

**MARQUETTE
SENIOR HIGH
SCHOOL**



Annual Education Report

2010-2011

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2011 ANNUAL EDUCATION REPORT
FOR
MARQUETTE SENIOR HIGH SCHOOL

The purpose of this annual education report is to meet the requirements of Michigan Public Acts 25, 335, and 336 and Federal No Child Left Behind (NCLB). This report is intended to provide parents and the community with information about the 2010-2011 school year. As required by law, this Annual Education Report will be filed with the Marquette-Alger Regional Educational Service Agency and presented to the public in the fall by October 15th, 2011.

This report has been prepared by our building administration with input from other staff members, students and parents.

MARQUETTE AREA PUBLIC SCHOOLS
MISSION STATEMENT

The staff of the Marquette Area Public Schools believes that all students can learn and achieve mastery of basic skills. We accept responsibility, in collaboration with the home and community, to teach all students so that they can attain their maximum educational potential and become responsible, contributing members of society.

MARQUETTE SENIOR HIGH SCHOOL
MISSION STATEMENT

The Marquette Senior High School staff believes that all students can learn. Therefore, the staff, working with the home and community, accepts the responsibility to provide each student opportunities to acquire skills necessary to attain maximum educational potential and to become lifelong learners and productive, responsible citizens.

I. ACCREDITATION STATUS

With the passage of the No Child Left Behind (NCLB) Act of 2001, local education agencies across the country are faced with the tremendous task of ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education. The U.S. Department of Education (USDOE) provides regulations and guidance on parts of the Act as they are completed.

At the state level, there is a “Standards of Accreditation” for schools and districts throughout Michigan. Marquette Senior High School received the following report for the 2010-11 school year which was released in the summer of 2011.

The following report card provides an assessment of several measures of the school’s performance.

<u>2010-2011</u>			
Student Achievement	Status Scores	Adjusted Scores	Grade
Reading	90.2	90.2	A
Mathematics	84.2	84.2	B
Science	92.7	92.7	A
Social Studies	92.9	92.9	A
Achievement Subtotal	90.0	90.0	A
Indicators of School Performance		100	A
Preliminary Grade		93	A
AYP Status	MSHS met AYP		
Composite Grade	A		

AYP MARQUETTE SENIOR HIGH SCHOOL

[Explain AYP](#)

Mr. Robert Anthony

Principal

banthony@mapsnet.org

<http://www.mapsnet.org>

COMPOSITE
GRADE

A

1203 WEST
FAIR AVE
MARQUETTE,
MI 49855-2668
(906) 225-4254

School Report Card - Grades Tested 11 - 12

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2010-2011	Adjusted Score 2010-2011	Ed Yes! Grade 2010- 2011
Student Achievement	View Details		
Reading	90.2	90.2	A
Mathematics	84.2	84.2	B
Science	92.7	92.7	A
Social Studies	92.9	92.9	A
Achievement Subtotal	90	90	A
Indicators of School Performance		100	A
Preliminary Grade		93	A
AYP Status (Adequate Yearly Progress)		Met AYP	View Details
Composite Grade		A	

[View school report card history for Marquette Senior High School](#)

[View list of reports for Marquette Senior High School](#)

The Composite Grade

An achievement score for each content area is computed by averaging the Status and Change (or adjusted Change) scores for a content area. A preliminary aggregate achievement score is derived by averaging the scores from each content area. The preliminary aggregate achievement score is weighted 67% and the School Self-Assessment (Indicator score) is weighted 33% in calculating the preliminary score and grade for a school.

The reporting format for the School Report Card has not changed from prior years in that scores and grades are calculated for each content area for each school. The content areas remain the same, using only reading and mathematics at the elementary level, and adding science and social studies at the middle school and high school levels. The score and grade for each content area is based on the score for achievement status, as adjusted by averaging it with the score for achievement change.

- **Achievement Status**

The weighted index continues to be the basis of the calculation of Achievement Status. A score for Achievement Status is calculated for all schools where at least 30 students have valid state assessment scores in the content area at that grade range.

- **Achievement Change**

For elementary and middle schools, multiple linear regression has been used to predict each school's 2010-11 percent proficient based on the school's data from 2008-09, 2009-10, and 2010-11. A prediction has been made for each content area and grade level that was tested in previous years. The prediction is compared to the school's actual 2010-11 percent proficient. This method allows the determination of an Achievement Change component, even across assessments that are not comparable. The school's achievement status score in each content area is adjusted based on whether the school exceeds or does not meet the prediction.

- **Indicators of School Performance**

The school's self-rating for each component is available in the Report Card "preview" that is available to authorized users. This information will be available to the public on the School Report Card when it is released.

Adequate Yearly Progress (AYP)

Changes made in the determination of AYP as a result of the expansion of the state assessments into grades 3-8 continue in the 2011 Report Card.

- **AYP Determination Using Aggregated Assessment Data Across Grades**

Proficiency for AYP is based on the weighted sum of the proficiency index that is computed at each grade (3-11) counted for AYP at the school. The proficiency index is weighted by the proportion of students tested at each grade level. The proficiency index is summed across the grades. The school meets the state objective if the overall Proficiency Index is 0 (zero) or greater.

- **Feeder Codes Used for AYP**

Because the fall assessments are based on content taught during the prior school year, Feeder Codes are used to attribute students' scores to the school where the student attended during 2009-10.

