

District Improvement Plan

School Year: 2011 - 2012

District Name: Charlevoix Public Schools

ISD/RESA: Charlevoix-Emmet ISD

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

Superintendent: Mr. Chet Janik

Building Code: 15050

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:	Charlevoix Public Schools
ISD/RESA:	Charlevoix-Emmet ISD
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	15050
City:	Charlevoix
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The Charlevoix Public Schools will provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work and life.

Mission Statement

It is the mission of the Charlevoix Public Schools, in partnership with the community, to prepare students to think, learn, and positively contribute to a diverse global community.

Beliefs Statement

As the Charlevoix Public Schools, we are committed to
Focusing on students and their learning
We Believe in..

- Relevant learning experiences and preparation for life and work
- Learning environments where relationships are built
- Meeting high academic standards
- Using best practices in teaching
- Preparing students to compete in a global economy
- Providing a goal-oriented, district-wide coordinated curriculum
- Active teaching to engage students in learning
- Advanced technology opportunities

Community and Parental Involvement in School

We believe in.

- Increasing the connections between parents, business, community
- Using all the strengths in our community to improve student learning
- Communication that keeps all community members informed
- Respecting diverse opinions
- Working together and sharing responsibilities
- Family participation in the educational process
- Encouraging volunteerism

Integrity and Respect

We believe in ..

- Equality and respect for each student
- Promoting confidence in students
- Treating all students, teachers and staff with dignity
- Nurturing the development of each individual
- Encouraging responsibility and self discipline
- Setting high standards and clear expectations for all

EXCELLENCE

We believe in..

- High moral standards for students and staff
- Providing a safe environment - respect between students
- Teacher, student and parent accountability
- Professional and ethical behavior by employees
- Decisive administrative leadership
- Encouraging each student to achieve maximum potential
- Passionate, effective and engaged teachers

Goals

Name	Development Status	Progress Status
All students will be proficient in math.	Complete	Open
All students will be proficient in reading	Complete	Open
All students will be proficient in writing	Complete	Open

Goal 1: All students will be proficient in math.

Content Area: Math

Development Status: Complete

Student Goal Statement: All students at Charlevoix Middle School will be proficient in math.

All students will improve on the MEAP Math Test (combined 3rd, 4th, and 5th grades) in 2011-2012.

All students at Charlevoix High School will achieve college readiness standards on the Math ACT test.

Explore: 17 (grade 8) 18 (grade 9)

PLAN: 19 (grade 10)

ACT: 22 (grade 11)

Gap Statement: In 2010, with new cut scores, only 39% of the elementary students scored 1 or 2 on the MEAP Math Test (combined 3rd, 4th, and 5th grades).

In 2010-2011, % of our students scored 70% or higher on their end of the trimester math assessments.

Based on the review of two different assessments, the Middle School NWEA mean data shows that students are achieving an average of 1.7% below the norm.

Explore: 46% of HS students met the college readiness standard of 17 on the Fall 2009 Math Explore test (36% national avg).

PLAN: 44% of HS students met the college readiness standard of 19 on the Fall 2009 Math PLAN test (34% national avg).

ACT: Our 4 year Math ACT cohort for 2007-2010 shows that 40% of our students are meeting the college readiness standard of 22.

Cause for Gap: In 2010 there was a discrepancy between our economically disadvantaged and not economically disadvantaged students. On the 4th grade math MEAP test, 85% of economically disadvantaged students were proficient versus 96% of not economically disadvantaged students were proficient. On the 5th grade MEAP test, 57% of economically disadvantaged students were proficient versus 85% of not economically disadvantaged students were proficient.

In addition, on the 5th grade MEAP 29% of special education students were proficient while 83% of our general education students were proficient.

Explore: The average score for all HS students in math is 15.6, males 15.5, females 15.3.

PLAN: The average score for all students in math is 18.8, males 19, females 18.8.

ACT: Data not available for spring 2010 administration.

Multiple measures/sources of data you used to identify this gap in student achievement: EXPLORE test, MEAP, NWEA, Local Trimester Math Tests, Teacher Observation

2007, 2008, 2009, 2010 ACT scores

2009 Explore and PLAN scores

Common local 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? MEAP Test Scores will be 1 or 2

Local Trimester tests-70%

NWEA scores will be average or above average within each grade level

Middle School students will increase the percentage in levels 1 or 2 and decrease the % in level 4 on their 2012 MEAP math test.

45% of HS students will score a 22 or above on the Math ACT test.

