assessments which are used to check for short goals.
Informational text proficiency	Students will become proficient in informational text comprehension in science, social studies, and history. Teachers will use research based reading strategies for reading informational text.
Students will become proficient in science, social studies and history.	Teacher will make learning in science, social studies and history more interactive not only through technology but also peer to peer discussions and whole brain activities.

2.1. Objective: Forty percent of the learners will be proficient on the MEAP test.

Measurable Objective Statement to Support Goal: Learners at all grade levels will show an understanding of what they have read in any content area. Staff members will be involved in professional development that will give them tools that will better reach the learners. Due to new state cut scores for proficiency per the federal government, our objective has been aligned to match.

Increases will become visible throughout the year using NWEA data with solid data available in the spring of 2012 on the NWEA test and in the spring 2012 on the MEAP test.

All students scheduled into the Read 180 program take a lexile test at least four times a year. Other reading tests are given as classroom assessments which are used to check for short goals.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/25/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
08/26/2009	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Read 180 program	All students scoring significantly below grade level on a Scholastic Reading Inventory are placed in a Read 180 class. They are scheduled into a ninety minute reading/writing block of time every day. During this time learners are included in a twenty minute whole group instruction block, twenty minute silent reading block, twenty minute computer testing/reading block, and a twenty minute small group instructional block. Time is built in for questions, moving from area to area and a break. Through Read 180 Cadre sessions, educators will become more proficient at aiding learners in understanding what they have read and how it relates to them today and in the future.

2.1.1. Strategy: Read 180 program

Strategy Statement: All students scoring significantly below grade level on a Scholastic Reading Inventory are placed in a Read 180 class. They are scheduled into a ninety minute reading/writing block of time every day. During this time learners are included in a twenty minute whole group instruction block, twenty minute silent reading block, twenty minute computer testing/reading block, and a twenty minute small group instructional block. Time is built in for questions, moving from area to area and a break.

Through Read 180 Cadre sessions, educators will become more proficient at aiding learners in understanding what they have read and how it relates to them today and in the future.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

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

The "Read 180" program by Scholastic is a nationally acclaimed program.

MDE/Advanc-ed research network showed Read 180 as a program that fit the need of our objective.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/25/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
08/26/2009	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Read 180 program	2010-09-01	2011-06-11	Collette Sabins: Instructor and program manager Sharon Barber: Instructor/Special Education Natalee Rodriguez: Instructor Chuck Clark: Instructor/Special Education Diana Bontrager: Para pro Linda Colvin: Para pro Diane Swoverland: Principal Rebecca Kik: Counselor/Scheduler

2.1.1.1. Activity: Read 180 program

Activity Description: Reading program for all sixth, seventh and eighth grade students reading well below grade level.

Planned staff responsible for implementing activity: Collette Sabins: Instructor and program manager Sharon Barber: Instructor/Special Education
 Natalee Rodriguez: Instructor
 Chuck Clark: Instructor/Special Education
 Diana Bontrager: Para pro
 Linda Colvin: Para pro
 Diane Swoverland: Principal
 Rebecca Kik: Counselor/Scheduler

Actual staff responsible for implementing activity: Collette Sabins Program Manager
 Diane Swoverland: Principal
 Leigh Kennedy: ISD Read 180 program coordinator

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-11

Actual Timeline: Begin Date - 08/24/2010, End Date - 10/29/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Kalkaska Public Schools	Section 31 a	99,000.00	99,284.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/25/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
08/26/2009	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

2.2. Objective: Informational text proficiency

Measurable Objective Statement to Support Goal: Students will become proficient in informational text comprehension in science, social studies, and history. Teachers will use research based reading strategies for reading informational text.

List of Strategies:

Name	Strategy
Logographs	Students will preview vocabulary for an upcoming unit by preparing picture definitions.

2.2.1. Strategy: Logographs

Strategy Statement: Students will preview vocabulary for an upcoming unit by preparing picture definitions.

Selected Target Areas

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

Kyleen Beers
 Katie Wood Ray
 Linda Rief
 Stephanie Harvey
 Kelly Gallagher

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Logograph Professional Development	2011-04-19	2012-06-11	Paul Guy, Ryan Moore, Andy Henderson - (science) Dan Briggs, RaeAnne Slone, Doug Brown - (Social Studies/History)

2.2.1.1. Activity: Logograph Professional Development

Activity Type: Professional Development

Activity Description: Staff will become more adept at using Logographs through ISD and in-house training from our ELA Consultant.

