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# NICE COMMUNITY SCHOOL DISTRICT

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300 Westwood Drive - Ishpeming, MI 49849 - (906) 485-1021

## *5 YEAR SCHOOL IMPROVEMENT PLAN* *2009-2014*

### **INTRODUCTION**

The N.I.C.E. Community School District is a rural district nestled in the rolling hardwood-covered hills immediately west of the city of Ishpeming in Michigan's Upper Peninsula consisting of two state-of-the-art facilities: Westwood High School and Aspen Ridge Elementary/Middle School. The district is representative of four districts that consolidated in the late 1960's and early 1970's. Today, the N.I.C.E. Community School District spans more than 680 square miles. The acronym N.I.C.E. stands for:

<b>N</b>	National Mine
<b>I</b>	Ishpeming Township
<b>C</b>	Champion-Humbolt-Spurr Townships
<b>E</b>	Ely Township

### *MISSION STATEMENT*

*The NICE Community School District will promote learning in a positive, dynamic environment that is both physically safe and emotionally supportive and will encourage cooperation with the home and community to maximize the academic, social, and physical achievements of each student.*

### **SCHOOL IMPROVEMENT TEAM**

Michael Haynes, Superintendent-Chairperson	Tonja Acker-Richards, Board Member
Scott Hall, ARES Principal	Betty Burke-Coduti, Community Member
Dennis Tasson, ARMS Principal	Brooke LeClair, Teacher, Elementary
David Boase, WHS Principal	Peggy Crum, Middle School Teacher
Jill Zueger, Special Services Coordinator	Jay LeRoy, ARMS AP/AD
Renee Michaud, WHS AP/AD & Sp. Ed. Coordinator	Julie Luehmann, WHS Teacher
Eric Shipman, Technology Coordinator	Carol Cox, WHS Teacher
Donna Champion, Board Member	Karen Wolf, Parent
Chris Ray, Board Member	Gail Hooper, Parent

### **TABLE OF CONTENTS**

District School Improvement Plan	2
Aspen Ridge Elementary School	5
Aspen Ridge Middle School	12
Westwood High School	26

## DISTRICT GOALS

It is the purpose of the *District School Improvement Plan* to articulate the strategies that will be used to facilitate K-12 improvement. The goals listed below will provide a systemic framework for continued improvements in curriculum, instruction and student achievement.

<b>Goal #1: The district will establish a culture of continuous improvement.</b>					
<b>Data Sources: Self Assessment of Readiness (January, 2009)</b>					
Objectives	Strategies	Responsibility	Professional Development	Assessment/ Evaluation	Timeline
Pursue district accreditation through NCA	Complete the Standards Assessment Report	Superintendent Principals SI Teams	NA	NCA Evaluation of Standards Assessment Report	Fall, 2009
	Host a <i>Quality Assurance Review</i>	Superintendent Principals Teachers Support Staff		QAR Report	Spring, 2009
	Respond to QAR Report	Superintendent Principals Teachers Support Staff		ED Yes Self-Assessment Report	Annually
	Prepare for 2 <sup>nd</sup> QAR	Superintendent Principals Teachers Support Staff	NA	Accreditation status and <i>Quality Assurance Review</i>	Spring, 2014
Engage in the Strategic Planning Process	Form a Strategic Planning Steering Committee	Superintendent		NA	By July, 2011
	Use a process to identify problems, opportunities, and development priorities.	Strategic Planning Steering Committee		Annual Review of Progress	Annually after 2011

<b>Goal #2: All students will be proficient in state assessments (EAAS) by 2014.</b>					
<b>Data Sources: MEAP Results for Grades 3-9 for 2008; and 2009; and ACT Results for 2008 and 2009</b>					
Objectives	Strategies	Responsibility	Professional Development	Assessment/ Evaluation	Timeline
The district will collect state assessment results and develop a <i>Peer School Report</i> that will be used to identify schools similar to NICE that are out-performing NICE students.	Instructional staff will be trained to use and create additional curricular materials.	Principals Teachers Support Staff	Time provided annually during each of the 5 professional development days.		Annually
	Students at low grade level will build a 6-level intervention following a <i>Response to Intervention (RTI)</i> model.	Principals Teachers Support Staff			
Instructional staff will articulate the concepts, skills and assessments covered in their respective content area.	Teachers will engage in grade-to-grade and cross-grade communication specifically to identify and correct redundancies and gaps.	Principals Teachers			

<b>Sample of Data Used to Determine Goal: 2008 MEAP Results Grades 3-9</b>							
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
Reading	84	92	87	82	86	80	NA
Writing	51	42	67	79	75	80	NA
ELA	79	86	84	79	81	85	NA
Math	88	87	81	90	86	86	NA
Science	NA	NA	90	NA	NA	89	NA
Social Studies	NA	NA	NA	80	NA	NA	93

## CURRICULUM & ASSESSMENT PRACTICES

- **Curriculum:** The NICE Community School District has implemented a core curriculum that is based upon the Michigan Curriculum Frameworks, and is reviewed on a regular basis. To view the frameworks, visit: [www.michigan.gov/mde](http://www.michigan.gov/mde).
- **Assessment:** The district recognizes that assessment and accountability has a role in the measurement of student achievement. It is the goal of the district to collect and use assessment data to facilitate curricular and instructional improvement and continuous growth. Information regarding specific assessments that are used at each level is articulated in each building's respective *School Improvement Plan*.
- **Building-Level Decision-Making:** The NICE Community School District encourages shared decision making at the building level through active participation of staff in regularly scheduled staff meetings and through the school improvement process. The district also encourages site-based decision-making and believes that the staffs closest to the students are best equipped to make decisions that are conducive to continuous improvement. The *District School Improvement Plan* and the tasks associated with accreditation serve to facilitate and ensure progress toward goals.

