

District Improvement Plan

School Year: 2011 - 2012

District Name: Kalkaska Public Schools

ISD/RESA: Traverse Bay Area ISD

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Lee Sandy

Building Code: 40040

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

District Information

District:	Kalkaska Public Schools
ISD/RESA:	Traverse Bay Area ISD
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	40040
City:	Kalkaska
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The vision of Kalkaska Public Schools is to be a model of education and a source of community pride. In this endeavor we seek to create an instructional program that maximizes the learning potential of all students.

Mission Statement

The Kalkaska Public School District, in cooperative partnership with students, staff, family and community, believes all students can learn. We will provide a caring environment that promotes academic achievement and social responsibility. This partnership will help all students develop their maximum potential and adapt and contribute to a changing world.

Beliefs Statement

We believe that excellent public education is necessary for ensuring a democratic society.

We believe in the abilities of every individual in our community and the value of their life experiences.

We believe in an inclusive community in which all have the right to contribute.

We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive.

We believe that every individual can learn and will grow as a learner.

We believe in continuous improvement informed by critical evaluation and reflection.

We believe that resources are critical to education and we are responsible for their equitable and effective use.

We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Science/ Social Studies	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: Students will improve math scores on standardized tests.

Gap Statement: Math scores on state and district standardized tests have been consistently below state average.

Cause for Gap: Lack of consistent instructional practices and accountability within and across grade levels.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, NWEA, AIMSweb, MME, District common 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? Criteria for success are student improvement on MEAP, ACT, MME. Progress will be monitored using NWEA, AIMSWeb, and district/ISD common assessments.

Contact Name: Lee Sandy

List of Objectives:

Name	Objective
Increase math proficiency	All students will show improved scores on MEAP, MME and ACT math assessments.

1.1. Objective: Increase math proficiency

Measurable Objective Statement to Support Goal: All students will show improved scores on MEAP, MME and ACT math assessments.

List of Strategies:

Name	Strategy
Consistent math instruction	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. K-12 Data Specialist will gather data and create charts and graphs for teachers to analyze during grade level, departmental and Professional Learning Community meetings. K-5 Instructional coach will provide ongoing modeling in specific instructional strategies to ensure teacher understanding of student knowledge of math concepts. Family Coaches will provide additional resources and materials for students and families to practice outside of school. Coaches will also provide educational after school workshops for students and parents. Title I teachers and paraprofessionals will provide additional instruction to all students identified as at-risk. Common intervention time will be implemented in both Schoolwide buildings for additional math support. A new elementary math text-book that is researched based and aligns with an RTI program was purchased. All teachers will be accountable for teaching the same math curriculum.
Data analysis	Instructional staff will use AIMSweb to progress monitor student achievement in math concepts. K-12 Data Specialist will gather data and create charts and graphs for teachers to analyze during grade level, departmental and Professional Learning Community meetings.
Middle School Math Intervention	Students not achieving at grade level in 6th or 7th grade will be assigned to a 90 minute math block.

1.1.1. Strategy: Consistent math instruction

Strategy Statement: 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.

K-12 Data Specialist will gather data and create charts and graphs for teachers to analyze during grade level, departmental and Professional Learning Community meetings.

K-5 Instructional coach will provide ongoing modeling in specific instructional strategies to ensure teacher understanding of student knowledge of math concepts.

Family Coaches will provide additional resources and materials for students and families to practice outside of school. Coaches will also provide educational after school workshops for students and parents.

Title I teachers and paraprofessionals will provide additional instruction to all students identified as at-risk. Common intervention time will be implemented in both Schoolwide buildings for additional math support.

A new elementary math text-book that is researched based and aligns with an RTI program was purchased. All teachers will be accountable for teaching the same math curriculum.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

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

DuFour/PLCs/Common Assessments
 Robert Marzano
 Rich Stiggins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grade Level and Departmental Curriculum Alignment	2011-08-31	2012-06-07	Administrators, Department Chairs and Grade Level Content Area Chairs and/or appointed representatives.

1.1.1.1. Activity: Grade Level and Departmental Curriculum Alignment

Activity Description: Each building will hold a PLC meeting to start aligning and implementing the GLCE's to the new Common Core State Standards.

A K-5 RTI program will continue to be implemented with Tier I, II and III intervention strategies.

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: All K-5th grade general education staff, special education, Title I and instructional aides.