Planned staff responsible for implementing activity: Paul Guy, Ryan Moore, Andy Henderson - (science)
Dan Briggs, RaeAnne Slone, Doug Brown - (Social Studies/History)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-04-19, End Date - 2012-06-11

Actual Timeline: Begin Date - 04/20/2011, End Date - 06/11/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
TBA ISD Consultant	Other	0.00	

2.3. Objective: Students will become proficient in science, social studies and history.

Measurable Objective Statement to Support Goal: Teacher will make learning in science, social studies and history more interactive not only through technology but also peer to peer discussions and whole brain activities.

List of Strategies:

Name	Strategy
Logographs	Students will preview vocabulary for upcoming unit by preparing picture definitions.

2.3.1. Strategy: Logographs

Strategy Statement: Students will preview vocabulary for upcoming unit by preparing picture definitions.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

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?

Robert Marzano, Jeff Anderson, Kyleen Beers, Katie Wood Ray, Linda Rief, and Stephanie Harvey

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLC/PD/weekly student assessment	2010-04-19	2011-06-07	Diane Swoverland, Principal Paul Guy, Andy Henderson, Ryan Moore, science Dan Briggs, RaeAnne Slone, Doug Brown, social studies, history

2.3.1.1. Activity: PLC/PD/weekly student assessment

Activity Description: Staff will become more adapt at using "Whole Brain" learning, peer-to-peer response through in-house training from our literacy coaches as well as PD offered by the ISD.

Planned staff responsible for implementing activity: Diane Swoverland, Principal Paul Guy, Andy Henderson, Ryan Moore, science Dan Briggs, RaeAnne Slone, Doug Brown, social studies, history

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-04-19, End Date - 2011-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
LEA/ISD	General Funds	1,000.00	0.00

Goal 3: Writing: Learners will improve basic grammar, knowledge and usage.

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will improve scores on English assessments.

Gap Statement: Students are below average on NWEA, MEAP, and Explore English assessments.

Cause for Gap: The elementary currently has no writing curriculum across grade levels and an inconsistent use of writing activities provided. The Middle school also has no explicit writing curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement: Measurement tools used were: MEAP, NWEA, EXPLORE, Classroom assessments, and 6 - 12 Macomb ELA Curriculum.

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? Criteria for success are proficient scores on EXPLORE. Progress will be monitored using NWEA, EXPLORE, Macomb assessments and district assessments to be developed.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Diane Swoverland	In Progress	As of April 19th staff has participated in three collaborate meetings vertically in the LEA. All books and materials have been purchased, 6-12. This material collalates with the reading, "MaComb County" units of instruction. A schedule will be set-up on Sept. 1 for PD in this content area (goal)in the LEA. ISD PD dates are pending.
08/25/2010	Diane Swoverland	In Progress	The MEAP now only tests seventh grade in writing. We will continue to use the MEAP but will rely on common assessments and common rubrics from the ISD and LEA. NWEA data shows that students increased overall language skills by an average RIT of 2.0 from Nov. 2009-May 2010.
08/24/2010	Diane Swoverland	In Progress	Specifically in the areas of science, social studies and history, students will "preview/read ahead" focus questions at the end of the chapter, chapter titles and headings to predict intent of the author. Students will have short discussions with peers, teachers or write a short description of what they think the content of the writing will be. Teacher PD for better use of "Whole Brain" learning will be provided.
04/27/2010	Diane	In	Educators will teach informational reading strategies in all content areas.

	Swoverland	Progress	
04/27/2010	Diane Swoverland	In Progress	Educators will develop a scope and sequence for grammar and writing instruction with grade level assessments. Administrators will provide: time for development of scope and sequence and accountability through collection of assessments.

Contact Name: Diane Swoverland

List of Objectives:

Name	Objective
Writing Improvement	70% of students will score average or above on the basic grammar and usage portion of the NWEA and EXPLORE tests.

3.1. Objective: Writing Improvement

Measurable Objective Statement to Support Goal: 70% of students will score average or above on the basic grammar and usage portion of the NWEA and EXPLORE tests.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
04/27/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Consistant Grammar Instruction	Educators will use a scope and sequence for grammar and writing instruction with grade level assessments. Administrators will provide: time for the development and sequence and accountability through collection of assessments.

