

Mancelona Public Schools



School Improvement Plan

2009-2012

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School Improvement Planning Team

Name	Position
Jeffery DiRosa	Superintendent
Joe Clark	High School Principal
Chad Culver	Middle School Principal
Trent Naumcheff	Elementary School Principal
Deb Manning Connie Brigham Jenny Angell Joleen McCain	Middle School Teachers
Mystena Miller Karen Malloy Jeff Brey Jennifer Kortman Joe Campbell	High School Teachers
Laura Powers	High School Guidance Counselor
Amy Derrer	Mancelona Board of Education/Parent
Shelly Meeder	Parent/Business Manager
Melanie Michaels	Parent
Margaret Vanover	Support Staff
Jeannine Smith Lori VanderPloeg Lori Irwin Ann Grammer Karen Kennedy Lori Gooden	Elementary School Teachers
Marcie Grabruck	MFRC Coordinator
Beckie Carroll	TBAISD – Service Area Director – Special Ed.
Suzanne Cybulla	TBAISD – Regional Instructional Services Consultant

Role of the Team

The School Improvement Plan is an ongoing process where re-evaluation and revision is integrated. P.A.335 and 339 of 1993 outline The School Improvement Plan and P.A.25 addresses the Annual Report's verification process. The School Improvement Team sets quality and equity goals based on academic outcomes developed for all students. Other roles of this team are as follows:

- Revise mission statement
- Correlate goals with academic outcomes
- Develop uses of community resources and volunteers
- Facilitate the use of technology to improve learning and delivery of services

Increase awareness of on-the-job skills (school-to-work)
Conduct surveys
Oversee documentation of our standards and benchmarks
Oversee staff development plans and progress
Work and communicate with each building leadership team to coordinate efforts

Mission Statement

Mancelona Public Schools, recognizing the needs of all people, promises to make the best use of our resources to develop the potential of students, families, and community.

Beliefs

We believe that everyone can learn.

We believe that the quality of life will improve as the result of education.

We believe effective education can be improved with cooperation between community and schools.

We believe our school will insure that students learn basic skills.

We believe each student will be provided the educational tools to develop his/her own ability.

We believe it is necessary for the school and community to develop positive social skills and positive attitudes in our students.

We believe learning occurs best in a climate of mutual respect.

We believe all students will have the qualifications that will allow them to contribute to society.

We believe education is a life-long process.

Goals: Based on Student Academic Learning

1. Students in the Mancelona Public Schools will demonstrate improvement in reading.
2. Students in the Mancelona Public Schools will demonstrate improvement in writing.
3. Students in the Mancelona Public Schools will demonstrate improvement in mathematics.
4. Students in the Mancelona Public Schools will demonstrate improvement in Science.
5. Students in the Mancelona Public Schools will demonstrate improvement in Social Studies.

A comprehensive and in-depth look at student achievement data at every building level took place. Each building used the district level goals to develop their building level goals and strategies on the following pages:

Goal 1: Students in the Mancelona Public Schools will demonstrate improvement in reading

	Related Building Level Goal	Indicators that goal is being met	Baseline performance	Target Performance
Elementary	All students will improve reading skills	Increase percentage of students proficient on DRA (Grades 1 and 2)	(DRA) Spring '09 Grade 1 82% + Grade 2 80% +	DRA 3 rd 4 th Spring 08 69% 80% Spring 09 74% 83% Spring 10 79% 86%
		Increase percentage of students proficient on MEAP Reading (Grades 3, 4, and 5)	MEAP Reading Fall 2008 Grade 3: 84% - Grade 4: 84% + Grade 5: 75% -	MEAP Reading 3 rd 4 th 5 th Fall 08 96% 87% 89% Fall 09 97% 90% 91% Fall 10 98% 93% 93% Fall 11 99% 96% 95%
Middle School	All student will improve in reading	Increased percentage of students proficient on MEAP Reading	MEAP Reading Fall 2008 Grade 6: 61% - Grade 7: 87% + Grade 8: 85% +	MEAP Reading 6 th 7 th 8 th Fall 08 89% 80% 80% Fall 09 91% 83% 84% Fall 10 93% 86% 87% Fall 11 95% 89% 90%
High School	All students will improve in technical reading i.e. following written instructions	Increased percentage of students proficient on MME Reading	MME Reading Spring 09 Grade 11: 59% +	MME Reading Spring 08 55% Spring 09 62% Spring 10 69%
		Increased percentage of 9th and 10th graders reaching their annual growth targets from Fall to Fall on NWEA Reading	NWEA Reading Fall 08 (% meeting growth target) Grade 9: 31% - Grade 10: 30% -	NWEA Reading (% meeting growth target) 9 th 10 th Fall 08 65% 78% Fall 09 72% 82% Fall 10 79% 86% Fall 11 86% 90%
		Reduced failure rate in English Classes	Second Semester 08-09 (failed at least one English class) 23%	Failure Rate English 1 st Sem 2 nd Sem 2008-09 17% 15% 2009-10 13% 11% 2010-11 9% 7%

Goal 2: Students in the Mancelona Public Schools will demonstrate improvement in writing

	Related Building Level Goal	Indicators that goal is being met	Baseline performance	Target Performance
Elementary	All students will improve writing skills	Increased percentage of students proficient on MEAP Writing	MEAP Writing Fall 2008 Grade 3: 68% + Grade 4: 38% - Grade 5: 55% +	MEAP Writing 3 rd 4 th 5 th Fall 08 62% 64% 59% Fall 09 70% 71% 67% Fall 10 78% 78% 75% Fall 11 86% 85% 83%
Middle School	All students will improve achievement in writing	Increased percentage of students proficient on MEAP Writing	MEAP Writing Fall 2008 Grade 6: 61% - Grade 7: 73% - Grade 8: 88% +	MEAP Writing 6 th 7 th 8 th Fall 08 82% 83% 78% Fall 09 86% 87% 83% Fall 10 90% 91% 88% Fall 11 93% 95% 93%
High School	All students will improve their writing skills.	Increased percentage of students proficient on MME Writing	MME Writing Spring 09 Grade 11: 33% +	MME Writing Spring 08 40% Spring 09 50% Spring 10 60%
		Increased percentage of 9th and 10th graders at 70% proficiency on NWEA Language Usage	NWEA Language Usage Fall 08 (% meeting growth target) Grade 9: 62% Grade 10: 70%	NWEA Language Usage (at 70% proficiency) 9 th 10 th Fall 08 67% 74% Fall 09 72% 78% Fall 10 77% 82% Fall 11 82% 86%

Goal 3: Students in the Mancelona Public Schools will demonstrate improvement in mathematics.

