

School Improvement Plan

School Year: 2010

School District: Beal City Public Schools

Intermediate School District: Gratiot-Isabella RESD

School Name: Beal City High School

Grades Served: 7,8,9,10,11,12

Principal: Mr. Jeffrey Jackson

Building Code: 00235

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School 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 **School Improvement Plan template (SIP)** 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

School Information

School:	Beal City High School
District:	Beal City Public Schools
Public/Non-Public:	Public
Grades:	7,8,9,10,11,12
School Code Number:	00235
City:	Mt. Pleasant
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Beal City High School will provide an educational environment in which each student will receive the opportunity and encouragement to enhance their intellectual potential, creative abilities, skills, and social growth, in and out of the classroom. The opportunity will be provided by building self esteem and developing respect for others. With help of the community we will enable students to become competitive, compassionate, and responsible citizens. Our future depends on students achievements through various experiences and positive role models.

Mission Statement

Beal City Schools, in harmony with home and community, will educate our children in a positive learning environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

Beliefs Statement

- * We believe all children can learn
- * We believe in creating independent, life-long learners
- * We believe all children deserve equal opportunities and treatment
- * We believe in promoting a positive self-concept
- * We believe it takes a whole community to educate a child, and encourage parental involvement and participation
- * We believe in building respectful, responsible citizens
- * We believe in ensuring a safe, positive learning environment
- * We believe in encouraging the acceptance of diversity

Goals

ID	Name	Development Status	Progress Status
2033	Improve Writing Skills	Approved	Open
2035	Improve mathematics success	Approved	Open
2037	Science Goal 2010/2011	Approved	Open
2038	Social Studies Goal 2010/2011	Approved	Open

Goal 1: Improve Writing Skills

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students at Beal City M.S./H.S. will become proficient writers

Gap Statement : Based on the review of different assessment data (MEAP / MME / Mi-Access and Study Island) over 30% of our students continue to perform below the proficient level with writing.

Cause for Gap : The contributing cause for the gap in writing is due in part to the lack of detail. Another contributing factor for the gap is the males continue to score at least 10% to 12% lower than the females on writing assessments.

Multiple measures/sources of data you used to identify this gap in student achievement : Study Island / Classroom Assessments / MEAP / MME and MI-Access data was used to identify the gap

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? 70% of our students will score in the proficient category in writing on the MEAP / MME and MI-Access. Including decreasing the gap by 5% between the males and females.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Jeff Jackson

List of Objectives:

ID	Objective
5056	70% of our students will score in the proficient category in writing on the MEAP / MME and MI-Access.

1.1. Objective: Improve Writing Proficiency for All Students

Measurable Objective Statement to Support Goal : 70% of our students will score in the proficient category in writing on the MEAP / MME and MI-Access.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5056	Staff will research best practices involving writing instruction which focuses on including details while differentiating instruction for the targeted group especially the males. Collaboration will be incorporated among grade level and content area teachers while sharing strategies and results with the use of technology.	

1.1.1. Strategy: Improve Writing by using Best Practices

Strategy Statement: Staff will research best practices involving writing instruction which focuses on including details while differentiating instruction for the targeted group especially the males. Collaboration will be incorporated among grade level and content area teachers while sharing strategies and results with the use of technology.

Selected Target Areas

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

SPR (90) I.2.A.1 Content Appropriateness: 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.

Other Required Information for Strategy

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

Creating a Culture of Literacy: A guide for Middle Schools and High Schools, The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaboration among staff will focus on writing instruction using best practices	09/07/2010	06/08/2011	All staff

1.1.1.1. Activity: Improve Writing Skills

Activity Description: Collaboration among staff will focus on writing instruction using best practices

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Use best practices for Writing	General Funds	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Goal 2: Improve mathematics success

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Provide ongoing intervention for at risk 8th grade math students.

Gap Statement : Students who have scored a 3 or below on the 7th grade MEAP and/or have scored below a C- the prior year will be targeted for ongoing intervention.

Cause for Gap : We have found that 22% of our 8-10th grade math students earned below a C- for their first semester grade. We would like to target students in junior high who are at-risk to improve math success in the high school grades. Specifically, we would target the 15 7th grade students (19%) who scored a 3 or below on the 7th grade MEAP and/or earned below a C- for their first semester math grade.

Multiple measures/sources of data you used to identify this gap in student achievement : Semester grades, MEAP scores and teacher recommendation were used to identify struggling math students

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? math grades at end of each 9 weeks along with MEAP scores

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Jeff Jackson

List of Objectives:

ID	Objective
5196	80% of the students will score in the proficient category on the Math portion of the MEAP.

2.1. Objective: Math Intervention for At-risk Students

Measurable Objective Statement to Support Goal : 80% of the students will score in the proficient category on the Math portion of the MEAP.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5196	Staff will evaluate the effectiveness of the materials and resources for 7-12 Math programs and implement the Math curriculum based on the Grade Level Content Expectations as well as the High School Content Expectations.	

