

District Improvement Plan

School Year: 2011 - 2012

District Name: Crossroads Charter Academy

ISD/RESA: Mecosta-Osceola ISD

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

Superintendent: Mr. Lynn Gullekson

Building Code: 54901

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:	Crossroads Charter Academy
ISD/RESA:	Mecosta-Osceola ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	54901
City:	Big Rapids
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our vision is to be the #1 School of Choice in our area, through excellence in values and education.

Mission Statement

Developing students' lives to positively impact the world through academic excellence and higher moral character.

Beliefs Statement

Embracing excellence in:

- * higher moral character and integrity
- * academic achievement
- * a safe, nurturing environment; physically, mentally, and emotionally
- * diversity by respecting differences
- * resource stewardship
- * life long learning and leadership
- * life skills development
- * community service
- * critical and creative thinking

Goals

Name	Development Status	Progress Status
English Language Arts	Complete	Open
Math	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

Goal 1: English Language Arts

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve in language arts skills (reading and writing).

Gap Statement: In depth analysis of MEAP data shows that only 83% of our students in grades 3-11 were proficient in Language Arts on the Fall 2010 MEAP test and the spring 2011 MME exam. Analysis of local assessments such as common assessments and the nationally normed MAP (Measures of Academic Progress) also re-enforce the need for enhanced reading and writing instruction.

Cause for Gap: Fall 2010 MEAP data mining shows that only 47% of our students were proficient in writing with students in 4th, 7th, and 11th performing at a 36%, 41%, and 64% proficiency rate respectively. Furthermore, analysis of our subgroups (gender and Socio-economic) shows an average gap of 22.5% (males below females) in writing. In reading, our overall proficiency rate has fallen, with significant gender gaps of 23 and 17 percent in 4th and 7th grades. Further more, there is a gap of 16 and 18 percent in 6th and 11th grade between our economically disadvantaged students and their peers.

Initial strand analysis of the MEAP, MME, and MAP tests show weaknesses district-wide in reading and interpreting text (both informational and narrative) and comprehension.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MME, MAP, local assessments (common & classroom)

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 is a reduction of at least 5% in the achievement gaps, both gender and socio-economic in reading, writing, and consequently, ELA as a whole. Measures used to determine whether the goal has been achieved will include, but are not limited to: MEAP, MME, MAP, common assessments, surveys, curriculum based measures, and evaluations. Progress towards achieving this criteria will be monitored specifically within each activity aligned with this goal.

Contact Name: Charissa Talsma

List of Objectives:

Name	Objective
Reading	The number of students proficient in reading will continue to be at or above 85%. In addition, the achievement gap between our disadvantaged students and their peers will decrease by at least 5% in areas that have a gap greater than 10%. Furthermore, greater than 60% of our students in grades 2-10 will meet or exceed their growth target as evidenced on the Fall 2011-Spring 2012 NWEA MAP assessments.
Writing	All students will increase skills in the area of writing; the overall percentage of students who are proficient in writing will increase to 65% on the Fall 2011 MEAP and Spring 2012 MME. Additionally, a reduction of 5% in our sub-group gaps (gender and socio-economic status) will occur by the end of the 2011-2012 school year, as evidenced by state and local tests. Furthermore, greater than 60% of our students in grades 2-10 will meet or exceed their growth targets in Language Usage as evidenced through the Fall 2011 and Spring 2012 NWEA MAP assessment.

1.1. Objective: Reading

Measurable Objective Statement to Support Goal: The number of students proficient in reading will continue to be at or above 85%. In addition, the achievement gap between our disadvantaged students and their peers will decrease by at least 5% in areas that have a gap greater than 10%. Furthermore, greater than 60% of our students in grades 2-10 will meet or exceed their growth target as evidenced on the Fall 2011-Spring 2012 NWEA MAP assessments.