3.1.1. Strategy: Consistant Grammar Instruction

Strategy Statement: Educators will use a scope and sequence for grammar and writing instruction with

grade level assessments.

Administrators will provide: time for the development and sequence and accountability through collection of assessments.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice

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

Robert Marzano
 Jeff Andersen
 Penny Kittle

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
04/27/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA Scope and Sequence Development	2011-04-06	2012-06-11	Administrators, Department Chairs and Grade Level Content Area Chairs and/or appointed representatives.

3.1.1.1. Activity: ELA Scope and Sequence Development

Activity Description: Each building will hold a PLC meeting to determine the prerequisite grammar and composition skills for each grade level.

Annual meetings will be held across grade levels (at least one representative for each elementary building and department from MS and HS) to review the scope and sequence document and accompanying assessments.

Planned staff responsible for implementing activity: Administrators, Department Chairs and Grade Level Content Area Chairs and/or appointed representatives.

Actual staff responsible for implementing activity: Collette Sabins, Natalee Rodrigez, Jeremiah Hoover

Planned Timeline: Begin Date - 2011-04-06, End Date - 2012-06-11

Actual Timeline: Begin Date - 04/06/2011, End Date - 06/11/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Kalkaska Public Schools	Title II Part A	300.00	300.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
08/25/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress
04/27/2010	Diane Swoverland	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
Section 31 a	\$99,000.00	\$99,284.00
Title II Part A	\$300.00	\$300.00
Other	\$0.00	\$0.00
General Funds	\$3,000.00	\$2,000.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

Building Improvement Committee, School Improvement Committee, data analysis, staff PLC

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.

District Curriculum Development Committee sets PD that is in line with State standards. That information is filtered down to each building where Building Improvement Committees direct PLC's. Schools in the district meet to align curriculum vertically and horizontally by grade level and content area.

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

Innovations reported by stakeholders, observed in workshops, or media reports are examined by anyone of the various committees then brought to a staff meeting. The idea, strategy or concern is reviewed by the staff then taken back to committees where an action plan for it's use is devised. It's again taken to the staff for implementation or revision. More professional development is added when needed. There will be continued assessment of the action plan using stakeholder recommendations.

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.

AIMSweb which leads to progress monitoring, common assessments developed by teachers throughout the ISD (PLC). Staff meetings, PLC meetings, Child Study Meetings and RtI meetings are all used to review assessments, student achievement and revise when needed.

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 community voted to appropriate \$750,000 in funds to update technology in the Kalkaska School System.

At the middle school we have updated two computer labs and replaced all old computers with thirty-two new ones in another lab. All classrooms received a new computer (continuing to use old), two new wireless mobile labs, document cameras, whiteboards, ceiling projectors, new printers and other assorted technological equipment.

Teachers participate in PD that will enhance their ability to instruct students as well as giving us an opportunity to add a computer applications class to our curriculum.

\$5000 grant from a local bank allowed us to purchase two ENO Boards and software for classrooms with at-risk students.

A multi-million dollar bond issue passed (winter 2010), in it includes the purchase of additional technological equipment.

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.

Our Data Specialist collates all assessment data; Aimsweb, NWEA, MEAP, Explore and disseminates that data to each principal. They in turn take that information to the SIT who builds the SIP.

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

Stakeholders are informed through monthly newsletters, bi-monthly progress reports, Kalkaska Public School website: www.kpschools.com, school board meetings, local newspaper "The Leader", annual report as well as the principal and teachers having e-mails available for any stakeholder to make contact with.

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.

All staff members are involved in Professional Learning Communities by grade level and content area, each person is part of two learning communities.

Eight people including the principal, parent and student are on the Building Improvement Team.

Seven staff members are on the Professional Learning Community Steering Committee.

Eight people are members of the CIMS (Continuous Improvement and Monitoring System-2) which includes staff members from all buildings in the local, an ISD director and parent.

Assurances

EdYES!