Assessments:

Explore: 17 (grade 8) 18 (grade 9)

PLAN: 19 (grade 10)

ACT: 22 (grade 11)

Common local assessments

Contact Name: ChET JANIK

List of Objectives:

Name	Objective
ACT Test	45% of students will score a 22 or above on the Math ACT test during the MME administration in March 2011.
Math	Students will work on math computation skills as assessed by MEAP, NWEA and local assessments.
MEAP	50% of our students will score in levels 1 or 2 on the MEAP Math Test (combined 3rd, 4th, and 5th grades) in 2011-2012.

1.1. Objective: ACT Test

Measurable Objective Statement to Support Goal: 45% of students will score a 22 or above on the Math

ACT test during the MME administration in March 2011.

List of Strategies:

Name	Strategy
ACT Test	Teachers will use best practices in math instruction, including technology, active learning, extended learning and on-line opportunities.

1.1.1. Strategy: ACT Test

Strategy Statement: Teachers will use best practices in math instruction, including technology, active learning, extended learning and on-line opportunities.

Selected Target Areas

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Other Required Information for Strategy

International Journal of Instructional Media, v33 n4 p443-462 2006: An important area for the application of instructional design is the development of effective teaching strategies for mathematics. Activities that include the use of computers, cooperative learning, and active learning materials are associated with mathematics achievement. Research results emphasize the importance of instructional strategies and the consideration of student motivation and self-beliefs when designing instructional programs for mathematics learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ACT-like Experiences	2011-09-12	2012-06-04	Math Teachers
Daily Warm Up\extended learning	2011-09-06	2012-06-04	Counselor and Math Teachers
On-line Learning Opportunities	2011-09-12	2012-06-04	Counselor and Math Teachers
Professional Development	2011-09-05	2012-05-30	Math Teachers

1.1.1.1. Activity: ACT-like Experiences

Activity Description: Math teachers will implement "ACT-like" experiences in their classrooms for students on a regular basis, including: Timed math tests (30 questions, 30 minutes, answer 20), use hunt and peck method, and applying calculator strategies for testing. Teachers will also include "ACT-like" questions on formative and summative assessments.

Planned staff responsible for implementing activity: Math Teachers

Actual staff responsible for implementing activity: Math Teachers

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ACT TEST	No Funds Required		

1.1.1.2. Activity: Daily Warm Up\extended learning

Activity Description: Math teachers will implement using daily warm-up questions from released ACT items and develop a bank of ACT like questions.

Provide extended learning opportunities for economically disadvantaged/at-risk students to focus on identified math strands/HSCes (Math Essentials support class).

Planned staff responsible for implementing activity: Counselor and Math Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Daily Warm-Up\ Extended Learning Opportunities	Title I Part A		

1.1.1.3. Activity: On-line Learning Opportunities

Activity Description: Implement on-line learning opportunities for at-risk math students.

Planned staff responsible for implementing activity: Counselor and Math Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On-line learning	Title I Part A	2,000.00	

1.1.1.4. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Math teachers will attend professional development on instructional strategies and ACT data (college readiness, Explore, and PLAN results).

Planned staff responsible for implementing activity: Math Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	500.00	

1.2. Objective: Math

Measurable Objective Statement to Support Goal: Students will work on math computation skills as assessed by MEAP, NWEA and local assessments.

List of Strategies:

Name	Strategy
Math	Math teachers will provide instruction and practice on grade level computation GLCEs.

1.2.1. Strategy: Math

Strategy Statement: Math teachers will provide instruction and practice on grade level computation GLCEs.

Selected Target Areas

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Other Required Information for Strategy

Classroom Instructional Strategies That Get Results

Researchers at Mid-Continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book, Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock. The strategies are also outlined in the article, "Getting Acquainted with the Essential Nine" in the Winter 2002 issue of ASCD's Curriculum Update.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math	2011-09-12	2012-06-01	Kay Wasilewski, K-12 math core chairperson

1.2.1.1. Activity: Math

Activity Type: Professional Development

Activity Description: Based on deficits evident on NWEA and MEAP scores, students will be engage is at least 5 minutes of computation each day in their math classes.

Planned staff responsible for implementing activity: Kay Wasilewski, K-12 math core chairperson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math	No Funds Required		

1.3. Objective: MEAP

Measurable Objective Statement to Support Goal: 50% of our students will score in levels 1 or 2 on the MEAP Math Test (combined 3rd, 4th, and 5th grades) in 2011-2012.

List of Strategies:

Name	Strategy
Math Data	Teachers will analyze math data (MEAP, NWEA, local trimester tests, teacher recommendation).

1.3.1. Strategy: Math Data

Strategy Statement: Teachers will analyze math data (MEAP, NWEA, local trimester tests, teacher recommendation).