- **Subgroup Size for AYP Determination**

MDE retains the minimum N, or subgroup size, of 30 to determine whether a separate AYP decision is made for a subgroup of students. Note that the minimum group size applies across all grades counted for AYP at the school. The minimum group size does not apply for the "all students" group, where an AYP determination is made for all schools.

- **Full Academic Year**

A student's score is excluded from the AYP determination if the student had not been enrolled at the school on the three previous official count days. The Michigan Department of Education used the Michigan Student Data System (MSDS) to apply the definition of full academic year in calculating AYP. Documentation of full academic year is provided by enrollment in the school or district on the pupil count date. Other documentation of student mobility is not used under the definition.

- **Demographics Used for AYP Determination**

MDE used the Unique Identification Codes (UICs) to update the assessment demographics to use the data from the MSDS, which is considered most recent. Schools should be aware that the data used for AYP determination may not completely match the demographic analysis and other assessment reports. This will reduce the number of appeals needed. The Report Card web site allows authorized users to request a student data file showing the demographics used for AYP.

- **Title I Status**

School districts were asked to identify the Title I status of each school in the School Infrastructure Database (SID). Each school's Title I status is displayed in the secure Report Card site, and will be displayed to the public when the Report Card is released. The data will be updated based on the School Selection Process in the Michigan Electronic Grants System (MEGS) before the public release of the Report Card. Contact the school district for additional information.

II. PUPIL ASSIGNMENT

The Marquette Area Public School District has identified attendance areas for each building as well as a policy and process to address parents' school of choice requests. Copies of this policy and procedures are available at each building principal's office, as well as the Central Administration Office. Parents have been notified of the policy and process for school of choice requests.

III. SPECIALIZED SCHOOLS

Marquette Senior High School makes available to its students a variety of specialized educational experiences both on the campus and in other institutions in the surrounding area. These specialized programs, described on the following pages, are designed to meet the needs of our student body.

LEARNING CENTER

PROGRAM DESCRIPTION

During the 2010-2011 school year, 459 students attended our Learning Center on a daily basis as one of their elective courses for credit. The key purpose of the Learning Center is to give students support with schoolwork and in achieving personal goals regarding improved academic performance in school. Team building, social development, and improved study skills are secondary goals for students who elect to take the Learning Center. Upper class students are expected to help other students if [and when] called upon through mentoring/tutoring in subject areas they have completed.

The benefits of mentoring programs for those being mentored are well documented. The younger students feel more connected to school because of the caring relationship, are more focused on getting homework completed, and are more likely to attend school because their tutor/mentor is expecting them to be there. The experience is just as beneficial to the tutor/mentor. Additional instruction and support is offered for academic and personal growth through regular daily presentations and discussions on a variety of topics including study skills, life skills, social skills, career research, resume development, mock interviews, and service learning projects.

Staff included fourteen teachers and one learning center aide who assisted in all phases of the Learning Center. The staff strives to develop positive relationships with the students, promote program goals, and communicate with parents, teachers, administrators, counselors, and outside agencies. Education students from Northern Michigan University observed and participated with classroom activities throughout the year.

GOALS

Goals for our students in Learning Center include:

- ◆ Increase grades, GPA, and accumulation of credits for graduation.
- ◆ Improve study and test-taking skills.
- ◆ Increase involvement in community/school activities.
- ◆ Improve attitude toward school.
- ◆ Improve readiness for work/job/career.
- ◆ Develop successful habits of highly effective teens.
- ◆ Develop a positive and trusting relationship with one or more adults in school.
- ◆ Improve attendance, decreased tardies, and decreased discipline referrals.

2010-2011

SPECIAL EDUCATION

PURPOSE

The purpose of special education is to provide each student with an opportunity to develop as completely as possible his/her potential in learning academic, behavioral, social, psychomotor and vocational skills. There were 132 students participating in the Special Education program.

PARTICIPATION LEVEL

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
9 TH Grade	38 students	36 students	29 students	28 students
10 th Grade	32 students	34 students	44 students	26 students
11 th Grade	41 students	28 students	24students	29 students
12 th Grade	40 students	29 students	24 students	29 students
Functional Skills:	8 students	14 students	16 students	20 students

Speech and Language Impaired Students:

9 th Grade	3 students
10 th Grade	3 students
11 th Grade	3 students
12 th Grade	3 students

ENROLLMENT PROCEDURE

Enrollment is by an Individual Educational Planning Team (I.E.P.T.). I.E.P.s were administered throughout the 2010-11 school year for each student with the date of the I.E.P. determined by the student's birth date. Additional I.E.P.s were held throughout the year on an as-needed basis. These may be initial transition, re-evaluations, and/or change of programming. Vocational evaluations are done at the sophomore level for each student.

OUTCOMES

Goals are graduation and/or the student reaching the maximum potential of one's ability. Another primary goal is to promote the transition of students from school to work.

SERVICES

Staff includes 9 full-time certified teachers, 2 speech & language pathologists that offer part-time services at the high school, and 6 full-time Functional Skills para-professional aides, and 8 full-time one-on-one para-professional aides. The ancillary staff includes speech therapist, physical therapist, social worker, occupational therapist, and school psychologist.

There is a continuum of special education services ranging from:

Teacher Consultant: The student is monitored by a case manager and the goals are met through full inclusion in general education classes. This would be considered the least restrictive setting.

