

# District Improvement Plan

School Year: 2009

District Name: North Muskegon Public Schools

Intermediate School District: Muskegon Area ISD

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

Superintendent: Mr. John Weaver

Building Code: 61230

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# District Improvement Plan

**Contents**

Introduction ..... 3

District Information ..... 5

Vision ..... 6

Goals ..... 7

    Goal 1: Improving Writing scores of subgroups ..... 7

    Goal 2: Improve math proficiency of subgroups ..... 10

    Goal 3: Improve Reading scores of subgroups ..... 14

Resource Profile ..... 19

NCLB Assurances Report ..... 19

Stakeholders ..... 19

Statement of Non-Discrimination ..... 24

Conclusion ..... 25

## Introduction

The Michigan Department of Education, Office of School Improvement 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>North Muskegon Public Schools</b>
ISD/RESA:	<b>Muskegon Area ISD</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>61230</b>
City:	<b>North Muskegon</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## Vision Statement

As the North Muskegon Public School District, it is our task to educate all students with the ultimate outcome of becoming productive and contributing members of society.

Students will be provided with a safe and nurturing environment where they will have individual contact with caring teachers and administrators. Together, we will seek to develop in all of our students the ability to communicate effectively, think critically, analyze, problem solve, evaluate and collaborate. These skills, along with exposure to a rigorous curriculum, will ultimately position our students for participation in the new global economy.

North Muskegon Public Schools is committed to providing its students opportunities in athletics, languages and the fine arts in order to develop well rounded individuals and add richness to every life.

It is our responsibility as an educational institution to help students use technology to prepare for their place in the global economy. North Muskegon Public Schools will provide and integrate technology to enhance our educational mission for students, staff and community members.

North Muskegon values its traditions and long history of educational excellence not only within the local community but at the state and national levels. Preparing all students for a post secondary school career has always been a goal of the district and will continue to be embraced well into the future.

North Muskegon Public Schools staff, parents, students and community members will strive to maintain a high quality educational experience for all of our students.

## Mission Statement

The staff of North Muskegon Public Schools, in partnership with parents and community, will educate each student. Our mission is student mastery of skills essential to life long learning and the development of positive self-esteem leading students to become productive, responsible citizens.

## Beliefs Statement

We believe that the purpose of North Muskegon Public Schools is to create a student who functions responsibly and effectively as a citizen. One who communicates effectively through reading, writing, speaking, listening and the arts. Our students will learn how to cooperate and collaborate. They will develop an ability to think critically and be able to apply problem solving skills. We believe that a successful student will be able to think independently and creatively. It is the job of all members of the North Muskegon school community; whether parent, teacher, administrator, board member or community member to ensure that we maintain the long standing tradition of excellence that our students have historically received.

## Goals

ID	Name	Development Status	Progress Status
5013	Improving Writing scores of subgroups	Approved	In Progress
5028	Improve math proficiency of subgroups	Approved	In Progress
5070	Improve Reading scores of subgroups	Approved	In Progress

### Goal 1: Improving Writing scores of subgroups

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students identified as being part of a sub group- male-female, economically disadvantaged or special education will perform on standardized tests at comparable levels as their non-subgroup peers.

**Gap Statement :** A review of the data shows that students identified as being economically disadvantaged perform at lower levels than non ED students on writing assessments. 80% of 11th grade ED students failed the MME writing assessment versus 40% of non ED students. Females in general, have a higher failure rate than males in regards to passing the writing assessment. No member of the high school special ed subgroup has passed the writing assessment in several years.

In the lower grade levels, proficiency rates are higher. The middle school shows proficiency levels in the mid 80% for grades 6, 7 and 8. Elementary scores are similar, however, data shows that ED students are achieving at lesser rates than non ED students. Some special education members in the elementary and middle school are having success on the English Language Arts assessments.

**Cause for Gap :** The economically disadvantaged sub group has been growing within the school. The district participates in the county wide school of choice program. Many of these students come from a lower social economic situation than non schools of choice students. Many of these school of choice students have come to the district later in their school careers. Data has determined that students who come later do not do as well as school of choice students who start with Kindergarten in the district.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Data is accumulated in several forms: MEAP, SAT10/OL, ACT, ACT Explore, Units Assessments, Title One assessments, staff observations, Standard and Poor's school valuation information.

