

# District Improvement Plan

School Year: 2010

District Name: Ithaca Public Schools

Intermediate School District: Gratiot-Isabella RESD

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

Superintendent: Mr. Charles Schnetzler

Building Code: 29060

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# District Improvement Plan

## Contents

Introduction .....	3
District Information .....	5
Vision .....	6
Goals .....	8
Goal 1: Reading: Comprehension and Reading Fluency K-6 .....	8
Goal 2: Writing Across the Curriculum .....	20
Goal 3: Mathematics .....	24
Resource Profile .....	29
Stakeholders .....	30
Statement of Non-Discrimination .....	32
Conclusion .....	33

# Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## District Information

District:	<b>Ithaca Public Schools</b>
ISD/RESA:	<b>Gratiot-Isabella RESD</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5,6,7,8,9,10,11,12</b>
District Code Number:	<b>29060</b>
City:	<b>Ithaca</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## Vision Statement

Ithaca Public Schools is committed to excellence in learning for every student by providing a supportive, educational community where each individual strives to reach his or her maximum potential.

### District Vision Statement

Ithaca Public Schools strives to become a professional learning community encompassing our families, schools, and community.

In our vision of a Professional Learning Community?

#### I. Students

- Demonstrate a desire to learn.
- Accept responsibility for their learning.
- Strive to reach their highest potential.
- Conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere.
- Become actively involved in school activities.
- Become lifelong learners and productive members of society.

#### II. Staff

- Have high expectations for student achievement and accept responsibility for helping students meet those expectations.
- Are guided by shared goals and a common purpose.
- Are committed to working in high-performing collaborative teams.
- Build caring relationships with students, family and community.
- Model the importance of lifelong learning by their commitment to professional growth.

#### III. Family and Community

- Provide the basic needs to ensure children are ready to learn.
- Play an active role in the education of their children.
- Model a commitment to lifelong learning.
- Provide the resources that enable the district to offer exemplary programs.
- Have ready access to the district's resources and facilities.

#### IV. Leaders

- Promote and protect the district's vision.
- Are developed at all levels.
- Are committed to continuous improvement.
- Are decisive and fair in dealings with staff, students, and parents.
- Empower their staff and pursue excellence.
- Are of high integrity.
- Model problem solving and continuous learning.

#### V. The Learning Environment

- Is safe and supportive.
- Provides a challenging curriculum.
- Is based on research and best practice to drive instruction.
- Promotes instructional strategies that recognize individual learning styles.
- Closely monitors the academic progress of each student.
- Promotes respect for all.

- Promotes open communication among all.

### **Mission Statement**

Ithaca Public Schools is committed to excellence in learning for every student by providing a supportive, educational community where each individual strives to reach his or her maximum potential.

### **Beliefs Statement**

The Board and Administrative leadership of Ithaca Public Schools is committed to the education and well-being of each student. We have identified the following values in order to guide the policies, procedures, programs, priorities, and day-to-day decisions of the District. We will honor, advance, and protect these values.

In order to advance our shared vision of an exemplary school district, we will:

- Commit to student achievement and well-being as our top priority.
- Actively promote the District's mission, vision, values, and goals.
- Demonstrate a commitment to high achievement and lifelong learning through the development of curricular and co-curricular programs and diverse educational experiences.
- Develop and implement policies, programs and procedures to monitor and support individual student success.
- Recognize and celebrate individual and collective efforts and achievements.
- Model, monitor and enforce student and adult behaviors which contribute to a safe and orderly environment while respecting the rights of others within our community.
- Develop positive relationships with school, staff and community.
- Base instructional decisions upon current research and best practices to improve achievement.
- Empower leadership at all levels.
- Commit to working in high-performing collaborative teams.
- Unite to achieve a high level of mutual support and trust among all members of the learning community.
- Commit to lifelong learning through ongoing professional development.

## Goals

ID	Name	Development Status	Progress Status
5067	Reading: Comprehension and Reading Fluency K-6	Approved	Open
5068	Writing Across the Curriculum	Approved	Open
5069	Mathematics	Approved	Open

### Goal 1: Reading: Comprehension and Reading Fluency K-6

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will improve their reading skills in all areas of the curriculum.  
All students will improve their ability to read and comprehend a variety of printed material.  
All students will improve their reading fluency across the curriculum.