List of Strategies:

Name	Strategy
Blended Instruction	Teachers will utilize Moodle to develop and established blended learning opportunities for all students.
Instructional Strategies	All teachers and instructional staff, will incorporate a variety of instructional strategies within their practice, including but not limited to: the use of Marzano's Nine Essential Teaching strategies, the Model of Universal Design for Learning, teacher directed interventions, and/or differentiated instruction.
Professional Learning Communities	Teachers will have regular opportunities to discuss student data and inform/alter instruction accordingly.
Title I Staff	Intervention (K-6) and Title I (7-12) staff will provide extra time and assistance to students not achieving state standards.

1.1.1. Strategy: Blended Instruction

Strategy Statement: Teachers will utilize Moodle to develop and established blended learning opportunities for all students.

Selected Target Areas

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Other Required Information for Strategy

Patrick, S. and Powell, A. (2009) A Summary of Research on the Effectiveness of Online Learning. International Association for K-12 Online Learning. Vienna, VA.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Blended instruction	2011-08-15	2012-06-08	Curriculum Coordinator, MS/HS principal, Superintendent, teaching staff
Professional Development--Moodle	2011-08-15	2012-06-08	Curriculum Coordinator, MS/HS principal, Technology

1.1.1.1. Activity: Blended instruction

Activity Description: Teachers in grades 7-12 will develop at least one blended course to be used in the 2011-2012 school year.

Planned staff responsible for implementing activity: Curriculum Coordinator, MS/HS principal, Superintendent, teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Florida Virtual High School Courses	No Funds Required		

1.1.1.2. Activity: Professional Development--Moodle

Activity Type: Professional Development

Activity Description: Teachers will receive professional development on how to incorporate Moodle into their classroom.

Planned staff responsible for implementing activity: Curriculum Coordinator, MS/HS principal, Technology

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2. Strategy: Instructional Strategies

Strategy Statement: All teachers and instructional staff, will incorporate a variety of instructional strategies within their practice, including but not limited to: the use of Marzano's Nine Essential Teaching strategies, the Model of Universal Design for Learning, teacher directed interventions, and/or differentiated instruction.

Selected Target Areas

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Other Required Information for Strategy

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research based strategies for increasing student achievement. Alexandria, VA: ASCD.

McTigue, J., and Wiggins, G. (1999). The Understanding by Design Handbook, Alexandria, VA: ASCD.

Tomlinson, C. (1995). Differentiating Instruction for mixed-abilities classrooms. Alexandria, VA. ASCD.

Tomlinson, c. (1999). The differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA. ASCD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-08-15	2012-06-08	All teaching staff
Professional Development-- Intervention Training	2011-08-15	2012-06-08	Curriculum Coordinator, Administration, School Improvement Teams.
Professional Development--Marzano's Nine	2011-08-15	2012-06-08	Curriculum Coordinator, Administration
Professional Development-- Understanding By Design	2011-08-15	2012-06-08	Curriculum Coordinator, administration

1.1.2.1. Activity: Differentiated Instruction

Activity Description: Teachers will continue to use differentiated instruction within their classroom.

Planned staff responsible for implementing activity: All teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2.2. Activity: Professional Development--Intervention Training

Activity Type: Professional Development

Activity Description: Teachers will receive training on various intervention programs including Orton-Gillingham to target student reading skills.

Planned staff responsible for implementing activity: Curriculum Coordinator, Administration, School Improvement Teams.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.3. Activity: Professional Development--Marzano's Nine

Activity Type: Professional Development

Activity Description: Teachers and instructional staff will receive professional development on Marzano's Nine.

Planned staff responsible for implementing activity: Curriculum Coordinator, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Instruction that Works Book	Title II Part A	500.00	
Marzano's Professional Development	Title II Part A	4,500.00	
Understanding By Design--Materials	Title II Part A	500.00	
Understanding By Design--PD	Title II Part A	1,000.00	

1.1.2.4. Activity: Professional Development--Understanding By Design

Activity Type: Professional Development

Activity Description: Teachers will receive professional development on the Understanding By Design model.