## PROFESSIONAL DEVELOPMENT PLAN

The NICE Community School District recognizes the importance of having its staff involved in professional development opportunities that will help maintain excellent instruction and programming. In-service days are scheduled to accommodate the large regional math, science or reading conferences that take place each October. In addition, professional development days or half days have been scheduled at the beginning of the school year for technology, instruction, and curriculum issues that align to the district and building goals. NICE also recognizes the challenges faced by individuals new to the teaching profession and has established a mentoring policy to reflect important components of the learning process for less experienced teachers. A tentative professional development schedule for the coming year is listed below:

Year	Date	Focus
2009-10	August 27: New Teacher Orientation	<ul style="list-style-type: none"> <li>■ Policies and Procedures</li> <li>■ NCA &amp; School Improvement Update</li> <li>■ New Teacher Mentors</li> </ul>
	September 2 & 3	<ul style="list-style-type: none"> <li>■ District-Wide Welcome Back Meeting</li> <li>■ NCA &amp; School Improvement Work TBD</li> </ul>
	October 9: MARESA Fall Conference	
	January TBD	
	February TBD	

## COMMUNITY PARTNERSHIPS

- **Volunteer and Parent Partnerships:** Parents and the community are integral components of the NICE Community School District. The district believes that educating youth requires the efforts of a partnership that includes home, school, businesses, organizations, agencies, and community. Individual schools and teachers are encouraged to partner with businesses and the community and to make use of volunteers when it will benefit the students and/or the school. NICE has further embodied this philosophy through its development and support of the *Family Resource Center*, which is designed to support and strengthen families through programming, materials, resources, and networking.
- **Adult and Community Education:** The NICE Community School District, in conjunction with the Negaunee and Ishpeming School Districts, forms an Adult & Community Education consortium. The purpose of the consortium is to provide enrichment activities and classes, as well as high school courses, to community members to encourage life- long learners and or to provide a high school diploma.
- **Partnerships with Colleges and Universities:** The NICE Community School District maintains articulation agreements with local colleges and universities such as Northern Michigan University and Bay College. Westwood High School's "Career Pathway" plan allows students to take courses throughout their sophomore, junior and senior years in one of two pathways: *Industrial Vocational Arts* or *Business Administration*. Using current articulation agreements, students can earn up to 18 college credits (free) that can be applied to several one, two or four-year degree programs.

(Limitations are made based on the individual degree program.)

- Library and Media Resources: Library and media resources are available for students and staff through the inter-library loan services at our high school. The district shall work to encourage teachers, students, and community members to become effective users of these resources. As a part of the Upper Peninsula Library Resource Center, our computer users have access to information rich research services as well.

### **PREPARING STUDENTS FOR POST-GRADUATE SUCCESS**

The district believes it is critical that every learner is prepared for real-world careers, jobs, and adult roles and plans to accomplish this vision through a comprehensive and accredited education program that aligns curriculum, instruction, and assessments with the State frameworks that emphasizes English language arts, mathematics, science, and social studies. All students will meet or exceed state standards in each of these areas. Specific strategies the district uses to prepare students for post-graduate success are outlined within each building's *School Improvement Plan* attached.

### **TECHNOLOGY VISION**

Technology is an integral component of the high quality educational program in the district. Technology facilitates communication among staff and other stakeholders through an intra-district e-mail system. At the various building levels, age appropriate hardware, software and Internet access are incorporated within the content areas as a part of the instructional delivery system. Details regarding the use of technology at the elementary and middle level can be found in each building's *School Improvement Plan* and in the *District Technology Plan* (located on the district website).

### **SPECIAL EDUCATION REPORT**

In 2009, the Review and Analysis Process Team (RAP) team met to review the strand report from the State of Michigan concerning the indicators of the Special Education State Performance Plan (SPP), on which the district received an excellent report. NICE also serves as a CO-OP placement for high needs populations in the severely mentally impaired classroom housed at Aspen Ridge.

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# ASPEN RIDGE ELEMENTARY SCHOOL

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350 Aspen Ridge School Road - Ishpeming, MI 49849 - (906) 485-3176

## *5 YEAR SCHOOL IMPROVEMENT PLAN*

### *2009-2014*

#### **INTRODUCTION**

Aspen Ridge Elementary School is part of the NICE Community School District and is located just west of Ishpeming, Michigan. The District serves several small cities and townships in the western part of Marquette County and eastern Baraga County. Aspen Ridge opened in 1997 when several outlying elementary schools from the 680 square mile school district consolidated under one roof. The elementary school is part of one wing of a K-8 building that also contains Aspen Ridge Middle School. Aspen Ridge shares a campus with Westwood High School which opened in 1974. The elementary school serves approximately 560 students in Pre-K through Grade 5 with a teaching staff of 37 and a support staff of 22.

#### ***MISSION STATEMENT***

*We, the staff at Aspen Ridge Elementary School, believe that all students, when provided with the proper learning environment, with family support, can learn and apply the skills necessary to succeed in school and beyond, while developing life-long positive behaviors and attitudes. We accept the challenge to assist our students in attaining their maximum potential.*

#### **TABLE OF CONTENTS**

Goals	6
School Data Collection	7
Curriculum & Assessment Practices	9
Evaluation Processes	10
Staff Professional Development Plan	10
Community Partnerships	10
Technology Vision	11
Academic Support Systems	11

#### **SCHOOL IMPROVEMENT TEAM**

Victoria Hawley, Teacher
Tom Wagner, Teacher
Ellen Larson, Teacher
Mary Kleinpaste, Teacher
Rebecca Krook, Community
Judy Tucker, Teacher
Jill Zueger, Special Services
Scot Hall, Principal

## GOALS BASED ON STUDENT ACADEMIC OBJECTIVES

<b>Goal #1: Students will be able to identify/produce main ideas and supporting details.</b>					
<b>Data Sources: MEAP, Dibels, MLPP and classroom assessments</b>					
<b>Objectives</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Professional Development</b>	<b>Assessment/ Evaluation</b>	<b>Timeline</b>
Students will show a 5% increase in proficiency on MEAP informational reading as determined by their reading, science, and social studies scores on the MEAP and local assessments	Conduct an annual item analysis for the purpose of informing instruction	Principal MEAP Coordinator SI Team	SI Team meetings Staff meetings	Data analysis	Annually
	Use data collected through research based assessments (STAR, SRI, MLPP, Dibels) to inform instruction	Principal Teachers SI Team	Trainings at ISD Grade level meetings	Data analysis	Annually
	Use of researched based reading interventions (Read Naturally, Soar to Success, Reading A-Z, Structured Linguistics)	Teachers	Trainings at ISD Grade level meetings	Participation levels	Ongoing
	Development of 90 minute ELA block	Principal Teachers	Principal roundtable Grade level meetings	Participation levels	Fall 2009
	Implementation of "Read 180" reading intervention	Principal Grade 4/5 teachers	Two day training	Participation levels	Fall 2009
	Use classroom aides to support identified students of need	Principal Teachers	Provide trainings when necessary	Teacher feedback	Ongoing
Students will produce cohesive responses on the ELA, Science and Social Studies extended responses as evidenced by an increase in their proficiency level on the MEAP test and local assessments	Conduct an annual item analysis for the purpose of informing instruction	Principal MEAP Coordinator SI Team	SI Team meetings	Data analysis	Annually
	Continued implementation of "Units of Study" by Lucy Calkins	Teachers	Peer trainings and discussion	Participation levels	Ongoing
	Development of 90 minute ELA block	Principal Teachers	Principal roundtable Grade level meetings	Participation levels	Fall 2009
	Increase participation in Young Authors conference	Principal Teachers	Staff meetings Grade level meetings	Participation levels	2009-2010

