

District Improvement Plan

School Year: 2011 - 2012

District Name: Coloma Community Schools

ISD/RESA: Berrien RESA

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

Superintendent: Ms. Terry Boguth

Building Code: 11330

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:	Coloma Community Schools
ISD/RESA:	Berrien RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	11330
City:	Coloma
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Coloma Community Schools Vision Statement is a simple statement of the type of district that we want to be. In some aspects it is a reflection of what we have already achieved, in others it is a statement of how we would like to further develop our district. It is our common desire for everything we do from preparing lessons, to working with the children, and recruiting new staff.

Coloma Schools are a place where children can achieve full potential in their academic, creative, personal, and physical development.

We value our children and adults and the contributions that they are making.

We strive to teach children respect for themselves and others.

We strive to develop a strong partnership between the parents, children, staff and the Coloma community.

Mission Statement

DISTRICT'S MISSION STATEMENT

The Coloma Community Schools is dedicated to working cooperatively with the community and the home to assure quality education for all students so they become responsible and productive members of society.

Beliefs Statement

We believe:

- In an educational program that teaches higher order thinking skills, critical thinking, problem solving, communication, creativity, strategies for effective learning, working cooperatively
- In what's best for kids
- In team work
- That every child is important
- That it is important that an education system foster in every child and staff member a respect for self and others regardless of sex, race, religion, age, creed, color or national origin
- That all students can learn
- In promoting positive home/school relations
- That education of students by the school should be done in partnership with the home and community
- That students need positive role models
- That public education is the foundation of democracy and involvement
- In quality and equity in education
- That education leads to gainful employment
- That learning is a lifelong process
- That school improvement is an important process that is ongoing
- That a positive self-esteem generates confidence in oneself
- In the development of life-long, leisure time activities for all
- That students learn in different ways, at different rates and at different times and need to be appropriately challenged and motivated
- That every staff member makes a difference

- That a positive attitude is important
- That the education of students should include the concept of community responsibility

Goals

Name	Development Status	Progress Status
ELA - 2011	Complete	Open
Mathematics - 2011	Complete	Open
Science -2011	Complete	Open
Social Studies - 2011	Complete	Open

Goal 1: ELA - 2011

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will be proficient in reading skills on the state assessment or at least 60% proficient in reading skills through local common assessments.

Gap Statement: Students with disabilities - below state proficiency objectives

Gender Equity- males consistently scoring below females

Ethnic Issue - Blacks performing rather low in the junior high years

Economically disadvantage - Need to verify needs are being met

Cause for Gap: Lack of curriculum alignment

Low number of male teachers/role models for elementary students

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrators

List of Objectives:

Name	Objective
ELA - 2011	The majority (>80%) of students will achieve proficiency in reading skills on the MEAP/MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

1.1. Objective: ELA - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in reading skills on the MEAP/MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

1.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Mapping the Big Picture, Heidi Hayes Jacobs
 Master Instruction Strategies Michael L Lujan

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrators Curriculum Content Team Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

1.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons as well as curriculum maps.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Team
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Team

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Content Team Meetings	General Funds		

1.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with emphasis on students with disabilities and at-risk students (i.e. differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc)

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

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Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrators Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrators Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrators Curriculum Director

1.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: ELA Curriculum Content Team
 Building Administrators
 Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team
 Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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1.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments

Planned staff responsible for implementing activity: ELA Curriculum Content Team
 Building Administrators
 Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team
 Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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 in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper testing.

Planned staff responsible for implementing activity: ELA Curriculum Content Team
 Building Administrators
 Curriculum Director

Actual staff responsible for implementing activity: ELA Curriculum Content Team
 Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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. Strategy: Instructional Strategies

Strategy Statement: Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.
II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Curriculum Content Team Building Administrators Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

1.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in Best practice instructional strategies

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrators
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best Practice Instruction strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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Goal 2: Mathematics - 2011

Content Area: Math

Development Status: Complete

Student Goal Statement: Students will demonstrate proficiency in the geometry strand of the state assessment (MEAP/MME) and/or score at least 60% on local common assessment.

Gap Statement: Ethnic Issue: Older students in various ethnic groups show significant gap
Gender equity: Male significantly lower in the upper grades
Students with disabilities: Issue in grades 5, 8, and 11th
Economically disadvantaged: issue at the upper levels

Cause for Gap: Lack of curriculum alignment

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrators

List of Objectives:

Name	Objective
Mathematics - 2011	The majority (>80%) of students will achieve proficiency in geometry on the MEAP/MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

2.1. Objective: Mathematics - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in geometry on the MEAP/MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

2.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

2.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with emphasis on students with disabilities and at-risk students (i.e. differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators

Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
 Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-	2015-	Curriculum Content Team Building

	08-22	06-05	Administrators Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrators Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Curriculum Content Team Building Administrators Curriculum Director

2.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrators
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrators
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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2.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper testing.