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
sub costs, books, stipends, food.	General Funds	5,000.00	0.00

1.1.2. Strategy: Data analysis

Strategy Statement: Instructional staff will use AIMSweb to progress monitor student achievement in math concepts.

K-12 Data Specialist will gather data and create charts and graphs for teachers to analyze during grade level, departmental and Professional Learning Community meetings.

Selected Target Areas

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.
Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.
Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

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

Annual Growth for all students, Catch-Up Growth for those who are behind, Fielding, Kerr, Rosier, 2007

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional decision making	2011-08-31	2012-06-07	Data specialist Classroom Teachers Title I teachers Instructional Coaches Title I Director

1.1.2.1. Activity: Instructional decision making

Activity Description: Instructional staff will progress monitor all students monthly.

The data specialist is responsible for recording all data and printing results in a variety of ways to help guide teacher instruction.

Instructional staff and coaches will use the data during PLC meetings held 2 times a month to collaborate and adjust instruction. On-going PD in data analysis will take place.

Planned staff responsible for implementing activity: Data specialist
 Classroom Teachers
 Title I teachers
 Instructional Coaches
 Title I Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	Title I Part A	15,866.00	0.00
Federal Funds	Section 31 a	15,866.00	

1.1.3. Strategy: Middle School Math Intervention

Strategy Statement: Students not achieving at grade level in 6th or 7th grade will be assigned to a 90 minute math block.

Selected Target Areas

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

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

Michigan Dept. of Ed.
SRA - Math
LEA Data

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
.5 Math Teacher	2011-08-31	2012-06-07	Principal .5 Math Teacher

1.1.3.1. Activity: .5 Math Teacher

Activity Description: Instruction will include 20 minutes small group, 20 minutes whole group, 20 minutes of computer time and 20 minutes of game/reteaching time.

Planned staff responsible for implementing activity: Principal
.5 Math Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	Section 31 a	53,014.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will improve Informational Reading skills across the curriculum.

Gap Statement: Student test scores have been consistently below state average on standardized tests that require reading of informational text.

Cause for Gap: Lack of explicit instruction of skills necessary for reading informational text.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, ACT, MME, NWEA, district/ISD common 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? Criteria for success are proficient scores on MEAP, ACT, MME. Progress will be monitored using NWEA, Open Court, Macomb Assessments and District Content Area Assessments.

Contact Name: Lee Sandy

List of Objectives:

Name	Objective
Informational Reading Improvement	All students will show improved scores on standardized tests requiring informational reading.
Reading gains	The number of K-12 students not achieving benchmark or grade level expectations in reading will continue to decrease.

2.1. Objective: Informational Reading Improvement

Measurable Objective Statement to Support Goal: All students will show improved scores on standardized tests requiring informational reading.

List of Strategies:

Name	Strategy
Class Size Reduction	Kindergarten and First grade classroom numbers will be reduced to better meet the needs of all students in the classroom.
Informational Reading Instruction Across the Curriculum	All educators will teach informational reading strategies in all content areas. Professional development will be provided for K-5 staff in specific strategies in teaching for understanding in the content areas. K-5 classrooms will be provided with take home book bags containing leveled readers in science and social studies along with activities to complete related to the readings. K-5 Instructional coach will provide ongoing modeling in specific instructional strategies to ensure teacher understanding of student knowledge of informational text. Family Coaches will also provide additional resources and materials for students and families to practice outside of school. PLC monthly meetings, facilitated by the instructional coach, will use progress monitoring data, provided by the data specialist, to assess student achievement and make necessary and appropriate instructional decisions.

2.1.1. Strategy: Class Size Reduction

Strategy Statement: Kindergarten and First grade classroom numbers will be reduced to better meet the needs of all students in the classroom.

Selected Target Areas

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

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

Jeremy Finn, "Class Size Reduction, Grades K-3,"

School Reform Proposals: The Research Evidence, 2002

Bruce Biddle and David Berliner, "What Research Says About Small Classes and Their Effects." Wested, 2002.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Additional teachers	2011-08-31	2012-06-07	Rik Ponstein - Birch Street Principal Title I Director Teachers

2.1.1.1. Activity: Additional teachers

Activity Description: There will be an additional First grade teacher to complete the two-year cycle for the Kindergarten class entering into first grade. The class size reduction room will contain 17 students.