There are 18 indicators with the state target and our local data for special education monitoring. We have one indicator that does not meet the state target (based upon 2008 data). B-5a (60% of special education students are to be in regular education 80% of the day). We will meet this goal.

**Gap Statement :** We chose this goal after analyzing the following data:

MEAP - (2005) Proficient 3rd=91%, 4th=86%, 5th=81%, 6th=81%

MEAP - (2009) Proficient 3rd=96%, 4th=86%, 5th=92%, 6th=94%, 7th=80%, 8th=88%

2nd-7th Grade Tungsten Assessment - The results showed that in 2005-2006 our students were below the 60th percentile in reading (Grade 2=52%, Grade 3=63%, Grade4=46%, Grade5=67%, Grade 6=54%)

Student surveys 3rd-6th grade students: 55% of the students like the way they read or retain information.

We also found on the 2009 MEAP data discrepancy between all students and economically disadvantaged students:

4th grade Reading 23% discrepancy

5th grade Reading 15% discrepancy

7th grade Reading 34% discrepancy

**Cause for Gap :** Students were lowest in informational reading. The majority of our students scored under the 50% in the informational text on the MEAP. After analyzing data we have concluded our students can improve in reading comprehension and fluency. Our special education group continues to struggle with grade level success.

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

Tungsten testing results - end of year Grades 2-8

Curriculum assessments

MLPP, DIBELS, report card data

**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?** 90% of all our students will score proficient on the MEAP

MEAP Data

End of trimester common assessment data

Study Island Testing (3rd-8th grades)

DIBELS Assessments (K-6th grades)

MLPP Assessments (3-4 times per year)

DRA Running records (oral reading fluency throughout 1st and 2nd grade

DRA running records (3-4 times per year)Grades K-6

Timed word tests

GLCE checklists per student

Read Naturally charting - 2nd grade students

**Contact Name :** Terri Brown

**List of Objectives:**

ID	Objective
5383	By June 2011, the number of students who meet or exceed state achievement standards will improve
16542	Improvement in Reading Comprehension and Fluency for economically disadvantaged, especially 5th and 7th grades by a minimum of 5%

## 1.1. Objective: Improvement in Reading Comprehension and Fluency

**Measurable Objective Statement to Support Goal :** By June 2011, the number of students who meet or exceed state achievement standards will improve

**List of Strategies:**

ID	Strategy	Locked By
5383	Professional development will support the reading process within the classrooms.	
5383	We will utilize proven reading software/programs to assist with continued student development of fluency and comprehension skills.	
5383	Use of DIBELS assessment and progress monitoring will assure continued student development for comprehension and fluency. Instructional adjustments and curricular adjustments can be made as needed upon review of individual DIBEL data.	
5383	Students are grouped according to ability/needed skills and switch classrooms and teachers. Data is reviewed monthly and adjustments in student placement is made. This is a Tier II Intervention and additional ELA time beyond general classroom instruction.	

### 1.1.1. Strategy: Professional Development

**Strategy Statement:** Professional development will support the reading process within the classrooms.

#### Selected Target Areas

SPR (90) I.1.A.1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) I.2.A.1 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) I.2.B.1 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

SPR (90) II.1.B.2 Instructional Program Coherence: In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

SPR (90) III.2.A.1 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

SPR (90) V.2.A.1 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

#### Other Required Information for Strategy

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

Intervention Central

National Center for Student Progress

Florida Research Center

Reading First Training

Differentiated Instruction

Improving Adolescent Literacy: Effective Classroom and Intervention Practices, The What Works