Team Classes: The student is fully included in general education classes. The goals are met through the cooperation of general education and special education teachers. The student may have a special education support study class. This level of service is provided during ninth grade.

Self-Contained Classes: The student is taught the core curriculum in a self-contained special education class. A special education teacher teaches the goals.

Functional Skills Class: The students are taught functional, pre-vocational, and social skills in a self-contained setting. This would be considered the most restrictive setting.

CAREER AND TECHNICAL EDUCATION

Career and Technical Education provides a foundation of skills that enable high school students to be gainfully employed after graduation or provides students with a knowledge base to continue their education or training. The following Career and Technical Education programs are offered in our building.

<u>COURSE</u>	<u># STUDENTS ENROLLED</u>
Accounting 1	42
Advanced Automated Accounting	13
Building Construction and Remodeling	18
Business Law & Finance	22
Business Management	28
Business Skills I	28
Business Skills II	0
Preschool/Elementary Assistant program	26
Digital Communications	23
Health Occupations	72
Personal Law	16
Web Design	30
(Business Management 2010-2011)	28

Contracted Programs and Enrollment: Marquette Senior High School pays tuition to Marquette-Alger Regional Educational Service Agency for students enrolled in Career and Technical Education *contracted programs*.

<u>Course</u>	<u>2009-2010</u>	<u>2010-2011</u>
Internships	14	6
*Welding	13	15

*Classes are held in the Dominic Jacobetti Skills Center

ENROLLMENT

Enrollment is through student requests and is monitored by counselors.

OUTCOMES

Students will satisfactorily complete required course work and be granted credit based on the students' performance of duties.

NORTHERN MICHIGAN UNIVERSITY **DUAL ENROLLMENT**

PURPOSE

The purpose of the Northern Michigan University experience is to afford students an opportunity to take a college course while in high school. This program is for highly motivated and gifted students.

PARTICIPATION LEVEL

In 2010-2011, 9 MSHS students (6 seniors, 3 juniors) participated in one or more post-secondary classes at Northern Michigan University. This constituted 2.2% of the senior class and 1.3% of the entire student population.

In the 2010 fall semester 8 students (6 seniors, 2 junior) took 8 courses. During the 2011 winter semester, 9 students (6 seniors and 3 juniors) were enrolled in 9 courses.

ENROLLMENT

Students are enrolled by their counselors according to the state and Marquette Senior High School dual enrollment policy.

OUTCOMES

The goals are met by successful completion of the course. Students attend college with these transfer credits following high school graduation.

CREDIT RECOVERY

PURPOSE

The purpose of enrolling students in various credit recovery courses is to enable the student to complete needed requirements for a Marquette Senior High School diploma.

PARTICIPATION LEVEL

During the 2010-11 school year, credit was awarded to 20 students who took courses through pre-approved programs including correspondence courses, summer school credit recovery, and on-line credit recovery. There were 30 students enrolled in 10 courses at the start of the 2011 summer school session.

ENROLLMENT

Students enroll by application and approval of the high school counselors and principal.

OUTCOMES

The goal is that the student will successfully complete course work for credit toward graduation.

IV. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Refer to the Three-Five Year Plan for Continuous School Development attached to this report as Appendix A. Also available on the MASP website at:

<http://www.mapsnet.org/Portals/0/HighSchool/Downloads/SchoolImprovementReportingMSHS.pdf>

V. CORE CURRICULUM

The core curriculum is the basic learning program in curricular areas for all students. The core curriculum for each content area defines expected student outcomes based on goals and objectives developed by the school district. These also reflect Michigan's core curriculum outcomes.

Statements of philosophy and standards for each curricular area have been developed. The core curriculum identifies the instructional program, units of study, time allocations, teaching materials, and methods of evaluation for grade levels. Building goals and objectives reflect district and state student outcomes.

Staff development activities regarding the implementation and improvements in core curriculum areas are conducted through workshops, conferences, professional development trainings and during staff meetings. Student progress toward goal attainment is monitored through various testing and alternative assessments.

VI. STUDENT ACHIEVEMENT

Marquette Senior High School offers a battery of standardized tests to assess the educational level of its students. These tests not only assess the level of our students, but they also help the staff identify strengths and weaknesses in our curriculum.

MARQUETTE SENIOR HIGH SCHOOL TEST RESULTS FROM THE 2010-2011 SCHOOL YEAR

MME and ACT High School Test Results for 2010-2011

- Percentages of students include those students that achieved the following levels: Basic Skills, Met Michigan Standards, and Exceeded Michigan Standards to receive the State of Michigan Endorsement.

MME

	MSHS MARCH <u>2007</u>	STATE MARCH <u>2007</u>	MSHS MARCH <u>2008</u>	STATE MARCH <u>2008</u>	MSHS MARCH <u>2009</u>	STATE MARCH <u>2009</u>	MSHS MARCH <u>2010</u>	STATE MARCH <u>2010</u>	MSHS MARCH <u>2011</u>	STATE MARCH <u>2011</u>
Mathematics	65%	47%	65%	46%	69%	49%	68%	50%	68%	52%
Science	74%	56%	74%	57%	76%	56%	77%	58%	81%	61%
Reading	71%	60%	74%	62%	78%	60%	80%	65%	81%	63%
Writing	48%	40%	54%	41%	59%	44%	58%	44%	65%	47%
Social Studies	89%	83%	88%	80%	92%	81%	89%	79%	87%	78%
Eng Lang Arts	61%	51%	63%	52%	72%	52%	DNA	DNA	DNA	---

American College Test (A.C.T.)