There will be an additional Kindergarten teacher to reduce the class size of the large incoming Kindergarten class, as determined by the numbers at Kindergarten round-up. There are currently 100 Kindergarten students enrolled.

Planned staff responsible for implementing activity: Rik Ponstein - Birch Street Principal
Title I Director
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds - Planned amount after carryover is funded	Title II Part A	141,510.00	0.00

2.1.2. Strategy: Informational Reading Instruction Across the Curriculum

Strategy Statement: All educators will teach informational reading strategies in all content areas.

Professional development will be provided for K-5 staff in specific strategies in teaching for understanding

in the content areas.

K-5 classrooms will be provided with take home book bags containing leveled readers in science and social studies along with activities to complete related to the readings.

K-5 Instructional coach will provide ongoing modeling in specific instructional strategies to ensure teacher understanding of student knowledge of informational text.

Family Coaches will also provide additional resources and materials for students and families to practice outside of school.

PLC monthly meetings, facilitated by the instructional coach, will use progress monitoring data, provided by the data specialist, to assess student achievement and make necessary and appropriate instructional decisions.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

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

DuFour/PLCs/Common Assessment
 Robert Marzano
 Rich Stiggins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Informational Text Strategies Instruction (PD)	2011-08-31	2012-06-07	Administrators, Teachers, Instructional Coaches, and/or appointed representatives.

2.1.2.1. Activity: Reading Informational Text Strategies Instruction (PD)

Activity Description: Each building will hold a departmental PLC meeting to determine strategies students will need to be successful readers of informational text. Social Studies and Science teachers will meet to discuss methods of explicit instruction of these strategies.

At a later PLC meeting teachers and Instructional Coaches will share these strategies and methods of explicit instruction.

Planned staff responsible for implementing activity: Administrators, Teachers, Instructional Coaches, and/or appointed representatives.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
sub costs, books, stipends, food	General Funds	5,000.00	0.00

2.2. Objective: Reading gains

Measurable Objective Statement to Support Goal: The number of K-12 students not achieving benchmark or grade level expectations in reading will continue to decrease.

List of Strategies:

Name	Strategy
Middle School and High School Read 180	Middle School and High School students will receive specific, targeted and scaffolded instruction with students identified as being at risk will receive additional instruction. A developed RTI (Response to Intervention) process will be followed to evaluate and provide all possible instructional opportunities for all students.
Targeted	Instructional staff will progress monitor all students one to two times a month based on need.

instruction	All students will receive specific, targeted and scaffolded instruction with students identified as being at risk will receive additional instruction. A developed RTI (Response to Intervention) process will be followed to evaluate and provide all possible instructional opportunities for all students.
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2.2.1. Strategy: Middle School and High School Read 180

Strategy Statement: Middle School and High School students will receive specific, targeted and scaffolded instruction with students identified as being at risk will receive additional instruction. A developed RTI (Response to Intervention) process will be followed to evaluate and provide all possible instructional opportunities for all students.

Selected Target Areas

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

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

Ellis, E. S., Worthington, L., & Larkin, M. J. (n.d.). Executive summary of the research synthesis on effective teaching principles and the design of quality tools for educators.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Middle School and High School Read 180	2011-08-31	2012-06-07	28.6% of a Middle School Language Arts Teacher 28.6% of a High School Language Arts Teacher

2.2.1.1. Activity: Middle School and High School Read 180

Activity Description: Read 180 teachers will provide 20 minutes of small group and 20 minutes of whole group instruction, 20 minutes of computer time and 20 minutes of free reading/reteaching. All students will receive specific, targeted and scaffolded instruction with students identified as being at risk will receive additional instruction.

Planned staff responsible for implementing activity: 28.6% of a Middle School Language Arts Teacher
28.6% of a High School Language Arts Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	Section 31 a	38,321.00	

2.2.2. Strategy: Targeted instruction

Strategy Statement: Instructional staff will progress monitor all students one to two times a month based on need. All students will receive specific, targeted and scaffolded instruction with students identified as being at risk will receive additional instruction. A developed RTI (Response to Intervention) process will be followed to evaluate and provide all possible instructional opportunities for all students.