	Related Building Level Goal	Indicators that goal is being met	Baseline performance	Target Performance
Elementary	All students will improve mathematics skills	Increased percentage of students proficient on MEAP Mathematics	MEAP Mathematics Fall 2008 Grade 3: 91% - Grade 4: 87% - Grade 5: 73% -	MEAP Mathematics 3 rd 4 th 5 th Fall 08 98% 97% 82% Fall 09 99% 98% 86% Fall 10 99% 99% 90% Fall 11 99% 99% 94%
Middle School	All students will improve in mathematics	Increased percentage of students proficient on MEAP Mathematics	MEAP Mathematics Fall 2008 Grade 6: 67% + Grade 7: 83% + Grade 8: 83% +	MEAP Mathematics 6 th 7 th 8 th Fall 08 63% 71% 66% Fall 09 70% 77% 73% Fall 10 77% 83% 79% Fall 11 84% 89% 86%
High School	All students will improve mathematics achievement	Increased percentage of students proficient on MME Mathematics	MME Mathematics Spring 09 Grade 11: 39% +	MME Mathematics Spring 08 45% Spring 09 54% Spring 10 63%
		Increased percentage of 9th and 10th graders reaching their annual growth targets from Fall to Fall on NWEA Mathematics	NWEA Mathematics Fall 08 (% meeting growth target) Grade 9: 35% Grade 10: 44%	NWEA Mathematics (% meeting growth target) 9 th 10 th Fall 08 44% 52% Fall 09 53% 60% Fall 10 62% 68% Fall 11 71% 76%
		Reduced failure rate in Mathematics Classes	Second Semester 08-09 (failed a Mathematics class) 8%	Failure Rate Mathematics 1 st Sem 2 nd Sem 2008-09 6% 6% 2009-10 5% 5% 2010-11 4% 4%

Goal 4: Students in the Mancelona Public Schools will demonstrate improvement in Science

	Related Building Level Goal	Indicators that goal is being met	Baseline performance	Target Performance
Elementary	All students will improve Science skills	Increased percentage of students proficient on MEAP Science	MEAP Science Fall 2008 Grade 5: 82% +	MEAP Science 5 th Fall 08 97% Fall 09 98% Fall 10 99% Fall 11 99%
Middle School	All students will improve achievement in Science	Increased percentage of students proficient on MEAP Science	MEAP Science Fall 2008 Grade 8: 91% +	MEAP Science 8 th Fall 08 84% Fall 09 87% Fall 10 90% Fall 11 93%
High School	All students will improve in Science	Increased percentage of students proficient on MME Science	MME Science Spring 09 Grade 11: 39% -	MME Science Spring 08 61% Spring 09 68% Spring 10 75%
		Increased percentage of 9th and 10th graders scoring at or above the median in General Science and Concepts and Processes on NWEA	NWEA General Science Fall 08 (% at or above median) Grade 9 39% Grade 10 47%	NWEA General Science (% at or above median) 9 th 10 th Fall 08 48% 55% Fall 09 57% 63% Fall 10 66% 71% Fall 11 75% 79%
			Concepts and Processes Fall 08 (% at or above median) Grade 9: 41% Grade 10: 51%	NWEA General Science (% at or above median) 9 th 10 th Fall 08 49% 58% Fall 09 57% 65% Fall 10 65% 72% Fall 11 73% 79%
		Reduced failure rate in Science Classes	Second Semester 08-09 (failed a Science class) 9%	Failure Rate Science 1 st Sem 2 nd Sem 2008-09 7% 7% 2009-10 6% 6% 2010-11 5% 5%

Goal 5: Students in the Mancelona Public Schools will demonstrate improvement in Social Studies

	Related Building Level Goal	Indicators that goal is being met	Baseline performance	Target Performance
Elementary	All students will improve Social Studies skills	Currently there are no regularly collected and analyzed standardized or common assessments for Social Studies	To be established	To be established
Middle School	All students will improve achievement in Social Studies	Increased percentage of students proficient on MEAP Social Studies	MEAP Social Studies Fall 2008 Grade 6: 68% - Grade 9: 69%	MEAP Social Studies 6 th 9 th Fall 08 83% 58% Fall 09 86% 65% Fall 10 89% 72% Fall 11 92% 79%
High School	All students will improve in Social Studies	Increased percentage of students proficient on MME Social Studies	MME Social Studies Spring 09 Grade 11: 77% -	MME Social Studies Spring 08 78% Spring 09 82% Spring 10 86%

Needs Statement (CNA)

Each school year the district reviews student achievement data when compiling the Annual Report. This breaks information down by grade and specific sub groups, compared to State averages. After a thorough review of all existing data, and meeting with professional learning communities to analyze data the following conclusions were made:

1. Students in the Mancelona Public Schools will demonstrate improvement in reading.
 - Grades 1, 2, 4, 7, 8, and 11 demonstrated an increase in reading scores.
 - Grades 3, 5, 6, 9, and 10 demonstrated a decrease in reading scores.
2. Students in the Mancelona Public Schools will demonstrate improvement in writing.
 - Grade 3, 5, 8, and 11 demonstrated an increase in writing scores.
 - Grades 4, 6, and 7 demonstrated a decrease in writing scores.
3. Students in the Mancelona Public Schools will demonstrate improvement in mathematics.
 - Grades 6, 7, 8, and 11 demonstrated an increase in mathematics scores.
 - Grades 3, 4, and 5 demonstrated a decrease in mathematics scores.