<b>Goal #2: Students will draw mathematical conclusions through the use of pictures/graphs/charts.</b>					
<b>Data Sources: MEAP and Harcourt math assessments</b>					
<b>Objectives</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Professional Development</b>	<b>Assessment/ Evaluation</b>	<b>Timeline</b>
Students will show a 5% increase in proficiency on MEAP mathematics in the area of solving problems using picture/charts/graphs as evidenced by their MEAP scores	Conduct an annual item analysis for the purpose of informing instruction	Principal MEAP Coordinator SI Team	SI Team meetings Staff meetings	Data analysis	Annually
	Participation in Math team at ISD	Teacher representatives	Participants share notes at staff meetings	Notes and agendas	Quarterly
	Develop 60 minute math block at grades 4/5	Principal Teachers	Grade level meetings	Participation levels	Fall 2009
	Conduct cross grade curriculum meetings	Principal Teachers	Curriculum meeting	Notes and agendas	2009-2010
	Use data analysis to group students for the purpose of differentiating instruction	Teachers	Grade level meetings	Data analysis	Fall 2009
	Use classroom aides to support identified students of need	Principal Teachers	Provide trainings when necessary	Teacher feedback	Ongoing

<b>Goal #3: Students will read fluently on grade level text.</b>					
<b>Data Sources: Dibels and local assessments</b>					
<b>Objectives</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Professional Development</b>	<b>Assessment/ Evaluation</b>	<b>Timeline</b>
80% of students will reach ORF benchmark scores as measured by the Dibels assessments	Use data collected through research based assessments (STAR, SRI, MLPP, Dibels) to inform instruction	Principal Teachers SI Team	Trainings at ISD Grade level meetings	Data analysis	Annually and periodically
	Use of researched based reading interventions (Read Naturally, Soar to Success, Reading A-Z, Structured Linguistics)	Teachers K-3	Trainings at ISD Grade level meetings	Participation levels	Ongoing
	Development of 90 minute ELA block	Principal Teachers	Principal roundtable Grade level meetings	Participation levels	Fall 2009
	Use of guided reading centers and leveled texts	Teachers Gr. K-2	Grade level meetings	Data analysis	2009-2010
	Use of progress monitoring to inform effectiveness of interventions	Teachers	Grade level meetings	Data analysis	2009-2010
	Implementation of "Read 180" reading intervention	Principal Grade 4/5 teachers	Two day training	Participation levels	Fall 2009
	Use classroom aides to support identified students of need	Principal Teachers	Provide trainings when necessary	Teacher feedback	Ongoing

<b>Goal #4: Students will be able to produce writing samples that are thoughtful, relevant and well organized.</b>					
<b>Data Sources: MEAP and classroom assessments</b>					
<b>Objectives</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Professional Development</b>	<b>Assessment/ Evaluation</b>	<b>Timeline</b>
There will be a 5% increase in the number of students attaining proficiency in writing as determined by their MEAP writing score	Conduct an annual item analysis for the purpose of informing instruction	Principal MEAP Coordinator SI Team	SI Team meetings Staff meetings	Data analysis	Annually
	Development of 90 minute ELA block	Principal Teachers	Principal roundtable Grade level meetings	Participation levels	Fall 2009
	Continued implementation of "Units of Study" by Lucy Calkins	Teachers	Training from publisher Peer trainings and discussion	Participation levels	Ongoing
	Increase participation in Young Authors conference	Principal Teachers	Staff meetings Grade level meetings	Participation levels	2009-2010

## SCHOOL DATA COLLECTION

<b>STUDENT ACHIEVMENT ON THE MEAP: Students Achieving Level 1 or Level 2 (%)</b>									
<b>Subject</b>	<b>3<sup>rd</sup> Grade</b>			<b>4<sup>th</sup> Grade</b>			<b>5<sup>th</sup> Grade</b>		
	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Reading</b>	93	90	84	91	93	92	91	90	87
<b>State</b>	52	57	61	45	44	45	58	59	63
<b>Writing</b>	51	55	51	35	40	42	63	64	67
<b>State</b>	52	57	61	45	44	45	58	59	63
<b>ELA Total</b>	87	84	79	83	85	86	83	82	84
<b>State</b>	79	81	83	78	76	77	78	78	78
<b>Math</b>	92	94	88	91	94	87	91	85	81
<b>State</b>	88	90	91	85	86	88	76	74	77
<b>Science</b>							95	94	90
<b>State</b>							83	82	83

## DISAGGREGATED STUDENT ACHIEVEMENT ON THE MEAP

- **Gender:** Assessment results do not reveal a significant discrepancy between male and female students.
- **Ethnicity:** Aspen Ridge does not disaggregate test scores in the area of ethnicity as the subgroups are considered too small to be statistically significant.
- **Economic Sub-Groups:** Assessment results reveal that economically disadvantaged students, while fewer than non-economically disadvantaged peers, do not perform significantly lower than their non-economically disadvantaged peers with the exception of writing. For this reason, the school continues to provide additional instruction and support including summer school and Title I programs.
- **Special Education Sub-Groups:** Assessments reveal that students with disabilities perform below their non-disabled peers in each of the core subject areas—Reading, Writing, Mathematics, Science and Social Studies. As a result, the school continues to engage in a response-to-intervention approach to early intervention, and utilizes the special education staff for pull-out and inclusion instruction to close the gap.

## GRADES 1-5 READING AND MATH ASSESSMENTS

Oral Reading – MLPP (% at each Level)											
Grade	Year	A/B	C	D	E	F	G	H	I	J	K+
1 <sup>st</sup>	08-09	3%	0%	8%	1%	13%	2%	1%	1%	11%	59%
	07-08	1%	0%	4%	0%	3%	3%	3%	4%	6%	76%
	06-07	5%	0%	5%	1%	6%	6%	5%	5%	5%	63%
2 <sup>nd</sup>		<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>Lev S</b>	<b>T+</b>
	08-09	3%	3%	1%	1%	7%	7%	0%	8%	8%	56%
	07-08	12%	9%	3%	5%	5%	8%	6%	2%	11%	39%
	06-07	9%	0%	6%	4%	7%	9%	0%	1%	10%	54%
3		<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
	08-09	4%	4%	0%	4%	1%	4%	3%	3%	3%	76%
	07-08	8%	0%	0%	1%	1%	5%	6%	2%	4%	73%
	06-07	1%	1%	0%	1%	3%	1%	9%	2%	2%	77%

Sight Word Recognition				
	Pre-Primer/ Primer	1st Grade	2nd Grade	3rd Grade
08-09	20%	28%	13%	39%
07-08	9%	19%	30%	42%
06-07	21%	27%	17%	35%
05-06	14%	15%	28%	43%