Selected Target Areas

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.
Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a

systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

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

Ellis, E. S., Worthington, L., & Larkin, M. J. (n.d.). Executive summary of the research synthesis on effective teaching principles and the design of quality tools for educators

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Small Group Instruction	2011-08-31	2012-06-07	Title I teachers Title I paraprofessionals Instructional Coach Data Specialist

2.2.2.1. Activity: Small Group Instruction

Activity Description: Title I teachers and paraprofessionals will provide additional targeted instruction for students identified through data analysis. Instructional coaches will work with classroom teachers and Title I staff to plan for appropriate instructional strategies and programs to meet specific needs.

K-12 Data Specialist will gather data and create charts and graphs for teachers to analyze to see if the small group instruction is reaching the need of each learner.

Planned staff responsible for implementing activity: Title I teachers
 Title I paraprofessionals
 Instructional Coach
 Data Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds - planned amount after carryover	Title I Part A	530,209.00	0.00

Goal 3: Science/ Social Studies

Content Area: Other

Development Status: Complete

Student Goal Statement: Students will increase proficiency in Science and Social Studies.

Gap Statement: 72% of 6th grade students were proficient on the MEAP Soc. Studies assessment in the fall of 2010, an increase from 61% in 2008. 72% of the 9th grade students were proficient for the same assessment period, a decrease from 79% in 2008.

74% of the district's 5th graders and 81% of 8th graders were proficient on the 2010 MEAP Science assessments.

Cause for Gap: The 6th grade showed a decrease from 2009-2010, over a 5 year period the trend remains in the mid seventies for students proficient on the 6th grade Soc. Students MEAP assessment. This data coincides with reading data indicating the need for increased understanding in delivery of instruction for informational text reading.

9th grade Soc. Studies scores decreased from 2009 to 2010; the prior years indicate inconsistent gains.

The 5th grade Science MEAP scores dropped significantly from 82% in 2009 to 74% in 2010. Although the 8th grade made gains in student achievement, the gains are not consistent, nor high enough, to meet our standards.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, NWEA, MME, Explore, Plan, ACT, AIMSweb reading

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? Regional Social Studies and Science common assessments as developed by the TBAISD will be required for all teachers to use and post results to use as part of Professional Learning Community meetings - to address student's understanding, or lack of.

On-going AIMSweb progress monitoring of reading skills will be used to check for student understanding of all components of reading.

Contact Name: Lee Sandy

List of Objectives:

Name	Objective
Soc. Studies/ Science increased achievement	The 6th and 9th grade students will increase Social Studies proficiency as measured by the state 2011 MEAP assessment. The 5th and 8th grade students will increase Science proficiency as measured by the state 2011 MEAP assessment.

3.1. Objective: Soc. Studies/ Science increased achievement

Measurable Objective Statement to Support Goal: The 6th and 9th grade students will increase Social Studies proficiency as measured by the state 2011 MEAP assessment.

The 5th and 8th grade students will increase Science proficiency as measured by the state 2011 MEAP assessment.

List of Strategies:

Name	Strategy
Parent Involvement	Title I teachers, family coaches (assigned specifically to support parental involvement), will work together to order, organize, and create non-fiction leveled libraries at all three elementary buildings to be used in conjunction with classroom instruction. Libraries will have hours available for parents to check out books/ book bags and receive on-going instruction for reading with their child at home. These book bags will be limited to identified students at Cherry Street Elementary - a targeted assistance building.
PLC with regional assessments	Instructional staff in grades 6-12 will give regional soc. studies and science assessments and use results during monthly PLC (professional learning community) meetings to address specific areas of need as indicated from the assessment data. Teachers will develop specific instructional strategies based on the results.

3.1.1. Strategy: Parent Involvement

Strategy Statement: Title I teachers, family coaches (assigned specifically to support parental involvement), will work together to order, organize, and create non-fiction leveled libraries at all three elementary buildings to be used in conjunction with classroom instruction. Libraries will have hours available for parents to check out books/ book bags and receive on-going instruction for reading with their child at home. These book bags will be limited to identified students at Cherry Street Elementary - a targeted assistance building.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

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

National standards for parental involvement

Joyce Epstein, John Hopkins University, 6 types of parent involvement

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning at home	2011-08-31	2012-06-07	Family coaches and Title I teachers

3.1.1.1. Activity: Learning at home

Activity Description: Family Coaches will assist each Elementary buildings by providing students with take home book bags to include science and social studies reading material appropriate for each students reading level.