Selected Target Areas

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Other Required Information for Strategy

1. Liping Ma 1999
2. Gonzales et al 2004
3. Bell 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Remediation	2011-09-12	2012-06-04	1. Grade level teachers and aides 2. Grade level teachers and principal 3. Grade level teachers and paraprofessionals

1.3.1.1. Activity: Math Remediation

Activity Description: 1. Provide extra time for math remediation (before school, lunch time, after school) based on the analysis of the end of the trimester tests.

2. Teachers will set individual goals for instruction based on student achievement results and have

conversations.

3 Teachers will create test questions that are more similar to standardized test questions to be used during daily math, lessons, and/or classroom assessments

Planned staff responsible for implementing activity: 1. Grade level teachers and aides

2. Grade level teachers and principal

3. Grade level teachers and paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Remediation	No Funds Required		

Goal 2: All students will be proficient in reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students attending the Charlevoix Public Schools will be proficient in reading and meet the following goals:

In 2010-2011, 54% of our students scored proficient on the MEAP Reading test (combined 3rd, 4th, and 5th grades).

All students at the Middle School will be proficient in reading.

All students at the High School will achieve college readiness standards on the Reading ACT test.

Explore: 15 (grade 8) 16 (grade 9)

PLAN: 17 (grade 10)

ACT: 21 (grade 11)

Gap Statement: In 2010-2011, 54% of our students scored proficient on the MEAP Reading test (combined 3rd, 4th, and 5th grades).

In addition, on the 5th grade MEAP 41% of special education students were proficient while 97% of our general education students were proficient.

An average of 16% of the middle school students are not scoring "proficient" in reading.

Explore: 51% of our students met the college readiness standard of 15 on the Fall 2009 Reading Explore test (36% national avg).

PLAN: 57% of our students met the college readiness standard of 17 on the Fall 2009 Reading PLAN test (50% national avg).

ACT: Our 4 year Reading ACT cohort for 2007-2010 shows that 44% of our students are meeting the college readiness standard of 21.

Cause for Gap: In 2010 there was a discrepancy between our economically disadvantaged and not economically disadvantaged students. On the 3rd grade reading MEAP test, 77% of economically disadvantaged students were proficient versus 97% of not economically disadvantaged students were proficient. On the 4th grade reading MEAP test, 71% of economically disadvantaged students were proficient versus 92% of not economically disadvantaged students were proficient. On the 5th grade MEAP test, 70% of economically disadvantaged students were proficient versus 90% of not economically disadvantaged students were proficient.

In addition, on the 5th grade MEAP 41% of special education students were proficient while 97% of our general education students were proficient.

At the middle school, male students score 5% lower than female students. Economically disadvantaged students score 20% lower than non-economically disadvantaged students.

Explore: The average score for all students in Reading is 14.8, males 14.3, females 15.3.

PLAN: The average score for all students in Reading is 17.7, males 17.1, females 18.2.

ACT: Data not available for spring 2010 administration.

Multiple measures/sources of data you used to identify this gap in student achievement: At the Elementary School, MEAP, NWEA, and grade level reading assessments.

At the Middle School, MEAP, NWEA, EXPLORE

At the High School, 2007, 2008, 2009, 2010 ACT scores
2009-2010 Explore and PLAN scores
Common local 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? Developmental Reading Assessment (DRA) - at grade level cut score
NWEA scores will be average or above average within each grade level

1 or 2 on the reading MEAP test at the Elementary School. We will also look at NWEA, DRA, and local assessment scores to determine success.

90% of middle school students overall will score proficient in reading on the 2012 MEAP, including 90% of the males and 75% of the economically disadvantaged students.

55% of high school students will score a 21 or above on the Reading ACT test.

Assessments:

Explore: 15 (grade 8) 16 (grade 9)

PLAN: 17 (grade 10)

ACT: 21 (grade 11)

Common local assessments

Contact Name: Chet Janik

List of Objectives:

Name	Objective
ES - Plan to accomplish Student Achievement Goals	Plan to accomplish student achievement goals 60% of all students will score a 1 or 2 on the MEAP Reading test (combined 3rd, 4th, and 5th grades) in 2011-2012. % of students will score at their grade level's cut score (Kindergarten - 3, First - 16, Second - 28, Third - 38, Fourth - 44) on the Developmental Reading Assessment (DRA).
HS Reading	55% of students will score a 21 or above on the Reading ACT test during the MME administration in March 2011.
MS - Reading Comprehension	90% of the students overall will score proficient in reading on the 2012 MEAP, including 90% of the males and 75% of the economically disadvantaged students.

2.1. Objective: ES - Plan to accomplish Student Achievement Goals

Measurable Objective Statement to Support Goal: Plan to accomplish student achievement goals 60% of all students will score a 1 or 2 on the MEAP Reading test (combined 3rd, 4th, and 5th grades) in 2011-2012.
 % of students will score at their grade level's cut score (Kindergarten - 3, First - 16, Second - 28, Third - 38, Fourth - 44) on the Developmental Reading Assessment (DRA).