Clearinghouse from the US Department of Education

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
We will have the upper elementary teachers trained in the MLPP process. Our K-2 staff are trained and utilize MLPP, this will allow for continuity of the reading process across all grades and provide a common platform for professional discussions and review of data.	08/28/2007	06/02/2011	Principal and Curriculum Director
Our staff are currently using the Houghton-Mifflin reading series for grades K-4. We will review, purchase and train staff at the upper elementary grades. 6th grade will receive materials and training in the 2009-2010 school year. 5th grade staff will receive materials and training in the 2010-2011 school year.	08/25/2009	06/02/2011	Principal and Curriculum Director
We will continue to train our staff in the administration of DIBELS and review of assessment data. K-2 staff are familiar with DIBELS and could use further development. 3rd-6th staff need an introduction and use of DIBELS data and administration.	08/29/2006	06/02/2011	Principal and Curriculum Director
We will continue to train our staff in the Response to Intervention process. South Elementary staff have a solid foundation and process to implement RtI in the 2009-2010 school year. North Elementary staff will receive additional training/information and continue their development of RtI for their students.	08/28/2007	06/02/2011	Principals and Curriculum Director

**1.1.1.1. Activity: MLPP Training Upper Elementary Staff**

**Activity Description:** We will have the upper elementary teachers trained in the MLPP process. Our K-2 staff are trained and utilize MLPP, this will allow for continuity of the reading process across all grades and provide a common platform for professional discussions and review of data.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal and Curriculum Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/28/2007, End Date - 06/02/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No funding needed	No Funds Required	0.00	0.00

### 1.1.1.2. Activity: Training and Purchase of Houghton-Mifflin Reading Series 5th/6th

**Activity Description:** Our staff are currently using the Houghton-Mifflin reading series for grades K-4. We will review, purchase and train staff at the upper elementary grades. 6th grade will receive materials and training in the 2009-2010 school year. 5th grade staff will receive materials and training in the 2010-2011 school year.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal and Curriculum Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/25/2009, End Date - 06/02/2011

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Houghton Mifflin Reading Series and Staff Professional Development	ARRA	17,000.00	17,000.00

### 1.1.1.3. Activity: DIBELS Training

**Activity Description:** We will continue to train our staff in the administration of DIBELS and review of assessment data. K-2 staff are familiar with DIBELS and could use further development. 3rd-6th staff need an introduction and use of DIBELS data and administration.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal and Curriculum Director

**Actual staff responsible for implementing activity:** Principal and Curriculum Director

**Planned Timeline:** Begin Date - 08/29/2006, End Date - 06/02/2011

**Actual Timeline:** Begin Date - 08/29/2006, End Date - 06/02/2011

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training and materials	General Funds	3,000.00	0.00

### 1.1.1.4. Activity: Response to Intervention (RtI) Training

**Activity Description:** We will continue to train our staff in the Response to Intervention process. South Elementary staff have a solid foundation and process to implement RtI in the 2009-2010 school year. North Elementary staff will receive additional training/information and continue their development of RtI for their students.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principals and Curriculum Director

**Actual staff responsible for implementing activity:** Principals and Curriculum Director

**Planned Timeline:** Begin Date - 08/28/2007, End Date - 06/02/2011

**Actual Timeline:** Begin Date - 08/28/2007, End Date - 06/02/2011

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
RESD training for RtI and Professional Development time for staff	No Funds Required	0.00	0.00

### 1.1.2. Strategy: Intervention Reading Software/Programs

**Strategy Statement:** We will utilize proven reading software/programs to assist with continued student development of fluency and comprehension skills.

**Selected Target Areas**

<p>SPR (90) I.1.A.1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.</p> <p>SPR (90) I.1.B.1 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.</p> <p>SPR (90) V.1.A.1 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Other Required Information for Strategy**

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

Reader First Training  
 Teacher Reading Academy Training  
 Intervention Central  
 Florida Research Center

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Read Naturally is a fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy and proper expression. This program is aimed to give students a tool to accomplish the task of becoming fluent readers.	08/26/2008	06/06/2012	Principal and Curriculum Director Title One Teachers
Lexia Reading V5 is intended to support teacher instruction by providing independent practice in phonological awareness, phonics, automatic word recognition, and comprehension.	09/08/2009	06/06/2012	Principal and Curriculum Director Title One teacher and classroom teachers

