

School Improvement Plan

Merritt Academy

2006-2009

2006-2009 SIP – Team Membership and Mission

School Improvement Team		Mission
Name	Position	
John Romine Daniel Schluckbier Tom Denewith Tracy Cohrs Helena Fellows Cynthia Jondron Natalie Shuttleworth Nathan Seiferlein Karen Militello Michelle Ruczynski Donna Andrews	Management Company Principal Board Member Vice Principal Co-Chair, First Gr. Teacher Co-Chair, Kindergarten First Grade Teacher Fifth Grade Teacher Paraprofessional Parent Community Member	Merritt Academy students will achieve academic excellence, character development, a love for life long learning, and provide service to others.

MISSION STATEMENT

Merritt Academy students will achieve academic excellence, character development, a love for life long learning, and provide service to others.

DESCRIPTION OF ACADEMY

Merritt Academy successfully completed its fourth year of school operation during the 2005-2006 academic year and serviced students in grades K-8. One grade will be added each year until Grades K-12 will be offered for the 2009-2010 school year.

Merritt Academy prides itself in having a strong academic program. The Academy promotes academic excellence for all students in mathematics, reading, language arts, social studies, and science. In addition, all students are provided experiences in computers, art, music, Spanish, and physical education.

Merritt Academy has an excellent character education program based on Choice Theory for all grades. Staff members teach and model exemplary character qualities such as responsibility, respect, kindness, and work ethic. Merritt Academy has assemblies that reinforce the character education program. Finally, Merritt Academy has developed a task force of students for the third year to deal with bully prevention. This is a school wide program.

SCHOOL IMPROVEMENT TEAM AND PROCESS

A School Improvement Team has been established and meets monthly. The team consists of parents, teachers, paraprofessionals, a board of director, a community member, an administrator, and the management company. Information is shared with the entire school community through the school newsletter and School Improvement Team reports at the Merritt Academy Board meetings. The School Improvement Team continually evaluates and modifies the School Improvement Plan. The first meeting of the year is to review the action plans for the subject areas. During the December and February meetings the results of various assessment data,

Scantron and MEAP, are discussed. The remainder of the meetings will focus on re-examining goals and developing action plans to address areas of weakness.

There is a section in the Merritt Minutes, the school newsletter, which is dedicated to school improvement. This section informs and invites parents to attend the monthly meetings as well as highlights the goals. Furthermore, an overview of monitoring of the goals is highlighted. On each agenda is a parent comment section, which allows parents the opportunity to share their concerns and opinions during school improvement meetings.

BUILDING LEVEL DECISION MAKING

The decision making process at Merritt Academy is collaborative. Issues are brought to the administration and discussed and then to the Board of Directors. Committees and special workgroups are formed when needed. There is a strong emphasis on site-based management. Decisions are reached through a consensus using the following process:

- Identify the problem
- Research the issue
- Brainstorm strategies to use
- Educate others about the issue
- Appoint a decision making body
- Evaluate the results
- Implement a revised or improved plan, if necessary
- Re-evaluate

If the group is unable to reach a consensus, a vote will be taken. A 2/3-majority vote will be required to reach a decision.

EVALUATION AND AUTHENTIC ASSESSMENTS

The assessment program is multidimensional. Standardized tests provide the basis for measuring student performance in core academic areas and will guide teachers on curriculum modifications and drives improvement where necessary. The MEAP, Terra Nova, and Scantron will be used as standardized tests for Merritt Academy students. The Terra Nova will be given in October as a

pre-test and as a post test in late spring to evaluate student progress in achieving its goals in first grade. The Scantron test will be given at least twice a year in three subject areas in second through eighth grades. In addition the MLPP assessment process has been added to the K-3 grades. MEAP will also be given to students at the appropriate grade levels.

MEAP individual student reports are sent home once they are received. In addition, teachers are available to discuss these results with parents. At this time, all of our parents speak English so all reports are provided in the native language. School-wide results will be printed in the Merritt Minutes, which is the school newsletter, that is sent home with all students.

Evaluation of the success of the character education program and school climate components will be through anecdotal feedback, records, and interviews. Observations of office referrals, discipline incidents, and classroom management techniques will also be used. Finally, the number of students eligible for recognition for demonstrating sustained positive behaviors and making contributions to the school will be assessed.

Project based instruction is a major component of the curriculum and therefore evaluation of student work depends upon completion of comprehensive projects in presentation of research, development of a product, or other means of documentation of learning skills. Journals with an interdisciplinary focus of resources, observation, and assignments are built into the curriculum structure. In addition, report cards are issued four times a year.

CURRICULUM ALIGNMENT

The curriculum at Merritt Academy has been aligned with the Michigan Framework, Grade Level Content Expectations, and developed in conjunction with the Partnership Office at Saginaw Valley State University. Strong core academics serve as a basis for analyzing issues, problem solving, comparing/contrasting perspectives, forming opinions, and projecting outcomes. The curriculum emphasizes an active project based teaching/learning environment rather than a teacher directed lecture or passive learning. The main focus is linking fundamentals and academic standards to career relevant knowledge and skills that will be transferable as students make choice of career pathways.

Merritt Academy will hold a staff meeting twice a year to evaluate areas of academic achievement and areas of concern. These meetings will be held before school starts and near the end of the year. The school's mission and goals will be examined at the first meeting. The goals and action plans will be monitored throughout the year and reevaluated at the end of the academic year.

Meetings are dedicated to analyzing Scantron, MEAP, Terra Nova, and other assessment methods. The remainder of staff meetings has a portion dedicated to reviewing and examining action plans. Furthermore, time is spent reviewing curriculum maps and GLCE to specific focus areas of weaknesses. The goals will be modified as necessary based on MEAP, Scantron, MLPP, and Terra Nova results.

STAFF DEVELOPMENT

Merritt Academy schedules one week prior to the start of each school year for the staff to participate in structured professional development related to curriculum, school climate, and technology. There are designated days in the school calendar, which allows time for further training and staff development as a group. The resources of community agencies such as the Health Department, the Macomb Intermediate School District, and Saginaw Valley State University allows a wide range of opportunity for all personnel, including administration, faculty, support staff, and office staff. Resources are also budgeted to allow staff to attend conferences and workshops throughout the year, including the entire staff attending the Michigan Association of Public School Academies (MAPSA) annual conference and a three-day retreat prior to the opening of school each fall.

Merritt Academy provides adequate professional development and mentoring to ensure that all core academic teachers are fulfilling all requirements to be highly qualified. The administration works with the management company to make sure all teachers are holding valid Michigan teaching certificates, and are highly qualified under No Child Left Behind. In addition, teachers log professional development hours and submit them at the end of the year to administration.

Merritt Academy works hard to retain their current teachers. First, all current staff fulfills highly qualified requirements. Merritt Academy retains staff by offering professional development to ensure teachers maintain highly qualified status. Second, teachers are offered competitive benefits and cost of living raises. Finally, the management company and administration work hard to promote a positive family atmosphere among staff.

COMMUNITY RESOURCES AND VOLUNTEERS

Parent involvement as volunteers is an important aspect of building a sense of school community/culture. All volunteers are screened appropriately and mentoring will be accomplished to assure quality and safe experiences for the students. This high level of community involvement and visibility as well as volunteerism reinforces the importance for the students to participate in service activities. There are a variety of opportunities, such as chaperoning field trips and parent volunteers, that allow for interaction with beneficial role models. Parents also volunteer to work in the motor room with small groups of students. In addition, parents and community members volunteer to teach Junior Achievement. The Parent-Teacher Organization also plays a vital role in the improvement of the school. They take part in organizing fundraisers, book fairs, and arranging programs.

Community volunteers will be recruited through advertisement of the school in the community. In addition, school officials for various programs will contact agencies in the community. The local fire department, sheriff's department and K-9 unit will be a vital part of educating students on different careers.