List of Strategies:

Name	Strategy
Elementary Reading	Teachers will evaluate current Tier 2 reading interventions and make changes as needed.

2.1.1. Strategy: Elementary Reading

Strategy Statement: Teachers will evaluate current Tier 2 reading interventions and make changes as needed.

Selected Target Areas

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Other Required Information for Strategy

1. Beck, McKeown & Kucan 2002
2. Walker 2004
3. Walter Kintsch, van Dijk, Perfetti, Graesser et al
4. Kintsch 1998
5. Researched based activities were recommended by our I.S.D. literacy consultant.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading strategies	2011-09-12	2012-06-04	1. Grade level teachers, volunteers, and paraprofessionals

2.1.1.1. Activity: Reading strategies

Activity Description: Provide additional Tier 2 interventions and/or extra time for at-risk students to target weaknesses in the area of reading.

A task force will be convened to evaluate our small group reading interventions.

Planned staff responsible for implementing activity: 1. Grade level teachers, volunteers, and paraprofessionals

Actual staff responsible for implementing activity: Grade level teachers, volunteers, and paraprofessionals

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Interventions	No Funds Required		

2.2. Objective: HS Reading

Measurable Objective Statement to Support Goal: 55% of students will score a 21 or above on the Reading

ACT test during the MME administration in March 2011.

List of Strategies:

Name	Strategy
HS Reading	Teachers will use best practices for reading instruction, including extending learning and on-line opportunities.

2.2.1. Strategy: HS Reading

Strategy Statement: Teachers will use best practices for reading instruction, including extending learning and on-line opportunities.

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 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.

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.

Other Required Information for Strategy

Reading Next (2004): Some students require or would benefit from intense, individualized instruction. This is particularly true of the student who struggles with decoding and fluency, but is also true of students requiring short-term, focused help. Such students should be given the opportunity to participate in tutoring, which need not occur only during the school day.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
HS - ACT Question of the Day	2011-09-05	2012-06-01	ELA teachers
HS - Administer Informational and Prose Readings	2011-10-01	2012-06-30	All staff and principal

HS - Comprehension and Inference	2011-09-15	2012-06-30	ELA teachers
HS - Extending Learning and On-line Opportunities	2011-09-15	2012-06-30	Intervention teacher and after-school teacher
HS - On-line Learning Opportunities	2010-09-15	2011-06-30	School improvement team and counselor
HS - Professional Development on Reading Strategies	2011-10-01	2012-06-30	ELA teachers and ISD consultant
HS - Vocabulary Power	2011-09-15	2012-06-30	ELA teachers

2.2.1.1. Activity: HS - ACT Question of the Day

Activity Description: ELA teachers will use "ACT Question of the day" one day per week (those questions that apply to reading). Teachers will begin a "question bank" to be maintained on the network server.

Planned staff responsible for implementing activity: ELA teachers

Actual staff responsible for implementing activity: ELA teachers

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
http://www.actstudent.org/qotd/ (ACT website)	No Funds Required		

2.2.1.2. Activity: HS - Administer Informational and Prose Readings

Activity Description: Teachers will administer at least two "reading strategies/experiences" per trimester in each class (informational, ACT-like with MC, timed).

Each department will be assigned a week to administer. Staff meeting time will be devoted to debriefing strategies and student work.

Teachers will turn in selected readings to principal.

Planned staff responsible for implementing activity: All staff and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Charlevoix Public Library database, ACT released readings, notes from ACT training	No Funds Required	0.00	0.00

2.2.1.3. Activity: HS - Comprehension and Inference

Activity Description: ELA teachers will use comprehension and inference strategies from Strategies that Work to help identified readers that are achieving below the goal.

Planned staff responsible for implementing activity: ELA teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Strategies that Work	No Funds Required		

2.2.1.4. Activity: HS - Extending Learning and On-line Opportunities

Activity Description: Provide extended learning time for economically disadvantaged/at-risk students to focus on the reading and comprehension.

Planned staff responsible for implementing activity: Intervention teacher and after-school teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title teacher (after school) and Intervention teacher (Sect 31a)	Title I Part A	1,500.00	0.00

2.2.1.5. Activity: HS - On-line Learning Opportunities

Activity Description: Implement on-line learning opportunities for at-risk students.

Planned staff responsible for implementing activity: School improvement team and counselor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On-line products (E2020, Gen Net)	Title I Part A	2,000.00	0.00

2.2.1.6. Activity: HS - Professional Development on Reading Strategies

Activity Description: Provide professional development for all teachers on ACT reading strategies that include timed informational readings, "close and critical" highlighting, and "Stack the Deck."