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

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

Comments:

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

Response: *Yes*

Comments: *www.kpschools.com*

Educational Development Plan (EDP)

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

Response: *Yes*

Comments: *This is a requirement built into eighth grade English.*

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

Response: *Yes*

Comments: *Kalkaska Middle School starts EDP's for all except band students, in the seventh grade with Career Cruising and Career Forward. This is a nine week course. Test scores, parent conferences and student input directs the students path at the middle school.*

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: *This is a formal document written and approved by the Kalkaska Board of Education. NEOLA was the contractor. This document is available on the Kalkaska Public School website.*

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

Response: *Yes*

Comments: *On going professional development.*

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 students receive a handbook for themselves and their parent at the beginning of the school year. Newsletters are published every month and available on our website.*

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: *Student surveys as well as the MI PHY assessment/survey tool and the Explore survey is used to assess needs and direct change.*

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments: *Professional development is received through the ISD.*

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: *Family interaction is offered through our after school program, SEEDS, a 21st Century state grant.*

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *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:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments: *Building a committee that includes community agencies including Sheriff Dept., Probate court and several health and service agencies. We have met three times and are looking at a plan developed by the CDC.*

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:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *The local Gym/pool/ice rink offers a membership at a reduced rate for school employees.*

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: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments: *An adult must be present for students to be in the school facility. Adults must submit a formal request with contact information to use the facility.*

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.	Linda	Colvin	para pro/parent	lcolvin@kpschools.com
Mrs.	Collette	Sabins	parent/teacher	csabins@kpschools.com
Mr.	Andy	Henderson	parent/teacher	ahenderson@kpschools.com
Mr.	Doug	Brown	teacher	dbrown@kpschools.com
Mrs.	Sharon	Barber	teacher	sbarber@kpschools.com
Mrs.	Janna	Lanning	Family prog. coor. SEEDS	jlanning@kpschools.com
Mrs.	Rebecca	Kik	counselor	rkik@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:	P.O. Box 580
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

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- Parent Communication Plan

KALKASKA PUBLIC SCHOOLS
PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

Through this program, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. This plan encompasses parent participation, through meetings and other forms of communication.

The Goals of this Plan are to:

- Enhance school relationships with Families
- Increase communication between school and home
- Improve the learning environment at school and home
- Improve parent decision making and family advocacy
- Improve collaboration with the greater community

This Plan reflects the Board's commitment to the following:

A. Relationships with Families

- Kalkaska Schools will strive to cultivate school environments that are welcoming, supportive, and student-centered.

Two family coaches work with families within the school setting beginning with Pre-K through the 5th grade. The family coaches use the goals from the Parental Involvement Plan to enhance school relationships with families, effective communication, volunteer opportunities, learning at home, involving families in decision making and advocacy as well as collaborating within the community.

School administration will provide monthly parent discussion groups that take place at various times of the day and night.

- The District will provide professional development for school staff that helps build partnerships between families and schools. ^{1,2}

Professional development has been offered to the Family Coaches through the Reading First Grant. They, in-turn work, with administration and the teaching staff to bring meaningful programs to families and parents

- The District will provide family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers. ^{1,2}

Elementary Schools

*Parent/Teacher Conferences (2 times a year)
 Parent Surveys
 5th Grade Honors Program
 Spring Music program
 5th grade honors paper
 Blazer Bash
 Literacy Nights
 Parenting Meetings
 Newsletters, Progress Reports, Power School for Parents
 Afterschool programs for students
 Coffee and Donuts with the Principal
 Parents involved in School Improvement*

Middle School

*Christmas Concert
 All-Academic/Spring concert/science fair,
 PTO,
 5th grade parent forum/orientation,
 Talent show (Christmas and end of the year),
 Awards assembly at the end of the year,
 Parent surveys twice a year, emails,
 Good News Cards,
 Website, Mentoring,
 SEEDS;
 Fall Harvest Festival,
 Sporting events (track, volleyball, basketball, cheer team, CC,football,
 Band and Athletic Boosters,
 School Improvement Team,
 Newsletters, Progress Reports,Powerschool,KPS
 Student led conferences in fall and spring*

High School

Parent/Teacher conferences – over 60% of parents show to the fall session

Band Booster

Athletic Boosters

School Improvement Committee

8th grade Orientation/Registration Night

9th grade student/parent registration and barbeque

Blazer Bash

Senior Parents Association

Senior All-Night Party

College Night for parents with KHS counselors

Financial Aid Night for parents

Parent PowerSchool Access to student grades and attendance – presently over 35,000 log-ins, approximately 10,000 parents, 25,000 students

Senior Awards Night

Senior Breakfast/Slideshow for students and parents

Jazz Band and Symphonic Band concerts

Trout Festival involvement – students, parents, band

- The District will provide coordination, technical support and other support to assist schools in planning and implementing family involvement activities. ²

The District has recently hired Family Coaches that plan and implement a Parent Involvement Program. These Coaches work with school administration to plan and schedule various family events. They coordinate programs for family involvement within the school district as well as parent training classes and discussions throughout the year.

