

**Ida Public Schools
District School Improvement Plan
2003-2007**

■ **District Mission Statement**

The mission of the Ida Public Schools is to bring students, staff, and community together for the purpose of creating a safe environment wherein all students become life-long learners and develop to their fullest potential.

■ **Goals based on student academic objectives for all students**

Shared Vision:

We, representing the stake-holding groups within the Ida Public Schools, state the following as our shared vision. We believe that the Ida Public Schools will become a place where students can grow, learn, and develop proficiencies so that as adults they will be proficient in the following areas:

- ✓ Academic skills including reading and language arts, math, science, world studies, and cultures,
- ✓ Thinking Skills including logical thinking, critical thinking, problem solving, and goal setting,
- ✓ Communication Skills including reading, writing, listening, speaking, using technology, as well as the personal skills to cooperate, work in a team, and respect the opinion of others,
- ✓ Living Skills including time management, flexibility, communication, social skills, positive values, independence, being a life-long learner, understanding government, citizenship skills, and the ability to care and provide for themselves.
- ✓ Technological Skills including computer literacy, technical reading and writing, and using technology in study, work, and leisure time, and
- ✓ Personal Skills including understanding themselves, physical and mental health, valuing self worth, and understanding options and making choices.

Shared Beliefs:

We, representing the stake-holding groups within the Ida Public Schools, believe that all students can learn. We also believe that learning does not happen in a linear fashion in all students, but that all students can learn, though not always at the same time or in the same manner. Thus we believe that the learning process and the time it takes to master learning is unique to each individual. We also believe that by the time Ida Public School' students graduate they will be able to solve problems, communicate effectively, use technology effectively, appreciate diversity, compete for jobs nationally and globally, be self-motivated, be team workers on the job, in the family, and in the community, have the life skills to be responsible adults, apply what they have learned in school to their lives, become economically independent, and be life-long learners since they will have the learning skills necessary to be independent learners.

■ District School Improvement Plan: Ida Public Schools--Shared Goals

Goal 1: All students will demonstrate improvement in literacy as evidenced by scores on the MEAP ELA (Reading and Writing) Assessments

Goal 1A: All students will demonstrate the ability to write clear and grammatically correct compositions to communicate effectively for a variety of purposes.

Goal 1B: All students will improve in reading comprehension demonstrated by utilizing a variety of text material--narrative, technical, and informational.

Process: How each building carries out these goals will be outlined in the building school improvement plans.

Processes in Place to Review and Revise the Curriculum. Suggested Strategies:

- A. Update curriculum maps to align instruction and assessment with Michigan Grade Level Content Expectations (GLCS)
- B. Work across grade levels and within grade levels to ensure that all ELA benchmarks are addressed and assessed for mastery through the implementation of Pearson Benchmark. (2006 – 2007)
- C. By the end of June 2007, a written curriculum map for each content area will be available. This curriculum will be revisited each year to make certain that it is complete and appropriate.
- D. Progress will be measured by analyzing MEAP data, TerraNova data, and other grade level assessments data. Data will be shared through Pearson Inform.
- E. Grade Level Reading/Writing Expectations will be developed by teachers K-12, and students will periodically be assessed for mastery using rubrics.

Technology will be for at least all of the following:

- A. To document student mastery of GLCES
- B. For quicker revision and rewriting using the writing process.
- C. To maintain student writing and reading portfolios.

Goal 2: All students will demonstrate improved achievement mathematics as evidenced by MEAP and TerraNova Tests.

Strategies:

Specific Strategies for carrying out this plan are outlined in the building school improvement plans. The following strategies are recommended:

- A. Update curriculum maps to align instruction and assessment with Michigan Grade Level Content Expectations (GLCS).
- B. Work across grade levels and within grade levels to ensure that all mathematics benchmarks are addressed and assessed for mastery.
- C. Implement Pearson Benchmark with common grade level assessments in mathematics. (2006 – 2007)

- D. Continue mapping the mathematics curriculum working within and across grade levels as building and district mathematics curriculum are clearly defined.
- E. Utilize ProSolve in the grade levels 5-8.
- F. Utilize technology for problem solving activities.
- G. Investigate strategies for assessing mastery of mathematics benchmarks using methods other than paper and pencil activities. For example, implement KeyTrain at the high school level.
- H. Develop multiple strategies for testing, for example, participate in on-line MEAP assessment.
- I. Use the measuring tools for problem solving activities. These would include calculators (regular and graphing), computers, and other measurement devices that are appropriate to solving a specific problem.