Scholastic Reading Inventory					
Grade	Year	At-Risk	Basic	Proficient	Advanced
4	08-09	8%	31%	41%	20%
	07-08	15%	23%	42%	20%
	06-07	12%	19%	46%	23%
5	08-09	8%	20%	42%	28%
	07-08	11%	15%	47%	27%
	06-07	7%	19%	38%	36%



STAR Assessment				
Grade	Year	Mean	Instructional Reading Level	Grade Equivalent
4	08-09	557	4.6	5.0
	07-08	557	4.7	5.0
	06-07	574	4.9	5.2
	05-06	587	5.1	5.3
5	08-09	680	5.7	6.3
	07-08	708	6.2	6.4
	06-07	693	5.8	6.3

Harcourt Math									
Grade	Year	0-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
1	08-09				2%	17%	13%	14%	38%
	07-08		1%	2%	4%	12%	12%	19%	50%
	06-07				2%	8%	26%	23%	42%
2	08-09	1%	1%	3%	3%	7%	35%	20%	30%
	07-08	2%	0%	6%	12%	14%	20%	23%	23%
	06-07			1%	6%	12%	21%	36%	23%
3	08-09	3%	13%	15%	7%	24%	19%	15%	0%
	07-08			7%	8%	13%	21%	20%	31%
	06-07	3%	5%	2%	21%	33%	30%	9%	1%
4	08-09	4%	2%	5%	5%	9%	22%	40%	14%
	07-08		1%	1%	5%	7%	21%	33%	32%
	06-07		1%	1%	5%	13%	15%	38%	26%
5	08-09	4%	2%	5%	7%	13%	25%	34%	11%
	07-08	1%	5%	6%	7%	6%	23%	31%	21%
	06-07	1%	4%	2%	7%	24%	20%	27%	14%

## CURRICULUM & ASSESSMENT PRACTICES

- **Curriculum:** The NICE Community School District has implemented a core curriculum that is based upon the Michigan Curriculum Frameworks, and is reviewed on a regular basis. To view the frameworks, visit: [www.michigan.gov/mde](http://www.michigan.gov/mde).
- **Assessment:** ARES recognizes that research and current best practice have shed much information on effective assessment strategies. All K-3 teachers have been fully trained to use the Michigan Literacy Progress Profile and efforts in 2009-2010 will focus on consistency of recording data and inclusion of consistency student samples. Plans are to continue training in grades four and five as it becomes available. In the meantime, upper elementary teachers are utilizing writing samples and comprehension assessments to monitor and adjust curriculum for students.
  - Title I legislation requires ongoing needs assessment to determine eligible students for academic support in the core content areas. Many of these assessments take on an alternate format, as paper-pencil tests do not always indicate true performance levels.
  - Special Education students whose specialized needs preclude them from participating in the MEAP are involved in the MI-Access testing program. Specialized goals for these children follow the AUEN guidelines which are reported on quarterly. Information on this issue may be found at [www.mde.state.mi.us/off/sped](http://www.mde.state.mi.us/off/sped).
- **Building-Level Decision-Making:** ARES operates on a shared decision making system through active participation of staff in regularly scheduled staff meetings, and through such committees as the Curriculum Team, the Student Assistance Team, and the School Improvement Team. These committees allow for staff, parent, and community input as a part of the decision making process.

## **CURRICULUM ALIGNMENT CORRESPONDING WITH THESE GOALS**

ARES has implemented a core curriculum that is based upon the Michigan Curriculum Frameworks, and is reviewed on a regular basis. To view the frameworks, visit: [www.michigan.gov/mde](http://www.michigan.gov/mde). ARES ensures the accuracy of its core curriculum through curriculum alignment efforts conducted on Professional Development Days. Teams of teachers meet to review and revise curriculum, discuss instructional practices and consult with the Grade Level Content Expectations. Implementation of the Core Curriculum is an ongoing process from year to year, one that requires continuous analysis, evaluation and communication between teachers, administrators and parents.

## **EVALUATION PROCESS**

Goal strategies will be regularly reviewed with the School Improvement Team and the teaching staff to ensure classroom instruction, teacher collaboration, and professional development continues to focus on identified target goal areas. Information will be collected and reviewed in an ongoing basis. Information collected will include: Workshop attendance by teachers, agendas and minutes of grade level and cross grade curriculum meetings, and all relevant student achievement data. Successes, barriers, or challenges that result from implementation of targeted improvement strategies will be addressed through this process to determine what changes, if any, need to be made to the existing School Improvement Plan for continued growth in student achievement.

## **STAFF PROFESSIONAL DEVELOPMENT PLAN**

Professional Development at ARES is related to our School Improvement goals. Trainings, workshops, and meetings that the school staff participates in are focused on key areas of the core curriculum. Activities in the Professional Development Plan include: *Professional Development days built into the District school calendar, Trainings through MARESA ISD, Regional Curriculum Meetings for building representative in the core curricular areas at MARESA ISD, Regional Conference presented by Northern Michigan University and MARESA ISD, and Assorted individual workshops and group seminars.*

## **COMMUNITY PARTNERSHIPS**

- Volunteer and Parent Partnerships: ARES believes that educating youth requires the efforts of a partnership that includes home, school, businesses, organizations, agencies, and community. Both as individual classrooms and as a building, we actively partner with businesses and the community to make use of volunteers to benefit the students and/or the school. Traditional ways in which this happens are through: Resource speakers, Chaperones, Guest readers, Library assistants, PTO members, Career day presenters, Classroom helpers and Special event helpers.
- Family Resource Center: NICE has further embodied this philosophy through its development and support of the District's Family Resource Room, located off of the Aspen Ridge School lobby. The FRR was designed to support and strengthen families through programming, materials, resources, and networking. Thousands of volunteer hours are logged through the Family Resource Room annually. The Family Resource Institute's programming and resources are driven by its mission statement: *"To strengthen and empower families by providing access to resources that will allow them to gather the knowledge and abilities to foster the optimal development of children, youth, and adult family members within the context of the community at large."*
- Adult and Community Education: The NICE Community School District, in conjunction with the Negaunee and Ishpeming School Districts, forms an Adult & Community Education consortium. The role of Adult & Community Education in this district and the consortium is to provide enrichment activities and classes, as well as high school courses, to community members to encourage life-long learners and or to provide a high school diploma. An expanded and enriched curriculum is being developed for students that will include interactive television courses with the Marquette and Gwinn Community Education Programs.
- Partnerships with Colleges and Universities: The NICE Community School District intends to maintain and strengthen the mutually beneficial relationship with nearby Northern Michigan University. The facets of this relationship include:
  - University students are routinely placed within the district for their student teaching experience and for short-term practicum experiences.