**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?** Based upon MEAP Writing and MME Writing scores, we would like to see a five percent increase each year in writing scores for the ED, special education and female subgroups.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmpps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** John Weaver

**List of Objectives:**

ID	Objective
5315	Students will receive instruction from teachers who have been trained in the Lucy Calkins "Units of Writing" method of writing instruction. Teachers will complete this course within two years. Grade level and content level teachers will meet regularly to ensure a uniform delivery of instruction building wide.

**ci Challenges :** None

## 1.1. Objective: Improving writing scores of subgroups

**Measurable Objective Statement to Support Goal :** Students will receive instruction from teachers who have been trained in the Lucy Calkins "Units of Writing" method of writing instruction. Teachers will complete this course within two years. Grade level and content level teachers will meet regularly to ensure a uniform delivery of instruction building wide.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmpps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
5315	All elementary and middle school ELA teachers will receive training in the Lucy Calkins "Units of Writing" method of writing instruction from trainers provided by the Muskegon Area Intermediate School District or the Lakeshore Writers Initiative. Individual student progress will be monitored by classroom teachers using a rubric. If progress is not being made, the teacher will provide individual or small group instruction that will focus on the needs of members of that sub group.	

### 1.1.1. Strategy: Teacher professional development- Units of Writing

**Strategy Statement:** All elementary and middle school ELA teachers will receive training in the Lucy Calkins "Units of Writing" method of writing instruction from trainers provided by the Muskegon Area Intermediate School District or the Lakeshore Writers Initiative.

Individual student progress will be monitored by classroom teachers using a rubric. If progress is not being made, the teacher will provide individual or small group instruction that will focus on the needs of members of that sub group.

#### Selected Target Areas

CNA 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.
CNA 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.

#### Other Required Information for Strategy

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

The Calkins methods of instruction has been adopted by most of the schools within the county. The MAISD provides assistance with training and implementation of the program to area schools.

#### Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will attend the MAISD offered Writing Through the Units in-service. The same staff will attend three other sessions that will occur later in the 09/10 school year. Staff will share what has been learned with other staff members during staff meetings	09/07/2009	06/04/2010	Elementary and middle school (ELA) teachers

at least twice a month.

### 1.1.1.1. Activity: MAISD Professional development - Writing Through the Units

**Activity Description:** Staff will attend the MAISD offered Writing Through the Units in-service. The same staff will attend three other sessions that will occur later in the 09/10 school year. Staff will share what has been learned with other staff members during staff meetings at least twice a month.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Elementary and middle school (ELA) teachers

**Actual staff responsible for implementing activity:** Building administrators Zainea and Van Bergen

**Planned Timeline:** Begin Date - 09/07/2009, End Date - 06/04/2010

**Actual Timeline:** Begin Date - 09/07/2009, End Date - 06/04/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Writing through the Units workshops	General Funds	3,000.00	3,000.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmeps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

## Goal 2: Improve math proficiency of subgroups

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All members of identified subgroups will demonstrate proficiency in math.

**Gap Statement :** A review of the data shows that passing rates for students identified as being members of the "Economically Disadvantaged" subgroup are performing at lower levels of success than non ED students. 73% of ED students failed the math MME in 2008 compared to 33% of non ED peers on the same test.

100% of high school special ed students failed the 2008 math MME test. In the elementary and middle school, passing rates for special ed students are much closer.

In 2008, males taking the MME and receiving a proficient score far surpassed females; 70% versus 43%.

**Cause for Gap :** In the high school, it has been determined that students are not yet adequately prepared for higher level math courses because they do not have a firm foundation in fundamental math procedures.

In the lower grades, overall math scores are much better however, students identified as economically disadvantaged perform at lower levels than Non-ED students. The number of children identified as At Risk and being eligible for free and reduced lunch have been growing rapidly in the district over the past two years.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP, ACT Explore and 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?** The district would like to see a parity between boy and girls achievement in math. Especially in the high school. In the middle school, students will be tested to determine which 8th graders will be allowed to enroll in Algebra. Those that do not show a certain level of mastery will be required to enroll in a "Fundamentals of Math " course as 8th graders. Teachers will collect data from ACT Explore at the end of 8th grade. Algebra teachers will collect data using classroom assessments to determine proficiency levels of 8th and 9th graders.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** John Weaver

**List of Objectives:**

ID	Objective
5366	By June 2010, the number of students in the female and ED subgroup will that demonstrate math proficiency will improve by 10%.