Planned staff responsible for implementing activity: Curriculum Coordinator, administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.3. Strategy: Professional Learning Communities

Strategy Statement: Teachers will have regular opportunities to discuss student data and inform/alter instruction accordingly.

Selected Target Areas

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Other Required Information for Strategy

DuFour, R., Eaker,R. (1998) Professional Learning Communities at Work. National Educational Service: Bloomington, IN.

DuFour, Richard; DuFour, Rebecca; Eaker, R.; & Karhanek, G. (2004) Whatever It Takes: How Professional Learning COmunities Respond When Kids Don't Learn. Solution Tree: Bloomington, IN.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2011-08-15	2012-06-08	Administration
Professional Learning Communities-Teachers	2011-08-15	2012-06-08	Administration, Teachers

1.1.3.1. Activity: Professional Learning Communities

Activity Description: Administration will devise a schedule that will allow for regular opportunities for teachers to participate in the analysis and discussion of student data.

Planned staff responsible for implementing activity: Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3.2. Activity: Professional Learning Communities-Teachers

Activity Description: Teachers will regularly participate in professional learning communities to analyze and discuss student data.

Planned staff responsible for implementing activity: Administration, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4. Strategy: Title I Staff

Strategy Statement: Intervention (K-6) and Title I (7-12) staff will provide extra time and assistance to students not achieving state standards.

Selected Target Areas

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Other Required Information for Strategy

RTI Model: IDEA

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title I para-pros	2010-09-01	2011-06-15	Business manager, superintendent, principals
Title I Teacher	2010-07-01	2011-06-30	Business manager, superintendent, curriculum coordinator.

1.1.4.1. Activity: Title I para-pros

Activity Description: Employment of 3 FTE Title I para-pros, and 4 part-time para-pros.

Planned staff responsible for implementing activity: Business manager, superintendent, principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary/benefits	Title I Part A	75,000.00	0.00

1.1.4.2. Activity: Title I Teacher

Activity Description: Employment of a Title I Teacher.

Planned staff responsible for implementing activity: Business manager, superintendent, curriculum coordinator.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, 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
Salary	Title I Part A	42,000.00	0.00

1.2. Objective: Writing

Measurable Objective Statement to Support Goal: All students will increase skills in the area of writing; the overall percentage of students who are proficient in writing will increase to 65% on the Fall 2011 MEAP and Spring 2012 MME. Additionally, a reduction of 5% in our sub-group gaps (gender and socio-economic status) will occur by the end of the 2011-2012 school year, as evidenced by state and local tests. Furthermore, greater than 60% of our students in grades 2-10 will meet or exceed their growth targets in Language Usage as

evidenced through the Fall 2011 and Spring 2012 NWEA MAP assessment.

List of Strategies:

Name	Strategy
Motivation	Teachers will use utilize motivation strategies to get students motivated about writing and other subjects.
Overall Writing Improvement	Teachers will utilize best practices around writing instruction will all students, with special attention being given to the development of a K-12 vision for writing.
Socio-Economic Status and Writing	Teachers will use best practices around writing instruction with those that are economically disadvantaged. (Professional Development, conferences, targeted instruction on how to assist students in writing.)

1.2.1. Strategy: Motivation

Strategy Statement: Teachers will use utilize motivation strategies to get students motivated about writing and other subjects.

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 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 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 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 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.
 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

ASCD, Ron Glodoski.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development--Ron Glodowski	2011-09-01	2011-09-08	School Improvement Teams; Curriculum Coordinator

1.2.1.1. Activity: Professional Development--Ron Glodowski

Activity Description: Teachers will attend a session "Motivating the Un-Motivated Student" by Ron Glodowski at CCA on September 1. Students will attend a session on bullying and motivation by Ron Glodowski on September 8 at CCA.

Planned staff responsible for implementing activity: School Improvement Teams; Curriculum Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2011-09-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.2.2. Strategy: Overall Writing Improvement

Strategy Statement: Teachers will utilize best practices around writing instruction will all students, with special attention being given to the development of a K-12 vision for writing.