2.1.1. Strategy: Improve Math Skills

Strategy Statement: Staff will evaluate the effectiveness of the materials and resources for 7-12 Math programs and implement the Math curriculum based on the Grade Level Content Expectations as well as the High School Content Expectations.

Selected Target Areas

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

Other Required Information for Strategy

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

MEAP Scores, 7th -10th Grade students who had a D+ or below in area of Math

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will continue with curriculum implementation efforts in Math and develop Pre-Post assessemnts to evaluate the decrease in student failures.	09/07/2010	06/08/2011	Math staff

2.1.1.1. Activity: Improve Math Skills

Activity Description: Staff will continue with curriculum implementation efforts in Math and develop Pre-Post assessemnts to evaluate the decrease in student failures.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Math staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Satff will continue with the Lunch time tutoring program for struggling students	General Funds	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Goal 3: Science Goal 2010/2011

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will comprehend and apply science vocabulary used in MEAP / MME and MI-Access

Gap Statement : Based on the review of three different assessment data above 80% of our students are performing at the proficient category. However, students still struggle with science vocabulary. Therefore, vocabulary will be our focus of improvement for the 2010/2011 school year

Cause for Gap : The cause for the gap is due in part to lack of direct focus on specific vocabulary presented in the MEAP / MME and MI-Access.

Multiple measures/sources of data you used to identify this gap in student achievement : The MEAP /MME / MI-Access and classroom assessment data was used to identify gap

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? All students will show yearly increase in MEAP / MME and MI-Access proficiency or exceed state averages.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Jeff Jackson

List of Objectives:

ID	Objective
5184	85% of the students will score in the proficient category in Science on the MEAP / MME and MI-Access

3.1. Objective: Improve Science Vocabulary

Measurable Objective Statement to Support Goal : 85% of the students will score in the proficient category in Science on the MEAP / MME and MI-Access

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5184	Staff will expand vocabulary skills by creating a comprehensive vocabulary exam for every science class. A Vocabulary Mid-Term will be considered. Keep updated on Michigan's move towards National Science standards. Staff will evaluate the effectiveness of the materials and resources for 7-12 Science programs and implement the Science curriculum based on the Grade Level Content Expectations and High School Content Expectations. Science teachers will research suggested science vocabulary for the MME.	

3.1.1. Strategy: Improve Science Vocabulary

Strategy Statement: Staff will expand vocabulary skills by creating a comprehensive vocabulary exam for every science class. A Vocabulary Mid-Term will be considered. Keep updated on Michigan's move towards National Science standards. Staff will evaluate the effectiveness of the materials and resources for 7-12 Science programs and implement the Science curriculum based on the Grade Level Content Expectations and High School Content Expectations. Science teachers will research suggested science vocabulary for the MME.

Selected Target Areas

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

Other Required Information for Strategy

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

Review of the MEAP / MME and MI-Access results as it pertains to vocabulary based on curriculum for each of the four Science areas.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
In order to keep students engaged, ensure student mastery and most efficiently help students learn, the science department will: * Expand students science vocabulary skills by creating a comprehensive vocabulary exam for all science classes. * Consider the value of a vocabulary mid-term exam * Science teachers will research suggested science vocabulary from the MME Staff will continue with curriculum implementation efforts in Science and develop pre-and-post assessments to evaluate the increase and knowledge of science vocabulary	09/07/2010	06/08/2011	Science staff members

3.1.1.1. Activity: Improve Science Vocabulary

Activity Description: In order to keep students engaged, ensure student mastery and most efficiently help students learn, the science department will:

* Expand students science vocabulary skills by creating a comprehensive vocabulary exam for all science classes.

* Consider the value of a vocabulary mid-term exam

* Science teachers will research suggested science vocabulary from the MME

Staff will continue with curriculum implementation efforts in Science and develop pre-and-post assessments to evaluate the increase and knowledge of science vocabulary

Activity Type: Revised

Planned staff responsible for implementing activity: Science staff members

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
the use of a pre-post assessment	General Funds	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Goal 4: Social Studies Goal 2010/2011

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will write effectively on current social studies concepts and issues

Gap Statement : Based on the review of three different sources of assessment data 90% of our students score in the proficient category. However, we still continue to struggle with the writing portion. Therefore, our improvement efforts will be to work towards improving writing skills in social studies.

Cause for Gap : Our writing scores on assessments show we are only 65% proficient with the writing portions of the assessments, and students lack details in their writing across the curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : We used the MEAP, MME and classroom assessment data to determine gap

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? All students will show growth in MEAP and MME proficiency or exceed state averages.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Jeff Jackson

List of Objectives:

ID	Objective
5182	80% of the students will score in the proficiency category in social studies through improved writing skills

4.1. Objective: Improve Social Studies Writing Skills

Measurable Objective Statement to Support Goal : 80% of the students will score in the proficiency category in social studies through improved writing skills

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5182	Staff will evaluate the effectiveness of the materials and resources for the 7-12 Social Studies, and continue curriculum implementation in Social Studies based on the Grade Level Content Expectations along with the High School Content Expectations.	