- Northern Michigan University offers professional development for staff and community members (including youth) via courses for credit, workshops, and conferences.
- Library and Media Resources: Technology has allowed for students to make use of libraries and resources previously inaccessible to them. Having our school libraries on-line gives students and staff access to regional and state materials via inter-library loan services at our high school. The district shall work to encourage teachers, students, and community members to become effective users of these resources. As a part of the Upper Peninsula Library Resource Center, our computer users have access to information rich research services as well.

## **TECHNOLOGY VISION**

Technology is viewed as a tool for acquiring and communicating both knowledge and information at many levels. Skyward is used for the purposes of student data management and lunch program accounting and meal monitoring. At the various building levels, age appropriate hardware, software and Internet access are incorporated within the content areas as a part of the instructional delivery system.

ARES teachers and students will utilize the computer lab/equipment to enhance and support the curriculum. The elementary computer resource teacher will collaborate with classroom teachers to prepare technology-based projects. Project-based learning should be designed to help students build on their previous knowledge, learn across the curriculum, develop critical thinking and problem solving skills and strengthen the ties between home, school, and community.

In an effort to alleviate the shortage of computer lab time for curriculum related projects, the elementary school has shifted some keyboarding instruction to a 30 unit mobile wireless systems. Internet access is available on all networked computers at Aspen Ridge Elementary School.

## **PREPARING STUDENTS FOR POST-GRADUATE SUCCESS**

Career studies at ARES consist primarily of curriculum units, multi-media exploration of jobs and communities, guest speakers and field trips. Strengthening students understanding of how their school studies will impact their future continues to be an emphasis. More specific career preparation, entrepreneurial, and job shadowing opportunities occur at the middle school level.

## **ACADEMIC SUPPORT SYSTEMS FOR STUDENTS**

Specific Strategies to Assist All Learners to Meet the Cognitive Goals of the District:

- Title I: Paraprofessional Supports, Learning Lab, Summer School
- 31A-At Risk
- Student Assistance Team & 504 Plans
- Family Resource Institute
- Reading Interventions
- Structured Linguistics
- Phonemic Awareness

Strategies to Assist All Students Who Have Not Scored Satisfactorily on the MEAP

- Title I : Paraprofessional Supports , Learning Labs, Summer School
- SI Team / Teacher In-service
- Parenting Workshops
- Individual Parent Teacher Conferences
- Family Resource Institute

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# ASPEN RIDGE MIDDLE SCHOOL

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350 Aspen Ridge School Road - Ishpeming, MI 49849 - (906) 485-3176

## *5 YEAR SCHOOL IMPROVEMENT PLAN*

### *2009-2014*

#### **INTRODUCTION**

The Aspen Ridge Middle School is a beautiful school that has a statewide and national reputation for excellence and innovation; where test scores, especially the MEAP, are among the highest in the state; where teachers and students are highly committed and motivated; and where the building's infectious positive climate permeates the community. It is a 6-8th grade facility with approximately 280 students. A day is comprised of seven, 44- minute periods as well as a 40 minute school-wide Reading Renaissance program.

#### ***MISSION/VISION STATEMENT***

*We, the staff at Aspen Ridge Middle School, believe that all students, when provided with the proper learning environment, with family support, can learn and apply the skills necessary to succeed in school and be empowered to develop life performance abilities for success in a changing world.*

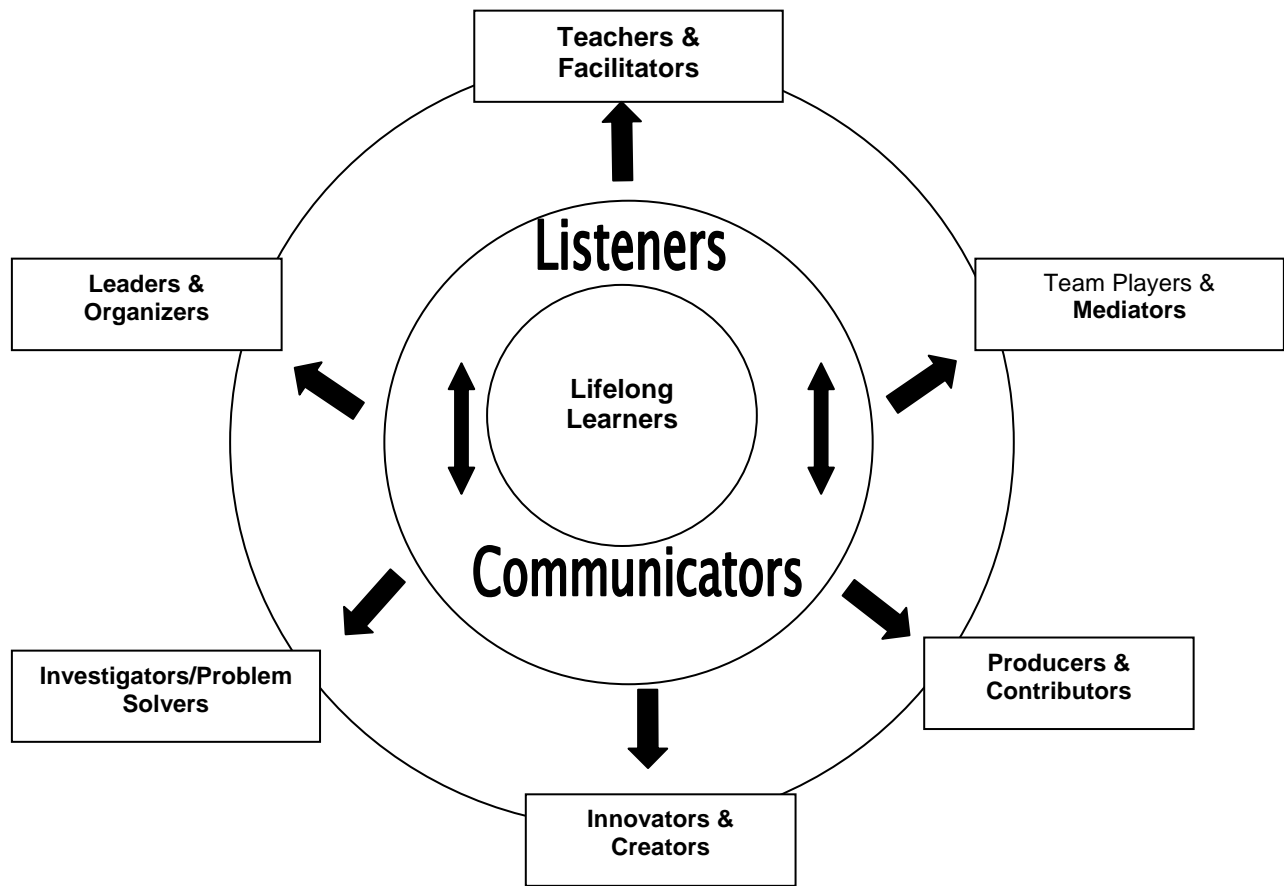
#### **TABLE OF CONTENTS**

Curriculum & Assessment Practices	13
Goals	14
School Data Collection	16
Evaluation Processes	23
Staff Professional Development Plan	23
Community Partnerships	23
Technology Vision	24
Academic Support Systems	24