ROLE OF COMMUNITY

Specific community and external interactions need to be identified to carry out instructional objectives in core academic areas such as career development activities (i.e. community workers and volunteers). Students, business and industry, college faculty, staff, and parents will meet with teachers to plan the curriculum. As the Academy grows a continuous quality improvement process will be utilized. Cultural aspects of the community will be tapped to assure a well-rounded student experience and to support social development (i.e. Black History Month). Teachers will utilize museums, community landmarks, water resources, public libraries, and fine arts performance centers for student field trip experiences (i.e. Macomb Center for Performing Arts and Henry Ford Museum).

IDENTIFYING TITLE I AND 31A STUDENTS

Title I and 31A students will be identified as those students who are two or more years below grade level based on the Terra Nova or who are in danger of failing the Model Core Content Standards based on MEAP results or teacher observations based on daily or

weekly classroom developed assessments. Title I and 31A funds will be used to focus resources and assistance to help at risk students achieve satisfactory levels of performance.

ASSESSMENT MEASURES FOR TITLE I PARTICIPANTS

Multi-dimensional assessments will be utilized for Title I participants in the same manner as for general population students. These include

- Norm-references tests
- Criterion references tests
- MLPP assessments
- Teacher developed assessments
- Class grades
- School developed assessments
- Portfolios with rubrics
- Projects
- Other means of valid and reliable measures

ASSESSMENT MEASURES FOR TITLE I PARTICIPANTS WHO ARE FAILING OR AT RISK OF FAILING

Subject matter specific tutorial software and extra practice materials will be used to assist students who do not demonstrate satisfactory performance in core content areas. In addition, a student support assistant will monitor and obtain regular reports for teachers in order to identify the types of assistance necessary for individual students to help them achieve improvements. Where barriers exist for normal assessment and instruction, different methods will be employed to accurately test knowledge and skills in recognition for each student's learning style, disabilities, and history of academic performance.

SERVICES FOR TITLE I PARTICIPANTS WHO ARE FAILING OR AT RISK OF FAILING

Students that are identified as special education participate in both inclusion and pull out. Furthermore, identified students are pulled out for one on one neuro-reading and small group activities in the motor room. Students are pulled out for 15-20 minutes at a time that is agreed upon with the classroom teacher. This is the only type of pull-out programs we have. In addition, each kindergarten class has a full time para-professional in the classroom.

Merritt Academy does not have any type of early childhood programs. In-coming kindergarten students participate in kindergarten round-up and are screened by the teachers. This information is used when placing students and determining readiness and possible accommodations such as half-day kindergarten.

Merritt Academy does not participate in any federal programs coordinated with Title I. Title I funds are used to provide the following services to students in need: salary of para-professionals, resources for after-school tutoring programs and teacher pay, school counselor salary, and the purchase of equipment for the motor room.

Merritt Academy
Parent-Student-Teacher/Staff Compact
“A Promise of Commitment”

We, the staff at Merritt Academy, parents and community, guide each child in attaining mastery of essential academic skills, along with demonstrating exemplary character, and understanding their unique giftedness, enabling them to become confident leaders and lifelong learners.

We share the responsibility, in a safe and secure environment necessary for entering society as positive contributing members. We strive to enhance each child’s experience at Merritt Academy by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

Parent/Guardian Agreement

It is important to have my child reach his full academic potential. Therefore, I will encourage him/her by doing the following:

- ف See that my child is punctual and attends school regularly.
- ف Support the school in its efforts to maintain proper discipline.
- ف Encourage my child to do his/her best.
- ف Stay aware of what my child is learning.
- ف Check and sign agenda book according to grade policy.
- ف Attend parent nights throughout the school year.
- ف Have ongoing communication with my child’s school and teacher.
- ف Attend all parent/teacher/student conferences and other school functions.
- ف Establish a time for sharing daily school experiences and/or completing homework/unfinished work
- ف Read with my child and let my child see me read
- ف Provide a library card for my child
- ف Exhibit positive behavior around my child and reinforce my child’s positive behavior
- ف Become involved in the parent group and volunteering at the school in some way.
- ف Ensuring that my middle school student completes 5 hours of community service, if applicable.
- ف Ensure that my elementary student completes 2 hours of community service, if applicable.

Parent/Guardian: _____ Date: _____

Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- ثفا Come to school and be in class on time.
- ثفا Have my homework and assignments completed and turned in on time.
- ثفا Have the supplies I need ready for each class.
- ثفا Always try to work to the best of my ability.
- ثفا Utilize my agenda book on a daily basis to maintain organization.
- ثفا Show respect for myself, my school/staff, and other students.
- ثفا Follow the rules at my school.
- ثفا Do my part in keeping my school clean and safe.
- ثفا Set a regular time and place each night to complete homework/unfinished work.
- ثفا Believe in myself that I can learn and will learn.

Student: _____ Date: _____

Teacher/Staff Agreement

Students must be given the opportunity to succeed. We will do our best in assisting your child reach the school's vision. Therefore, we will do the following:

- ثفا Provide an environment conducive to learning.
- ثفا Have high expectations of our students and us by using methods and techniques the work for the classroom.
- ثفا Help discover your child's learning style.
- ثفا Maintain open lines of communication with students and parents in order to support student learning (always updating parents on progress).
- ثفا Seek ways to involve parents in classroom activities.
- ثفا Make efficient use of academic time.
- ثفا Give student strategies to increase competence.
- ثفا Provide opportunities for our students to read in school.
- ثفا Demonstrate care and concern for each student.

Teacher: _____ Date: _____

Teacher Assistant: _____ Date: _____

Leadership: _____ Date: _____

Technology Plan

Merritt Academy

The Romine Group, Management Company

2006-2007

Committee Members

Paul Romine, VP of TRG, Technology Director

Daniel Schluckbier, Principal

Mikhail Karasev, Technology Support

Lori Kaufman, Technology Teacher

Cynthia Jondron, Teacher

Penni Lapp, Parent

Michelle Ruczynski, Parent

Technology Plan Summary Sheet

**Merritt Academy
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New Haven, MI 48048
School Code # 50906
586-749-6000
Fax: 586-749-8582**

Contact:

Paul Romine: paul@therominegroup.com

**Dates covered by this plan:
August 2006- June 2007**

Intermediate School District: Macomb

Website: www.merritt-academy.org

School Profile

Merritt Academy

Grades Kindergarten to Ninth (2006-2007)

Est: 375 students

Kindergarten to Twelfth by 2006-2010

Est: 450 students

Demographics

The student population of Merritt Academy represents a wide geographic area encompassing numerous cities in two counties in southeastern Michigan. Our student population is ethnically and culturally diverse, and draws from socio-economic extremes with the bulk of the students from lower income/at-risk families. This diversity creates a very unique composition of students and their families.

Merritt Academy consists of three separate, freestanding buildings on 16 acres of land. The second and third buildings are modular buildings, which will be added to as classes are added, and number of students increases. Merritt Academy will be adding a fourth building for the 2006-07 year for the high school. Our maximum class size is 24 students and teachers per grade level may shift based on demand.

School Mission Statement

Merritt Academy students will achieve academic excellence, character development, a love for life long learning, and provide service to others.

Merritt Academy Technology Mission Statement

Merritt Academy will provide students with the technology necessary to acquire the knowledge, develop the attitudes, and master the skills needed to meet and exceed the State of Michigan Technology Benchmark Standards. An on-going, sequential, well planned and consistently funded technology plan will empower students, parents, teachers, and staff to integrate technology into all areas of the curriculum.

Vision

Technology is and will be used in a growing capacity at Merritt Academy. Initially students will have computer class for approximately one hour per week during which time they will learn basic computer skills. A great deal of time will be spent on word processing, integrating grade appropriate writing skills as defined by the Michigan ELA Curriculum. A variety of programs will be used to enhance other curriculum areas, e.g. internet research with real-life applications, exploring educational “skill and drill” websites, power point presentations, upper grade students will also learn database and spreadsheet applications as well as create their own web pages.