4. Students in the Mancelona Public Schools will demonstrate improvement in Science.
 - Grades 5 & 8 demonstrated an increase in science scores.
 - Grade 11 demonstrated a decrease in science scores.
5. Students in the Mancelona Public Schools will demonstrate improvement in Social Studies.
 - Grade 6 demonstrated an increase in social studies scores.
 - Grade 11 demonstrated a decrease in social studies scores.

Due to the lack of consistent academic gains across the district in each subject area, the following strategies have been developed and will be implemented in the fall of 2009.

Additionally, it is apparent that Mancelona Public Schools needs to focus on instructional techniques and strategies in all core subject areas, especially focusing on English Language Arts. To that end the Curriculum Task Force will introduce and study scientifically research based reading programs for implementation during the 2010-2011 school year. All necessary professional development will accompany the new reading program and be added as a main strategy in the future.

Students that struggle to reach grade level expectations will be identified with universal screenings and progress monitored for growth. Students that are unable to achieve after documented efforts are referred to building level child study teams, in consultation with TBAISD staff.

Building Level Strategies

The following building-level strategies have been identified and will be implemented to meet the goals of improving academic growth in identified subject areas:

Goal Area	Elementary Strategies	Middle School Strategies	High School Strategies
Reading	<ol style="list-style-type: none"> 1. Cross grade level reading buddies 2. Parent Volunteers/Parent Involvement 3. System 44 and Read 180 4. Study Island 5. Choose Success before/after school tutoring 6. Class size reduction through Title 7. Individual, small group, classroom interventions with support staff 8. Part-time technology intervention specialist 9. P.L.C. Time 10. Success Maker 11. Accelerated Reader 12. Summer school 13. AIMSweb 	<ol style="list-style-type: none"> 1. Alignment of Reading Curriculum to the Grade Level Content Expectations 2. Use of Title I Assistants 3. Utilize Strategies from Reading Across the Curriculum 4. Part-time technology intervention specialist 5. Utilize P.L.C. to Work on Curriculum 6. Utilize Academic Incentives 7. Utilize Extended Learning Opportunities 8. Summer school 9. Student Instruction Constructed Response 10. Utilize Study Island Program 11. Utilize the Read 180 Program 12. Broader Use of Literature Circles 13. Choose Success Program 14. AIMSweb 	<ol style="list-style-type: none"> 1. Continued use of Read 180 programs to help students with reading deficiencies. 2. NWEA testing to identify struggling students. 3. Implement board policy for all students to have a valid score on MME

Writing	<ol style="list-style-type: none"> 1. Young Authors 2. Parent Volunteers/Parent Involvement 3. System 44 and Read 180 4. Study Island 5. Six Traits Writing 6. Choose Success before/after school tutoring 7. Class size reduction through Title 8. Individual, small group, classroom interventions with support staff 9. Part-time technology intervention specialist 10. P.L.C. Time 11. Success Maker 11. Summer school 	<ol style="list-style-type: none"> 1. Alignment of Writing Curriculum to the Grade Level Content Expectations 2. Use of Title I Assistants 3. Utilize Strategies from Writing Across the Curriculum 4. Part-time technology intervention specialist 5. Utilize P.L.C. to Work on Curriculum 6. Utilize Academic Incentives 7. Utilize Extended Learning Opportunities 8. Utilization of Assessment Data to Guide Teaching Practices 9. Student Instruction in Constructed Response Questions 10. Continue to Utilize the Six Traits of Writing 11. Utilization of Write Source Teachers Resource Book 12. Utilize the Read 180 Program-Writing Component 13. Choose Success 14. Summer School 	<ol style="list-style-type: none"> 1. NWEA testing to identify struggling students. 2. Cross-curricular writing once every six weeks (persuasive essay). 3. Active use of portfolios at least twice a semester. 4. Continuous realignment of Language Arts curriculum to meet student needs. 5. Implement board policy for all students to have a valid score on MME.
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Goal Area	Elementary Strategies	Middle School Strategies	High School Strategies
Mathematics	<ol style="list-style-type: none"> 1. Parent Volunteers/Parent Involvement 2. Study Island 3. Choose Success before/after school tutoring 4. Class size reduction through Title 5. Individual, small group, classroom interventions with support staff 6. Part-time technology intervention specialist 7. P.L.C. Time 8. Success Maker 9. Summer school 	<ol style="list-style-type: none"> 1. Alignment of Math Curriculum to the Grade Level Content Expectations 2. Utilize Strategies from Reading Across the Curriculum 3. Use of Title I Assistants 4. Part-time technology intervention specialist 5. Utilize P.L.C. to Work on Curriculum 6. Utilize Academic Incentives 7. Utilize Extended Learning Opportunity 8. Utilization of Assessment Data to Guide Teaching Practices 9. Student Instruction Constructed Response 10. Summer school 11. Utilization of After-School Math Tutor for Individual Student Remediation 12. Choose Success 13. Totals 	<ol style="list-style-type: none"> 1. NWEA testing to identify struggling students. 2. Choose Success and seminar 3. Implement board policy for all students to have a valid score on MME. 4. Create course sequencing to meet specific needs