Planned staff responsible for implementing activity: ELA teachers and ISD consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Charlevoix Public Library, ACT released readings, ISD Consultant	Title II Part A	300.00	0.00

2.2.1.7. Activity: HS - Vocabulary Power

Activity Description: ELA teachers will use Vocabulary Power exercises to increase student literacy and word attack skills.

Planned staff responsible for implementing activity: ELA teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Power Program	No Funds Required	0.00	0.00

2.3. Objective: MS - Reading Comprehension

Measurable Objective Statement to Support Goal: 90% of the students overall will score proficient in reading on the 2012 MEAP, including 90% of the males and 75% of the economically disadvantaged students.

List of Strategies:

Name	Strategy
MS - Reading Intervention	Teachers will instruct students in reading strategies.
MS - Self-Selected Reading	Teachers will encourage students to read self-selected books.

2.3.1. Strategy: MS - Reading Intervention

Strategy Statement: Teachers will instruct students in reading strategies.

Selected Target Areas

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 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 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.

Other Required Information for Strategy

Only three intervention components contributed unique variance to the overall effect size estimates: control of task difficulty, use of small interactive instructional groups, and directed responses. The aggregated data from these studies support the use of explicit instructional strategy teaching in small groups in highly interactive sessions in which students are reading books of an appropriate level of complexity. These seem to be key features of the successful small group interventions reported by others.

Allington, Richard L. "Research on Reading/Learning Disability Interventions"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Literacy Class	2011-09-12	2012-06-01	Middle School teachers

2.3.1.1. Activity: Literacy Class

Activity Description: Targeted students will spend a trimester in a literacy course.

Planned staff responsible for implementing activity: Middle School teachers

Actual staff responsible for implementing activity: Travis Garrett, Middle School Principal

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Unknown	Title I School Improvement (ISI)	0.00	0.00

2.3.2. Strategy: MS - Self-Selected Reading

Strategy Statement: Teachers will encourage students to read self-selected books.

Selected Target Areas

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 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.

Other Required Information for Strategy

With the use of self selected reading "the number above grade level (fourth grade level or above) increases to 68%-76%. The number reading below grade level drops to 2%-9%. Standardized test data on these children collected in third, fourth, and fifth grades each year indicates that 90% of the children are in the top two quartiles. Most years, no children's scores fall in the bottom quartile."

Four Blocks Instruction

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Summer Reading Program	2011-09-09	2012-06-10	ELA/Reading teachers and media specialist.

2.3.2.1. Activity: Summer Reading Program

Activity Description: All students will be encouraged to read over the summer months. Prior to the end of the school year, teachers will provide students with books from classroom libraries, inform students of local summer reading programs, and present book talks. Media specialists will present a book fair toward the end of the school year to encourage summer reading.

Planned staff responsible for implementing activity: ELA/Reading teachers and media specialist.

Actual staff responsible for implementing activity: ELA/Reading teachers and media specialist.

Planned Timeline: Begin Date - 2011-09-09, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
all staf	No Funds Required	0.00	0.00

Goal 3: All students will be proficient in writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve on the MEAP writing test in 2011-2012.

All students at Charlevoix High School will achieve college readiness standards on the English ACT test.

Explore: 13 (grade 8) 14 (grade 9)

PLAN: 15 (grade 10)

ACT: 18 (grade 11) Writing score: 7 or above

Gap Statement: In 2010-2011, 60% of our students scored proficient on the 4th Grade MEAP Writing test.

An average of 25% of middle school students are not deemed proficient on the MEAP writing test. Our boys are also 17% below our girls in proficiency scoring.

Explore: 78% of 9th grade students met the college readiness standard of 14 on the Fall 2010, 64% national average

PLAN: 70% of 10th grade students met the college readiness standard of 15 on the Fall 2010, 68% national average (77% Fall 2009)

ACT: 73% of 11th grade students met the college readiness standard of 18 during MME 2011. Our 3 year English ACT cohort for 2009-2011 shows that 67% of our students are meeting the college readiness standard of 18.

Cause for Gap: In 2010 there was a discrepancy between our economically disadvantaged and not economically disadvantaged students. On the 4th grade writing MEAP test, 44% of economically disadvantaged students were proficient versus 71% of not economically disadvantaged students were proficient.

At the middle school, we need to spend more time with writing and emphasizing using supporting details. We always seem to be deficient in this area. We need to develop different strategies to target the boys and their writing skills.

Explore: The average score for all students in English is 14.8, males 13.8 and females 15.7.