In addition, believing that educating our parents will directly impact and improve the success of our students, classes will be offered regularly to parents and other interested adults in computers and technology related subjects knowing that as they [the parents] gain in proficiency with technology, so will our students.

Lastly, the use of technology will be applied directly to the administrative and staff portions of Merritt Academy which will provide the staff and parents with a constantly growing and dynamic framework for communication and learning. Through staff development and training, technology will be used and implemented by every staff member from voicemail to classroom computer use to links on the school website to each classroom and staff member, to special events, calendars, and lunch menus

Goals

There are five major goals that are essential to the successful development and accomplishment of Merritt Academy's technology mission. These goals are:

1. Meet or exceed State Technology Standards and Benchmarks for student use of technology by integrating technology into both teaching and learning at various levels.
2. Increase student performance, improving student learning and performance, **through** the use of technology.
3. Increase staff technological knowledge and use so that teachers can more aptly make use of "distant resources" available to enhance instruction and increase student achievement.
4. Increase productivity, efficiency, and communication through the use of technology to promote parental involvement and increase communication with parents and community; training teachers, other staff members and parents as well as our students.
5. Continuous evaluation of goals, objectives, strategies, and funding in the Technology Plan and its' relationship to vision and mission of the Academy.

Goals and Objectives

Goal #1 (Curriculum Element I. A.) Meet or exceed State Technology Standards and Benchmarks for student use of technology.

- Objective 1 – Provide a sufficient number of up-to-date computers with internet capabilities and standard Microsoft programs as well as learning devices and technology based instructional tools and materials.
- Objective 2 – Provide an experienced, certified teacher to teach computer class for an appropriate amount of time for each grade level.
- Objective 3 – Implement teaching technology Standards and Benchmarks.

Actions:

1. Computer Lab with 25 (max. 24 students per class) up-to-date computers, internet capabilities, standard Microsoft programs, LAN server.
2. 1 computer for every teacher, same set up.
3. Add 2-3 computers per classroom as the school expands for use by the students.
4. Fund and purchase appropriate peripheral equipment on an on-going basis to support technology integration
5. Fund on-going education and training for appropriate teacher(s) as criteria is developed for certification requirements.
6. Fund development of a written curriculum based on State Standards and Benchmarks.

Goal #2 (Curriculum Element I. B.) Increase student performance through the use of technology.

- Objective 1 – Integrate the curriculum into technology/computer class.
- Objective 2 – Integrate technology into the curriculum.
 - i. Students will learn how to type proficiently and successfully manage operation windows.

- ii. Students will learn to create and use word processing, spreadsheets, desktop publishing, data bases and the internet.
- iii. Students will independently select and use software and hardware to complete self guided activities.
- iv. Students will create clear presentations that require, internet research, formatting and skill delivery.
- Objective 3 - Provide a networked software program that supports curriculum standards.

Actions:

1. Use technology time and skills to accomplish curriculum objectives such as paragraph writing and editing. **(Ongoing)**
2. Instructional staff will incorporate weekly technology skills into lessons that are aligned with Michigan standards. **(September 2006)**
3. Use technology to enhance curriculum objectives such as researching a topic of study, creating power point presentations etc. as appropriate with classroom
4. Establish a student/parent homework resource page on the schools website **(September 2006)**
5. Implement the purchased quality networked software program, Successmaker, that supports language arts and math curriculum standards and schedule appropriate time for every class.

Goal #3 (Curriculum Element I. C.) Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology including distance learning technologies.

1. Create technology electives that are more demanding and challenging that encompass a high level of creativity and critical thinking. **(September 2006)**
2. Implement a program that would connect our students with students from other schools in other regions via the internet. This forum could be used to work collaboratively on projects, share experiences and culture, and to demonstrate practical ways to utilize technology. **(Beginning September 2006)**
3. Continue researching additional programs that would enhance online interactive education. **(On-going)**

Goal #4 (Curriculum Element I. D.) Increase productivity, efficiency, and communication through the use of technology to promote parental involvement and increase communication

with parents and community; training teachers, other staff members and parents as well as our students. Have Technology Plan available to community along with school handbooks and manuals.

- Objective 1 – Provide up-grades in hardware/software within budget guidelines that address the school’s needs.
- Objective 2 – In conjunction with Goal #3, train and educate staff AND parents to use technology available.
- Objective 3 – Submit an annual budget outlining technology needs.

Actions:

1. Consult regularly with technology support personnel to plan up-grades and future purchases.
2. Train and educate staff AND parents to be comfortable with technology.
3. Encourage communicating with parents through email (every teacher has their own email address), and, as website is developed and teachers are trained, set up link to each classroom for parents to access.
4. Budget annually enough to insure the school’s technology remains state of the art.
5. Link the technology plan to the school website so it will be available to all parents.

Goal #5 (Monitoring and Evaluation Element V. L.) Continuous evaluation of the goals, objectives, and strategies in the Technology Plan.

- Objective 1 – Design assessment tools to evaluate future technology needs of the school
- Objective 2 – Evaluate integration of technology with respect to increasing student performance.
- Objective 3 – Ensure technical considerations are made as a part of all future construction and expansion plans.

Actions:

1. In partnership with parents, students, staff, and technology support personnel a yearly review will be made of technology with recommendations being made that fit within budget guidelines.
2. Student assessment tools will include a portfolio of work completed using technology, grades in computer classes and overall attitudes towards technology.
3. Assess eighth grade students on Michigan required skills.
4. Review technology curriculum and lesson plans.

Curriculum Element I. E.

Developing our technology program in collaboration with adult literacy service providers is not applicable for Merritt Academy as we are a charter school and not currently involved with any of those types of programs.

Professional Development

Element II. F. Professional Development Increase staff technological knowledge and use so that teachers can more aptly make use of “distant resources” available to enhance instruction and increase student achievement through technology integration. .

- Objective 1 – Regularly provide opportunities for growth and development through the use of technology programs, application training, and integration.
- Objective 2 – Provide staff with the necessary training to ensure that they have to ability to teach students to not only use programs, rather integrate the learning process through the use of the programs. Train the staff to teach the students through the integration of word processing and spreadsheets.
- Objective 3 – Align the technology curriculum to standards set forth in the Michigan Curriculum Frameworks.

Actions:

1. In-service time for all currently available technology and all newly acquired technology detailing how to integrate into current educational practice. **(On-going)**
2. Participate in Instructional Technology Training as offered at the Macomb ISD (all teachers).
3. In-Service annually with contracted technology support personnel. **(On-going)** Monitor state and national standards addressing technology competencies for all staff members, take appropriate and timely action to ensure compliance.
4. Provide media training in technology for the school librarian who will provide students, parents, and staff with training to utilize technology in research. **(On-going)**

Element II. G. Supporting Resources

Technology Director will serve in capacity of a resource person in support of the entire technology program and will possess familiarity with Academy policies, as well as all manuals and printed materials necessary for existing technology. Money will be budgeted and spent at the directors discretion to accrue an adequate “library” of resources for staff use. Director will be familiar with ISD and REMC resources and assist staff in taking advantage of those programs. School website will be kept current and parents and staff will be encouraged to use as a communication tool. Other resources as presented will be evaluated for their benefit to our staff and may be utilized such as a subscription to Links to Learning or other support programs which will assist in ensuring successful and effective uses of technology.

Funding and Budget

(Element IV. K.) Funding and budget as spelled out on the following chart covers the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement. Grants will be earnestly sought for the school by our management company to further enhance and supplement the current budget projections.

Infrastructure, Hardware, Technical Support, and Software

Element III. H.