EXECUTIVE SUMMARY – AVERAGE ACT SCORES FOR TOTAL GROUP

2010-11	NUMBER	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
MSHS	247	21.8	22.3	22.8	22.2	22.4
STATE	116,823	19.3	19.9	20.1	20.3	20.0
NATIONAL	1,623,112	20.6	21.1	21.3	20.9	21.1

EXECUTIVE SUMMARY – AVERAGE ACT SCORES FOR TOTAL GROUP

2009-10	NUMBER	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
MSHS	231	21.3	21.8	22.5	22.1	22.1
STATE	120,930	18.9	19.7	19.7	19.9	19.7
NATIONAL	1,568,835	20.5	21.0	21.3	20.9	21.0

EXECUTIVE SUMMARY – AVERAGE ACT SCORES FOR TOTAL GROUP

2008-09	NUMBER	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
MSHS	253	20.7	21.8	22.3	22.3	21.9
STATE	121,982	18.6	19.6	19.6	20.1	19.6
NATIONAL	1,480,469	20.6	21.0	21.4	20.9	21.1

EXECUTIVE SUMMARY – AVERAGE ACT SCORES FOR TOTAL GROUP

2007-08	NUMBER	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
MSHS	294	20.7	21.9	22.3	22.2	21.9
STATE	123,918	18.7	19.5	19.8	19.9	19.6
NATIONAL	1,421,941	20.6	21.0	21.4	20.8	21.1

EXECUTIVE SUMMARY – AVERAGE ACT SCORES FOR TOTAL GROUP 2002-2010

GRAD YEAR	NUMBER	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
MSHS						
2002	270	21.1	22.6	22.8	22.3	22.3
2003	255	21.7	23.0	22.8	22.6	22.6
2004	252	21.6	23.0	22.6	22.3	22.5
2005	231	21.6	23.3	23.4	23.0	22.9
2006	239	20.9	22.6	22.5	22.0	22.1
2007	260	21.5	22.7	22.9	22.8	22.6
2008	294	20.7	21.9	22.3	22.2	21.9
2009	253	20.7	21.8	22.3	22.3	21.9
2010	231	21.3	21.8	22.5	22.1	22.1
2011	247	21.8	22.3	22.8	22.2	22.4

MME 2010-11

The Michigan Merit Exam (MME) which will include the American College Test (ACT) for high school juniors, replaced the Michigan Educational Assessment Program (MEAP) assessments at the high school level.

This means that all 11th graders took this state assessment test in March 2011. It provided students with a regular American College Test (ACT) score report that they can use to apply to a college or a university. ACT scores are used during the college admission process to assess high school students’ general educational development and their ability to complete college-level work.

The MME comprises of the national ACT and Work Keys tests in mathematics and reading, plus additional assessments in the areas of mathematics, science, and social studies.

MME testing is divided into three parts. The ACT is administered in a full day session and the Work Keys and Michigan mathematics tests is administered a later day. The Michigan science and social studies tests will be given in one session at times scheduled by the District Testing Coordinator with make-up sessions for these tests scheduled for exactly two (2) weeks later. MME testing for the 2011-12 school year will occur during the week of March 6, 2012, and make-ups during the week of March 20, 2012.

Sophomores will have the opportunity to take the ACT/PLAN, a preparatory assessment primarily used to help students prepare for the ACT. Taken usually during the sophomore year, the test includes four (4) sections: a thirty (30) minute English; a forty (40) minute math; a twenty (20) minute reading; and a twenty-five (25) minute scientific reasoning section. The entire test takes approximately one (1) hour and fifty-five (55) minutes. Students interested in the ACT/PLAN should contact the principal early in their sophomore year as the test is administered in the fall of the student’s sophomore year.

EXAMS

All students take a one and one half hour final exam in each academic subject at the end of each semester of study at Marquette Senior High School. These exams are “common” that is, all students taking U.S. History have the same final exam regardless of the instructor.

ADVANCED PLACEMENT

We offered eleven Advanced Placement courses that gave students an opportunity to earn college credit at selected institutions of higher learning. Students were also afforded the opportunity to take Michigan Virtual on-line advanced placement courses.

The eleven Advanced Placement Courses available in 2011:

<u>Course</u>	<u># Students Enrolled</u>	<u># Students Tested</u>	<u># Students Passed</u>
AP Calculus	33	28	20
AP Chemistry	28	15	10
AP English			
LANG./COMP.	61	56	49
LIT./COMP.	47	37	31
AP Government			
U.S. GOVT & POL US	102	73	60
AP Physics	40	14	10
AP Spanish	27	9	7
AP STATS	49	21	6
AP U.S. History	34	32	27

There were 285 AP tests taken in the above courses. A passing grade may grant the student college credit, depending on the university. In 2010-2011, 77% of the students who took an AP examination received a passing score (3, 4 or 5), earning college credit.

CLASS OF 2011 – POST GRADUATE PLANS

85%	Four Year College	1%	Military Academy
7%	Two Year College	6%	Other (travel, not sure)
0%	Apprenticeship	1%	Full time employment

VII. PUPIL RETENTION AND DROPOUT RATE for 2010 COHORT

Graduation Rate of 2010 Cohort

MSHS 93.62%

Dropout Rate of MSHS students 1.28%

The retention rate means the percentage of ninth graders who graduate from high school within **four years**, adjusting for students who move in and out of the district and to alternative programs. Questions related to retention rate may be directed to Monica Nordeen at 225-4372.