#### **SCHOOL IMPROVEMENT TEAM**

Dennis R. Tasson, Principal
Jay LeRoy, Assistant Principal / A. D./Chair
Chris Jackson, Teacher
Jessica Koski, Teacher
Kris King, Teacher
Natalie Young, Teacher
Sue Hebein, Teacher
Catherine Lange, Teacher
Peggy Crum, Teacher
Heidi Verville, Teacher
Traci Sundberg, Support Staff
Debbi Brooks, Parent
Betty Burke-Coduti, Community Member
Retired Staff: Linda Dahl, Robert Bucan and Gail Hebein

## Graphic Representation of Aspen Ridge Middle School Student Centered Curriculum



### CURRICULUM AND ASSESSMENT PRACTICES

- **Curriculum:** The NICE Community School District has adopted and implemented a core curriculum based upon the Michigan Grade Level Content Expectation Standards and Benchmarks. Continual review efforts ensure an alignment of objectives, instruction, and assessment. Data from MEAP assessments is disaggregated and examined annually to improve teaching and learning. To view the GLCES, visit: <http://cdp.mde.state.mi.us/MCF/>
- **Assessment:** Our middle school integrates the curriculum with technology across the content areas and develops assessments that are project, demonstration, or performance based.
- **Building-Level Decision Making:** The majority of decisions at the Aspen Ridge Middle School are made collaboratively through regularly scheduled staff meetings, committees, and the School Improvement Team.

## GOALS BASED ON STUDENT ACADEMIC OBJECTIVES

The School Improvement Team has identified five (5) goals for the next five years. Those goals are listed on the pages that follow. (Note Codes: T = Teacher, C = Counselor, P = Principal, SS = Support Staff)

<b>Goal #1: All learners will acquire skills and strategies needed to become effective readers and detailed writers as evidence by the number of students achieving a proficient level of performance on the MEAP (1 percent increase), STAR Reading Test (1 percent).</b>					
<b>Data Sources: 2006, 2007 and 2008 MEAP Proficiency Report and the Gates-MacGinitie Assessment (Attached)</b>					
Objectives	Strategies	People Responsible	Professional Development	Assessment/ Evaluation	Timeline
Provide students with quarterly opportunities to improve reading fluency and comprehension skills	All teachers will plan quarterly activities designed to increase vocabulary, comprehension, fluency and higher level thinking skills.	T, C, P	Teachers will meet to keep on track with state reading standards	Tests, quizzes, projects Bi-weekly Reading Renaissance goals	Quarterly.
	All teachers will analyze MEAP data, STAR assessment scores, Gates MacGinitie scores identifying problem areas to improve reading instruction.	Reading Renaissance Coordinator	Reading Renaissance coordinator will update staff on changes in the reading program.	STAR assessment scores	Quarterly.
	All teachers will participate in the Reading Renaissance program to improve student reading comprehension skills.	T	Teachers will meet twice/year to review and update the reading program.	Bi-weekly Reading Renaissance goal Annual Education Report	Semi-annually.
	Teachers will receive in-service training on reading fluency and comprehension.	T, C, P, Retired Literacy Specialist	Teachers will attend professional development	Number of teachers participating and their feedback.	Quarterly
Provide students with quarterly opportunities to improve writing skills	All teachers will design quarterly activities to provide opportunities for critical thinking, visualization, written mechanics, creativity, logic and organizational skills	T, C, P	Teachers will keep abreast of State writing standards.	MEAP test data – 1% increase annually	Annually.
			Teachers will attend professional conferences and quarter professional development	Teacher feedback	As available.
			Teachers will meet twice/year to review and update the writing program.	Student writing projects/MEAP scores	Monthly
			Teachers will collaborate monthly on writing instruction	Student writing projects, teacher feedback/MEAP data	Semi-annually.

<b>Goal #2: The mathematics learner will make improvement in the area(s) of.....graphic and pictorial representation for numbers and data by maintaining at least 85% of students advancing proficiency levels on the MEAP test over 3-5 years.</b>					
<b>Data Sources: 2006, 2007 and 2008 MEAP Proficiency Report (Attached)</b>					
Objectives	Strategies	People Responsible	Professional Development	Assessment/ Evaluation	Timeline
To maintain our Math scores on the MEAP to at least 85%	Use new Holt Series and resources that align with GLCE's	Math T, P	Use scheduled PD time to periodically confirm alignment with GLCE's.	MEAP scores remaining at 85% with minimum of 1% increase.	Semi-Annually.
			Monitor student performance on standardized test	Standardized assessments such as Chapter Tests and Quizzes.	Ongoing.

**Goal #3: The science learner will make improvement in the area(s) of science processes to include inquiry, analysis and communication with 5% of students advancing proficiency levels the MEAP test over 5 years.**

<b>Data Sources: 2006, 2007 and 2008 MEAP Proficiency Report (Attached)</b>					
Objectives	Strategies	People Responsible	Professional Development	Assessment/ Evaluation	Timeline
Provide students with opportunities to increase current levels of performance on the MEAP test in the scientific processes of inquiry, analysis and communication	Each science teacher will engage students in activities during each unit that utilizes scientific vocabulary such as puzzles, outlines, projects, hands on activities, quizzes and tests.	Science T, P	In-service days for curriculum alignment. Release time for professional development Teacher/ administrator planning.	Design, conduct and present individual investigations Tests and quizzes, 5% increase in the number of students reaching the proficient level on the MEAP	Annually.
	Each science teacher will require students to formulate questions on a given topic. The student will generate questions set up experiments to answer these questions a minimum of one time per unit. Students will conduct research to help in answering questions.		Teachers will attend area Middle School Conferences		
	Each science teacher will require students to record and interpret data a minimum of one time per unit.				
	Each science teacher will require each student or groups of students to communicate to the class the question, data and conclusion of each experiment a minimum of one time per unit.				