Selected Target Areas

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Other Required Information for Strategy

Kamehameha Schools. (2007) The Writing Process: An overview of Research on Teaching Writing as a Process. Research and Evaluation Department of Kamehameha Schools: Honolulu, HI.

Dean, D. (2005) Writing: Moving Beyond the Classroom Assignment. The English Journal. 95. 82-88.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curricular Alignment	2010-09-01	2011-06-15	Curriculum coordinator

1.2.2.1. Activity: Curricular Alignment

Activity Description: Teachers will develop a scope and sequence for K-12 writing and grammar instruction.

Planned staff responsible for implementing activity: Curriculum coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.2.3. Strategy: Socio-Economic Status and Writing

Strategy Statement: Teachers will use best practices around writing instruction with those that are economically disadvantaged. (Professional Development, conferences, targeted instruction on how to assist students in writing.)

Selected Target Areas

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Other Required Information for Strategy

Research concerning students' ELA skills was conducted to determine underlying deficits that maybe hindering a student's ability to write. Socio-economic factors such as exposure to vocabulary and written material, attendance, homework completion, etc. were evaluated and discussed.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
MCTE Workshops and Spring Conference	2010-07-01	2011-06-30	Select ELA department staff

1.2.3.1. Activity: MCTE Workshops and Spring Conference

Activity Description: Content specific training on writing with our subgroups at the MCTE Fall Workshop and Spring Conference.

Planned staff responsible for implementing activity: Select ELA department staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, 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

Goal 2: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will improve in math.

Gap Statement: Despite having an overall proficiency rate of 87% in grades K-8 on the Fall 2009 MEAP test, there are still areas of concern, especially in the area of applied problem solving. Analysis of MME data from spring 2011 shows that only 58% of our 11th graders were proficient in mathematics. Analysis of local

assessments (common, classroom, MAP) also show weaknesses in math skills.

Cause for Gap: Further analysis of the Fall 2010 MEAP data shows areas of sub-group gaps: 12% gender gap (males over females) in 5th grade, a 13% gender gap (males over females) in 6th grade and a 9% gender gap (males over females) in 7th grade; there are gaps of 13, 11, 12, 16, and 9 percent in grades 3, 4, 5, 8, and 11 between economically disadvantaged students and their peers. In addition, program analysis through common assessments, teacher classroom assessments, and the like, have shown weaknesses in various sub-topics in mathematics, including fractions, reasoning, applied problem solving and functions.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MAP, MME, STAR, common assessments, classroom 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? Success will be demonstrated through a decrease of the gap between subgroups by at least 5%. Progress towards this success will be monitored through individual activities related to this goal, as well as results from common assessments, classroom assessments, MEAP, MAP, and MME.

Contact Name: Charissa Talsma

List of Objectives:

Name	Objective
Mathematics Objective	All students will increase skills in the area of mathematics: students will increase their proficiency scores on the Fall 2010 MEAP test by 5%, with attention being paid to students moving up the proficiency scale, and 70% of students who take the 2011 MME will meet or exceed standards in math. Additionally, a reduction of 5% in our subgroup gaps will occur by the end of the 2011-2012 school year.

2.1. Objective: Mathematics Objective

Measurable Objective Statement to Support Goal: All students will increase skills in the area of mathematics: students will increase their proficiency scores on the Fall 2010 MEAP test by 5%, with attention being paid to students moving up the proficiency scale, and 70% of students who take the 2011 MME will meet or exceed standards in math. Additionally, a reduction of 5% in our subgroup gaps will occur by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Skill Improvement	District staff will implement effective, research-based mathematics strategies such as specific strategy instruction, vocabulary instruction, and hands-on activities, with all students, but with special attention given to our subgroups.

2.1.1. Strategy: Skill Improvement

Strategy Statement: District staff will implement effective, research-based mathematics strategies such as specific strategy instruction, vocabulary instruction, and hands-on activities, with all students, but with special attention given to our subgroups.