The annual dropout rate means the percentage of students who leave school in any **one year**, again, adjusting for those who move in and out of the district. The 2009-2010 dropout rate at Marquette Senior High School was 1.28%.

VIII. STAFF

The No Child Left Behind Act of 2001 (NCLB) was signed into law January 8, 2001. In accordance with NCLB, the district will provide parents, upon request, with information regarding the professional qualifications of staff. At Marquette Senior High School, all staff members are considered to be highly qualified in order to meet the standards of NCLB. For information please call the Title 1 Coordinator, Deborah Veiht, at 225-5324.

IX. PARENT CONTACT

Marquette Senior High School believes that communication between the school personnel and the parents/guardians is an important component to assure the success of the child. With this philosophy in mind, Marquette Senior High School has developed a number of programs to foster increased communication between these parties.

I. PERSON TO PERSON

A. Parent Teacher Conferences

Parent Teacher Conferences are held two times a year (fall and spring). Parent Teacher Conferences at Marquette Senior High School consist of a five-minute personal conference between the individual teacher and the child's parent. The purpose of the conference is to inform the parent on the progress of their child in a particular subject area. The parents may schedule additional time if they feel it is necessary. In an attempt to accommodate the work schedules of the parents, these conferences are held from 12:00 to 3:30 p.m. in the afternoon and in the evening from 6:00 – 8:30 p.m.

2010-2011 Attendance at Parent Teacher Conferences:

November 10 & 11, 2010

488 students parents represented

49% of the student body

March 17, 2011

298 students parents represented

31 % of the student body

- B. Home telephone calls are made by teachers.
- C. Attendance calls made by High School Office personnel.
- D. Written progress reports (these are in addition to report cards) are presented to all students at the sixth week of every term.
- E. IEPC's and Individual Staffings on students when the need arises.
- F. Attendance and tardy calls made by our Phone Master electronic communication system.
- G. On-line "Family Access" affords parents the ability to monitor their student's grades, attendance, lunch account balance, etc.

ADVISORY COMMITTEES

- A. Parent Teacher Student Organization
- B. Booster Clubs (music, athletics, etc.) and support organizations
- C. Family Life Advisory Council
- D. MSHS Department Heads
- E. Athletic Advisory Committee
- F. School-to-Work Advisory Committee
- G. Smaller Learning Communities
- H. MSHS Technology Committee
- I. Safety Committee
- J. Business Advisory Committee
- K. Student Council
- L. Local Scholarship Committee
- M. Core Team
- N. Freshman Focus
- O. Instructional Model Committee
- P. Consumer Life Advisory Committee
- Q. Kaufman Award Committee

SPECIAL PROGRAMS

- A. Eighth Grade Orientation (orientation for all incoming freshmen)
- B. Meet the Redmen/Redettes Night (a meeting of coaches, parents and athletes) – fall, winter, and spring
- C. Parent Teacher Student Organization (monthly meetings)
- D. Guidance Department Special Topic Presentations
- E. Project Graduation (a parent sponsored senior graduation party)
- F. Award Ceremonies and Programs:
 - 1. Honor Roll/National Honor Society Induction Ceremony
 - 2. Kaufman Awards
 - 3. Athletic Awards Ceremonies
 - 4. Music Award Ceremonies
 - 5. Board of Education Recognition of Top Seniors
 - 6. Renaissance Recognition Program
 - 7. Local Scholarship Presentation Ceremony
 - 8. Excellence in Education
 - 9. Student of the Week
 - 10. Open House (Parents meet teachers)

APPENDIX A
School Improvement Plan

School Improvement Plan

School Year: 2010

School District: Marquette Area Public Schools

Intermediate School District: Marquette-Alger RESA

School Name: Marquette Senior High School

Grades Served: 9,10,11,12

Principal: Mr. Robert Anthony

Building Code: 02389

Marquette Senior High School

School Improvement Plan Page 17 of 29

School Improvement Plan

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Marquette Senior High School

School Improvement Plan Page 17 of 29

Introduction

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

Provide schools and districts with a comprehensive framework that describes the elements of effective schools.

Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.

Give direction to, support, and enhance the school improvement planning process.

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

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

Who do we serve?

How do we do business?

Where are we now?

Where do we want to be?

What and where are the gaps?

What is/are the root cause(s) for the gaps?

How will we get to where we want to be?

How will we evaluate our efforts and progress?

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

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

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

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Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School: **Marquette Senior High School**
District: **Marquette Area Public Schools**
Public/Non-Public: **Public**
Grades: **9,10,11,12**
School Code Number: **02389**
City: **MARQUETTE**
State/Province: **Michigan**
Country: **United States**
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Vision

Vision Statement

The staff of the Marquette Area Public Schools believes that all students can learn and achieve mastery of basic skills. We accept responsibility, in collaboration with the home and community, to teach all students so that they can attain their maximum educational potential and become responsible, contributing members of society.

Mission Statement

The Marquette Senior High School staff believes that all students can learn. Therefore, the staff, working with the home and community, accepts the responsibility to provide each student opportunities to acquire skills necessary to attain maximum educational potential and to become lifelong learners and productive, responsible citizens.