Schoolwide buildings will provide rotating bags available for all students. Targeted assistance schools will provide bags for identified at-risk students.

Family Coaches will provide additional resources and materials for students and families to practice outside of school. Coaches will also provide educational after school workshops for students and parents.

Planned staff responsible for implementing activity: Family coaches and Title I teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds - planned amount after carryover	Title I Part A	18,420.00	0.00

3.1.2. Strategy: PLC with regional assessments

Strategy Statement: Instructional staff in grades 6-12 will give regional soc. studies and science assessments and use results during monthly PLC (professional learning community) meetings to address specific areas of need as indicated from the assessment data. Teachers will develop specific instructional strategies based on the results.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.
Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.
Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.
Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

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

Professional Learning Communities at Work, by DuFour and Eaker
 Results, by Mike Schmoker

Getting Started by Robert Eaker, Rebecca DuFour, Richard DuFour
 What Works in Schools, by Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Analysis	2011-08-31	2012-06-07	Instructional staff PLC Steering Committee Principal TBAISD Support

3.1.2.1. Activity: Data Analysis

Activity Description: Middle School and High School: Monthly 2 hours PLC meetings used to disaggregated data provided by TBAISD common assessment, classroom assessments, and LEA data specialist. Data is used to drive instruction.

Planned staff responsible for implementing activity: Instructional staff
 PLC Steering Committee
 Principal
 TBAISD Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
sub costs, books, stipends, food.	General Funds	5,000.00	0.00

Goal 4: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will improve writing scores across the curriculum.

Gap Statement: Writing scores on state standardized tests have been consistently below state average.

Cause for Gap: Lack of consistent and explicit writing curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, NWEA,

ACT, Classroom assessments (K-5 Open Court, 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 MEAP, ACT.

Progress will be monitored using NWEA, Open Court, Macomb assessments and district assessments to be developed.

Contact Name: Lee Sandy

List of Objectives:

Name	Objective
Writing Improvement	All students will show improved scores on MEAP and ACT writing assessments.

4.1. Objective: Writing Improvement

Measurable Objective Statement to Support Goal: All students will show improved scores on MEAP and ACT writing assessments.

List of Strategies:

Name	Strategy
Consistent Instruction	Educators will develop a scope and sequence for writing instruction with grade level assessments. Administrators will provide: time for development of scope and sequence and accountability through collection of assessments.
PD connecting reading and writing	K-5 Instructional staff will use writing to improve the automaticity of the phoneme/grapheme connection.

4.1.1. Strategy: Consistent Instruction

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

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

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and

abilities of all students.

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

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

DuFour/PLCs/Common Assessment
 Robert Marzano
 Rich Stiggins
 Kelly Gallagher

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA Scope and Sequence Development	2011-08-31	2012-06-07	Administrators, Department Chairs and Grade Level Content Area Chairs and/or appointed representatives.

4.1.1.1. 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. Meetings will be held across grade levels (at least one representative from each elementary building and department from MS and HS). These prerequisites will include the new Common Core Curriculum Standards.

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:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sub costs, books, stipends, food.	General Funds	5,000.00	0.00

4.1.2. Strategy: PD connecting reading and writing

Strategy Statement: K-5 Instructional staff will use writing to improve the automaticity of the phoneme/grapheme connection.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

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

National Panel Reading Report
 FCRR - Florida Center for Reading Research
 What Works Clearing House

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Wilson Reading Program	2011-08-31	2012-06-07	Instructional staff Paraprofessionals Title I teachers Instructional coaches

4.1.2.1. Activity: Wilson Reading Program

Activity Description: Title I staff, including teachers, paraprofessionals, and coaches, will be trained in the Wilson Language Program to implement as a supplemental approach for students not making the necessary progress with their reading and writing skills.

Planned staff responsible for implementing activity: Instructional staff
 Paraprofessionals
 Title I teachers
 Instructional coaches

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
FCRR	Title I Part A	5,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$141,510.00	\$0.00
Section 31 a	\$107,201.00	\$0.00
General Funds	\$20,000.00	\$0.00
Title I Part A	\$569,495.00	\$0.00

Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments: *Evaluation Teams are assembled to review findings for continues improvement. Evaluation teams meet to discuss relevant issues as needed. Action plans are created and followed through by providing support in areas of concern.*

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments: *Data is reviewed and included in the plan as necessary.*

Technology

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

Response: *Yes*

Comments: *The district uses a program called NetSleeper to filter all internet access.*

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments: *The district I.T. Coordinator periodically reviews and monitors all internet usage within the district. When someone is found to be going to unapproved sites the I.T. Coordinator will contact the building principal and the situation is resolved. A loss of privelege may take place.*

The I.T. Coordinator also will take requests from professional staff to review internet usage if policy violations have been perceived.