Planned staff responsible for implementing activity: Curriculum Content Team
 Building Administrators
 Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
 Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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2.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

Selected Target Areas

- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
- III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.
- III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.
- III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity.

Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

2.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in Best Practice instructional strategies.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best Practice Instruction strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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 -2011

Content Area: Science

Development Status: Complete

Student Goal Statement: Students will demonstrate proficiency in the physical science strand on the state assessment (MEAP/MME) or at least 60% on local common assessments.

Gap Statement: Ethnic Issue: whites consistently low achieving
Student with disabilities: consistently low across all grade levels
Gender equity: no noticeable pattern, both low at the upper grade levels

Cause for Gap: Lack of curriculum alignment

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrators

List of Objectives:

Name	Objective
Science - 2011	The majority (>80%) of students will achieve proficiency in physical science strand on the MEAP/MME, state assessment or at least 60% proficiency on local common assessments.

3.1. Objective: Science -2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in physical science strand on the MEAP/MME, state assessment or at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

3.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide

range of needs and abilities of all students.

Other Required Information for Strategy

Mapping the Big Picture, Heidi Hayes Jacobs
 Master Instruction Strategies Michael L Lujan

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrators Curriculum Content Team Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrator Curriculum Content Teams Curriculum Director

3.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons as well as curriculum maps.

Planned staff responsible for implementing activity: Building Administrators
 Curriculum Content Team
 Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
 Curriculum Content Team

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with emphasis on students with disabilities and at-risk students (i.e. differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc)

Planned staff responsible for implementing activity: Building Administrator
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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3.1.2. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrators Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director

3.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: Curriculum Content Team Building Administrator Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2.2. Activity: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: Curriculum Content Team Building Administrators Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrators

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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3.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper testing.

Planned staff responsible for implementing activity: Curriculum Content Team
Building Administrator
Curriculum Director

Actual staff responsible for implementing activity: Curriculum Content Team
Building Administrator

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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3.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

Selected Target Areas

- I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed

around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan,
Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best Practice instructional strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Team Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

3.1.3.1. Activity: Professional development in Best Practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in Best Practice instructional strategies

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Team
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Team

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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3.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best Practice Instruction strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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Goal 4: Social Studies - 2011

Content Area: Social Studies
Development Status: Complete

Student Goal Statement: Students will demonstrate proficiency in increasing knowledge and understand of historical events strand.

Gap Statement: Gender equity: Male and female both low achieving
Students with Disabilities: consistently low
Ethnic Issue: White subgroups shows being lower than the state average

Cause for Gap: Lack of curriculum alignment

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

Contact Name: Building Administrators

List of Objectives:

Name	Objective
Social Studies - 2011	The majority (>80%) of students will achieve proficiency in increasing knowledge and understanding of historical events and relate them to current and future events on the MEAP/MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

4.1. Objective: Social Studies - 2011

Measurable Objective Statement to Support Goal: The majority (>80%) of students will achieve proficiency in increasing knowledge and understanding of historical events and relate them to current and future events on the MEAP/MME, state assessment, or demonstrate at least 60% proficiency on local common assessments.

List of Strategies:

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

4.1.1. Strategy: Curriculum Maps

Strategy Statement: Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Master Instruction Strategies, Michael L. Lujan, Mapping the Big Picture, Heidi Hayes Jacobs

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

4.1.1.1. Activity: Common Vocabulary

Activity Type: Professional Development

Activity Description: Commonly assessed vocabulary will be incorporated into teaching lessons.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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4.1.1.2. Activity: Curriculum Maps

Activity Type: Professional Development

Activity Description: Instructional strategies will be developed and implemented for students with emphasis on students with disabilities and at-risk students (i.e. differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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. Strategy: Formative and Summative Assessments

Strategy Statement: Staff will collaborate to create common assessments.

Selected Target Areas

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices

and set goals that focus on revisions to school processes, curriculum and instruction.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

4.1.2.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: Staff will collaborate to create common assessments.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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: Dissemination of data derived from common assessments

Activity Type: Professional Development

Activity Description: Staff will disseminate data derived from common assessments.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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4.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test

Activity Type: Professional Development

Activity Description: Professional Development in the use of DataDirector for online/paper test

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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4.1.3. Strategy: Instructional Strategies

Strategy Statement: Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

Classroom Assessment & Grading that Work, Robert J. Marzano,
 Classroom Assessment for Student Learning, Richard J. Stiggins,

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	Building Administrators Curriculum Content Teams Curriculum Director

4.1.3.1. Activity: Professional development in Best practice instructional strategies

Activity Type: Professional Development

Activity Description: Professional development in various best practice instructional strategies.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.3.2. Activity: Research Based Strategies

Activity Type: Professional Development

Activity Description: Best practice instructional strategies will be incorporated into lesson plans.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Content Teams
Curriculum Director