**ci Challenges :** None

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## 2.1. Objective: Improving math proficiency of subgroups

**Measurable Objective Statement to Support Goal :** By June 2010, the number of students in the female and

ED subgroup will that demonstrate math proficiency will improve by 10%.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmpps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
5366	Math teachers in the 7th grade will assess students to determine mastery of fundamental math concepts using a teacher designed assessment. Those rated as proficient will be allowed to enroll in the 8th grade Algebra course. those deemed not demonstrating a level of mastery will be required to enroll in a "Fundamentals of Math" course as 8th graders. They will have the opportunity to enroll in Algebra as 9th graders.	

**2.1.1. Strategy: Improving math proficiencies in the gender subgroup**

**Strategy Statement:** Math teachers in the 7th grade will assess students to determine mastery of fundamental math concepts using a teacher designed assessment. Those rated as proficient will be allowed to enroll in the 8th grade Algebra course. those deemed not demonstrating a level of mastery will be required to enroll in a "Fundamentals of Math" course as 8th graders. They will have the opportunity to enroll in Algebra as 9th graders.

**Selected Target Areas**

CNA 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.

CNA 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.

CNA I.3.A.1 Use of Multiple Measures to Support School-wide Decision-making: The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

**Other Required Information for Strategy**

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

The secondary Math department has reviewed MEAP and MME data to determine that some students, especially females and those in the economically disadvantaged subgroups are not performing at the desired level of proficiency.

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmpps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students in the seventh grade will receive testing at the end of the school year to determine placement for 8th grade math. In addition, teacher observation and past MEAP math performance will also be considered.	09/08/2009	06/04/2010	The middle school math department consists of several highly qualified instructors. The master schedule will be developed and a teacher will be assigned the 7th grade and 8th grade courses based upon availability in the schedule.

**2.1.1.1. Activity: 7th Grade Math Assessment**

**Activity Description:** Students in the seventh grade will receive testing at the end of the school year to determine placement for 8th grade math. In addition, teacher observation and past MEAP math performance will also be considered.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** The middle school math department consists of several highly qualified instructors. The master schedule will be developed and a teacher will be assigned the 7th grade and 8th grade courses based upon availability in the schedule.

**Actual staff responsible for implementing activity:** Middle school math department.

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 06/04/2010

**Actual Timeline:** Begin Date - 09/07/2009, End Date - 06/04/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Middle school math assessment	General Funds	1,000.00	1,000.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### Goal 3: Improve Reading scores of subgroups

**Content Area :** English Language Arts  
**Goal Source :** Continuous Improvement  
**Development Status :** Approved

**Student Goal Statement :** Students who are members of the economically disadvantaged subgroup will meet or exceed state standards in reading.

**Gap Statement :** A review of data K-12 has shown that students who are members of the economically disadvantaged subgroup, perform at lower levels of proficiency than non ED peers. In the high school, only 33% of ED students showed proficiency in English Language Arts compared to a non ED passing rate of 67%.

In both the elementary and middle school buildings, ED students have a lower achievement level than non ED students in the area of reading. In some grade levels the difference is as much as 37%.

**Cause for Gap :** An analysis of the numbers shows that many of those not passing were students who are relatively new to the district and members of the special education subgroup. Also, females have a higher failure rate than males. 84% of males passed compared to 67% on the MME reading assessment.

**Multiple measures/sources of data you used to identify this gap in student achievement :** ACT/MME, MEAP, SAT10

**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?** The district would like to see a 5% gain in achievement each year until 2014.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Contact Name : John Weaver

**List of Objectives:**

ID	Objective
5387	By June 2010, students who have been identified as being members of the economically disadvantaged subgroup, will show a 5% increase in proficiency based upon MME and MEAP assessments.

ci Challenges : None

### 3.1. Objective: Improve Reading proficiency of the economically disadvantaged subgroup

**Measurable Objective Statement to Support Goal :** By June 2010, students who have been identified as being members of the economically disadvantaged subgroup, will show a 5% increase in proficiency based upon MME and MEAP assessments.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmeps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
5387	Students will be instructed by teachers who have received training in differentiated instruction techniques.	
5387	Students will be identified and receive remediation from teachers and para professionals who are utilizing Response to Intervention principles.	