Selected Target Areas

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Other Required Information for Strategy

Tournaki, N. (2003) The Differential Effects of Teaching Addition through Strategy Instruction versus Drill and Practice to Students with and without Learning Disabilities. "Journal of Learning Disabilities". 36(5) 449-58.

Woodward, J. (2006) Developing Automaticity in Multiplication Facts: Integrating Strategy Instruction with Time Practice Drills. "Learning Disability Quarterly 29(4) 269-289.

Aman, Julane. (2006) Using Math Vocabulary Building to Increase Problem Solving Abilities in a 5th Grade Classroom. Action Research Project, Reth Heaton, Advisor.

Gifford, M. and Gore, S. (2010). The Effects of Focused Academic Vocabulary Instruction on Underperforming Math Students. Retrieved electronically from www.ascd.org/academicvocabulary. May 2011.

Rust, Amanda. (1999) A Student of the Benefits of Math Manipulatives versus Standards Curriculum in the Comprehension of Mathematical Concepts. Johnson Bible College.

Moch, Peggy L. (2001) Manipulatives Work. Educational Forum 66(1) pp. 81-87.

Chester, Jayne; et.al. (1991) Math Manipulatives Use and Math Achievement of Third-Grade Students. Retrieved electronically from ERIC May 2011.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Changed Instruction	2011-08-15	2012-06-08	Math School Improvement Teams, Curriculum Director, Administration
Hands on Math Activities	2011-08-15	2012-06-08	Math School Improvement Teams, Curriculum Director, Administration
Math Vocabulary Development	2011-08-15	2012-06-08	Math School Improvement Teams, Curriculum Coordinator, Administration
Professional Development-- Manipulatives	2011-08-15	2012-06-08	Math School Improvement Teams, Curriculum Director, Administration

Professional Development-- Marzano's Nine	2011- 08-15	2012- 06-08	Math and Social Studies School Improvement Teams, Curriculum Coordinator, Administration
Professional Development-- Math Strategies	2011- 08-15	2012- 06-08	Math School Improvement Teams, Curriculum Coordinator, Administration

2.1.1.1. Activity: Changed Instruction

Activity Description: Teachers will incorporate the specific teaching of math strategies into their instructional model.

Planned staff responsible for implementing activity: Math School Improvement Teams, Curriculum Director, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.2. Activity: Hands on Math Activities

Activity Description: Teachers and instructional staff will incorporate hands on math activities into their instructional model with all students.

Planned staff responsible for implementing activity: Math School Improvement Teams, Curriculum Director, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.3. Activity: Math Vocabulary Development

Activity Description: Teachers will incorporate the use of 30 Math Vocabulary Words in their instructional model.

Planned staff responsible for implementing activity: Math School Improvement Teams, Curriculum Coordinator, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.4. Activity: Professional Development--Manipulatives

Activity Type: Professional Development

Activity Description: Teachers will receive professional development on how to effectively utilize the use of manipulatives and hands on activities in math instruction.

Planned staff responsible for implementing activity: Math School Improvement Teams, Curriculum Director, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.5. Activity: Professional Development--Marzano's Nine

Activity Type: Professional Development

Activity Description: Teachers will receive professional development on how to incorporate Marzano's

Nine into their instructional practice.

Planned staff responsible for implementing activity: Math and Social Studies School Improvement Teams, Curriculum Coordinator, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Marzano's Nine--Stipend	Title II Part A	4,500.00	

2.1.1.6. Activity: Professional Development--Math Strategies

Activity Type: Professional Development

Activity Description: Teachers will receive professional development on how to teach strategies to students.

Planned staff responsible for implementing activity: Math School Improvement Teams, Curriculum Coordinator, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will improve in science.

Gap Statement: Analysis of MEAP and MME data shows an overall district proficiency rate of 87% in Science,

with students performing at a 90%, 94% and 77% proficiency rate in grades 5, 8, and 11 respectively.