1. Currently, every teacher and administrator has a computer with Internet access. There is a computer lab with 25 computers, also online. The following gives a general break down of the hardware, software and infrastructure for these computers.
 - A. **Teacher computers** – Dell OptiPlex GX260D, 1.8 GHz hard drive, Pentium 4, 400FSB, 512K Desktop. 256 MB memory, 17” flat panel monitor and Windows XP operating system. Every teacher has an HP 960CXi jet direct color stand alone printer.
 - B. **Student computers** – Same specifications except students have 15” flat panel monitor. The computer lab has four HP 960CXi jet direct color printers.
 - C. **Teacher software** – Office XP Pro Enterprise.
 - D. **Student software** – Office XP Pro Enterprise, Kid Pix,
 - E. **Network** – All computers are networked into a central Dell PowerEdge 2500 server. The school is its own local area network (LAN). Microsoft Outlook is used for communication between staff members. Nightly backup is done on the server.
 - F. **Internet** – All staff and students have access to the internet through cable modem provided by Comcast Cable. Filtering software has been installed to ensure only proper internet sites may be accessed.
 - G. **Website** – By purchasing Microsoft Frontpage, the technology coordinator is able to maintain and update the schools website.

2. The following is a description of purchases that will be made for the 2006-2007 school year:
 - A. **Student computers** – The school will purchase a computer for each homeroom and twenty-four for the high school lab. These computers will have similar specifications to the student computers listed above.
 - B. **Student software:**
 1. Success Maker – A standards driven curriculum based, which provides skill and drill practice for students along with significant feedback for the teachers.
 2. Accelerated Reader – A software that monitors reading progress for students at all grade and ability levels.
 3. Performance Seris Assessment – Tracks student learning levels on skills basis while also monitoring their progress.
 - C. **Administrative software** – The school purchased SASI student record management software.
 - D. **Library software** – Software has been purchased that will barcode, manage and organize check out check out process of the library books and videos.
 - E. **Media** – Televisions, DVDs, and VCRs, will be mounted in every homeroom. The televisions will have cable television available for educational materials and also have the capabilities of being used as the teachers computer monitor. All televisions will be interconnected which will allow the office to display school wide information or messages.

Future Plans – The school will look at the following items as additional purchases that will improve the current technology package:

- A. Student computers** – Additional computers will be added to each classroom. This will insure that each student will have as much accessibility to educational programs as needed.
 - B. Student software** – MEAP preparation software will be researched for purchase. Software that focuses on student skill building will be looked into. In addition, a career program for high school will be researched for purchase.
- 3. Basic strategies for ensuring interoperability include the following:
 - A. Software – The school technology director, media specialist, and the computer technician, scrutinize all software prior to purchasing to ensure that compatibility with all current software and hardware will not be compromised.
 - B. Controls are in place which prevent the loading of any software to an individual computer without the password consent of the technology coordinator.
 - C. Peripheral hardware may also not be added to any computer without the password consent of the technology coordinator.
 - D. To the extent possible, makes and models of new hardware will be identical. This will ensure compatibility with the existing system.
 - E. The school technology director and the computer technician will be the only individuals allowed to access the server or computers for the purpose of doing repairs.

Layout for additional purchases and upgrades:

Every computer in the school is less than one year old. Therefore, the need to upgrade will not be necessary for up to five years. The school expects to upgrade all computers after a period of five years. Computers will be replaced or upgraded prior to five years if necessary. The team is currently reviewing the possible need to add a second server in 1-2 years.

- 4. In addition to the purchasing of hardware and software, the school purchased an extended warranty on all Dell products. This warranty is for three years on-site repairs.

The technology coordinator has the ability to troubleshoot most hardware and software issues that arise. For larger problems, the school has contracted with a local computer technician for repairs or service problems.

Element III. I.

Many different measures will be taken to ensure all students and teachers will have increased access to technology including:

- Parent Classes (Fall and Spring sessions)
- Open Lab nights
- One-on-one support available for teachers
- The school acknowledges that there may be students that may not have the resources necessary to have access to current technology. The staff will work to ensure that those families have the same access as the other families in the school. The goal is that those with high needs or high poverty never be denied the opportunity to share the experiences that the latest technology can offer.

School Years and Technology

Funding Sources

	School General	Local	State	Federal
2006/2007				
Computers and Instructional	\$52,500			
Instructional Software	\$2,000			
Staff Software				
Network Infrastructure	\$54,000			
Staff Development	\$2,000			
Technology Coordinator	\$31,000			
Maintenance and Tech Support	\$12,000			
Telecommunications	\$12,000			
Parental and Community Training				
Video and Media	\$2,000			

2007/2008				
Computers and Instructional	\$20,000			
Instructional Software	\$2,000			
Staff Development				
Network Infrastructure	4,000			
Staff Development	\$2,000			
Technology Coordinator	\$31,930			
Maintenance and Tech Support	\$12,000			
Telecommunications	\$12,000			
Parental and Community Training				
Phonic Ear (Classroom speakers)				
Video and Media				

2008/2009				
Computers and Instructional	\$10,000			
Instructional Software	\$2,000			
Staff Software				
Network Infrastructure	\$2,000			
Staff Development	\$2,000			
Technology Coordinator	\$33,207			
Maintenance and Tech Support	\$12,000			
Telecommunications	\$12,000			
Parental and Community Training				
Video and Media				

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Monitoring and Evaluation

Element V. L. Evaluation

Merritt Academy will periodically evaluate the extent to which activities are effective in integrating technology into curricula and instruction (and curricula into technology), increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards. These evaluations will be conducted by the management company, the administration, and the technology director, through written surveys and assessments, participation in programs such as TAGLIT, and evaluations after in-service training experiences.

- Objective 1 – Design assessment tools to evaluate future technology needs of the school
- Objective 2 – Evaluate integration of technology with respect to increasing student performance.
- Objective 3 – Ensure technical considerations are made as a part of all future construction and expansion plans.
- Objective 4 – Provide strategies for how unmet goals will be met.

Actions:

1. In partnership with 2 parents, 2 students, 2 staff members, the technology coordinator and the school administrator, a yearly review will be made of technology with recommendations being made that fit within budget guidelines. This team will evaluate if the goals are being met and determine a corrective action plan to ensure compliance (**Annually**)
2. Student assessment tools will include a portfolio of work completed using technology, grades in computer classes and overall attitudes towards technology.
3. Weekly technology skills will be incorporated into teacher lesson plans. (**On-going**)

MERRITT ACADEMY – POLICIES AND PROCEDURES

Student Internet/On-Line Services User Rules & Agreement

Merritt Academy has the capability of offering Internet access to its students. Access to the Internet enables students to exchange electronic mail messages with other users and explore thousands of libraries, databases and bulletin boards throughout the world. Use of the Internet and other on-line information services is a privilege extended to students, faculty and staff to enhance learning opportunities.

Although the Internet offers valuable resources and opportunities for learning, some material accessible on-line may be illegal, defamatory, inaccurate or potentially offensive to some people. Use of the Internet and other on-line services in Merritt Academy is restricted to activities which support the educational goals and objectives.

Merritt Academy respects each family's right to decide whether or not to allow their child to apply for access to the Internet and other on-line services. Parental permission is required for students under the age of 18 to use on-line resources at Merritt Academy. The following guidelines have been established regarding the Internet and other on-line services:

1. Students are responsible for good behavior on school computer networks, just as they are in classrooms and school hallways.
2. The administration, faculty and staff of Merritt Academy may deny, revoke or suspend student access accounts for inappropriate use of the Internet and other on-line information services.
3. Merritt Academy reserves the right to review any material stored in files and may edit or remove any material which the staff, in its sole discretion, believes may be unlawful, obscene, abusive or otherwise objectionable.
4. Transmission of any material in violation of U.S. or state regulations, including copyrighted, threatening or obscene materials, is prohibited.
5. Use for commercial activities by for-profit organizations, product promotion, political lobbying or illegal activities is prohibited.
6. The following uses of the internet and other on-line information services are not permitted;
 - a. Sending, receiving or displaying offensive messages or pictures
 - b. Using obscene language
 - c. Harassing, insulting or attacking others
 - d. Damaging computers, computer systems or computer networks
 - e. Violating copyright laws
 - f. Using another person's account and/or password
 - g. Giving your account and/or password to another person
 - h. Trespassing in another person's folders, work or files
 - i. Intentionally wasting limited resources
 - j. Employing the network for commercial purposes
 - k. Divulging personal information about yourself or others to strangers (includes addresses, telephone numbers, credit card numbers, passwords or other confidential information).
7. Merritt Academy will adhere to the federal requirement for privacy and internet safety that are outlined in The Children's Internet Protection Act (CIPA)

Violations will result in a loss of access as well as other disciplinary or legal action. School disciplinary action will be determined by the school administration in accordance with the Student Code handbook and Board Policies and may result in suspension or expulsion.