**Goal #4: The social studies learner will make improvement in the area(s) of the civics and economics within the history curriculum with 5% of students advancing proficiency levels on the MEAP test over 5 years..**

<b>Data Sources: 2006, 2007 and 2008 MEAP Proficiency Report (Attached)</b>					
Objectives	Strategies	People Responsible	Professional Development	Assessment/ Evaluation	Timeline
Provide students with quarterly opportunities in the areas of civics and economics to increase current levels of performance on the MEAP test.	During election years, students will run a mock election in school among classmates for one month.	Social Studies T, P	In-service days for curriculum alignment (3-4): release time for professional development, teacher/ administrator planning. Teachers will attend MARESA Educators Conference	New guidebook outlying new curriculum: Data charts, tests and quizzes	2009-2014  Annually
	In collaboration with life skills, students will study and operate a "Reality Store" for one quarter of the school year.	Social Studies T	NA	Tests and quizzes (75% accuracy)	Annually.
	Students will differentiate between styles of governments with 75% accuracy demonstrated through tests and quizzes	Social Studies T	NA		Annually.
	Students will then create their own new government once a year.	Social Studies T	NA	Project grade	Annually.
	Maintain curriculum alignment with Social Studies GLCE's MEAP analysis, MEAP prep for teachers, Update textbook series.	Social Studies T, P	Professional Development Days	Maintain current level of performance on MRAP with increase of 5% over 5 years.	5 per year.
	Guest speakers/presenters 3-4 times per year.				
	Annual class field trip.		Social Studies T, Community Resources	Planning Days	Student response activities
T,C, P, SS			Follow-up activities		Annually.

**Goal #5: All learners will have active involvement in maintaining/creating a safe and positive school climate that includes responsible school citizenship, character education, preventing bullying, conflict resolution, service learning and involvement with community businesses and agencies. Progress will be measured by a decreased number of disciplinary referrals, observation by teachers and other staff that is then discussed at staff meetings, and an increase in student contact/involvement with local businesses and agencies.**

**Data Sources: Teacher Observation, Discipline Referrals for 2007-08 and 2008-09**

Objectives	Strategies	People Responsible	Professional Development	Assessment/ Evaluation	Timeline
Provide all students with opportunities to become community contributors	Design 3-4 activities where students can devote time, talent and knowledge to the improvement of the environment and the health of others.	T,P, Staff	Teacher dialogue and planning.	Web page and media coverage featuring community projects.	2009-2014
	Create projects (average one per quarter) for students to work actively in the community to improve the quality of living for people and animals.	T, P, C	Teacher dialogue and planning.	Web page and media coverage featuring a message board for community feedback.	
	Implement a Peer Mediation group where students can apply leadership skills and utilize teamwork to accomplish goals	T, P, C	Peer Mediation training.	Reduction of disciplinary referrals and detentions.	
	Implement an anti-bullying program	T, P, C	Teacher training/videos	Student survey focusing on school climate	
	Activities by the student council (average one per quarter) aimed at raising money for many community agencies, and raising awareness for students.	T, P,C, SC Advisor, S	Teacher dialogue and planning, student training	Observation by advisor, student participation	
	Use of retirees and community members to enhance classroom activities	T, P, C, Community Members, Retired teachers	Teacher dialogue and planning	Observation by Teachers, as well as performance on tests or quizzes	
	Implement "Project Great" into our 7th grade curriculum (officer visit each core class 4 times)	T, P, C, Sheriffs Deputy	Teacher dialogue and planning	Project evaluated by the sheriffs department	
	Use of the morning announcement to communicate to both staff and students (daily)	T, P, Staff Advisor and students	Teacher dialogue and planning.	Reaction and rubric for morning announcements	
	Implementation of a character education module	T, P, C	Teacher training at MARESA, dialogue and planning	Tests, quizzes and homework as outlined in the Michigan model for health	
	Use job shadowing experiences to help students tie educational experiences to real world experiences. Also to see our community as a place to live and work.	T, P, C., Secretaries, Business Members, Community Members	Teacher dialogue and planning	Survey for both the students and the community members that had students visit.	
	The use of positive message assemblies to re-enforce to the student body the importance of good choices in life.	T, P, C, Community Members, Guest Speakers	Teacher dialogue and planning.	Increase (10%) in students eligible to participate.	
	The use of quarterly rewards (4 activities-one per quarter) as a positive re-enforcement for good behavior (detention / suspension free and passing all classes) using community members to help accomplish this task.	T, P, C, Community Members, PTO	Teacher dialogue and planning.	Increase (10%) in students eligible to participate	

## SCHOOL DATA COLLECTION

In analyzing data, the school improvement team has reached the several conclusions. First, we are pleased with the progress in mathematics and feel that we can continue to make increased progress as outlined in the goal included in this document. Second, we see progress in reading but not as satisfying as in mathematics. We will continue our focus to improve reading scores as outlined in the goal included in this document. Third, the writing portion of the ELA is our main focus and has been our most recent area of concern prior to the 2008-2009 MEAP Test results. Our MEAP scores in Grade 7 were just slightly below the State average and also in the gender report males are performing lower than females. The goal included in this document addresses our concern about writing scores and includes a plan for improvement in all three middle school grade levels. Finally, science and social studies scores are within acceptable ranges and will remain as a focus among content area teachers for continued improvement.



<b>ELA MEAP Proficiency Report for Aspen Ridge Middle School – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
08-09	15 (17.2%)	54 (62.1%)	17 (19.5%)	1 (1.1%)	69 (79.3%)	18 (20.7%)	87
07-08	14 (15.2%)	66 (71.7%)	11 (12%)	1 (1.1%)	80 (87%)	12 (13%)	92
06-07	15 (16.7%)	57 (63.3%)	12 (13.3%)	6 (6.7%)	72 (80%)	18 (20%)	90
08-09 State	21587 (18.4%)	71790 (61.3%)	21823 (18.6%)	1945 (1.7%)	93377 (79.7%)	23768 (20.3%)	117145

<b>Reading MEAP Proficiency Report for Aspen Ridge Middle School – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
08-09	34 (39.1%)	37 (42.5%)	14 (16.1%)	2 (2.3%)	71 (81.6%)	16 (18.4%)	87
07-08	37 (40.2%)	43 (46.7%)	9 (9.8%)	3 (3.3%)	80 (87%)	12 (13%)	92
06-07	33 (36.7%)	43 (47.8%)	6 (6.7%)	8 (8.9%)	76 (84.4%)	14 (15.6%)	90
08-09 State	41664 (35.4%)	53207 (45.3%)	15911 (13.5%)	6762 (5.8%)	94871 (80.7%)	22673 (19.3%)	117544

<b>Writing MEAP Proficiency Report for Aspen Ridge Middle School – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
08-09	0 (0%)	69 (79.3%)	16 (18.4%)	2 (2.3%)	69 (79.3%)	18 (20.7%)	87
07-08	2 (2.2%)	66 (71.7%)	19 (20.7%)	5 (5.4%)	68 (73.9%)	24 (26.1%)	92
06-07	2 (2.2%)	60 (66.7%)	22 (24.4%)	6 (6.7%)	62 (68.9%)	28 (31.1%)	90
08-09 State	92 (0.1%)	89003 (75.8%)	24732 (21.1%)	3642 (3.1%)	89095 (75.8%)	28374 (24.2%)	117469