**1.1.2.1. Activity: Read Naturally**

**Activity Description:** Read Naturally is a fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy and proper expression. This program is aimed to give students a tool to accomplish the task of becoming fluent readers.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal and Curriculum Director  
Title One Teachers

**Actual staff responsible for implementing activity:** Principal and Curriculum Director  
Title One Teachers

**Planned Timeline:** Begin Date - 08/26/2008, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 08/26/2008, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	ARRA Funds	3,664.00	3,664.00

### 1.1.2.2. Activity: Lexia Reading V5

**Activity Description:** Lexia Reading V5 is intended to support teacher instruction by providing independent practice in phonological awareness, phonics, automatic word recognition, and comprehension.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal and Curriculum Director  
Title One teacher and classroom teachers

**Actual staff responsible for implementing activity:** Principal and Curriculum Director  
Title One teacher and classroom teachers

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 09/08/2009, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	ARRA Funds	3,000.00	3,000.00

### 1.1.3. Strategy: DIBELS

**Strategy Statement:** Use of DIBELS assessment and progress monitoring will assure continued student development for comprehension and fluency. Instructional adjustments and curricular adjustments can be made as needed upon review of individual DIBEL data.

**Selected Target Areas**

SPR (90) I.1.A.1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) I.2.A.1 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) II.1.A.1 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school

administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

SPR (90) II.2.B.2 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) V.1.A.1 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

**Other Required Information for Strategy**

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

- Reading First Training
- MLPP Training
- DIBELS Training
- Teacher Reading Academy Training
- Intervention Central
- Florida Research Center

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All para professional and professional staff will be trained in DIBELS	08/28/2007	06/06/2012	Principal and Curriculum Director

---

**1.1.3.1. Activity: DIBELS Training and Use**

**Activity Description:** All para professional and professional staff will be trained in DIBELS

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal and Curriculum Director

**Actual staff responsible for implementing activity:** Principal and Curriculum Director

**Planned Timeline:** Begin Date - 08/28/2007, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 08/28/2007, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No Funding Needed	General Funds	3,000.00	0.00

### 1.1.4. Strategy: SWARM (Students Working at Reading Mastery)

**Strategy Statement:** Students are grouped according to ability/needed skills and switch classrooms and teachers. Data is reviewed monthly and adjustments in student placement is made. This is a Tier II Intervention and additional ELA time beyond general classroom instruction.

**Selected Target Areas**

SPR (90) I.1.A.1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) I.2.A.1 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) II.1.B.2 Instructional Program Coherence: In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

SPR (90) II.2.B.2 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) V.2.A.1 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

**Other Required Information for Strategy**

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

- Student assessment data
- Teacher Reading Academy Training
- Intervention Central
- Response to Intervention training and methods

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
The building schedule will be adjusted to accommodate a 30-60 minute time slot for SWARM at each grade level.	08/28/2006	06/06/2012	Principal and teaching staff

**1.1.4.1. Activity: Building Schedule Development for SWARM**

**Activity Description:** The building schedule will be adjusted to accommodate a 30-60 minute time slot for SWARM at each grade level.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal and teaching staff

**Actual staff responsible for implementing activity:** Principal and teaching staff

**Planned Timeline:** Begin Date - 08/28/2006, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 08/28/2006, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Planning Time	No Funds Required	0.00	0.00

**1.2. Objective: Increase student proficiency for economically disadvantaged**

**Measurable Objective Statement to Support Goal :** Improvement in Reading Comprehension and Fluency for economically disadvantaged, especially 5th and 7th grades by a minimum of 5%

**List of Strategies:**

ID	Strategy	Locked By
16542	All students learn at a different rate and in various ways. We will have a unified ELA curriculum in place K-6. We have purchased items to complete the Houghton-Mifflin reading series for 5th and 6th grades. Increased state expectations will continue to challenge our special needs and economically disadvantaged students. Additional support and assistance will be necessary to assure their continued success.	

### 1.2.1. Strategy: Student Interventions/Response to Interventions

**Strategy Statement:** All students learn at a different rate and in various ways. We will have a unified ELA curriculum in place K-6. We have purchased items to complete the Houghton-Mifflin reading series for 5th and 6th grades. Increased state expectations will continue to challenge our special needs and economically disadvantaged students. Additional support and assistance will be necessary to assure their continued success.

#### Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) Indicator 18 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

SPR (90) Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

SPR (90) Indicator 8 Instructional Program Coherence: In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

#### Other Required Information for Strategy

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

Intervention Central

Results Now, Mike Schmoker

A Handbook for Classroom Instruction that Works, Robert J. Marzano

Florida Center for Research

Response to Intervention Training

Special Education resources and specialists

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All grades K-6 will have intervention support from para professionals. We will utilize best practices (i.e. lower class sizes, small groups, differentiated instruction) also.	09/01/2008	06/09/2012	Principal, teachings taff, para professional staff

**1.2.1.1. Activity: Additional Para Pro Assistance - Elementary Level**

**Activity Description:** All grades K-6 will have intervention support from para professionals. We will utilize best practices (i.e. lower class sizes, small groups, differentiated instruction) also.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Principal, teachings taff, para professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2008, End Date - 06/09/2012

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Support Staff Time/Personnal	Title I Part A	36,000.00	0.00

**Goal 2: Writing Across the Curriculum**

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** To increase student proficiency for economically disadantaged: especially 5th grade writing (22% discrepancy levels 1&2 in 2008), 5th grade ELA (30% discrepancy levels 1&2 in 2008), 6th grade writing (23% discrepancy for levels 1&2 in 2008), 11th grade ELA 33% discrepancy levels 1&2)in 2008. All students at Ithaca Public Schools will be proficient writers

**Gap Statement :** Based on a review of MEAP, MME, local assessment data, only 50% of our high school students were scoring proficient on the MME writing assessment. We had 0% of our 7th and 8th grade students score a "1" on the MEAP writing test in 2008. A "1" represents skills beyond proficiency. We have observed these trends over the past 3 years.

3rd-7th grade 2008 MEAP results show only 57% of our students were proficient in the writing process

**Cause for Gap :** We analyzed the rubric data from the standardized tests and also reviewed our local data and determined that our students need to improve their writing skills in the following areas: need details and examples to adequately develop the ideas and content, coherent organization or connections, richer development of the central idea with some additional relevant details and examples. For persuasive essays, students need to improve by acknowledging the other point of view and then using details and examples that support their argument.

At the elementary level staff need to teach writing in a structured and purposeful manner to students. Analysis showed that elementary students lacked organizational skills and details.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Michigan Merit Exam  
 MEAP  
 Local writing data  
 District demographic data

**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?** High school level 60% or more of the juniors will score proficient on the MME writing assessment.

At the elementary level 80% or more of the students will score proficient on the MEAP writing assessment at each grade level.

**Contact Name :** Terri Brown

**List of Objectives:**

ID	Objective
5384	90% of the junior high students (grade 7) will score in the proficient range as measured by the MEAP At the elementary level there will be an increase of 5% in the number of students who meet or exceed proficiency as measured by the MEAP at each grade level.

## 2.1. Objective: Improved writing skills/proficiency

**Measurable Objective Statement to Support Goal :** 90% of the junior high students (grade 7) will score in the proficient range as measured by the MEAP

At the elementary level there will be an increase of 5% in the number of students who meet or exceed proficiency as measured by the MEAP at each grade level.

**List of Strategies:**

ID	Strategy	Locked By
5384	The writing goal committee will develop a common writing rubric that will be used by all teachers at Ithaca Junior-Senior High School. All teachers will be trained on how to teach the	

writing process and assessing student writing using the common writing rubric. Each designated concent area will assign a writing assignment each trimester and the writing will be assessed with the common rubric. The data will be gathered by the NCA writing committee for analysis. We will review the data and make curriculum/instruction adjustments as needed. At the elementary level common writing assessment tools will be utilized to assess student writing. Staff will develop common methods of teaching and learning as well as common assessments.

### 2.1.1. Strategy: Implement the writing process across the curriculum

**Strategy Statement:** The writing goal committee will develop a common writing rubric that will be used by all teachers at Ithaca Junior-Senior High School. All teachers will be trained on how to teach the writing process and assessing student writing using the common writing rubric. Each designated concent area will assign a writing assignment each trimester and the writing will be assessed with the common rubric. The data will be gathered by the NCA writing committee for analysis. We will review the data and make curriculum/instruction adjustments as needed.