Actual staff responsible for implementing activity: Building Administrators
Curriculum Content Teams

Planned Timeline: Begin Date - 2011-08-22, End Date - 2015-06-05

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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Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$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: *Students with disabilities are viewed as a subgroup and their need of improvement noted.*

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: *This is done at both the Berrien RESA and the local district. Because of the evolving nature of the technology this requires monitoring and updating to ensure we are minimizing the potential exposure to these materials.*

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: *The Internet Safety Policy and the Acceptable Use Policy are reviewed and approved at open School Board Meetings. In addition, this information is available to the public on our district web sites. A parents/guardian is required to sign the Acceptable Use Policy for their children to have access to the online resources*

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: *We set the technology plan priorities with the Administrative staff, board representation, teaching representation and public representation. All parties review assessment data prior to setting priorities. Based on this assessment and priorities all computers within the district have Megabit speed internet access. We are working to expand our wireless coverage within our district buildings and we need to move towards one to one initiatives with the students to provide access to the online tools for our students and staff.*

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: *We have professional development days that are targeted for technology literacy. In addition we promote and support several technology related learning opportunities for staff including LearnPort, 21 Things for 21st Century Teachers, several online resources and courses. All new technology implemented has a training component as part of the technology implementation.*

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: *For teaching staff we use the NETS guidelines and we use the METS guidelines for the*

students.

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Ms.	Terry	Boguth	Superintendent	tboguth@ccs.coloma.org
Mr.	William	Dygert	Principal	wdygert @ccs.coloma.org
Mr.	Scott	Pauley	Principal	spauley@ccs.coloma.org
Mr.	Dave	Ehlers	Principal	dehlers@ccs.coloma.org
Mr.	Daryl	Ost	Principal	dost@ccs.coloma.org
Mr.	Peter	Olsen	Principal	polsen@ccs.coloma.org
Mrs.	Rita	Moore	Special Education Directo	ramoore54@gmail.com
Mrs.	Kim	Sternaman	Parent	kssternaman@ccs.coloma.org
Mrs.	Donna	Brownfield	Parent	dbrownfi@remc11.k12.mi.us
Ms.	Sherry	Adams	Teacher	sadams@ccs.coloma.org
Ms.	Rebecca	Allen	Teacher	rallen@ccs.coloma.org
Ms.	Peg	Brinnehl	Teacher	pbrinnehl@ccs.coloma.org
Mr.	Chris	Broadwater	Title I Teacher	cbroadwater@ccs.coloma.org
Ms.	Lori	Carlson	Teacher	lcarlson@ccs.coloma.org
Ms.	Peggy	Clore	Title I Teacher	pclore@ccs.coloma.org
Mr.	Matt	Gaipa	Student	mattgaipa@gmail.com
Mr.	Bob	Hirsch	School Board Member	gobluepam@att.net
Ms.	Cathy	Haley	Teacher	chaley@ccs.coloma.org
Mrs.	Tonya	Kimmerly	Teacher	tkimmerly@ccs.coloma.org
Mrs.	Ruth	Kittleson	Curriculum Director	rykittleson@ccs.coloma.org
Mr.	Doug	LeClear	School Board Member	mdleclear@yahoo.com
Mrs.	Debra	Olsen	Parent	debra peter.olsen.2506@gmail.com
Mrs.	Heather	Vanderboegh	Teacher	hvanderboegh@ccs.coloma.org
Ms.	Apryl	Watson	School Board Member	aprylwatson@comcast.net

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

Stakeholders are involved at the building level as well as the district level. The district encourages buildings to use the Decision Making Model and then bring to the administration the problems, goals, and strategies that the buildings have identified so that they may be incorporated into the district plan.

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

Teachers and administrators meet to review the data and to revise any curriculum concerns and instructional practices. Recommendations for changes come from the buildings to central administration. This process is also sometimes reversed when recommendations for curriculum changes start at the central office and then are presented to the buildings to review, study, and provide input and possible recommendation to administration.

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

The district provides information to the public in the form of a quarterly newsletter. We also hold community meetings when we are proposing a major change in curriculum or educational philosophy. Parents have access to online grades, building newsletters and the school website where information is kept current.

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:	Rita Moore
Address:	2518 Boyer Rd.
Telephone Number:	269-468-2424

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?

Our staff is being trained on two technology based products this year. The first one is Data Director, which is a data warehouse that stores and disaggregates our student data. We are also training our staff on Curriculum Crafter which is a web based tool designed by Kent ISD that has lesson plans, pacing guides, resources and assessments and are all linked to the state standards.

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

The District has provided Title 1 dollars to the buildings to implement the programs that they believe will be beneficial to the students.

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

The district is in its third year of its Technology Plan and has strived to follow the plan. The district is proactive in looking for new and innovative ideas to help our students succeed with the help of technology.