Goal 3: All students will demonstrate improved mastery of the Michigan Curriculum Frameworks science benchmarks by using the scientific method and learning science information through a variety of experiences which would include instructional labs, science kits , and/or hands-on activities at all grade levels as well as learning through written science instructional materials.

Achieving our Goals: The instrument to measure this goal will be the MEAP Science tests as well as the TerraNova tests in the grade levels in which they are given.

Strategies:

- A. Continue with mapping the curriculum within and across grade levels. Prepare for the implementation of Science GLCES as soon as they are released.
- B. The science curriculum will be re-evaluated each year and modified in light of new requirements or best practice evidence of how students learn.
- C. Teachers will also continue to look at a variety of testing practices including, but not limited to, projects, paper and pencil tests, use of rubrics, etc.

Goal 4: All students will demonstrate improved mastery of gathering information, using data, utilizing core democratic values, and taking a position and supporting that position to develop a powerful civic essay in the area of social studies.

Achieving Our Goals: This goal will be measured by MEAP Social Studies test data as well as the scoring of civic essays in social studies classes using the scoring rubric.

Plan: The specific plan to carry out this goal will be included in the individual plans for each building.

Building plans should include some of the following strategies:

- A. Practice writing civic essays in class--presentation in a verbal format would be very appropriate. For example, PowerPoint presentations could be very effective
- B. Utilize technology to develop civic essays and utilize rubrics to assess student work.
- C. Increase opportunities during the year for students to participate in writing activities.

Goal 5: Develop an Early Identification System to identify those students who are not achieving in mastering the grade level outcomes or expectations and who do not score at grade level in each building. Building will develop their own plans, but those plans should address some of the following components:

- A. Provide Programs for students who need intervention to succeed. For example, middle school student/staff mentoring, after school tutoring.
- B. Utilize Pearson Inform to document student progress and provide a history of MEAP and TerraNova scores to appropriate staff.
- C. Develop programs for students who need specific work on specific skills so that they can succeed. Provide students with assistance and instructional support scheduled during the day on an individual or small group basis.

■ Curriculum aligned corresponding with goals

Process: Curriculum mapping was initiated throughout the district in 2002-2003. The district staff worked together within and across grade levels to develop grade level curricula and outcomes. The developed curriculum is consistent with the Michigan Curriculum Framework, however, it must be updated to incorporate instruction and assessment related to the GLCES as they are released.

■ Evaluation processes/evaluation of the plan

Goal 6: Process: District and building school improvement plans will be reviewed on a yearly basis and revised, taking into consideration new information concerning student achievement, “best practice” information, new state or national requirement, and evaluation of the progress achieved during the year in reaching our goals and articulating revised objectives and strategies for the next year.

Strategies:

- A. Professional development related to the implementation of the MLPP in grades K-5 is continuing.
- B. Achievement data in from all grade levels is evaluated on an annual basis. This data is used by building school improvement teams to revise curricula. This process is outlined in school improvement plans.
- C. The Terra Nova Assessment Test provides data in reading and math for all students in grades one through eight.
- D. Additional TerraNova testing includes social studies and science in grades 2,3,4, and 6.
- E. Additional means of assessing academic goals are documented in building School Improvement Plan updates.
- F. Alternative assessment measures that provide authentic assessment of skills, competencies, and student achievement that relates to specific goals are in place and are listed in specific building plans.

■ Staff Development

Goal 7: All staff will participate in consistent sustained professional development opportunities determined by staff and building school improvement teams. PD Needs assessments related to building plans are distributed at the building level in order to plan for each anticipated audience. All planned opportunities support the building and district school improvement initiatives.

Goal Statement 7A:

The district committee (Ida Curriculum Council) working with the Curriculum Coordinator and the School Improvement Team representatives from each building serves as a committee to select and plan professional development activities that will be attended by all staff. These activities will be planned with the advice and input of all staff and the activities will support district goals.

Goal Statement 7B:

Building level areas of focus and activities for professional development will be determined by consensus of the staff in the individual building based on survey. The professional development plans for the year will be articulated in the annual revision of the building school improvement plan. Building level professional development plans must support the goals identified in the building school improvement plan as well as the district plan, and those activities must be part of a sustained and in depth focus.

Goal Statement 7C:

All staff/teachers are encouraged to attend conferences supported by professional development funds based upon their building school improvement plan with additional conferences approved by building principals. Many attend ISD sponsored professional development workshops. These activities would included, but are not limited to:

Title II professional development funds (approximately \$3,400) will be utilized by the ISD for the following:

- The MCISD will to continue provide Monroe County's annual Countywide In-service.
- The ISD will provide other professional development activities throughout the year on a countywide basis.
- The Ida Schools annually allocates funding/resources for on-site professional development opportunities.