#### 3.1.1. Strategy: Differentiated Instruction

**Strategy Statement:** Students will be instructed by teachers who have received training in differentiated instruction techniques.

**Selected Target Areas**

CNA 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.

CNA 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.

**Other Required Information for Strategy**

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

Differentiated instruction has proven to be a method effective in assisting all students to acquire needed skills because of the multiple methods of instruction used to deliver content.

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
At staff meetings, staff will be required to review articles, books and videos that discuss the use and implementation of differentiated instruction. Those materials will be provided at the beginning of each school year and distributed at K-12 meetings.	09/07/2009	06/04/2010	Elementary, middle school and high school staffs will instruct students using strategies learned in these sessions.

**3.1.1.1. Activity: Staff Book Study**

**Activity Description:** At staff meetings, staff will be required to review articles, books and videos that discuss the use and implementation of differentiated instruction. Those materials will be provided at the beginning of each school year and distributed at K-12 meetings.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Elementary, middle school and high school staffs

will instruct students using strategies learned in these sessions.

**Actual staff responsible for implementing activity:** Building level principals Miri zainea and Jim Van Bergen

**Planned Timeline:** Begin Date - 09/07/2009, End Date - 06/04/2010

**Actual Timeline:** Begin Date - 09/07/2009, End Date - 06/04/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Supporting differentiated instruction	General Funds	1,000.00	1,000.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

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### 3.1.2. Strategy: Response to Intervention (RTI)

**Strategy Statement:** Students will be identified and receive remediation from teachers and para professionals who are utilizing Response to Intervention principles.

**Selected Target Areas**

<p>CNA 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>CNA I.3.A.1 Use of Multiple Measures to Support School-wide Decision-making: The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.</p>
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**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*  
 MAASE resources materials, MAISD workshops. Professional journals.

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmeps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff will conduct grade level and/or building level staffings for identified students. Staff will identify students and design interventions based upon which level of intervention the staffing determines.	09/07/2009	06/04/2010	DK-5 staff.

**3.1.2.1. Activity: RTI staffings**

**Activity Description:** Staff will conduct grade level and/or building level staffings for identified students. Staff will identify students and design interventions based upon which level of intervention the staffing determines.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** DK-5 staff.

**Actual staff responsible for implementing activity:** An RTI coordinator will be responsible for organizing and implementing the effort.

**Planned Timeline:** Begin Date - 09/07/2009, End Date - 06/04/2010

**Actual Timeline:** Begin Date - 09/07/2009, End Date - 06/04/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funding the RTI initiative	Special Education	13,500.00	13,500.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/29/2009	weaverjo@nmeps.k12.mi.us	In Progress	Progress Status changed from Open to In Progress



## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$5,000.00	\$5,000.00
Special Education	\$13,500.00	\$13,500.00

# NCLB Assurances Report

As part of the District Improvement Plan (DIP) submittal process for a given school year, each District receiving Title 1 funds is required to submit an NCLB Assurances Report. The current report status of the NCLB Assurances Report is listed below. The DIP cannot be submitted until the NCLB Assurances Report has a status of Submitted.

Report	Open Date	Due Date	Status
NCLB Assurances			

## 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.	John	Weaver	Superintendent	weaverjo@nmmps.k12.mi.us
Mr.	James	Van Bergen	HS Principal	vanberji@nmmps.k12.mi.us
Mr.	Mitri	Zainea	El. Principal	zaineami@nmmps.k12.mi.us
Mr.	Michael	Belmonte	HS Teacher	belmonmi@nmmps.k12.mi.us
Mr.	Larry	Witham	parent	Larry.Witham@us.nestle.com
Mr.	Monica	Stevens	parent	mcstevens@comcast.net
Mr.	Jeep	Osborn	parent	gordonosborn@yahoo.com
Mrs.	Anna	Plyler	parent	anna.plyler@gmail.com
Mrs.	Melissa	Evans	parent	MeEvans@ibcp.com
Mr.	Mark	Zettell	parent	MZettell@bdo.com
Mr.	Rob	Huisingh	parent	rhuisingh@foxbright.com
Mr.	Jon	Rockwood	board of ed	jrockwoo@monatgue.k12.mi.us
Mr.	Michael	Poulin	parent - board of ed	poulinmi@co.muskegon.mi.us
Mr.	Mark	Singer	board of ed	punimpub@aol.com
Mr.	Will	Meier	parent - board of ed	WJM@parmenterlaw.com
Mrs.	Darlene	Witham	parent - board of ed	dwitham320@comcast.com
Dr.	Mary	Moulton	parent - board of ed	drsmoulton@msn.com
Mrs.	Jennifer	Schultz	teacher-parent	schultje@nmmps.k12.mi.us
Mrs.	Marilyn	Chandonnet	teacher	chandoma@nmmps.k12.mi.us
Mr.	Tom	DeLong	teacher	delongth@nmmps.k12.mi.us
Mr.	Steve	Bliss	board of ed parent	sbliss@reidentities.com