B. Effective Communication

- The District provides information to families to support the proper health, safety, and well-being of their children.
 - *Monthly building level newsletters*
 - *Annual District Back to School News Letter*
 - *Up-to-Date Web Page*
 - *PowerSchool for Parents*
 - *Alert Now Auto-phone dialing system*

- The District will provide information to families about school policies, procedures, programs, and activities. ^{1,2}
 - *Up-to-Date Web Page lists:*
 - *Districts Policies*
 - *Student/Parent Handbooks*
 - *Staff Directories*
 - *District Curriculum*
 - *District Accreditation*
 - *Current News Stories*
 - *General Information*
 - *School Calendar*
- The District will promote regular and open communication between school personnel and students' family members.
 - *Staff phone numbers and e-mail addresses are posted on district Web Page and in building news letters*
 - *All parents can get up-to date information of assignments, grades and attendance through the PowerSchool program*
- The District will communicate with families in a format and language that is understandable, to the extent practicable. ^{1,2}
 - *In all areas of communication*
- The District will provide information and involve families in monitoring student progress; ²
 - *Web-based PowerSchool for Parents*
- The District will provide families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; And prepare families to be involved in meaningful discussions and meetings with school staff. ^{1,2}
 - *Through the District Web Page*
 - *Through District Improvement and Accreditation Meetings*
 - *Through School Improvement meetings*

C. Volunteer Opportunities

- The District will provide volunteer opportunities for families to support their children's school activities. ²

Parents and caregivers are provided with opportunities through collaboration with teaching staff, the PTO and the family coaches. Having parents and families feel comfortable within the classrooms and the building is a vital part of building and maintaining both effective relationships and communication

- To the best of the District's ability it will support other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events. ²

Learning at home and connecting home to school, especially for our intensive and targeted children is a priority. All children within each of the buildings not only receive curriculum connections to each unit to take home but family events are often planned tied to the curriculum and school improvement goals. Children who need extra support are often provided with targeted and intentional activities to continue to be able to work at home with their families. Some examples include but are not limited to: We Both Read Books, Math Fact Triangles, Elkonin Boxes and sight word rings. Family nights and parents workshops are often offered to parents to show them how to incorporate learning in a fun and meaningful way at home based on their child's skill level. Child care is provided for families at school events when needed.

D. Learning at Home

- The District offers training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2}

The family coaches use the goals from the parental involvement plan to enhance school relationships with families, effective communication, volunteer opportunities, learning at home, involving families in decision making and advocacy, as well as, collaborating within the community. Parenting classes, support groups and book clubs are offered to support the parents in the rearing of children.

- The District supports families in providing a school and home environment that encourages learning and extends learning at home. ¹

The family coaches use the goals from the Parental Involvement Plan to enhance school relationships with families and learning at home.

E. Involving Families in Decision Making and Advocacy

- The District believes in involving families as partners in the process of school review and continuous improvement planning; ²

Parents are involved at both the School and District level to meet on school improvement and accreditation several times each year.

- Families will be involved in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. ^{1,2}

Parents will be involved the continuing development of the Parent Involvement Plan through discussions at various building meetings, Parent Surveys, and on the District Web Page.

F. Collaborating with the Community

- The District will build constructive partnerships and connecting families with community-based programs and other community resources. District initiatives support family involvement with community based programs that encourage and support family participation in their child's education, growth, and development. ^{1,2}

Family Coaches collaborate with district families and various community agencies. Family coaches attend community and regional collaborative meetings to connect with other LEA members and update staff and administration on happenings that have an effect on our school community and families. This information is regularly brought back and shared out at parent meetings, staff meetings and family events. The more resources a family has access to the better prepared both they and their child will be.

Implementation

The Superintendent provides this comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. This plan will be distributed to all parents and students through publication in the Student Handbook, the District WebSite or other suitable means. This plan provides for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

¹Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

²Indicates Title I Section 1118 parent involvement requirements

[NOTE: All footnoted (1,2) options are included in this template in order to have a policy that meets the requirements of State and Federal law and program requirements of Title I.]

Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294