The signatures of both the student and the parent/guardian (for students under the age of 18) are mandatory before access to the Internet and other on-line services may be granted.

Merritt Academy
Internet/On-Line Services User Agreement and Parent Permission Form

I have read and hereby agree to comply with the terms and conditions outlined above.

Student Signature: _____ Date: _____

Student Name (please print):

Grade: _____ Date of Birth: _____

As parent/legal guardian of the student signing above, I grant permission for my child to access network services such as electronic mail and the Internet. I have read and agree to Merritt Academy's Internet/On-Line Services Use Procedure, and understand that I may be held responsible for violations by my child. I understand that my child's access account can be used to access the Internet from computers outside the school community. I understand that some materials on the Internet may be objectionable; therefore, I agree to accept responsibility for guiding my child, and conveying to him/her appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (please print): _____

Address: _____

Home Telephone: _____ Daytime Telephone: _____

#17 Content Filtering Policy

Undesirable Materials: Merritt Academy will take all possible precautions to restrict access to undesirable materials. Comcast Cable is the schools Internet provider which uses content filtering software on its equipment to screen all Internet web sites by URL and/or by keyword search. However, students and teachers must also accept responsibility for restricting access to these materials. Students who gain access to undesirable Internet materials must report this material to their teacher. Teachers who gain knowledge of undesirable Internet materials must report this material to an administrator.

Security: Students and teachers must not allow others to use their network accounts (both Internet and School accounts). Network storage areas may be treated like school lockers. Designated school personnel may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school file servers would always be private.

Parental Permission: Student and parent signatures on the Acceptable Use Internet policy will allow independent student use of the Internet. Instructions on Internet use will be given to students by their teachers.

E-Mail: E-mail accounts may be assigned to students at the school’s discretion. E-mail accounts will be assigned to teachers on a continuing basis. Hate mail, harassment, discriminatory remarks and other inappropriate behaviors are prohibited on the network. Receipt of inappropriate mail should immediately be reported to a teacher and to an administrator. The use of encryption will be permitted. No right of privacy exists in favor of any employee of the firm in respect to this information.

Chat and User Groups: Independent student use of chat and user groups is not allowed.

Copyright and Citations: Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited.

Downloading: Downloading from the Internet without approval from a teacher or building principal is not allowed.

Private Internet Providers: Students may not use school computers to access private Internet providers.

Date Adopted _____

Board President’s Signature

SIP - Goals, Measures and Data Analysis

Goal:	All students will improve their language arts skills across the curriculum.
Rationale:	1. AYP is calculated on ELA scores, therefore, is an important area of emphasis.
	2. Research shows that students who are able to read and write will excel in other areas such as science and social studies.
	3. The Reading Teacher Journal supports writing through outlining the Writing Observation Framework (WOF).

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of student scoring at or above grade level on Terra Nova in first grade	Individual and school summary report	May 2007 Terra Nova test scores	Daniel Schluckbier (principal)	June 2007	Disaggregated results by identified At-Risk students	Mid-June 2007	Daniel Schluckbier (Principal) Tracy Cohrs & Helena Fellows (SI co-chairs)	Classroom teachers Daniel Schluckbier (Principal)	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	Sent home with final report-card 2007 and at school board meetings
% of 3 rd -8 th graders scoring at proficient levels on the MEAP ELA	Individual and school summary report	Fall 2006 MEAP scores	Daniel Schluckbier (principal) and John Romine (management company)	Winter 2007 (immediately upon receiving results)	Disaggregated results by identified At-Risk students	Winter 2006 at staff meeting	Entire staff at a meeting	Daniel Schluckbier (Principal) and John Romine (management company)	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	Winter 2007
% of K-9 grade students scoring at least 75% on exit level tests	Individual and school summary report	Results from exit level tests	Tray Cohrs (vice-principal)	Mid-May 2007	Disaggregated results by identified At-Risk students	May 2007 at staff meeting	Entire staff at a meeting	Daniel Schluckbier (Principal) and John Romine (management company)	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	June 2007-final report-card

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of 3 rd - 9 th graders showing a gain (improvement) on their Scantron test scores	Individual and school summary report	September 2006 and May 2007	Lori Kaufman (technology teacher)	Immediately after test is administered	Disaggregated results by identified At-Risk students	September 2006 and May 2007	Classroom and technology teacher	Classroom teachers	Staff, Secretary, Custodian, PTO, Parents, School Board members and Students	First Conference and final report card
% of 2 nd graders scoring at or above grade level on Scantron	Individual and school summary report	September 2006 and May 2007	Lori Kaufman (technology teacher)	Immediately after test is administered	Disaggregated results by identified At-Risk students	September 2006 and May 2007	Classroom and technology teacher	Classroom teachers	Staff, Secretary, Custodian, PTO, Parents, School Board members and Students	Final report card

SIP - Action Plan

Goal:	All students will improve their language arts skills across the curriculum.
Strategy :	All students will develop writing techniques and increase fluency.
Rationale:	1. Students will be assessed on the Grade Level Expectations on upcoming MEAP tests.
	2. The Grade Level Expectations help to clarify and support the Michigan Curriculum Framework,
	3. The Reading Teacher Journal supports writing through outlining the Writing Observation Framework (WOF).

Teach the writing process to students	Daniel Schluckbier (Principal)	All staff members	Examples of student writings at various stages of the writing process.	September 2006	Students will be able to take a piece of writing through the entire writing process. Lesson plans will support that the writing process was taught during the month.
Using the writing process, focus on writing that stays on topic and has details.	Daniel Schluckbier (Principal)	All staff members	Examples of writing that remain on topic and include supporting details Examples of writing that do not stay on topic and have supporting details Lessons to model with students	October 2006 - June 2007	Student writing samples that stay on topic and provide supporting details Lesson plans to support various types of writing are being worked on
Research various writing programs to adopt a school wide approach.	Tracy Cohrs (Vice Principal)	All staff members- different members will try out and evaluate different programs	Writing programs 6+1 Writing traits Collins Writing	September 2006 - June 2007	A school wide writing program will be adopted.

SIP –Action Plan Title I/31A

Goal:	All students will improve their language arts skills across the curriculum.
Strategy:	One on one interaction with at-risk students
Rationale:	1.NCLB requires the amount of instructional hours be extended for students that qualify for Title I.
	2. 80% of the at-risk fourth grade students did not score proficiently on the MEAP test.
	3.

(Use this Form to specify supplemental strategies and activities that you will use with Title I or 31a eligible students who need additional help in core academic areas – English Language Arts, Mathematics, Science and Social Studies.)