■ Development and utilization of community resources and volunteers

Ida encourages parental and community involvement in our schools in a number of ways. The goal to encourage more participation and to acknowledge the wonderful support given is a component of the school's plan. Our PTA and PTO are very active, and collaboratively with staff they provide students with many extra opportunities. Parent and community volunteers play a vital role as mentors or chaperones in making possible many special projects and field trips in all buildings. Parents are members of the Ida Curriculum Council and serve as representatives on committees with a focus on Title I, the Ida Health Committee/Health Advisory Board; they also serve at MATHCOUNTS mentors and Quiz Bowl facilitators.

Parents volunteer various amounts of time in classrooms and assist throughout the school year with the athletic and band programs. Community support is also demonstrated by the attendance at the annual Open Houses and parent/teacher conferences.

■ ■ **Role of adult and community education, libraries, and community colleges in the learning community**

The Ida District currently does not offer any adult or community education programs. The Monroe County Community College, Siena Heights, and Spring Arbor provide excellent adult and community education opportunities for the Ida area residents. The Monroe County Library System offers many opportunities for the Ida community. The Ida branch continues to serve the needs of area residents.

■ ■ **Building level decision making**

A collaborative process for goal development and implementation is in place within the Ida School District. Individual building staff review and revise school improvement goals on an annual basis. School Improvement goals are reviewed each year by the Ida Curriculum Council / District School Improvement Team in an effort to provide K-12 continuity through communication and collaboration with all building and district stakeholders including administrators, teachers, parents, and other residents of the school district.

■ ■ **Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies**

The Ida Public School District supports and encourages authentic assessment of pupils' achievements, skills and competencies in all instructional areas.

- The implementation of Pearson Benchmark and Inform will be essential in documenting student mastery beginning in the Fall of 2006.
- Hands-on science projects and activities are standard procedures with science kits and science labs in all buildings. Science fairs featuring students' projects are held annually at the elementary and middle school levels.
- Rubric based learning drives instruction in writing.
- Students maintain portfolios in a number of classes including but not limited to English, careers, and technology classes.
- Project-based learning is highlighted particularly through technology applications and careers classes in the district. All students in grades K-12 are encouraged to participate in the Young Authors' Program.
- The MLPP Assessments are utilized K-3 and will soon be extended to grades 4 and 5. Additional assessments include the standardized TerraNova in grades 1 through 8 and the MEAP in grades 3-9.

■ ■ **Assessment measures for Title I, Parts A, C, and D to identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum**

- All K-4 teachers identify Title I students through grade level assessments in the four core areas each September. Parent and/or teacher recommendations are factors in the identification process.
- TerraNova Assessment scores, available at the end of the school year in May/June, provide additional data.
- As GLCES are developed and released, they are incorporated into the curriculum maps to plan for instruction and assessment.
- All students identified with a second language in the home also are assessed with the ELPA.

■ **Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum**

The Ida Schools continue to build on the base that we have established by updating our plan to provide the best utilization of technology available within the district while keeping abreast of new and emerging technologies.

The following challenges are addressed in the latest District Technology Plan which is on file at the Monroe ISD and approved by the Michigan Department of Education:

- ❑ Maintaining the Ida millage designated for technology
- ❑ Continuing network and server support
- ❑ Continuing curricular integration
- ❑ Continuing professional development for all staff
- ❑ Providing accessibility for voice, video, and data for all staff
- ❑ Continuing growth and support of a SIS through the Monroe/Lenawee Technology Consortium
- ❑ Continuing the use of a web-based program such as Edline as a communications tool for parents, students, and staff.

■ **Opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction**

- ❑ Job shadowing and work experience opportunities in-house and off-campus are offered as a component of the high school curriculum.
- ❑ Co-op opportunities are provided through the Monroe County Southwestern Consortium and ISD.
- ❑ Careers Classes in Ida are required for all eighth graders and juniors.

■ **Required stakeholders are invited and allowed to voluntarily participate in the development, review, and evaluation of the district school improvement plans.**

The District School Improvement Team consists of staff members participating on the Ida Curriculum Council. Participants represent all grade levels K-12 and the Monroe County Program for the Hearing Impaired. Participants include building principals, community members, student representatives, and an Ida Board of Education representative. Meetings of the Ida Curriculum Council / District School Improvement Team are scheduled on a monthly basis throughout the school year. School Improvement topics are on each agenda.