Science	<ol style="list-style-type: none"> 1. P.L.C. Time 2. Science Lab supplemental instruction on a rotation basis 3. Expository text with science themes for cross-curricular lessons 4. Investigations and experiments in the science lab and classrooms 5. AuSable environmental field trips 6. Trip to Fish Hatchery interactive trips and activities 	<ol style="list-style-type: none"> 1. Alignment of Science Curriculum to the Grade Level Content Expectations 2. Use of Title I Assistants 3. Utilize Strategies from Reading Across the Curriculum 4. Professional Development 5. Utilize P.L.C. to work on Curriculum 6. Utilize Academic Incentives 7. Utilize Extended Learning Opportunity 8. Utilization of Assessment Data to Guide Teaching Practices 9. Student Instruction Constructed Response 10. Choose Success 	<ol style="list-style-type: none"> 1. NWEA testing to identify struggling students. 2. Cross-curricular writing once every six weeks (persuasive essay). 3. Implement board policy for all students to have a valid score on MME. 4. Exploring use of regional pre-post testing assessments.
Social Studies	<ol style="list-style-type: none"> 1. Studies Weekly 1st-2nd 2. Great State MI monthly 3rd 3. Scholastic News Weekly - 4th 4. AuSable historical field trips 5. Michigan Week Projects and demonstrations 6. Power Point Reports integrating technology in the curriculum 	<ol style="list-style-type: none"> 1. Alignment of Social Studies Curriculum to the Grade Level Content Expectations 2. Use of Title I Assistants Utilize Strategies from Reading Across the Curriculum 3. Utilize Strategies from Reading Across the Curriculum 4. Professional Development 5. Utilize P.L.C. to Work on Curriculum 6. Utilize Academic Incentives 7. Utilize Extended Learning Opportunity 8. Utilization of Assessment Data to Guide Teaching Practices 9. Student Instruction Constructed Response 10. Choose Success 	<ol style="list-style-type: none"> 1. NWEA testing to identify struggling students. 2. Implement board policy for all students to have a valid score on MME.

Core Curriculum & Alignment

The district utilized the KC4 curriculum. During the 2008-2009 school year, Mancelona School District initiated a Curriculum Task Force. Members of this Task Force include representatives from all grade levels and content areas. They meet on a monthly basis in two teams: The K-6th Grade Team and the 7th – 12th Grade Team. Goals of the Curriculum Task Force are:

- Vertical alignment of K-12 Curriculum
- Horizontal alignment of curriculum to the Michigan Framework
- The development and utilization of pacing guides to direct the scope and sequence of instruction
- Data analysis to guide instructional practices
- Coordination of research-based materials and programs utilized for Core Instruction and Interventions
- Ongoing discussion and modeling of current effective instructional practices and pedagogy.

Evaluation of Programs & Assessment

Mancelona Public Schools utilizes a variety of assessment measurements which are curriculum embedded as well as state and standards driven, to measure student growth and achievement. These include MEAP, NWEA, KC4 Curricular Assessments, Title I – Needs Assessments in grades K-8, Accelerated Reader, and Writing Portfolios K-4. Three year MEAP Performance by building is in the district Annual Report.

Elementary School

- Communities in Schools survey sent to all parents, educators, and students regarding what they would like to see in schools and where they need assistance. This information is used to pair volunteers with students.
- A Title I survey is distributed to parents during Parent/Teacher conferences to identify educational and staffing priorities.

Middle School

- Communities in Schools and Title I Surveys are used to review course offerings. NCA 9th grade student survey provides feedback on 8th grade experiences.
- Through a collaboration of Mancelona Public Schools, Ironmen Health Center and Choose Success the Michigan Profile for Healthy Youth survey (MiPHY) will be administered every other year beginning in the spring of 2008 to 7th, 9th, 11th grade students.
- A Title I survey is distributed to parents during Parent/Teacher conferences to identify education and staffing priorities.

High School

- School Climate Survey is used to determine student needs regarding the social/emotional tone of the building.
- Elective Courses Survey determines interest in course offerings.
- Satisfaction Surveys are completed by parents at Parent/Teacher Conferences.

District Wide

- Through a collaboration of Mancelona Public Schools, and Communities In Schools of Mancelona, a district-wide needs assessment is conducted annually.
- Parents are given the opportunity to provide feedback during the district-wide school improvement meetings
- The District Curriculum Task Force meets regularly to review student progress and goals.

Staff Development

Based on data results, Reading and Writing have been identified as the primary goals for improvement. The following tables reflect the proposed three-year professional development plan, which when implemented, will significantly improve reading and writing scores throughout the district. Professional development opportunities and instructional resources will be tied to specific building level strategies.

Proposed 2010-2013 Professional Development Plan

Month	PD*	Elementary (K-6)	MMS & MHS (7-12)
September	Full Day	School Year Kick-Off & MiBLSi	School Year Kick-Off & MiBLSi
September	Full Day	Data, Literacy & Intervention (ISD Support)	Data/Instructional Strategies (ISD Support)
November	Full Day	RSDD	RSDD
November	1/2 Day	MiBLSi	MiBLSi/or Instructional Strategies
January	1/2 Day	Vertical Data Recap Records (1/2 day)	Vertical Data Recap Records (1/2 day)
March	Full Day	Differentiated Instruction	Differentiated Instruction
April/May/June	1/2 Day	Topic to be Determined	Topic to be Determined

*Specific plan determined by administration and teachers union

Internal 2010-2013 PLC Activity Schedule

Timeline	Objectives
September-October	<ul style="list-style-type: none"> • Establish intervention protocols • Review data (AIMSweb benchmark results and other data sources) • Develop intervention groups based on students needs • Establish appropriate interventions
November -December	<ul style="list-style-type: none"> • Review progress monitoring data • Using data, make appropriate adjustments to student interventions
January-February	<ul style="list-style-type: none"> • Review data (AIMSweb benchmark results and other data sources) • Using data, make appropriate adjustments to student interventions • Cross grade level coordination
March-April	<ul style="list-style-type: none"> • Review progress monitoring data • Using data, make appropriate adjustments to student interventions • Cross grade level coordination
May-June	<ul style="list-style-type: none"> • Review data (AIMSweb benchmark results and other data sources) • Using data, make appropriate adjustments to student interventions • Establish intervention groups and appropriate intervention strategies for fall

Mancelona Public schools plans to provide sustained and ongoing strategies for professional development for staff to improve teaching and learning. Mancelona participates on the Regional Staff Development Board through the Traverse Bay Area Intermediate School District. In addition to an annual Regional Staff Development Day, this board plans ongoing, sustained professional development opportunities on a regional, cost effective basis based on district goals. In addition, Mancelona has identified specific professional development areas that will support the planned strategies outlined in our action plans to achieve district and building level goals.

Several teachers throughout the district have attended training sessions focusing on co-teaching and differentiated instruction. The skills and strategies introduced during those sessions will promote the use of differentiated instruction within the classroom for struggling learners needing more intensive interventions.