Beliefs Statement

The staff of Marquette Senior High School believes that communication leads to understanding, understanding fosters relationships, and relationships build community. Our teaching and learning community fosters and develops inquiry, integrity, diversity, equality and academic achievement.

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Goals

ID Name Development Status Progress Status

6734 Math Calculations, Algorithms Approved Open
6735 Science Inquiry and Reflection Approved Open
8883 ELA Writing: Purpose and Audience Approved Open
8884 Social Studies History Approved Open

Goal 1: Math Calculations, Algorithms

Content Area : Math

Goal Source : cna

Development Status : Approved

Student Goal Statement : Improve all student proficiency in math calculations and algorithms.

Gap Statement : There is a significant difference in performance between our regular education and special education students in math calculations and algorithms as measured by the MME.

Cause for Gap : Lack of teacher knowledge and experience in teaching math through differentiated instructional practices.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? Improvement in MME scores, classroom grades for our special education students

Contact Name : Bob Anthony

List of Objectives:

ID Objective

7448 All students will increase in skills in the area of calculations and algorithms: the percentage of non-disabled students proficient on the MME will increase from 72% to 74% and the percentage of students with disabilities proficient on the MME will increase from 40% to 43% at the end of the 2009-2010 school year.

SPR (90) Challenges : None

1.1. Objective: Calculations and algorithms

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Measurable Objective Statement to Support Goal : All students will increase in skills in the area of calculations and algorithms: the percentage of non-disabled students proficient on the MME will increase from 72% to 74% and the percentage of students with disabilities proficient on the MME will increase from 40% to 43% at the end of the 2009-2010 school year.

List of Strategies:

ID Strategy Locked

By

7448 District staff will implement effective, research based differentiated instruction mathematic strategies.

1.1.1. Strategy: Differentiated instruction

Strategy Statement: District staff will implement effective, research based differentiated instruction mathematic strategies.

Selected Target Areas

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

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

Differentiated Instruction

Description: This school-wide practice uses a variety of methods to differentiate instruction for students with various learning styles.

Teachers are trying to connect with all of their students by meeting as many learning preferences as possible. They are also using differentiation to address reading comprehension problems.

Differentiation is being implemented via use of multiple instructional strategies designed to meet the needs of various learning styles through a variety of modalities.

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Research: The work of Dr. Marcia Tate (Shouting Doesn't Grow Dendrites and Worksheets Don't Grow Dendrites)supports differentiated instruction. Gayle Gregory, Carolyn Chapman, and Carol Tomlinson have also contributed research and publications on this topic.

Conclusion: Teachers plan to continue using and refining their use of differentiated instruction.

List of Activities:

Activity Begin Date End Date Staff Responsible

Provide training opportunities for math staff in differentiated instruction.

10/08/2010 10/08/2011 Principal, assistant superintendent

1.1.1.1. Activity: Differentiated Instruction Professional Development

Activity Description: Provide training opportunities for math staff in differentiated instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Principal, assistant superintendent

Actual staff responsible for implementing activity: Kathlene Kryza

Planned Timeline: Begin Date - 10/08/2010, End Date - 10/08/2011

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

Fiscal Resources Needed for Activity:

Resource Funding Source Planned

Amount

Actual

Amount

Current district staff and outside trainer Small Learning Communities Federal Grant 15,000.00 0.00

Goal 2: Science Inquiry and Reflection

Content Area : Science

Goal Source : cna

Development Status : Approved

Student Goal Statement : Improve all student proficiency in science inquiry and reflection through expository/informational text.

Gap Statement : There is a significant difference in performance between regular education [80% on MME] and special education students [40% on MME] in the area of science inquiry and reflection.

Cause for Gap : Lack of teacher experience using expository texts in teaching science inquiry and reflection.

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Multiple measures/sources of data you used to identify this gap in student achievement : EXPLORE, PLAN, MME and common classroom assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Improvement in MME and classroom assessment results.

Contact Name : Bob Anthony

List of Objectives:

ID Objective

7450 All students will increase in skills in the content area science inquiry and reflection: the percentate of nondisabled

students proficient on the MME will increase form 80% to 82% and the percentage of students with disabilities proficient on the MME will increase from 40% to 43% at the end of the 2009-2010 school year.

SPR (90) Challenges : None

2.1. Objective: Inquiry and Reflection

Measurable Objective Statement to Support Goal : All students will increase in skills in the content area science inquiry and reflection: the percentate of non-disabled students proficient on the MME will increase form 80% to 82% and the percentage of students with disabilities proficient on the MME will increase from 40% to 43% at the end of the 2009-2010 school year.

List of Strategies:

ID Strategy Locked

By

7450 District staff will implement specific writing strategies to teach students the difference between reading a narrative text versus expository/informational texts relating to scientific inquiry and reflection.

2.1.1. Strategy: Expository/Informational text

Strategy Statement: District staff will implement specific writing strategies to teach students the difference between reading a narrative text versus expository/informational texts relating to scientific inquiry and reflection.

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Selected Target Areas

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) III.1.B.5 Student-Centered: Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

SPR (90) III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

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

Expository/Informational texts

Description: This school-wide practice uses professional learning communities to promote staff collegiality and improve instructional practices.

Through a structured yet informal atmosphere collegial support and collaborative inquiry can occur through ongoing and collaborative professional development to improve instructional practices in order to improve student achievement.