Cause for Gap: Further analysis of the MEAP scores show a 11% socio-economic gap (disadvantaged below not) in 5th grade. Fifth grade also shows a 10% gender gap (males over females) in 5th grade. Further analysis of the 2010 MME shows a 19% reverse gender gap of females over males in science achievement. Strand analysis has shown weaknesses in the areas of inquiry and application of the scientific process.

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

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? A decrease of at least 5% in the gaps at the appropriate levels will determine success of the programs. Furthermore, any activities aligned with this goal will have their own specific monitoring process. Continual analysis of state and local data will insure that initiatives are providing the results desired.

Contact Name: Charissa Talsma

List of Objectives:

Name	Objective
Science Skills	All students will increase skills in the area of science: the percentage of students proficient will increase by 5% on the Fall 2010 MEAP test, and 75% of students will meet or exceed standards on the 2011 MME test. Additionally, a 10% gap reduction between our disadvantaged students and not will occur by the end of the 2011-2012 school year.

3.1. Objective: Science Skills

Measurable Objective Statement to Support Goal: All students will increase skills in the area of science: the percentage of students proficient will increase by 5% on the Fall 2010 MEAP test, and 75% of students will meet or exceed standards on the 2011 MME test. Additionally, a 10% gap reduction between our disadvantaged students and not will occur by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Hands on and Discovery Learning	District staff will implement inquiry based learning activities into their instructional model.

3.1.1. Strategy: Hands on and Discovery Learning

Strategy Statement: District staff will implement inquiry based learning activities into their instructional model.

Selected Target Areas

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Other Required Information for Strategy

Inquiry based instruction results in development of reflection skills and construction of knowledge based on reasoning, observation, and logical analysis through inquiry. inquiry teaching produces positive results specifically in the areas of process skills. Studies have found an increase in critical thinking, conceptual understanding, construction of knowledge, and process skills through inquiry based learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Hands on	2010-09-07	2011-06-10	Science teachers
Professional Development--Marzano's Nine	2011-08-15	2012-06-08	Curriculum Director, Administration, Science School Improvement Team

3.1.1.1. Activity: Hands on

Activity Description: Teachers will increase the number of hands on instructional activities.

Planned staff responsible for implementing activity: Science teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
none	No Funds Required	0.00	0.00

3.1.1.2. Activity: Professional Development--Marzano's Nine

Activity Type: Professional Development

Activity Description: Teachers will receive professional development on incorporating Marzano's nine into their instructional practice.

Planned staff responsible for implementing activity: Curriculum Director, Administration, Science School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will improve in Social Studies.

Gap Statement: Analysis of MEAP and MME data shows an overall proficiency rate of 80% in grades 6, 9., and 11.

Cause for Gap: Further analysis of MEAP data shows a 21% gender gap (males over females) and a 20% gap between economically disadvantaged students and their peers. Strand analysis shows weaknesses in inquiry and reasoning skills.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? A reduction of the gap between subgroups will demonstrate that the activities and processes are resulting in the outcomes desired. Each activity outlined will have it's own unique monitoring process to ensure that the activity is garnering the results desired, as well as moving the district to achieving this goal.

Contact Name: Charissa Talsma

List of Objectives:

Name	Objective
Social Studies	All students will increase skills in the area of social studies: overall proficiency rate will increase by 5%, and a reduction of 10% in the gap of our subgroups (gender and socio-economic status) will

Skills	occur by the end of the 2011-2012 school year.
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4.1. Objective: Social Studies Skills

Measurable Objective Statement to Support Goal: All students will increase skills in the area of social studies: overall proficiency rate will increase by 5%, and a reduction of 10% in the gap of our subgroups (gender and socio-economic status) will occur by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Social Studies	District staff will incorporate the use of blended teaching instruction.
Writing within the Content Areas	District teachers and staff will incorporate writing within their Social Studies lessons

4.1.1. Strategy: Social Studies

Strategy Statement: District staff will incorporate the use of blended teaching instruction.