At the elementary level common writing assessment tools will be utilized to assess student writing. Staff will develop common methods of teaching and learning as well as common assessments.

#### Selected Target Areas

SPR (90) I.1.A.1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) I.2.A.1 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) II.2.B.2 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) V.2.A.1 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

#### Other Required Information for Strategy

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

The writing rubric, Educational Leadership October 2004

Writing in the Content Areas, ASCD resources  
6 Traits of Writing

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All staff will have been trained in the writing process and assessing student writing using the common writing rubric. Most of this was accomplished during the 2007-2008 and 2008-2009 school year. Designated content areas have been assigning writing assignments and teaching the writing process. The data is collected and analyzed and used during professional development days. Adjustments are made in curriculum/instruction process as necessary.	09/04/2007	06/06/2012	NCA writing committee, staff and principal
We need to improve our teaching strategies for writing, in order to improve our writing skills in all areas of the curriculum. Our elementary staff need to revisit 6-Traits of Writing training and materials, Thinking Maps training and materials, and develop "Expanding Expression Tool Kit".	08/28/2007	06/06/2012	NCA writing committee, staff and principal

**2.1.1.1. Activity: Common Writing Rubric**

**Activity Description:** All staff will have been trained in the writing process and assessing student writing using the common writing rubric. Most of this was accomplished during the 2007-2008 and 2008-2009 school year. Designated content areas have been assigning writing assignments and teaching the writing process. The data is collected and analyzed and used during professional development days. Adjustments are made in curriculum/instruction process as necessary.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** NCA writing committee, staff and principal

**Actual staff responsible for implementing activity:** NCA Writing committee, staff and principal

**Planned Timeline:** Begin Date - 09/04/2007, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 09/04/2007, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Additional hours for staff and materials for teachers	General Funds	1,000.00	1,000.00

### 2.1.1.2. Activity: Improve Teaching Strategies for Writing in the Classroom

**Activity Description:** We need to improve our teaching strategies for writing, in order to improve our writing skills in all areas of the curriculum. Our elementary staff need to revisit 6-Traits of Writing training and materials, Thinking Maps training and materials, and develop "Expanding Expression Tool Kit".

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** NCA writing committee, staff and principal

**Actual staff responsible for implementing activity:** NCA writing committee, staff and principal

**Planned Timeline:** Begin Date - 08/28/2007, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 08/28/2007, End Date - 06/06/2012

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development, Time and Materials	General Funds	1,000.00	1,000.00

## Goal 3: Mathematics

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** To increase student proficiency for economically disadvantaged in the area of math. All students at Ithaca Public Schools will be college-ready for math as measured by the MME and ACT. We will close the gap between economically disadvantaged and general education student success in the area of math.

There are 18 indicators with the state target and our local data for special education monitoring. We have one indicator that does not meet the state target (based upon 2008 data). B-5a (60% of special education students are to be in regular education 80% of the day). We will meet this goal.

**Gap Statement :** Upon review of our math data from MEAP, ACT Explore, ACT Plan, and the ACT/MME our students are 7% below the state average for "college ready".

At Grade 11 as measured by the MEAP there is a 21% difference between economically disadvantaged and general education students (45%/68%) in 2007 and a 20% difference (58%/78%) in 2008.

At 5th grade as measured by the MEAP there is a 27% difference between economically disadvantaged and general education students (66%/93%) fall 2008. At 6th grade as measured by the 2009 MEAP there is a 12% difference between economically disadvantaged and general education students.

6th grade Math students with disabilities - 45% scored levels 3 and 4 (out of 11 students)

7th grade Math students with disabilities - 74% scored levels 3 and 4 (out of 15 students)

**Cause for Gap :** After analyzing the data we have concluded our students need continued math skill development

to be proficient and college ready.

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

ACT

MME

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Reduce the discrepancy between the state "college ready" students and IPS college ready students to less than 3% or have our average ABOVE the state.