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
After school tutoring programs and homework helper	Tammy Visger, Activities Coordinator	Students referred by teachers Teachers that are working with students	Funding for teacher pay Various approaches to teaching writing Writing prompts Examples of student writings Communication with classroom teachers	September 2006- June 2007	Log of students attending after school tutoring programs.
4/7/04					34

SIP - Evaluation of Performance Results

Goal: All students will improve their language arts skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	04-03	05-06	05-04	04-03	03-02	
% of third-eighth graders scoring proficiently on the MEAP	<u>NCLB</u>								We know that the writing portion of the test in the major downfall that is affecting our overall ELA score. We are working on adopting a school wide approach to teaching writing. We feel this will be beneficial to students because they will be learning the same approach each year and building on their current writing skills. A great deal of time before school begins is being spent on looking how our students scored at each grade level on each specific GLCE. Three staff members attended a data workshop and will share this useful process. In addition, time is being provided for teachers to implement this process and evaluate.
	School Aggregate	50.0%	21.0%	13.0%	No	N/A	N/A	N/A	
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	<u>State</u>								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y %		20.0%	11.0%					
N									

SIP - Evaluation of Performance Results

Goal: All students will improve their language arts skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	04-03	05-06	05-04	04-03	03-02	
% of second grade students scoring at or above grade level in Scantron	NCLB								Our second grade students only take the Scantron test in the Spring. We looked at their grade equivalent scores to monitor their progress.
	School Aggregate	40.0%	N/A	N/A		N/A	N/A	N/A	
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	State								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	50.0%	N/A	N/A					
N									

SIP - Evaluation of Performance Results

Goal: All students will improve their language arts skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken	
	Sub Group	05-06	05-04	04-03	05-06	05-04	04-03	03-02		
% of first grade students scoring at or above grade level on the Terra Nova.	<u>NCLB</u>				Target:				We changed our testing approach to monitor the same students. Students took the Terra Nova in September and again in May. We realized that we need to look at making sure all students are improving. We were very pleased at our percent of at risk students that showed improvement between the two tests. This helped us to see that our extra tutoring is helping.	
	School Aggregate	48.0%	31.0%	59.0%		N/A	N/A	N/A		N/A
	White									
	Black/AA									
	Hispanic									
	Am Indian									
	Asian									
	MultiRacial									
	Other									
	LEP Y									
	N									
	Sp Ed Y									
	N									
	Free/Red Y									
	N									
	<u>State</u>									
	Male									
	Female									
	Migrant Y									
	N									
	Title I Y									
	N									
	AtRisk Y	50.0%	30.0%	47.0%						
N										

SIP - Evaluation of Performance Results

Goal: All students will improve their language arts skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	04-03	05-06	04-05	03-04	02-03	
% of third-ninth grade students showing improvement on the Scantron test.	NCLB				Target:				
	School Aggregate	66.0%	69.0%	65.0%		N/A	N/A	N/A	N/A
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	State								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	66.0%	61.0%	69.0%					
N									

SIP - Evaluation of Performance Results

Goal: All students will improve their language arts skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken	
	Sub Group	05-06	04-05	04-03	05-06	04-05	03-04	02-03		
% of Kindergarten-ninth grade students scoring at least 75% on exit level tests.	NCLB				Target:				The exit skills exams were not finished this year. However, a time line and work time has been developed to ensure that the exams will be done to administer in May 2007.	
	School Aggregate	N/A	N/A	N/A		N/A	N/A	N/A		N/A
	White									
	Black/AA									
	Hispanic									
	Am Indian									
	Asian									
	MultiRacial									
	Other									
	LEP Y									
	N									
	Sp Ed Y									
	N									
	Free/Red Y									
	N									
	State									
	Male									
	Female									
	Migrant Y									
	N									
Title I Y										
N										
AtRisk Y										
N										

SIP - Goals, Measures and Data Analysis

Goal:	All students will improve their math skills across the curriculum.
Rationale:	1. AYP is calculated on math scores, therefore, is an important area of emphasis.
	2. Acquisition of early mathematics serves as the foundation for later math acquisitions (Ginsburg & Allardice, 1984)
	3. 63% of the fourth grade students did not score proficiently on the MEAP.

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of student scoring at or above grade level on Terra Nova in first grade	Individual and school summary report	June 2007 Terra Nova test scores	Daniel Schluckbier (principal)	June 2007	Disaggregated results by identified At-Risk students	Mid-January and Mid-August 2007	Daniel Schluckbier (Principal) Tracy Cohrs & Helena Fellows(SI co-chairs)	Daniel Schluckbier (Principal) Tracy Cohrs & Helena Fellows (SI co-chairs) John Romine (management company)	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	Sent home with final report-card 2007 School board meetings
% of 3 rd -8 th graders scoring at proficient levels on the MEAP Math	Individual and school summary report	Fall 2006 MEAP scores	Daniel Schluckbier (principal) and John Romine (management company)	Winter 2007 (immediately upon receiving results)	Disaggregated results by identified At-Risk students	Staff meeting after received	Entire staff at a meeting	Daniel Schluckbier (Principal) and John Romine (management company)	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	Winter 2007 (third conferences)
% of 3 rd -9 th graders improving their grade level placement on the Scantron test	Individual and school summary report	Bi-yearly test results	Lori Kaufman (technology teacher)	Immediately after test is administered	Disaggregated results by identified At-Risk students	September 2006 and May 2007	Classroom and technology teachers	Classroom teachers	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	First conference and final report card

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of 2 nd grade students scoring at or above grade level on Scantron	Individual and school summary report	Bi-yearly test results	Lori Kaufman (technology teacher)	Immediately after test is administered	Disaggregated results by identified At-Risk students	September 2006 and May 2007	Classroom and technology teachers	Classroom teachers	Staff, Secretary, Custodian, PTO, Parents, School Board members and Students	Final report card
% of students in grades K-9 scoring at least 75% on grade level exit skills test	Teacher Record sheet of scores	End of year test results	Tracy Cohrs (Vice-principal)	Beginning of June	Disaggregated results by identified At-Risk students	June 2007	Classroom teachers	Classroom teachers	Parents, students, administration	June 2007

SIP - Action Plan

Goal:	All students will improve their math skills across the curriculum.
Strategy:	All students will develop basic algorithm skills.
Rationale:	1. Students will be assessed on the Grade Level Expectations on upcoming MEAP tests.
	2. Acquisition of early mathematics serves as the foundation for later math acquisitions (Ginsburg & Allardice, 1984)
	3. 63% of the fourth grade students did not score proficiently on the MEAP.

Streamline math vocabulary	Daniel Schluckbier (principal) and Tracy Cohrs (Vice-Principal)	All staff members	List of current math vocabulary that is assessed on the MEAP List of current vocabulary being used	August 2006- professional development day before school starts	List of vocabulary that should be taught at all grade levels.
Use manipulatives at all grade levels	Jean Dery (3 rd grade teacher)	All staff members	Organization of "Math in a Nutshell" kits that supply manipulatives for all areas of study	September 2006- June 2007 Mid Year review during December staff meeting.	Central area where all math manipulatives are located for access
Develop familiarity with conversions and formulas	Lorie Arcand (6 th grade teacher) and Greg Lathrop (8 th grade teacher)	All staff members	List of conversions for measurement and formulas for algebra and geometry	Beginning of September 2006 to hand out and use throughout the year	List of current conversions and formulas students will need to be familiar with.

SIP -Action Plan Title I/31A

(Use this Form to specify supplemental strategies and activities that you will use with Title I or 31a eligible students who need additional help in core academic areas - English Language Arts, Mathematics, Science and Social Studies.)

Goal:	All students will improve their math skills across the curriculum.
Strategy:	One on one interaction with at-risk students
Rationale:	1.NCLB requires the amount of instructional hours be extended for students that qualify for Title I.
	2. 60% of the at-risk fourth grade students did not score proficiently on the MEAP.