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

The district level teams meets monthly during the school year. Information relative to school improvement (data, trends, school news, new initiatives, etc) are shared and discussed at these meetings. The district improvement team is made up of school professionals, school board members, parents and school community members. Goals have been determined based upon data that has been shared over the course of the school year with the SI team and staff members. Building level staff have input in a variety of venues throughout the year.

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

Staff is allocated four district wide professional development days throughout the school year to address issues

in the curriculum. In addition, every department level (secondary) and grade level (elementary) have two professional planning days in which to plan changes to their curriculums.

Curriculum is routinely a subject matter at monthly building level staff meetings. In addition, the district holds DK-12 staff meetings typically once a month to offer all staff an opportunity to discuss curriculum, instruction, assessment and professional training opportunities. Grade level teachers meet weekly to plan and discuss.

New initiatives or additions/changes in the curriculum are presented to the "Educational Excellence Committee" for review. This committee is made up of a representational group of teachers DK-12 and administrators. Agenda items at these meetings are shared with the BOE and district wide school improvement team.

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

Information is shared via a number of methods that include emails, printed copy, power point, annual report, meetings and the occasional evening special meeting- the Trimester schedule Information Night and the Schools of Choice Impact meeting for example.

Information regarding the district, its student achievement levels and so on are made available on the school's web page. Staff has access to the data via the IGOR Data Warehouse System. All staff has received training in IGOR.

# Statement of Non-Discrimination

## 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:

John Weaver

Address:

1600 Mills Ave. North Muskegon, MI. 49445

Telephone Number:

231-719-4103

### 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?***

Staff will be addressing the content areas of math, writing and reading in particular. Focus will be on impacting identified subgroups within the buildings. Gender, economically disadvantaged and special education students are the area of focus.

Identified staff will attend MAISD professional development offerings that will align with the goals selected. Teachers will attend the Muskegon County "Homegrown" Summer Institute on Writing, the "Writing Teacher Leader Program," and "Writing Through the Units: Part 1-4." These PD offerings are pertinent to particular grade levels and instruction of writing therein.

Staff will continue to receive training in the Response to Intervention model as well as continued training in Differentiated Instruction. This fall, staff will receive training in the "Habits of the Mind" critical thinking initiative.

Math teachers will continue to review their data. Secondary math teachers have several opportunities for PD via the MAISD; Algebra for All and High School Math and Science Success a four day workshop where teachers will study how to analyze data, do gap analysis and curricular alignment. Upper elementary and middle level teachers will have an opportunity to attend "Inquiry Based Mathematics Instruction." This is a 2-3 day event. In addition, Middle level teachers will be able to attend the "Michigan Focal Points for Mathematics at the MAISD in the fall.

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

The district is committed to addressing the needs and goals identified by both district and building level Comprehensive Needs Assessments. The district will cost effectively utilize as many applicable professional development opportunities as possible via offerings from the Muskegon Area Intermediate School District.

Funds for on site teacher trainers will also be set aside. Teachers who attend particular work shops will be asked to share what has been learned with other staff members at building level staff meetings or at department level meetings. The Title One targeted assisted plan reflects the district goals and Title One funding has been allocated to support professional development that addresses these goals.

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

The district has just finished a three year technology plan that has been approved by the MDE. The plan calls for additional renovations to the districts current technology. In addition, staff will receive additional training to improve the integration of content/instruction via technology in the classroom. The district is also attempting a 1.5 million dollar technology bond initiative. Professional training relative to instruction and delivery of content will be a key component