Critical Friends provides a framework for this process. Critical Friends Groups promote the sharing of learning experiences that correlate with session topics. Teachers are encouraged to share how they have implemented a strategy or observed an issue in their classrooms and its impact on student learning.

This also provided an opportunity for collaborative reflection on the types of assignments resulting in specific student products. Ultimately, this collaborative experience has already resulted in some teachers making changes in instructional practices that we believe are leading to students better understanding of the content material and increasing student achievement.

Resources: Our Critical Friends group provides a model for cross curricular opportunities for all staff members to brainstorm possible solutions to instructional needs.

Research: Research from the National Staff Development Council (NSDC), and the National School Reform Faculty initiative has demonstrated that a professional learning community not only offers a support network, it is also a vehicle for ongoing professional development.

List of Activities:

Activity Begin Date End Date Staff

Responsible

Science teachers through collaborative critical friends groups will begin using expository/informational texts relating to scientific inquiry and reflection in their lessons.

10/08/2010 10/10/2011 Critical friends team members.

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2.1.1.1. Activity: Critical Friends expository/informational text

Activity Description: Science teachers through collaborative critical friends groups will begin using expository/informational texts relating to scientific inquiry and reflection in their lessons.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Critical friends team members.

Actual staff responsible for implementing activity: Matt Ludwig

Planned Timeline: Begin Date - 10/08/2010, End Date - 10/10/2011

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

Fiscal Resources Needed for Activity:

Resource Funding Source Planned

Amount

Actual

Amount

Current District Staff Small Learning Communities Federal Grant 15,000.00 15,000.00

Goal 3: ELA Writing: Purpose and Audience**Content Area :** English Language Arts**Goal Source :** Continuous Improvement**Development Status :** Approved**Student Goal Statement :** Improve all student proficiency in ELA writing purpose and audience.**Gap Statement :** There is a significant difference in performance between regular education students [64% on MME] and special education students [19% on MME].**Cause for Gap :** Lack of teacher knowledge and experience teaching writing purpose and audience through differentiated instructional methods to students with varying ability levels.**Multiple measures/sources of data you used to identify this gap in student achievement :** EXPLORE, PLAN, MME, common classroom assessments.**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Improvement in MME scores and classroom grades for our special education students.**Contact Name :** Bob Anthony**Marquette Senior High School****School Improvement Plan** Page 22 of 27**List of Objectives:**

ID Objective

9524 All students will increase in skills in the content area ELA writing purpose and audience. The perce

3.1. Objective: Writing Purpose and Audience**Measurable Objective Statement to Support Goal :** All students will increase in skills in the content area ELA writing purpose and audience. The perce**List of Strategies:**

ID Strategy Locked

By

9524 District staff will implement a variety of specific writing strategies to teach students writing purpose and audience.

3.1.1. Strategy: Differentiated Instruction**Strategy Statement:** District staff will implement a variety of specific writing strategies to teach students writing purpose and audience.**Selected Target Areas**

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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

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

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

This school-wide practice uses a variety of methods to differentiate instruction for students with various learning styles.

Teachers are trying to connect with all of their students by meeting as many learning styles as possible.

They are also using differentiation to address writing problems focusing on purpose and audience.

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Differentiation is being implemented via use of multiple instructional strategies designed to meet the needs of various learning styles through a variety of modalities. These include note taking, manipulatives (such as foldables), reteaching, playing music, movement, choral reading, alternative projects, small group activities, Think/Write/Pair/Share, and graphic organizers

Research: The work of Dr. Marcia Tate (Worksheets Don't Grow Dendrites) supports differentiated instruction as well as the work of Garmston and Wellman (Adaptive Schools) instructional strategies. Teachers plan to continue using and refining their use of differentiated instruction.

List of Activities:

Activity Begin Date End Date Staff Responsible
English Language Arts teachers will be trained in differentiated instruction.

10/08/2010 10/10/2011 ELA teachers and an outside trainer.

3.1.1.1. Activity: Professional Development to ELA staff in differentiated instruction

Activity Description: English Language Arts teachers will be trained in differentiated instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: ELA teachers and an outside trainer.

Actual staff responsible for implementing activity: Kathleen Kryza

Planned Timeline: Begin Date - 10/08/2010, End Date - 10/10/2011

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

Fiscal Resources Needed for Activity:

Resource Funding Source Planned

Amount

Actual

Amount

Current staff and outside [out-of-district] trainer

Small Learning Communities Federal

Grant

15,000.00 0.00

Goal 4: Social Studies History

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

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Student Goal Statement : Improve all student proficiency in Social Studies: History.

Gap Statement : There is a significant difference in performance between regular education students [95% on MME] and Special education students [68% on MME] in the area of social studies: history.

Cause for Gap : Lack of teacher knowledge and experience teaching history through differentiated methods.

Multiple measures/sources of data you used to identify this gap in student achievement : EXPLORE, PLAN, MME and common classroom assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Improvement on MME and classroom assessment results.

Contact Name : Bob Anthony

List of Objectives:

ID Objective

9531 All students will increase in skills in the content area of social studies: history. The percentage

4.1. Objective: Social Studies: History

Measurable Objective Statement to Support Goal : All students will increase in skills in the content area of social studies: history. The percentage

List of Strategies:

ID Strategy Locked

By

9531 District staff [social studies teachers] will implement differentiated instructional methods to teach student history.

4.1.1. Strategy: Social Studies: History

Strategy Statement: District staff [social studies teachers] will implement differentiated instructional methods to teach student history.