PLAN: The average score for all students in English is 17.5; males 16.1 and females 18.6.

ACT: Data not available for spring 2010 administration

Preliminary data shows discrepancy between males and females. Economically disadvantaged data is not available through ACT.

Multiple measures/sources of data you used to identify this gap in student achievement: At the elementary school we use NWEA, MEAP, and end of the year writing prompts to identify this gap.

At the middle school we used MEAP, NWEA, and local assessments including our Collins writing process.

At the high school we used 2007, 2008, 2009, 2010 ACT scores; 2009-2010 Explore and PLAN scores; common local 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? The criteria for success for each of the measures of assessment for the elementary school are as follows:

NWEA: average or above average score within each grade level.

MEAP : achieving levels one or two.

End of the year writing prompts, achievement of a grade level credentialed score.

Overall, the goal at the middle school is to make 90% of our total student body proficient in writing. We also want to close the gap for boys by 10%. We will use MEAP, NWEA, and local writing assessments to measure progress. 70% of high school students will score an 18 or above on the English ACT test. 75% of high school students will score a 7 or above on the Writing ACT test.

HS Assessments:

Explore: 13 (grade 8) 14 (grade 9)

PLAN: 15 (grade 10)

ACT: 18 (grade 11) Writing score: 7 or above

Common local assessments at the high school.

Contact Name: Chet Janik

List of Objectives:

Name	Objective
Elementary School MEAP test writing scores increase	55% % of all students will score a 1 or 2 on the 4th grade MEAP writing test in 2011-2012.
High School English & Writing Objective	70% of students will score an 18 or above on the English ACT test. 75% of students will score a 7 or above on the Writing ACT test during the MME administration in March 2012.
Improve male writing scores at the middle school	Males will close their 20% percent gap by 10%.

3.1. Objective: Elementary School MEAP test writing scores increase

Measurable Objective Statement to Support Goal: 55% % of all students will score a 1 or 2 on the 4th grade MEAP writing test in 2011-2012.

List of Strategies:

Name	Strategy
Collaborative/Cooperative Writing	Teachers will learn about teaching students to write collaboratively and cooperatively.

3.1.1. Strategy: Collaborative/Cooperative Writing

Strategy Statement: Teachers will learn about teaching students to write collaboratively and cooperatively.

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 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 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.

Other Required Information for Strategy

Reading Next (2004): Some students require or would benefit from intense, individualized instruction. This is particularly true of the student who struggles with decoding and fluency, but is also true of students requiring short-term, focused help. Such students should be given the opportunity to participate in tutoring, which need not occur only during the school day.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
classroom visits	2011-	2012-	All Staff

	09-15	06-15	
ES - Visit schools with high levels of proficient writing scores	2011-10-04	2012-04-04	Principal and all staff members
Extended Learning Time	2011-09-12	2012-06-04	Teacher assigned to at-risk learners during school day. Teacher hired for after school.
On-line Learning Opportunities	2011-09-05	2012-06-04	School Improvement Team and Counselor
Professional Development \Common Core Standards	2011-09-05	2012-06-04	Suzanne Klinger, Principal will contact Jennifer Sabsook, ISD Consultant
Professional Development on Persuasive Writing	2011-09-12	2012-06-04	English teachers and Principal

3.1.1.1. Activity: classroom visits

Activity Type: Professional Development

Activity Description: All teachers will visit the classrooms of four other teachers in the building to observe writing lessons.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom visits	Other	0.00	0.00

3.1.1.2. Activity: ES - Visit schools with high levels of proficient writing scores

Activity Description: Visit schools that demonstrate a high level writing program. Be able to spend time talking with teachers/administrators on the strategies that have led them to their success. Be able to observe several various writing lessons at varying grade levels.

Planned staff responsible for implementing activity: Principal and all staff members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-04, End Date - 2012-04-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD time	No Funds Required	0.00	0.00

3.1.1.3. Activity: Extended Learning Time

Activity Description: Provide extended learning time for economically disadvantaged/at-risk students to focus on the writing process, using details, and grammar

Planned staff responsible for implementing activity: Teacher assigned to at-risk learners during school day.
Teacher hired for after school.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extended Learning Time	Title I Part A	1,500.00	

3.1.1.4. Activity: On-line Learning Opportunities

Activity Description: Research and implement on-line learning opportunities for at-risk students

Planned staff responsible for implementing activity: School Improvement Team and Counselor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On-line learning	Title I Part A	3,000.00	

3.1.1.5. Activity: Professional Development \Common Core Standards

Activity Type: Professional Development

Activity Description: Provide time and professional development for English teachers to collaborate on the Common Core Standards. End goal: Strategies for grammar instruction and develop formative assessments.