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments: *Board adopted policies numbered 7540 - 7545 (ten in total) set the parameters in all forms of electronic communication. All students and staff must sign an acceptable use form prior using the district's internet.*

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA

requirements.

Response: *Yes*

Comments: *All policies are updated twice a year to assure that they are current and up-to-date in accordance with state and federal law.*

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments: *All district policies are adopted in open Board meetings and are posted on the district web-site. All meetings are publically posted and the public is given an opportunity to speak at each meeting.*

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments: *Prior to the most recent technology initiative in 2009 all professional staff were surveyed as to what the plan should include to best serve our teachers and students.*

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *By the end of the 2010 school year all classrooms in the district are wired for internet, have at least one P.C., an over-head projector, a document camera and either a white board or an hand held electronic tablet.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *At the high school level general usage of internet integration and computers is prevalent throughout each day. At the middle school and elementary levels all students have an opportunity to work in the computer labs at least once a week. All teachers have access to electronic information programs such Study Island, text book provided web sites, complete internet access, assessment programs such as NWEA, AimsWeb and special programs such as Read 180. All teachers, k-12, now use PowerSchool for grading, attendance, and general record keeping.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *Technology enhances the general education population. It provides curriculum extension and enrichment to the advance student and in programs such as Read 180 provides remedial help to those who need it. Students receive instruction on internet safety, release of personnel identifiable information and proper use of social media.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Study Island provides curriculum extention and remediation in all sublects at the elementary level. Read 180 provides remediation to all students who need extra help. Through AimsWeb and NWEA testing all students are assessed at different times of the year to provide individualized data on all students.*

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.	Jodi	Disbrow	Parent	jodiedisbrow@hotmail.com
Mrs.	Samantha	Comai	Parent	TomComai@hotmail.com
Mrs.	Julie	Dayo	Parent	lavendersupergirl@yahoo.com
Mrs.	Tabitha	Carlisle	Parent	jon.tab@hotmail.com
Mr.	Matt	Olds	Teacher	molds@kpschools.com
Ms.	Helen	Crawford	Teacher	hcrawford@kpschools.com
Ms.	Lisa	Sutton	Teacher	lsutton@kpschools.com
Mr.	Rik	Ponstein	Principal	rponstein@kpschools.com
Mrs.	Diane	Swoverland	Principal	dswoverland@kpschools.com
Ms.	Arica	Swoverland	Principal	aswoverland@kpschools.com
Mr.	Greg	Webster	Principal	gwebster@kpschools.com
Mr.	Dale	Kasza	Principal	dkasza@kpschools.com
Mr.	Brian	Harbour	Principal	bharbour@kpschools.com

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

District School Improvement meetings are held two times during the school year to evaluate current programs and processes and make plans for implementing changes.

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

8th grade parents are involved in creating high school schedules
 Building school improvement committees involve stakeholders
 Child study meetings
 IEPs
 CDC (Curriculum Development Council) monthly meetings

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

Stakeholders are provided with explanations of nationally normed assessments - written to communicate current levels of achievement.

Parent teacher conferences are held two times during the school year to provide parents with one on one information regarding student progress.

Power School is a tool all teachers, parents, and students have access to and parents can obtain daily information regarding their child's progress.

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
Telephone Number:	231-259-9109

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.

Conclusion

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

All stakeholders will need to be continuously schooled in current school/district initiatives. RTI - Response to Intervention is one example of a district initiative in which stakeholders will need inscribing. During the 2011-1012 school year emphasis will be placed on presenting and implementing the Common Core State Standards in the area of Math. Teachers will also be introduced to the CCSS in English Language Arts. Training in the English Language Arts CCSS will be emphasized during the 2012-2013 school year.

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

General education funds have combined with 31a and Title I, Title IIA, and Title VI funds to support PLC - Professional Learning Communities K-12.

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

General funds and 31a have all contributed to the integration of updated technology for our district as well as PD to ensure staff implementation.