District wide professional development is being planned for Six Traits Writing, School Improvement Planning, and School Climate including an atmosphere of Caring, Trust, and Respect, and Differentiated Instruction.

In addition, Mancelona has identified specific professional development areas that will support the planned strategies outlined in our action plans to achieve district and building level goals.

Highly Qualified Statement

All new teachers hired by the Mancelona Public Schools are provided with a mentor teacher and on-going support throughout their first three years of teaching. All certified and non-certified staff meets the highly qualified requirements of No Child Left Behind.

Development & Utilization of Community Resources and Parent Involvement

Mancelona Public Schools utilizes a wide variety of community resources within the village of Mancelona, throughout the Grand Traverse Region, and via the World Wide Web to provide services to students and staff. High School students have the opportunity to take advantage of on-line learning opportunities via the Traverse Bay Area Intermediate School District's e-schoolhouse program and Michigan Virtual University. Students may also dual-enroll as appropriate for college level courses on-line, via the interactive TV network, or at Northwestern Michigan College. Students may also dual-enroll as appropriate for college level courses on-line, via the interactive TV network, or at Northwestern Michigan College.

Parent involvement is a vital part of the educational process at Mancelona Public Schools. Parents are included as volunteers and are encouraged to attend parent-teacher conferences. All three district buildings recognize a Volunteer of the Year and maintain building level parent involvement policies. These are supported by the district parent involvement policy. Each can be found on the district web site.

High School students have the opportunity for employment through Shanty Creek. Employers of Shanty Creek visit the High School to interview potential candidates for job openings.

Communities In Schools (CIS) is extremely involved in the Mancelona Public Schools. They conduct local fundraising projects in order to support and sustain programs and services in our schools. CIS focuses on soliciting volunteers in our schools, matching students with caring adults, providing enrichment programs and assisting our educators in the classrooms.

Through a partnership with CIS, adults are paired with students to mentor and provide assistance in the subject of mathematics. Volunteers are also working with students from the Mancelona Middle and High School in various subject areas.

In partnership with the Mancelona Public Schools, the Mancelona Family Resource Center is a collaboration of many different agencies who come together to assist children and their families with health and human service needs. Services offered include:

- The Health Dept of NW Michigan
- Dental Clinics North
- Women's Resource Center of Northern Michigan
- Catholic Human Services
- Community Resource Development

- Ironmen Health Center
- Communities in Schools of Mancelona
- Mancelona Area Water and Sewer Authority
- Head Start

The connection with Head Start begins with housing one of the preschool classrooms to coordinating recruitment events and orientation of new students.

With a focus on literacy, math, career development and mentoring, Communities In Schools of Mancelona (CISM) recruits, trains and places community volunteers and parents to assist students district wide. Additionally, CISM collaborates with Title I services to assist in planning and implementing family nights. The mentoring program helps identify at risk students, and matches those students with adult volunteers from the community. These volunteers assist and support students academically and socially. A peer mentoring component provides support to students participating in the Choose Success program.

Choose Success is a 21st Century Community Learning Centers grant awarded through a partnership with Mancelona Public Schools and Community Resource Development. Choose Success focuses on academic enrichment, homework support and small group and one-on-one tutoring as well as:

- Coordinating before school, after school and summer programs that provide students with creative ways to learn through education, arts, culture;
- Focusing on self-esteem building exercises, recreational programs and social skill-building exercises;
- Engaging students in recreational activities through community partnerships; and,
- Engaging students in service learning activities throughout the community.

The Ironmen Health Center (IHC) is a school-linked adolescent health center located in the Mancelona Family Resource Center right next to the campus of Mancelona Public Schools. The IHC provides primary health care services, lab tests, and referral to specialty health services. There is a full-time Nurse Practitioner on staff to serve adolescents ages 10-21, as well as their children. The IHC offers physical exams, treatment for illnesses and injuries, chronic disease management, health assessment and risk reduction programs, immunizations, medication administration, vision/hearing screening, individual, family, and group counseling, and sexually transmitted infection (STI) screening and treatment among other things. The IHC maintains a close relationship with Mancelona Public Schools—providing sports physicals, tobacco cessation counseling, weight management counseling—and other services that promote healthy students. The IHC bills insurance if the youth has coverage. Any charge is based on the youths' annual income, and no one is denied services due to an inability to pay. The IHC also assists families with MI-Child and Healthy Kids insurance applications.

Mancelona Public Schools



School Improvement Technology Plan

2008-2011

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Professional Development to Support Technology Integration.

District and building professional development will facilitate the necessary change that must take place to integrate technology into daily lesson plans, and to train district personnel to be effective in the use of technology support systems. Currently a wide variety of skill levels relating to applications exist in the area of technology within the district. An, organized, flexible, and sustainable professional development program will enable staff to appropriately use technology to support instruction. Training time needs to be provided to allow staff to develop curricular activities integrating technology into their daily lesson plans. In addition, training must be provided to staff involved in data management and administrative functions using technology. In planning for technology integration with the curriculum, the following will be considered:

- Professional development must be on-going and sustainable
- Professional development will emphasize integration rather than skill development
- Opportunities for professional development will employ a variety of providers and be offered at times and locations convenient to staff
- The Tech Coordinator will be designated to coordinate this program and develop a timeline, organize training, and evaluation process
- The district recognizes that one on one mentoring, teaming, and individual training are the most effective means for achieving success
- The model of training a core cadre of teachers to be the trainers of all staff will be continued
- State and national standards will guide the objectives for the professional development program
- The district will provide the resources necessary to carry out the professional development program
- The objectives for each training opportunity will be know to the participants prior to each training session
- The appropriate training of administrative staff will be an integral part of the professional development program

Instructional Staff

All professional development investment will be based on a demonstrable curricular need.