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Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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

Other Required Information for Strategy

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

Differentiated Instruction

Description: This schoolwide practice encourages teachers to differentiate their instructional practices. The school wanted to train teachers to differentiate instruction and to provide support to teachers in developing and implementing lessons that met the needs of students at all levels. Through informal peer-to-peer observations, teachers will introduce more small group and hands-on activities in their lessons.

Reason for practice: Involving students actively in their learning process through differentiating instruction will improve academic performance and student behavior.

Research: Carol Ann Tomlinson has published extensively on differentiating classroom instruction. ASCD offers many resources on differentiation through its website and catalogues.

List of Activities:

Activity Begin Date End Date Staff Responsible

Provide training opportunities for social studies staff in differentiated instruction.

10/11/2010 10/10/2011 Principal, Assistant

Superintendent

4.1.1.1. Activity: Social Studies: History Differentiated Instruction

Activity Description: Provide training opportunities for social studies staff in differentiated instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Principal, Assistant Superintendent

Actual staff responsible for implementing activity: Kathlene Kryza

Planned Timeline: Begin Date - 10/11/2010, End Date - 10/10/2011

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

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Fiscal Resources Needed for Activity:

Resource Funding Source Planned

Amount

Actual

Amount

Current staff and out-of-district trainer Small Learning Communities Federal Grant 15,000.00 0.00

Resource Profile

Funding Source Planned Amount Actual Amount

Other \$60,000.00 \$15,000.00

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

Mrs. Chris Swadley

Guidance

Counselor

cswadley@mapsnet.org

Mrs. Holly Warchock English Teacher hwarchock@mapsnet.org

Mrs. Lisa Jahnke

Special Ed

Teacher

ljahnke@mapsnet.org

Dr. Matt Ludwig Band Teacher mludwig@mapsnet.org

Mr. Brad Nelson Math Teacher bnelson@mapsnet.org

Ms. Karen Bacula Science Teacher kbacula@mapsnet.org

Mr. Dirk Ahlers

Foreign

Language

Teacher

dahlers@mapsnet.org

Mrs. Karen Angeli English Teacher kangeli@mapsnet.org

Mrs. Blythe Raikko Learning Center braikko@mapsnet.org

Mr. Steven Solinski

Social Studies

Teacher

ssolinski@mapsnet.org

Mr. Tom Seeke Math Teacher tseeke@mapsnet.org

Mr. Chris Standerford Science Teacher cstanderford@mapsnet.org

Mrs. Patti Karwoski

Guidance

Counselor

pkarwoski@mapsnet.org

Mr. William Shaw Tech Ed wshaw@mapsnet.org

Mrs. Kim Carr Business Teacherkcarr@mapsnet.org

Mrs. Jennifer Broadway PTSO - parent jbbroadway@mapsnet.org

Mrs. Karla McCutcheon

PE - Health

Teacher

kmccutcheon@mapsnet.org

Mrs. Julie Nault

Consumer Life

Education T

jnault@mapsnet.org

Mr. Fred Cole
Social Studies
teacher
fcole@mapsnet.org
Mr. Mike Cook English teacher mcook@mapsnet.org
Ms. Calee Malvasio
Special Ed
Teacher
cmalvasio@mapsnet.org

Ms. Carole Hare Business teacher chare@mapsnet.org
Mrs. Sandra Hendrickson Math teacher shendrickson@mapsnet.org

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

Ongoing involvement of stakeholders in the planning, design, monitoring and evaluation of our school improvement plan occurs in monthly meetings of our Building Leadership Team, our Department Heads, our **Marquette Senior High School**

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Critical Friends group, on our Freshman Academy, with students through our principal's Fishbowl meetings and our Parent Teacher School Organization (PTSO).

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

Examination and analysis of relevant student data drives decisions pertaining to appropriate instructional strategies, effective assessments and curricular improvements. This examination occurs in our Building Leadership team meetings, in Department Head meetings and through our Critical Friends group. This scrutiny further occurs within our [individual] Departments through discussions and dialogue with subject level teams of teachers. Data is also presented at our PTSO meeting for input and information.

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

Information and progress are shared in the English language.

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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 nondiscrimination responsibilities.

Position of Contact:

Office of Superintendent : Jon Hartwig; Assistant

Superintendent : Debbie Veiht

Address: 1201 W. Fair Avenue

Telephone Number: 906-225-4200

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?

Professional development is aimed at differentiated instructional strategies, the utilization of ELA and Math Coaches working with individual or teams of teachers as provided by our Small Learning Communities grant, data driven dialogues and analysis focused around common assessments and interdisciplinary instructional strategies. Additionally, agreed upon guidelines for conversations through protocols from the National School Reform Faculty for looking at student work, giving and receiving feedback, solving problems or dilemmas, observing classrooms or peers, and pushing thinking on a given issue and to structure a discussion around a text provide further professional learning opportunities to our faculty in support of the successful implementation of this school improvement plan.

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

The district has dedicated Title II funds as well as funds available through our Small Learning Communities Grant to support our school improvement plan.

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

Surveys provide feedback from our faculty indicating level of need and basis for integration of technology to support our school improvement plan. Technology integration is evidenced through our on-line grading and student management systems. The district support ongoing upgrades to technology through "system" upgrades, the rotating cycle of purchase [lease] of newer machines, providing data projectors to classrooms, and in providing document cameras.