After school tutoring programs and homework helpers	On-Site Activities Coordinator	Students referred by teachers Classroom teachers	-lessons that focus on basic skills funding for teacher pay activities using manipulatives	September 2006-June 2007	Log of students attending after school tutoring programs

SIP - Evaluation of Performance Results

Goal: All students will improve their math skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	03-04	05-06	04-05	04-03	02-03	
% of third through eighth grade students scoring at proficient levels on the MEAP Math test.	NCLB				Target:				We need to look at how we are meeting the needs of our at risk students. Our plan is to focus on tutoring at-risk students with after school tutoring. A great deal of time before school begins is being spent on looking how our students scored at each grade level on each specific GLCE. Three staff members attended a data workshop and will share this useful process. In addition, time is being provided for teachers to implement this process and evaluate.
	School Aggregate	59.0%	37.0%	50.0%		NO	N/A	N/A	
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	State								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	12.0%	40.0%	44.0%					
N									

SIP - Evaluation of Performance Results

Goal: All students will improve their math skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	03-04	05-06	04-05	03-04	02-03	
% of first grade students scoring at or above grade level on the Terra Nova.	NCLB				Target:				
	School Aggregate	60.0%	42.0%	60.0%		N/A	N/A	N/A	N/A
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	State								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	58.0%	50.0%	47.0%					
N									

We changed our testing approach to monitor the same students. Students took the Terra Nova in September and again in May. We realized that we need to look at making sure all students are improving. We were very pleased at our percent of at risk students that showed improvement between the two tests. This helped us to see that our extra tutoring is helping.

SIP - Evaluation of Performance Results

Goal: All tudents will improve their math skills arcross the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	03-04	05-06	04-05	03-04	02-03	
% of third-ninth grade students showing improvement on the Scantron test.	<u>NCLB</u>				Target:				
	School Aggregate	55.0%	90.0%	66.0%		N/A	N/A	N/A	N/A
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	<u>State</u>								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	33.0%	89.0%	67.0%					
	N								

SIP - Evaluation of Performance Results

Goal: All tudents will improve their math skills across the curriculum.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	03-04	05-06	04-05	03-04	02-03	
% of second graders scoring at or above grade level on Scantron test.	<u>NCLB</u>				Target:				
	School Aggregate	45.0%	N/A	N/A		N/A	N/A	N/A	N/A
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	<u>State</u>								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	50.0%	N/A	N/A					
N									

Asian									
MultiRacial									
Other									
LEP	Y								
	N								
Sp Ed	Y								
	N								
Free/Red	Y								
	N								
State									
Male									
Female									
Migrant	Y								
	N								
Title I	Y								
	N								
AtRisk	Y	N/A	N/A	N/A					
	N								

SIP - Goals, Measures and Data Analysis

Goal:	All students will improve their understanding of science concepts.
Rationale:	1. Students will be assessed on the Michigan Benchmarks on upcoming MEAP tests.
	2. Students will need to be able to apply concepts to aid in solving real life situations.
	3. 18% of the fifth grades did not score proficiently on the MEAP.

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of student scoring at or above grade level on Terra Nova in first grade	Individual and school summary report	May 2007 Terra Nova test scores	Daniel Schluckbier (principal)	June 2007	Disaggregated results by identified At-Risk students	June 2007	Daniel Schluckbier (Principal) Tracy Cohrs & Helena Fellows (SI co-chairs)	Daniel Schluckbier (Principal) Tracy Cohrs & Helena Fellows (SI co-chairs) John Romine (management company)	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	Sent with final report-card in 2007
% of 5 & 8 graders scoring at proficient levels on the MEAP Science	Individual and school summary report	Fall 2006 MEAP scores	Daniel Schluckbier (principal) and John Romine (management company)	Winter 2007 (immediately upon receiving results)	Disaggregated results by identified At-Risk students	Staff meeting after received data	Entire staff at a meeting	Daniel Schluckbier (Principal) and John Romine (management company)	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	Third conferences
% of 3 rd -9 th graders showing a gain on the Scantron test	Individual and school summary report	September 2006 and May 2007	Lori Kaufman (technology teacher)	Immediately after test is administered	Disaggregated results by identified At-Risk students	September 2006 and May 2007	Classroom and technology teachers	Classroom teachers	Staff. Secretary, Custodian, PTO, Parents, School Board members and Students	First conference and final report card

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of 2 nd graders scoring at or above grade level on Scantron test	Individual and school summary report	Bi-yearly test results	Lori Kaufman (technology teacher)	Immediately after test is administered	Disaggregated results by identified At-Risk students	September 2006 and May 2007	Classroom and technology teachers	Classroom teachers	Staff, Secretary, Custodian, PTO, Parents, School Board members and Students	final report card
% of students that demonstrate understanding of the scientific process	Teacher collected scores	Project rubrics	Classroom teachers	May 2007- after Science Fair	Disaggregated results by identified At-Risk students	May 2007- after Science fair	Classroom teachers	Classroom teachers	Parents, students, administration	May 2007

SIP - Action Plan

Goal:	All students will improve their understanding of science concepts.
Strategy:	All students will demonstrate understanding of the scientific process.
Rationale:	1. Students will be assessed on the Michigan Benchmarks on upcoming MEAP tests.
	2. Many studies support that student learning improves when applying the scientific process.
	3. 18% of the fifth grades did not score proficiently on the MEAP.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Post the steps in the scientific process	Tracy Cohrs (vice-principal)	Staff	Poster of scientific process	Before school begins in September 2006	All classroom will have the scientific process posted.
Model using the scientific process in experiments	Daniel Schluckbier (principal)	Staff students	Experiments that can be used to model the scientific process	September 2006-June 2007	Lesson plans that highlight lessons that model the scientific process
Provide opportunities to practice using the scientific process	Daniel Schluckbier (principal)	Staff students	Experiments that allow students to practice the scientific process	September 2006-June 2007	School wide science fair that contains projects demonstrating understanding of the scientific process

SIP -Action Plan Title I/31A

(Use this Form to specify supplemental strategies and activities that you will use with Title I or 31a eligible students who need additional help in core academic areas - English Language Arts, Mathematics, Science and Social Studies.)

Goal:	All students will improve their understanding of science concepts.
Strategy:	All students will demonstrate understanding of the scientific process.
Rationale:	1 Learning styles assessments show that many students learn through experience. Allowing students to participate in hands on activities provides them with the opportunity to experience various science concepts.
	2. 22% of the at-risk fifth graders did not score proficiently on the MEAP.

Additional support activities to explore the scientific process (pull out process supporting those identified)	Dan Schluckbier (principal)	Classroom teachers Paraprofessionals Special education Students	FOSS Kits Internet-web resources Money to purchase materials	September 2006-June 2007 One day a week will be set aside for students to be pulled out for additional support.	Students will be able to demonstrate their knowledge of the scientific process through implanting the steps when provided the basic guidelines for a project. (Science fair)

SIP - Evaluation of Performance Results

Goal: All students will improve their understanding of science concepts.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken	
	Sub Group	05-05	04-05	03-04	05-06	04-05	03-04	02-03		
% of fifth and eighth grade students scoring at proficient levels on the MEAP Science test.	NCLB				Target:				We fell this year in Science because of our fifth grade scores. We need to look at which students receive accommodations and make sure they are the best accommodations each individual student.	
	School Aggregate	75.0%	82.0%	76.0%		N/A	N/A	N/A		N/A
	White									
	Black/AA									
	Hispanic									
	Am Indian									
	Asian									
	MultiRacial									
	Other									
	LEP Y									
	N									
	Sp Ed Y									
	N									
	Free/Red Y									
	N									
	State									
	Male									
	Female									
	Migrant Y									
	N									
	Title I Y									
	N									
	AtRisk Y	27.0%	78.0%	67.0%						
N										

SIP - Evaluation of Performance Results

Goal: All students will improve their understanding of science concepts

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	03-04	05-06	04-05	03-04	02-03	
% of first grade students scoring at or above grade level on the Terra Nova.	NCLB				Target:				
	School Aggregate	72.0%	44.0%	61.0%		N/A	N/A	N/A	N/A
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	State								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	83.0%	30.0%	37.0%					
N									

We changed our testing approach to monitor the same students. Students took the Terra Nova in September and again in May. We realized that we need to look at making sure all students are improving. We were very pleased at our percent of at risk students that showed improvement between the two tests. This helped us to see that our extra tutoring is helping.