- Skills Based PD: Skills based training will be offered only in support of other PD and not as the focus of any classes.
- Standards Based PD: Professional development classes that focus on technically rich curricular lessons will be the preferred mode of training. Examples are:
 - Teach for Tomorrow
 - Ameritech Technology Academy
 - Intel Teach for the Future
 - Other MDE sponsored training opportunities
- Certifications/Standards: There is a recognized long-term goal of certification of all staff in meeting standards and benchmarks for the integration of technology, such as:
 - Completion of Teach for Tomorrow modules
 - COATT certification
 - NETS for teachers
 - Intel Master Teacher

Administrative Staff

A combination of application specific and standards based professional development opportunities will be sought for both building and central administration staff. Examples include:

- MSBO sponsored trainings and certification paths
- TSSA based training opportunities
- Association sponsored trainings and conferences (e.g. MSBO, MASA, MASSP, MEMSPA)

Technical Staff

An on-going need is recognized to keep the technical support personnel up to date on ever changing technical systems.

- Industry and manufacturer certifications are encouraged for systems and software that the district currently uses, or intends to migrate toward.
- Funding for training opportunities and conferences will be considered as part of the overall technology budget.

Professional Development Focus

The overall goal of professional development is to change and support the way teachers teach and students learn. Research suggests that skills-based training (e.g. Intermediate Word, Beginning PowerPoint, etc.) has little impact on the use of technology in teaching and learning.

True integration of technology will be achieved only with curriculum and standards based professional development that helps teachers and administrators in the development of a technology rich curriculum. The expected outcomes for this type of professional development are technology rich classroom lessons and resources.

Management

A key management element for the success of a professional development program in technology is a district technology integration curriculum team. The district will create this team and they will be able to accomplish the following:

- Provide teachers with help in their classrooms during the school day
- Have a strong knowledge of the schools curriculum
- Identify in-service and professional development programs necessary for district staff
- Design and implement ongoing training for all staff
- Coordinate technology training for staff new to the district
- Insure technology budget decisions support district curriculum
- Support individual schools in assisting teaching staff and administrators to integrate technology into the curriculum
- Work with the Technology Coordinator to evaluate new technologies
- Analyze a yearly district evaluation to adjust the professional development plan accordingly

Professional Development Timeline

A yearly PD calendar will be developed and maintained that lists all PD opportunities available to district staff. Both internal and external opportunities will be listed.

Resources and Standards

Both internal and external resources will be encouraged for professional development including:

Resources

- Internal district staff, both instructional and technical
- ISD sponsored professional development opportunities
- MiVU/NETg on-line courses
- MDE sponsored professional development opportunities
- Professional association sponsored opportunities
- Instructional: MACUL, MIEM, MAME, etc.
- Administrative: MSBO, MASA, MASSP
- Technical: WMU Tech Coordinators Conference, MAEDS

Standards and Certifications

- Instructional
 - NETS for students
 - NETS for Teachers
 - COATT
 - Teach for Tomorrow
 - ATA Scholar
- Administrative
 - MSBO certifications
 - TSSA Standards for Administrators
- Technical
 - Industry Certifications: CNE, MCSE, etc.
 - Manufacturer Certifications: Cisco, Compaq, Apple, etc.
 - MSBO certifications

Evaluation

The evaluation of the effectiveness of the professional development program for technology will be accomplished in the following manner:

- A yearly technology assessment of staff will be completed. It will include the assessment of the district competencies in technology
- The team will work to gather anecdotal evidence and will show successful implementations
- Professional development will be evaluated by judging its impact on student achievement and the integration of the technology into the curriculum
- All information will be reported to the school board on progress for technology and support applications to keep up within the year

Parent and community relations with regard to technology.

The main connection between this plan and parent and community relations will be the district presence on the Internet.

Publication of Technology Plan

This plan will be published on the district web site in its final draft. All intermediate drafts during the review and assessment process will also be posted.

Parent and Community Communications

- Parent and community input will be sought during the review and assessment phases of this plan through email and on-line surveys, and input forms on the district web site.
- The schedule for School Board meetings will be posted on the district web site.
- Minutes of School Board meetings will be posted on the district web site.

Technology Committee Membership

The district Technology Committee is charged with the responsibility for the authoring, review, and assessment of this plan. Membership in the committee will include:

- Teachers: At least one representative from each level (lower elementary, upper elementary, middle school, high school) and from each major curriculum area.
- Administrators: Both building and central administration will be represented.
- Students: A student representative will be appointed by the student government or High School principal.
- Parent: At least one parent representative will be appointed.
- Community: At least one local community or business representative will be chosen.

District owned technology resources are recognized as public resources. Whenever practical, district owned technology resources will be made available for public educational use.

Computer Labs

- Existing district computer labs will be made available for community education, adult education, and training opportunities whenever practical.
- Unfilled seats in professional development classes offered in district computer labs will be made available to interested parents and community members.
- Guidelines will be developed to allow progress toward these goals while maintaining the security and integrity of the district's technical systems.

Web Resources

Space for public electronic "bulletin boards" for posting community events will be made available on the district web site at the request of local municipalities and organizations.

Technology Curriculum Integration: Mancelona Schools will integrate existing and acquired technologies into the curriculum in support of an in accordance with the District Mission Statement. All students will:

- Use value based standards to incorporate technology
- Communicate information by utilizing a variety of technological means
- Become a community of life-long learners
- Look at how technology affects society and predict the outcomes
- Utilize higher-order thinking skills.
- Apply ethical and legal standards in planning, using, and evaluating technology
- Use technology to input, retrieve, organize, manipulate, evaluate, and communicate information
- Use and transfer technological knowledge and skills for life roles

- Evaluate the societal and environmental impacts of technology and forecast alternative uses
- Apply appropriate technologies to critical thinking, creative expression, and decision making skills.