Selected Target Areas

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Other Required Information for Strategy

Vigare, K; et.al. (2005) Blended Learning Review of Research: An Annotated Bibliography.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Moodle	2011-09-06	2012-06-08	Social Studies School Improvement Team, Administration, Technology

4.1.1.1. Activity: Moodle

Activity Description: Teachers, where appropriate, will utilize the Moodle program to provide blended instruction within their social studies classes.

Planned staff responsible for implementing activity: Social Studies School Improvement Team, Administration, Technology

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.2. Strategy: Writing within the Content Areas

Strategy Statement: District teachers and staff will incorporate writing within their Social Studies lessons

Selected Target Areas

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Other Required Information for Strategy

Common Core State Standards

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development--Marzano's Nine	2011-08-15	2012-06-08	Curriculum Coordinator, Administration, Social Studies School Improvement Team
Social Studies Writing	2010-09-01	2011-06-15	Curriculum coordinator, principal, social studies teachers

4.1.2.1. Activity: Professional Development--Marzano's Nine

Activity Type: Professional Development

Activity Description: Teachers will receive professional development on incorporating Marzano's nine into their instructional framework.

Planned staff responsible for implementing activity: Curriculum Coordinator, Administration, Social Studies School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2.2. Activity: Social Studies Writing

Activity Description: Teachers will create opportunities for students to write within their social studies class.

Planned staff responsible for implementing activity: Curriculum coordinator, principal, social studies teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
none	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$117,000.00	\$0.00
Title II Part A	\$11,000.00	\$0.00
No Funds Required	\$0.00	\$0.00

Assurances

Special Education

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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:

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: *Classroom junction boxes need to be labeled; internet bandwidth needs are being monitored due to intermittent speed issues.*

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:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Technology instruction has been more fully integrated within the classroom to allow for subject area embedded assessment of technology literacy.*

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
Mr.	Ross	Meads	Interim Principal	meadsr@ccabr.org
Dr.	Olukemi	Fadayomi	board member	fadayok@ferris.edu
Dr.	Jim	Woolen	board member	woolenj@ferris.edu
Mr.	Jimmie	Rodgers	board member	rodgersj@ccabr.org
Mr.	Kendall	Schroeder	elementary principal	schroederk@ccabr.org
Mrs.	Charissa	Talsma	Curriculum Coordinator	talsmac@ccabr.org
Mrs.	Diane	Kreh	elementary teacher	krehd@ccabr.org
Mrs.	Jen	Alber	high school teacher	alberj@ccabr.org
Mrs.	Michelle	Gabalis	parent	mgabalis@yahoo.com
Mr.	Lynn	Gullekson	Superintendent	gulleksonl@ccabr.org

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

The stakeholders participate in monthly meetings of the Board of Director's Education Committee meeting. Within this meeting, various aspects of school and district improvement are discussed, allowing them to have their voice heard in regards to planning, design, monitoring, and evaluation of the District Improvement Plan.

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

Curriculum, Instruction, and Assessment decisions have their root within the subject area school improvement teams at the building level. Those decisions are then brought to the Board of Director's Education Committee meeting for committee and board approval. All decisions being brought align with the district's vision, mission and goals. Stakeholders are involved in the discussion for approval, where concerns can be addressed by committee members, teachers, and administrators alike.

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

Institution, student information (where appropriate) and progress in regards to this district improvement plan, will be posted on our website. The District Improvement Plan will also be available for review in print format at the district's central office.

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:	215 N. State St.
Telephone Number:	231-796-9041

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 activities related to curriculum alignment, strategies/methods in regards to instructional practice and motivation, integrating technology within the classroom, and integrating hands on, discovery, and inquiry practices will be needed to successfully implement this improvement plan.

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

Evidence of fiscal support of these initiatives can be found in the District's Consolidated Grant and general fund budgets, with expenditures in the Title I, IIA and general funds.

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

The technology improvement plan highlights issues that would directly support the implementation of these strategies. Specifically, goals are included within this plan to insure that technology integration becomes a top priority for the district. Technology needs and desires are gleaned through an end of the year survey and through regular communications from teachers as needs arise.