4.1.1. Strategy: Improve Writing Skills in Social Studies

Strategy Statement: Staff will evaluate the effectiveness of the materials and resources for the 7-12 Social Studies, and continue curriculum implementation in Social Studies based on the Grade Level Content Expectations along with the High School Content Expectations.

Selected Target Areas

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

Other Required Information for Strategy

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

MEAP and MME vocabulary was closely monitored and assessed with input from the English department staff. Social Studies writing samples were also explored to determine this specific goal to ensure more success on state and classroom assessments.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will develop a Social Studies curriculum aligned with the Grade Level Content Expectations along with the High School Content Expectations, and work closely with the English department to integrate writing into the social studies curriculum.	09/07/2010	06/08/2011	Social Studies department staff along with the ELA staff

4.1.1.1. Activity: Improve Writing Skills in Social Studies

Activity Description: Staff will develop a Social Studies curriculum aligned with the Grade Level Content Expectations along with the High School Content Expectations, and work closely with the English department to integrate writing into the social studies curriculum.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Social Studies department staff along with the ELA staff

Actual staff responsible for implementing activity: All Staff

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Provide best practices for writing to staff	General Funds	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/15/2010	jjackson@edzone.net	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,200.00	\$0.00

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Jeff	Jackson	Principal	jjackson@edzone.net
Mrs.	Jennifer	Butkovich	Teacher	jbutkovi@edzone.net
Ms.	Jessi	Spry	Teacher	spryjess@msu.edu
Mr.	Bill	Chilman	Superintendent/Parent	wchilman@edzone.net
Mrs.	Diane	Saltarelli	Elementary Principal	saltarel@edzone.net
Mrs.	Julie	Christensen	Teacher/Parent	julianne_christensen@yahoo.com
Mr.	Aarron	Butkovich	Athletic Director/Teacher	abutkovi@edzone.net
Mr.	Jason	Lowe	Teacher	jason@lowe-net.us
Mrs.	Linda	Heintz	Counselor	lheintz@edzone.net
Mr.	Joe	Judge	Technology Director	judge@edzone.net
Mrs.	Cindi	Gigowski	Teacher	cgigowski@hotmail.com
Mr.	Mark	Pittsley	Teacher	mpittsle@edzone.net
Mrs.	Sara	Doyle	Teacher	skdoyle@edzone.net
Mrs.	Jennifer	Marshall-Gross	Teacher	jmgross@edzone.net
Mrs.	Deb	Martin	Teacher	dkmartin@edzone.net

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

The secondary school improvement stakeholders are involved in the planning, design, monitoring, and evaluation of Beal City's secondary school improvement plan through these measures:

Planning and Design- Staff lead initiatives for school improvement are brought to the secondary school improvement team for consideration. From the secondary school improvement team the initiative is taken to the district school improvement team and then to the Board of Education for final approval.

Monitoring and Evaluation- Each of the core areas evaluate and monitor progress through data analysis using MEAP, MME, ACT, end of course assessments, and classroom observations.

Other factors involved in the school improvement process include:

- Staff Collaboration
- Professional Development
- Staff Meetings
- Data Analysis
- Department Meetings
- Conferences and Workshops

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how

all stakeholders are involved in the process.

Decisions about curriculum, instruction, and assessment are made at Beal City's secondary school by stakeholders, through this process.

Curriculum- All secondary staff members use and monitor grade level content expectations and high school content expectations to help develop an aligned curriculum which meets the Michigan Merit Curriculum standards.

Instruction- Secondary staff members use the curriculum to drive instruction and develop lessons. Instruction is delivered to help improve student achievement. This is a teacher led process through collaboration and professional development to enhance the delivery of the curriculum to help ensure student success.

Assessments- Our assessments are aligned with the Michigan Merit Curriculum, Grade Level Content Expectations, and High School Content Expectations. Staff developed assessments such as: end of unit tests/quizzes, mid-term exams, as well as end of course assessments.

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

Student information and progress is shared through:

- Parent/Teacher Conferences
- Bi-weekly Progress Reports
- Aggie Express Articles
- Annual Report
- School Web Page
- School Board Presentations
- Staff Meetings
- TEMPO Club
- Beal City Athletic Association
- Media Outlets
- Secondary School Improvement Team Meetings
- District School Improvement Team Meetings
- Report Cards
- Mailings from office and school

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.

Position of Contact:

Superintendent

Address:

3180 W. Beal City Rd. Mt. Pleasant, MI 48858

Telephone Number:

(989) 644-3901

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?

We will need to continue working with the Gratiot Isabella Regional Service District on our curriculum, and alignment with the Grade Level Content Expectations along with the High School Content Expectations. The use of best practices will be monitored and integrated into the classrooms through collaboration among staff.

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

The school provides funding through the general fund along with some tribal grant money to help implement and maintain collaboration among staff with ongoing professional development to support school improvement efforts.

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

All staff are trained and will continue to be trained in the application of software, and how to implement with students. Our technology plan assist our efforts towards continued school improvement.