To accomplish these goals, we will

- Establish guidelines for curriculum integration
- Identify competencies and assign to a specific curriculum area.
- Provide ongoing curriculum and technical support
- Establish technology competencies for students
- Establish competencies and appropriate training for staff (based on the NETS)

Technology objectives will be supported by the following processes:

a. The district committee on curriculum integration will establish a process for the integration of technology in alignment with the Michigan Department of Education framework.

b. Provide initial training for certified teaching staff, and maintain ongoing training for curriculum support. This will include assistance in the development of lesson plans which are technology rich.

c. Knowing that technology is an ever changing environment the district will set benchmarks by the following:

- Elementary School Students will become proficient in:
 - Keyboarding
 - Word Processing
 - Online Research
 - Multi Media
 - Object learning
 - Basic study skills
- Middle School Students will become proficient in:
 - Spreadsheet
 - Electronic Communications
 - Database
 - Intro to world wide web as a search tool
- High School Students will become proficient in:
 - Word Processing
 - Spreadsheets
 - Electronic Communications
 - Increased knowledge in multi media and electronic development
 - Online research
 - College computer prep
- In addition, opportunities will be provided for the following:
 - Computerized accounting
 - Web Site development
 - Computer measuring tools
 - Basic networking
 - Projection microscope
 - Interactive TV and online classes
 - Advance TV production
 - Computer Aided drafting

Once specific grade level competencies have been established, a student evaluation tool will be created to assess student performance. Based on the assessment, goals will be reviewed and revised as needed

Instructional Technology Standards

Within the context of the curriculum process, steady progress will be expected toward the adoption and meeting of the following standards:

- Michigan Technology Literacy Standards (grades K-8)
- NETS standards for students (www.iste.org)
- NETS standards for teachers
- NETS standards for administrators

Technology Use

Technology tools will be used across all levels in support of the curriculum.

Examples:

- Language Arts: writing and peer review
- Science: probeware and data analysis
- Math: graphing calculators, graphic manipulation of geometric forms
- Art: graphics, image editing
- Social Science: Internet exploration of other cultures (keypals)
- Music: music editing, composing

Curriculum and Teaching Strategies

The Technology Committee will identify current research and best practice models for the curriculum committees. Resources used for this will include:

- Best Practices CD series
- Instructional Technology Across the Curriculum (ITAC) activities
techplan.org/documents/itac-mde1996.pdf
- Other resources as listed in the addendum.
- Staffing with partial FTE for elementary and middle school technology interventionalist.

Student achievement of technology standards

Instructional strategies involving the use of technology will be firmly rooted in current research, directly aligned to curriculum, and aimed specifically at improving student achievement.

Strategies

This plan will be implemented through the existing curriculum process using the following strategies:

- Each curriculum committee will have, as a regular member, at least one representative from the Technology Committee.
- Annual review of subject area curriculum will include addition of technology rich lessons and modification of existing units to incorporate technical tools.

Timeline

Yearly curriculum review of specific subject areas will include the addition of technology rich lessons and specific goals related to the Instructional Technology Standards. This cycle will be repeated throughout the life of this plan.

Vision: Mancelona Public Schools, recognizing that Information and Communication Technology (ICT) literacy is essential for all students expecting to live, work, and thrive in this global society, will commit to making ICT education the very center of the

educational process. Mancelona Public Schools will encourage personal growth in technology, information gathering skills and communication skills for all of its students.

Mancelona Public Schools has provided a detailed technology plan as part of this **School Improvement/Technology Plan**. **This plan will continually** be reviewed and updated on a regular basis. This plan includes the utilization of technology to support and implement curriculum. The **plans are** available for review in the Superintendent's office, on the district web site, or through the Regional Educational Materials Center (REMC).

Technical Infrastructure. The technical infrastructure from desktop through to the Internet will be reviewed annually. A priority list of needs will be developed as part of the annual budget process.

Current Status

Computer Workstations

- High School: 160
- Middle School: 161
- Elementary: 106

Cabling Infrastructure

- High School:
 - Fiber connection to Middle School
 - CAT 5e cable throughout
- Middle School MDF:
 - Fiber connections to High School and Elementary
 - Fiber connections to 3 IDF locations
 - CAT 5 and 5e to computers
- Elementary School:
 - Fiber connection to High School
 - CAT 5e throughout

Network Hardware

- All switches 2-3 years old
- New Firewall in 2007

Network Operating System and Servers

- Approximately 10 servers, all located at Middle School
- All but one: Windows
- One MAC
- All are old and a scheduled replacement is needed, starting this year.

Connectivity and Internet

- Project Interconnect connection is to TBA ISD through fiber.

Software Applications

- A variety of instructional software is loaded on lab and classroom computers as required by the curriculum. These include: Inspiration, Kidspiration, Math Blaster
- MS Office is loaded on most classroom, lab, and office computers
- MS Works is loaded on all elementary computers
- The following packages are run from the server and are available on all computers with appropriate login:
 - Student Attendance and Grades (PowerSchool)
 - Accelerated Reader
 - Library Catalog and Circulation
 - MOIS
- Business Office software capabilities
 - Requisition to Purchase Order
 - Student Accounting
 - Finance and HR

Telephone System

Current Meridian phone system is aging, but adequate for current needs.

Current and Future Needs

The following areas of concern may be addressed during the term of this plan:

- Building cabling modifications.
- Improved connectivity between the two campuses
 - Improve Internet bandwidth between and within buildings
 - Allow for single instance of admin software
- Investigate the feasibility of mobile wireless labs in both buildings
- Scheduled replacements of network electronics (switches) in both buildings.

Technical Standards

Technical standards for district assessment of donations, new purchases, and retirement of technical resources will be reviewed on an annual basis and published.

- Minimum technical standards for donations is:
 - Pentium 4 - 1Ghz
 - 512Mb RAM
 - 20 Gb HDD
 - CRT: 17" minimum; LCD: 15" minimum
- All new technology purchases will be compatible with Novell v5.
- All new technology purchases will be Intel/Windows Vista, downgraded to XP Pro

Technical Support

- Full time technical support: 1 FTE
- Contract technical support 1 FTE
- Consultant: 1 part time, short term contract

Access to Technology. Access to technology will be assessed as part of the annual review of this Plan. Progress is expected toward this goal of continual improvement in access to technology for all district students, staff, and community.

- Computer labs will be actively scheduled to ensure access to all students.

- Access to computer labs by parents and community will be allowed when not needed by students. Public use will only be scheduled when security and technical integrity can be assured.
- Wireless technologies will be explored as a way to make computer resources more available to classroom teachers and students.
- ISD resources will be explored for adaptive special needs.