SIP - Evaluation of Performance Results

Goal: All students will improve their understanding of science concepts

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	03-04	05-06	04-05	03-04	02-03	
% of third-eighth grade students showing improvement on the Scantron test.	<u>NCLB</u>				Target:				
	School Aggregate	40.0%	46.0%	66.0%		N/A	N/A	N/A	N/A
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	<u>State</u>								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	53.0%	49.0%	71.0%					
N									

% of second graders scoring at or above grade level on the Science Scantron test.	<u>NCLB</u>								
	School Aggregate	65.0%	N/A	N/A		N/A	N/A	N/A	N/A
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP	Y							
		N							
	Sp Ed	Y							
		N							
	Free/Red	Y							
		N							
	<u>State</u>								
	Male								
	Female								
	Migrant	Y							
		N							
	Title I	Y							
		N							
	AtRisk	Y	32.0%	N/A	N/A				
		N							

SIP - Goals, Measures and Data Analysis

Goal:	All students will improve their understanding of social studies.
Rationale:	1. Students will be assessed on the Michigan Benchmarks on upcoming MEAP tests.
	2. The National Council for Social Studies mission statement supports the need for integrated study to compete in a global society.
	3. 23% of the fifth graders scored proficiently on the MEAP.

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of student scoring at or above grade level on Terra Nova in first grade	Individual and school summary report	Terra Nova test scores	Daniel Schluckbier (principal)	June 2007	Disaggregated results by identified At-Risk students	June 2007	Daniel Schluckbier (Principal) Tracy Cohrs & Helena Fellows (SI co-chairs)	Daniel Schluckbier (Principal) Tracy Cohrs & Helena Fellows (SI co-chairs) John Romine (management company)	Staff, Secretary, Custodian, PTO, Parents, School Board members and Students	Sent home with final report-card in 2007
% of 6 th and 9 th graders scoring at proficient levels on the MEAP Social Studies	Individual and school summary report	Fall 2006 MEAP scores	Daniel Schluckbier (principal) and John Romine (management company)	Winter 2006 (immediately upon receiving results)	Disaggregated results by identified At-Risk students	Staff meeting after received data	Entire staff at a meeting	Ruth Carlson (Principal) and John Romine (management company)	Staff, Secretary, Custodian, PTO, Parents, School Board members and Students	Third conferences
% of kindergarten-ninth grade students scoring at least 75% on grade level assessments	Individual student scores	Grade level tests given twice a year	Tracy Cohrs (Vice-principal)	December 2006 and May 2007	Disaggregated results by identified At-Risk students	December 2006 and May 2007	Classroom teachers	Classroom teachers	Parents, students, administration	Second conferences and final reportcard

SIP - Action Plan

Goal:	All students will improve their understanding of social studies.
Strategy:	All students will develop an interest in and make connections to the world.
Rationale:	1. Students will be assessed on the Michigan Benchmarks on upcoming MEAP tests.
	2 The National Council for Social Studies mission statement supports the need for integrated study to compete in a global society.
	3. 23% of the fifth graders scored proficiently on the MEAP.

Discuss world wide current events	Daniel Schluckbier (Principal)	Staff Student	Resources that provide current events Scholastic News- in upper grades newspapers	September 2006- June 2007	Students will be able to discuss world wide current events that have taken place throughout the school year.
Continue to support and offer Junior Achievement	Tracy Cohrs (Junior Achievement coordinator)	Students Staff members Financial sponsors Volunteer teachers	Funding to provide the program Volunteers to teach the classes	September 2006- June 2007- as soon as funding is available	All classrooms will have the appropriate Junior Achievement program
Community involvement project	Melissa Thomas (School counselor)	Students Staff members parents	Community connection Community related projects Parental support Staff support	September 2006- June 2007	Completion of various projects in the community.

SIP -Action Plan Title I/31A

(Use this Form to specify supplemental strategies and activities that you will use with Title I or 31a eligible students who need additional help in core academic areas - English Language Arts, Mathematics, Science and Social Studies.)

Goal:	All students will improve their understanding of social studies concepts.
Strategy:	All students will develop an interest in and make connections to the world.
Rationale:	1. Students deal with situations on a daily basis where principles of economics come into play and need to be able to make educate decisions. Therefore, they must have an u nderstanding of the basic principles of economics.
	2. 11% of the at-risk fifth graders scored proficiently on the MEAP.

Additional support opportunities will to help students develop real world connections.	Daniel Schluckbier (Principal)	Classroom teachers Special education teachers Paraprofessionals Students	Newspapers Internet Scholastic News	September 2006-June 2007 One day a week will be set aside for students to receive additional support in developing social studies concepts and connecting them to the real world.	Students will be able to discuss current events and apply concepts learned in social studies to the situations.

SIP - Evaluation of Performance Results

Goal: All students will improve their understanding of social studies concepts.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken	
	Sub Group	05-06	04-05	03-04	05-06	04-05	03-04	02-03		
% of fifth grade students scoring at proficient levels on the MEAP Social Studies test.	NCLB				Target:					Improvement is present, but at a slower rate than hoped for. We did make a huge gain this year due to an increased focus on the writing portion and economics.
	School Aggregate	79.0%	23.0%	10.0%		N/A	N/A	N/A	N/A	
	White									
	Black/AA									
	Hispanic									
	Am Indian									
	Asian									
	MultiRacial									
	Other									
	LEP Y									
	N									
	Sp Ed Y									
	N									
	Free/Red Y									
	N									
	State									
	Male									
	Female									
	Migrant Y									
	N									
	Title I Y									
	N									
	AtRisk Y	21.0%	11.0%	0.0%						
N										

SIP - Evaluation of Performance Results

Goal: All students will improve their understanding of social studies concepts.

Measure	Results				AYP Made? (Y/N/NA)				Action to Be Taken
	Sub Group	05-06	04-05	03-04	05-06	04-05	03-04	02-03	
% of kindergarten-ninth grade students scoring at least 75% on grade level assessments	NCLB				Target:				The staff is dedicating a portion of each staff meeting for the first half of the year to developing grade level assessments. The second half of the a portion of staff meetings is being dedicated to reviewing the results of the mid-year test and making necessary modifications to the tests.
	School Aggregate	N/A	N/A	N/A		N/A	N/A	N/A	
	White								
	Black/AA								
	Hispanic								
	Am Indian								
	Asian								
	MultiRacial								
	Other								
	LEP Y								
	N								
	Sp Ed Y								
	N								
	Free/Red Y								
	N								
	State								
	Male								
	Female								
	Migrant Y								
	N								
	Title I Y								
	N								
	AtRisk Y	N/A	N/A	N/A					
N									

SIP - Action Plan Professional Development

Goal	Strategy	Activity to Implement Strategy	Professional Development	Person(s) Responsible	Person(s) Involved	Timeline/Calendar
All students will improve their language arts skills across the curriculum.	All students will develop writing techniques and increase fluency.	Staff members that are familiar with 6+1 writing and Collins writing is going to explain the processes to staff. Teachers will select one to try in their classroom this year and evaluate.	Present different writing programs to staff to evaluate and adopt a school wide program	Nathan Seiferlein Natalie Shuttleworth Tracy Cohrs	All teaching staff	August 31, 2006
All students will improve their understanding of social studies.	All students will develop an interest in and make connections to the world.	CORE Democratic Values- different lessons that incorporate literature and the CORE Democratic Values at all grade levels will be shared. Teachers will participate in many of the lessons.	Teaching the CORE Democratic Values using literature and various activities.	Jean Dery	All teaching staff	August 30, 3006
		Data Analysis- a basic discussion on how to use data to determine areas of concern will allow teachers the knowledge to use classroom data to monitor student progress throughout the year.	Using data to drive improvement and classroom lesson planning.	Lori Kaufman Nathan Seiferlein Tracy Cohrs	All teaching staff Administration	August 23, 2006