Planned staff responsible for implementing activity: Suzanne Klinger, Principal will contact Jennifer Sabsook, ISD Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD on common core standards	No Funds Required		

3.1.1.6. Activity: Professional Development on Persuasive Writing

Activity Type: Professional Development

Activity Description: Provide professional development for all teachers on components of good persuasive writing (ACT rubric).

Staff meetings in October (PD), November (eval), January (PD), February (eval). Evals will be done by departments.

All teachers will maintain a writing folder with administered writing prompts per class. Writing prompts will be turned in to the principal at the end of every trimester.

Expectations: 2 Type 3/4 per trimester, 1 must be ACT-like (rotate weeks by department). Continue weekly Type 1-2s.

Planned staff responsible for implementing activity: English teachers and Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-04

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD on Persuasive Writing	General Funds	150.00	

3.2. Objective: High School English & Writing Objective

Measurable Objective Statement to Support Goal: 70% of students will score an 18 or above on the English ACT test. 75% of students will score a 7 or above on the Writing ACT test during the MME administration in March 2012.

List of Strategies:

Name	Strategy
HS English and Writing	Teachers will use best practices around English and writing instruction, including extending learning and on-line opportunities.

3.2.1. Strategy: HS English and Writing

Strategy Statement: Teachers will use best practices around English and writing instruction, including extending learning and on-line opportunities.

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 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 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.

Other Required Information for Strategy

Reading Next (2004): Some students require or would benefit from intense, individualized instruction. This is particularly true of the student who struggles with decoding and fluency, but is also true of students requiring short-term, focused help. Such students should be given the opportunity to participate in tutoring, which need not occur only during the school day.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
HS - Professional Development on Persuasive Writing	2010-10-01	2011-03-01	English teachers meet to plan PD. Principal will oversee writing expectations for all staff.
HS - Extended Learning Time	2010-09-15	2011-06-30	Teacher assigned to at-risk learners during school day.
HS - On-line Learning Opportunities	2010-09-01	2011-06-30	School Improvement Team and Counselor
HS - PD on Common Core Standards	2010-10-01	2011-06-01	Suzanne Klinger, Principal will contact Jennifer Sabsook, ISD Consultant

3.2.1.1. Activity: HS - Professional Development on Persuasive Writing

Activity Description: Provide professional development for all teachers on components of good persuasive writing (ACT rubric).

Staff meetings in October (PD), November (eval), January (PD), February (eval). Evals will be done by departments.

All teachers will maintain a writing folder with administered writing prompts per class.

Writing prompts will be turned in to the principal at the end of every trimester.

Expectations: 2 Type 3/4 per trimester, 1 must be ACT-like (rotate weeks by department). Continue weekly Type 1-2s.

Planned staff responsible for implementing activity: English teachers meet to plan PD. Principal will oversee writing expectations for all staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2011-03-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers (2 hours, 3 teachers)	General Funds	150.00	0.00

3.2.1.2. Activity: HS - Extended Learning Time

Activity Description: Provide extended learning time for economically disadvantaged/at-risk students to focus on the writing process, using details, and grammar. Teacher hired for after school.

Planned staff responsible for implementing activity: Teacher assigned to at-risk learners during school day.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title Teacher and Intervention Teacher (Sec 31 A)	Title I Part A	1,500.00	0.00

3.2.1.3. Activity: HS - On-line Learning Opportunities

Activity Description: Research and implement on-line learning opportunities for at-risk students.

Planned staff responsible for implementing activity: School Improvement Team and Counselor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On-line learning products (E2020, GenNet)	Title I Part A	3,000.00	0.00

3.2.1.4. Activity: HS - PD on Common Core Standards

Activity Description: Provide time and professional development for English teachers to collaborate on the Common Core Standards. End goal: Strategies for grammar instruction and develop formative assessments.

Planned staff responsible for implementing activity: Suzanne Klinger, Principal will contact Jennifer Sabsook, ISD Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2011-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ISD ELA Meetings (ISD pays for subs)	No Funds Required	0.00	0.00

3.3. Objective: Improve male writing scores at the middle school

Measurable Objective Statement to Support Goal: Males will close their 20% percent gap by 10%.

List of Strategies:

Name	Strategy
MS - 6 traits writing program	Teachers will use the 6 traits writing program to improve our instruction in writing. We will also use the rubric with that program which will target specific skills in writing. We will also use Title 1 funds to target struggling writers with extra support and tutors.

3.3.1. Strategy: MS - 6 traits writing program

Strategy Statement: Teachers will use the 6 traits writing program to improve our instruction in writing. We will also use the rubric with that program which will target specific skills in writing. We will also use Title 1 funds to target struggling writers with extra support and tutors.

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 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

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.