Technology Delivery

Distance Learning Technologies

Currently Being Used

- Summer School: Algebra and World History online courses
- MVHS
- E-Learning (MOODLE)

To Be Explored

The following delivery technologies will be explored and adopted where there is direct curricular alignment and sufficient budget resources.

- Streaming Video (through REMC)
- On-line coursework (e.g. MVHS, MiVU,
- Distance Learning options from ISD and REMC
- Internet curriculum resources such as:
 - Intel Teach for the Future
 - Teach for Tomorrow
 - Ameritech Teaching Academy

Technology Funding and Budget. The budget items covered by this Technology Plan are projected to remain constant, or increase slightly, as a percentage of the total district budget. The actual amounts available will be determined on a yearly basis.

Variables

- The single largest variable is the State of Michigan's School Aid Budget. The actual amounts available to the district are unknown. Without this information from the State, it is impossible to predict the amount of budget money that will be available for the implementation of this Plan.
- The only projections possible are as a percentage of the general fund budget. The following projections are based on current spending, as a percentage of the total general fund budget.

Baseline Amounts: 2007-2008

The following amounts have been budgeted for technology related items for the fiscal year 2007-2008.

Hardware and networking costs:	\$	12,932.00
Maintenance and service costs:	\$	2,128.00
License agreements:	\$	5,822.00
Software and curriculum support:	\$	7,342.00
Professional development and training:	\$	606.00
Technical support:	\$	98,719.00
Computer workstations:	\$	21,027.00
Total technology expenditures:	\$	148,576.00
Percentage of General Fund budget:		1.6%

General Fund Budget: \$ 9,368,245.00

Projections for 2008-2009

The following budget projections assume

- A 1.5% increase in salary and fringe costs
- A 1% increase in other tech budgets

Hardware and networking costs:	\$13,061.32
Maintenance and service costs:	\$2,149.28
License agreements:	\$5,880.22
Software and curriculum support:	\$7,415.42
Professional development and training:	\$612.06
Technical support:	\$100,693.38
Computer workstations:	\$21,237.27
Total technology expenditures:	\$151,048.95
Percentage of General Fund budget:	1.61%

Projections for 2009-2010

The following budget projections assume

- A 1% increase in salary and fringe costs
- A 0% increase in other tech budgets

Hardware and networking costs:	\$13,061.32
Maintenance and service costs:	\$2,149.28
License agreements:	\$5,880.22
Software and curriculum support:	\$7,415.42
Professional development and training:	\$612.06
Technical support:	\$101,700.31
Computer workstations:	\$21,237.27
Total technology expenditures:	\$152,055.88
Percentage of General Fund budget:	1.62%

Projections for 2010-2011

The following budget projections assume

- A 1% increase in salary and fringe costs
- A 1% increase in other tech budgets

Hardware and networking costs:	\$13,191.93
Maintenance and service costs:	\$2,170.77
License agreements:	\$5,939.02
Software and curriculum support:	\$7,489.57
Professional development and training:	\$618.18
Technical support:	\$102,717.32
Computer workstations:	\$21,449.64
Total technology expenditures:	\$153,576.44
Percentage of General Fund budget:	1.64%

Coordination of Resources. As technology based solutions become more common, the **funds** needed to support these technical systems increases. To meet this increasing need, the following sources of funding resources will be explored:

Funding Option Possibilities

- Building funds (consumables)
- USF (E-Rate)
- Grants (local, state and federal)
- Collaboration
- Parent Organization

Monitoring and Evaluation. Achievement in meeting academic and technology integration goals will be assessed utilizing the data outlined in the Action Plans.....

- This plan will be evaluated on an annual basis as part of the School Improvement Process.
- Annual staff and student surveys will be conducted to assess the change, if any, in the way technology is used in teaching and learning.
- A priority list of technology expenditures will be developed each year as part of the budget process.

Indicators of Success

- Progress on the technology priority list will be assessed yearly with the results becoming the basis for the following year's list.
- An increase in the use of technology in teaching and learning, as measured by the annual surveys, will determine the level of success.

Monitoring and Evaluation Responsibility. Responsibility for the monitoring of progress and evaluation will rest with the School Improvement/Technology Committee which will prepare an annual report of progress to be delivered to the superintendent and Board of Education.

Acceptable Use Policy. The district's Acceptable Use Policy is attached as Appendix C. This Policy is currently under review by district legal council to ensure compliance with CIPA and other federal requirements.

- This policy will be reviewed annually to make sure it is in compliance with government regulations. Additional technology related Board Policies are posted on NEOLA.
- Internet content filtering is provided by an internal firewall appliance.

On-the-Job Learning Opportunities

At the high school the career preparation curriculum is taught in Business and Computer Applications---a required course. Students research careers, identify their career pathway(s), and begin thinking about short and long term goals consistent with their interests and skills. Students have ready access to an extensive and current career library in a prominent section of the media center.

Other connections to career opportunities include:

All tenth grade students visit the career tech center before enrollment begins for the following school year. Many students visit individual CTC programs before enrolling in an effort to determine program appropriateness and ensure success in programs of choice. In any given year, between 1/4-1/3 of juniors and seniors attend the Career Tech Center.

The guidance counselor does individual career counseling with students, using Career Cruising (web based software), as well as other resources. The on-line Career Forward (CFwd) program is also available for students to utilize in developing their Educational Development Plans.

Although there is insufficient staff to supervise job placements for students who do not attend the Career Tech Center, most second year CTC students have the opportunity for job experiences.

The district contracts for the services of a job coach who arranges work experiences for qualifying special education students.

Teachers are beginning to take students to work sites to increase awareness of local employment opportunities. For example, students in woods classes toured Torch Lake Classics last spring. As a result, a summer job was extended to a Mancelona student. 2004-05 two former graduates—nontraditional students who struggled, one now a blacksmith, the other owns a construction company—have agreed to meet with students and staff to tell their story and inspire.

Career Exploration and Development is promoted in Mancelona Elementary School through a Career Fair. Local business people are invited to the school to introduce and provide information focusing on various career pathways.