Reduce the discrepancy between economically disadvantaged students to less than 10%.

MEAP

MME

ACT

**Contact Name :** Steve Netzley

**List of Objectives:**

ID	Objective
5385	To increase student proficiency for economically disadvantaged in math, especially 5th grade and 11th grade. Reduce the discrepancy between the state "college ready" and Ithaca Public Schools "college ready" to less than -3% (currently at -7.%).

### 3.1. Objective: Increase student proficiency for economically disadvantaged

**Measurable Objective Statement to Support Goal :** To increase student proficiency for economically disadvantaged in math, especially 5th grade and 11th grade.

Reduce the discrepancy between the state "college ready" and Ithaca Public Schools "college ready" to less than -3% (currently at -7.%).

**List of Strategies:**

ID	Strategy	Locked By
5385	All students learn at a different rate and in various ways. A strong K-12 math curriculum is now in place. We have purchased additional math curricular items to strengthen the math area. Increased state high school expectations will continue to challenge our special needs and economically disadvantaged students. Additional support and assistance will be necessary to assure their continued success.	

### 3.1.1. Strategy: Student Interventions/Response to Interventions

**Strategy Statement:** All students learn at a different rate and in various ways. A strong K-12 math curriculum is now in place. We have purchased additional math curricular items to strengthen the math area. Increased state high school expectations will continue to challenge our special needs and economically disadvantaged students. Additional support and assistance will be necessary to assure their continued success.

#### Selected Target Areas

SPR (90) I.1.A.1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) I.2.A.1 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) II.2.B.2 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

#### Other Required Information for Strategy

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

Results Now, Mike Schmoker  
 Classroom Instruction That Works, Robert J. Marzano  
 A Handbook for Classroom Instruction that Works, Robert J. Marzano  
 Intervention Central  
 Florida Center for Research  
 Response to Intervention training

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All grades K-6 will have intervention "time" from support staff personnel. We will utilize best practices (i.e. lower class sizes, small groups, differentiated instruction)also.	08/30/2005	06/06/2012	Principal, teaching staff, para professional staff
After school study time will be available in the library daily. Qualified staff will be supervising this activity.	09/04/2007	06/06/2012	Principal
Summer School will be held in August for three weeks for students needing this activity. Saturday School will be available at least twice a month for students needing this activity. Qualified and certified staff will supervise these activities to	09/04/2007	06/06/2012	Principal

allow for appropriate tutoring.			
---------------------------------	--	--	--

### 3.1.1.1. Activity: Additional Para Pro Assistance - Elementary Level

**Activity Description:** All grades K-6 will have intervention "time" from support staff personnel. We will utilize best practices (i.e. lower class sizes, small groups, differentiated instruction)also.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Principal, teaching staff, para professional staff

**Actual staff responsible for implementing activity:** Principal, teaching staff, para professional staff

**Planned Timeline:** Begin Date - 08/30/2005, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 08/30/2005, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Support Staff Time/Personnel	General Funds	36,000.00	36,000.00

### 3.1.1.2. Activity: After School Study Group Upper Elementary, Middle/ High School

**Activity Description:** After school study time will be available in the library daily. Qualified staff will be supervising this activity.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Principal

**Actual staff responsible for implementing activity:** Principal

**Planned Timeline:** Begin Date - 09/04/2007, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 09/04/2007, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Certified Staff to Supervise After School Study	General Funds	5,000.00	5,000.00

### 3.1.1.3. Activity: Summer School/Saturday School - High School Level

**Activity Description:** Summer School will be held in August for three weeks for students needing this activity.

Saturday School will be available at least twice a month for students needing this activity.