Other Required Information for Strategy

NWREL research on 6 plus 1 Writing Traits. Lucy Culkins and Nancy Atwells research on writing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6 plus 1 writing traits program	2011-09-12	2012-06-07	All ELA teachers

3.3.1.1. Activity: 6 plus 1 writing traits program

Activity Description: Implement common writing assessments based on 6 traits and use a rubric to evaluate writing.

Planned staff responsible for implementing activity: All ELA teachers

Actual staff responsible for implementing activity: Travis Garrett, Principal

Planned Timeline: Begin Date - 2011-09-12, 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
Aides	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$14,500.00	\$0.00
General Funds	\$300.00	\$0.00
Title II Part A	\$800.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$0.00	\$0.00
Title I School Improvement (ISI)	\$0.00	\$0.00

Assurances

Special Education

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

Response: *Yes*

Comments: *CIMS data is presented at our Curriculum Design Team meeting which serves as our School Improvement Team.*

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

Response: *Yes*

Comments: *Analysis of CIMS data is reviewed and contributes to appropriate changes to best meet the needs of our students.*

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 the iBoss Web Filters to filter adult and student Internet access to inappropriate materials.*

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

Response: *Yes*

Comments: *The iBoss Web Filters provides user-level monitoring and reporting for adult and student use of the Internet.*

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

Response: *Yes*

Comments: *The district Acceptable Use Policy governs Internet safety.*

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

Response: *Yes*

Comments: *The district Acceptable Use Policy meets all mandated requirements.*

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

Response: *Yes*

Comments: *Public notice and a public hearing were provided prior to adoption of the district Acceptable Use Policy.*

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: *School-wide assessment data is evaluated for determining the telecommunication services and hardware support that are needed to support teaching and learning in all schools.*

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: *The district shall continue to maintain and improve wired and wireless networks along with high-speed Internet access suitable to meet increasing demands for all educational and administrative purposes. Increased use of mobile technologies, cloud-computing and concentrated professional development shall continue as driven by school-wide assessments.*

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: *The district provides technology integration training to all teachers and provides train-the-trainer training to technology innovators throughout the district. These in-house experts promote on-going technology integration throughout the school year.*

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

Response: *Yes*

Comments: *The district integrates the Michigan Educational Technology Standards and National Educational Technology Standards for Students throughout the curriculum to promote technology literacy for all students.*

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

Response: *Yes*

Comments: *The district instructional program incorporates the use of technology throughout all aspects of*

instruction. All classrooms utilize interactive whiteboard technologies, sound enhancement and document cameras for instructional delivery. The district's instructional program includes technology literacy classes for all students in grades K-8 with enhanced technology program offerings in high school.

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
	Chet	Janik	Superintendent	cjanik@rayder.net
	Suzanne	Klinger	H.S. Principal	sklinger@rayder.net
	Doug	Drenth	K-4 Principal	ddrenth@rayder.net
	Kari	Boss	CDT Chair K-4	kboss@rayder.net
	Karen	Peterson	CDT Chair HS	kpeterson@rayder.net
	John	McLean	Board Chair	jcmclean@charter.net
	Karrie	Gaffney	Counselor	kgaffney@rayder.net
	Deb	Devitt	Counselor	ddevitt@rayder.net
	Amy	Pott	CDT Chair M.S.	apott@rayder.net
Mr.	Travis	Garrett	M.S. Principal	tgarrett@rayder.net

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

.The decisions about curriculum, instruction and assessment are made through the Curriculum Design Team. All stakeholders are involved as this committee is comprised of teachers, administrator, counselor, parent and board member.

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

Decisions regarding curriculum, instruction, and assesment are made with input from Curriculum Development Team members and Content Area Core Teams. These committees are composed of a several teachers, administrators, support staff, students and community members.

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

Information is shared with stakeholders through parent teacher conferences, PowerSchool, flyers that are sent home, web sites, etc. The information is written to accomodate most reading levels. Counselors are available to meet with parents and discuss all progress reports and testing results.

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:	Director of Administrative Services
Address:	104 E. St Mary's Dr. Charlevoix MI 49720
Telephone Number:	231-547-8103

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

Conclusion

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

Professional development will be necessary in the areas of reading, writing and math. RTi model training and Dibel's assessment training.

Staff will also receive training from our local ISD to enhance instructional methods.

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

Our school now qualifies for Title 1 Services that is used to support struggling students in the areas of Math, Reading, Language Arts, Social Studies, and Science.

Professional development has been offered. Upgrades in building wide technology with supportive teacher training.

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

Smart Board technology has been implemented in every classroom in all of the buildings this school year. Teachers have been trained on using Smart Boards in the classrooms and have intergrated it in their lessons.