Qualified and certified staff will supervise these activities to allow for appropriate tutoring.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Principal

**Actual staff responsible for implementing activity:** Principal

**Planned Timeline:** Begin Date - 09/04/2007, End Date - 06/06/2012

**Actual Timeline:** Begin Date - 09/04/2007, End Date - 06/06/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Certified Staff for Tutoring	General Funds	5,000.00	5,000.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$54,000.00	\$48,000.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$36,000.00	\$0.00
Other	\$17,000.00	\$17,000.00
Other	\$6,664.00	\$6,664.00

## 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.	Charles	Schnetzler	Superintendent	cschnetz@ithacaschools.net
Mrs.	Terri	Brown	Principal-South Elem	tbrown@ithacaschools.net
Mrs.	Kathy	Paul	Principal-North Elem	kpaul@ithacaschools.net
Mr.	Steven	Netzley	Principal-MS/HS	steven@ithacaschools.net
Mr.	Paul	Hornak	Asst. Principal-MS/HS	pahornak@ithacaschools.net
Mr.	Tim	Lambrecht	NCA Building Chair-HS/MS	lambrech@ithacaschools.net
Mrs.	Tammy	Wilson	NCA Bld. Co-Chair-North	twilson@ithacaschools.net
Mr.	Linda	Koebert	NCA Bld. Co-Chair-North	lkoebert@ithacaschools.net
Mrs.	Kelly	Donley	NCA Bldg. Co-Chair-South	kdonley@ithacaschools.net
Ms.	Sandy	Ebright	NCA Bldg. Co-Chair-South	sebright@ithacaschools.net
Mrs.	Nancy	O'Brien	Title One	nobrien@ithacaschools.net
Mrs.	Bonnie	Abell	Parent	tbrown@ithacaschools.net
Mrs.	Peggy	Kosek	Parent	kpaul@ithacaschools.net
Mrs.	Kim	Pendell	Parent-PTO President	kpaul@ithacaschools.net

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

Each of our building's is NCA accredited. We have building NCA chairs, target goal chairs and a district K-12 NCA committee that meets regularly throughout the school year. Everyone in our district is involved in the school improvement process. All certified staff serve on a goal committee and are actively involved in implementing strategies. We collect both standardized and local assessment data on a regular basis and analyze the data as building staff and administratively review data at the district level and present data to the Board of Education. We make curriculum/instructional changes based upon what the data shows concerning student academic achievement.

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

We have our curriculum areas set-up on a rotating review process for each of the core areas and enrichment curricular areas. We select a K-12 review committee for the targeted curricular area, review materials and student achievement data to determine needs and necessary upgrades to that particular area. Each K-12

committee member meets with the grade level and building level teams for input throughout this process. The following year we have implementation of the alterations. We also have grade level chairs/department chairs for each building which meet on a monthly basis to assist in guiding building and district decisions.

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

All information is shared in the building and district annual report. We also use building newsletters and classroom newsletters at the elementary level to inform parents and other stakeholders. We have a monthly "Communicator" publication which goes out to all members of the community with school information highlighted. We use our school website to share information with the parents and community. The students receive a report card every trimester. We hold Student Study Team meetings and IEPC's to inform parents of student progress. Staff members also use e-mail with parents on a regular basis. School board members are updated on a regular basis at monthly board meetings with administrative reports. We also use our district website to post school improvement plans, progress and successes.

# 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:

710 N. Union Street, Ithaca, MI 48847

Telephone Number:

989.875.3700

## 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 to offer professional development days (5 per year) with our district calendar. We will need to continue to offer "extended workdays" in which students leave one hour early and staff stay one hour later for a 2-hour block of time--6 times per year. This time is necessary for collaboration on our school improvement goals and process. We will need to continue monthly faculty council/grade level chair meetings focused on improving student achievement and school improvement issues. We will need to continue our monthly building level staff meetings. We will continue to provide time as requested by grade levels/departments for continued curriculum development and adjustments such as PASS days and summer workshops.

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

The superintendent has continued to provide professional development funds for each building to purchase resources and provide for substitutes as needed so staff can work in collaboration on school improvement and curricular issues. The superintendent has continued to provide professional development days and extended work days through the district calendar.

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

We have a district K-12 technology committee which meets at least three times per year. This committee reviews and updates the district technology plan. Our technology department director and tech support personnel continue to support the curricular and professional technology needs of our district. Each goal area requires different aspects of technology required to implement the strategies. Our current technology resources are meeting our needs. Each department/grade level continues to add technology resources as the budget and need allows.