<b>Math MEAP Proficiency Report for Aspen Ridge Middle School – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
08-09 School	45 (52.3%)	33 (38.4%)	8 (9.3%)	0 (0%)	78 (90.7%)	8 (9.3%)	86
07-08 School	35 (38%)	37 (40.2%)	17 (18.5%)	3 (3.3%)	72 (78.3%)	20 (21.7%)	92
06-07 School	48 (53.3%)	31 (34.4%)	10 (11.1%)	1 (1.1%)	79 (87.8%)	11 (12.2%)	90
08-09 State	59968 (50.8%)	34610 (29.3%)	19925 (16.9%)	3633 (3.1%)	94578 (80.1%)	23558 (19.9%)	118136

<b>Social Studies MEAP Proficiency Report for Aspen Ridge Middle School - Grade 06</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
07-08	52 (56.5%)	24 (26.1%)	11 (12%)	5 (5.4%)	76 (82.6%)	16 (17.4%)	92
06-07	54 (60%)	25 (27.8%)	7 (7.8%)	4 (4.4%)	79 (87.8%)	11 (12.2%)	90
07-08 State	52212 (43.6%)	35093 (29.3%)	15411 (12.9%)	17169 (14.3%)	87305 (72.8%)	32580 (27.2%)	119885

<b>ELA MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Asian or Pac. Isl.	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Black	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
White	14 (16.7%)	52 (61.9%)	17 (20.2%)	1 (1.2%)	66 (78.6%)	18 (21.4%)	84
SWD	0 (0%)	1 (9.1%)	9 (81.8%)	1 (9.1%)	1 (9.1%)	10 (90.9%)	11

<b>Reading MEAP Proficiency Report with AYP Groups for, Aspen Ridge Middle School 2008/2009 School Year – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Asian or Pac. Isl.	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Black	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
White	33 (39.3%)	35 (41.7%)	14 (16.7%)	2 (2.4%)	68 (81%)	16 (19%)	84
SWD	0 (0%)	2 (18.2%)	8 (72.7%)	1 (9.1%)	2 (18.2%)	9 (81.8%)	11

<b>Writing MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Asian or Pac. Isl.	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Black	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
White	0 (0%)	66 (78.6%)	16 (19%)	2 (2.4%)	66 (78.6%)	18 (21.4%)	84
SWD	0 (0%)	2 (18.2%)	7 (63.6%)	2 (18.2%)	2 (18.2%)	9 (81.8%)	11

<b>Math MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Asian or Pac. Isl.	1 (50%)	1 (50%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Black	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
White	43 (51.8%)	32 (38.6%)	8 (9.6%)	0 (0%)	75 (90.4%)	8 (9.6%)	83
SWD	0 (0%)	5 (50%)	5 (50%)	0 (0%)	5 (50%)	5 (50%)	10

<b>ELA MEAP Proficiency Report with Other Groups for Aspen Ridge Middle School 2008/2009 School Year – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	5 (14.7%)	24 (70.6%)	5 (14.7%)	0 (0%)	29 (85.3%)	5 (14.7%)	34
Male	10 (18.9%)	30 (56.6%)	12 (22.6%)	1 (1.9%)	40 (75.5%)	13 (24.5%)	53

<b>Reading MEAP Proficiency Report by Gender Aspen Ridge Middle School 2008/2009 School Year – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	13 (38.2%)	16 (47.1%)	5 (14.7%)	0 (0%)	29 (85.3%)	5 (14.7%)	34
Male	21 (39.6%)	21 (39.6%)	9 (17%)	2 (3.8%)	42 (79.2%)	11 (20.8%)	53

<b>Writing MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year – 6<sup>th</sup></b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	0 (0%)	28 (82.4%)	5 (14.7%)	1 (2.9%)	28 (82.4%)	6 (17.6%)	34
Male	0 (0%)	41 (77.4%)	11 (20.8%)	1 (1.9%)	41 (77.4%)	12 (22.6%)	53

<b>Math MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year – 6th</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	14 (41.2%)	19 (55.9%)	1 (2.9%)	0 (0%)	33 (97.1%)	1 (2.9%)	34
Male	31 (59.6%)	14 (26.9%)	7 (13.5%)	0 (0%)	45 (86.5%)	7 (13.5%)	52

<b>ELA MEAP Proficiency Report for Aspen Ridge Middle School – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
08-09	10 (11.4%)	61 (69.3%)	12 (13.6%)	5 (5.7%)	71 (80.7%)	17 (19.3%)	88
07-08	19 (21.6%)	53 (60.2%)	13 (14.8%)	3 (3.4%)	72 (81.8%)	16 (18.2%)	88
06-07	17 (16.8%)	77 (76.2%)	4 (4%)	3 (3%)	94 (93.1%)	7 (6.9%)	101
08-09 State	16149 (13.5%)	80058 (66.9%)	18028 (15.1%)	5460 (4.6%)	96207 (80.4%)	23488 (19.6%)	119695

<b>Reading MEAP Proficiency Report for Aspen Ridge Middle School – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
08-09	29 (33%)	47 (53.4%)	7 (8%)	5 (5.7%)	76 (86.4%)	12 (13.6%)	88
07-08	33 (37.5%)	37 (42%)	9 (10.2%)	9 (10.2%)	70 (79.5%)	18 (20.5%)	88
06-07	42 (41.6%)	54 (53.5%)	2 (2%)	3 (3%)	96 (95%)	5 (5%)	101
08-09 State	37858 (31.5%)	58143 (48.4%)	13599 (11.3%)	10597 (8.8%)	96001 (79.9%)	24196 (20.1%)	120197

<b>Writing MEAP Proficiency Report for Aspen Ridge Middle School – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
08-09	0 (0%)	66 (75%)	15 (17%)	7 (8%)	66 (75%)	22 (25%)	88
07-08	1 (1.1%)	75 (85.2%)	9 (10.2%)	3 (3.4%)	76 (86.4%)	12 (13.6%)	88
06-07	2 (2%)	78 (77.2%)	13 (12.9%)	8 (7.9%)	80 (79.2%)	21 (20.8%)	101
08-09 State	6 (0%)	93920 (78.2%)	22729 (18.9%)	3445 (2.9%)	93926 (78.2%)	26174 (21.8%)	120100

<b>Math MEAP Proficiency Report for Aspen Ridge Middle School – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
08-09	52 (59.1%)	24 (27.3%)	11 (12.5%)	1 (1.1%)	76 (86.4%)	12 (13.6%)	88
07-08	32 (36.4%)	39 (44.3%)	17 (19.3%)	0 (0%)	71 (80.7%)	17 (19.3%)	88
06-07	34 (33.7%)	35 (34.7%)	28 (27.7%)	4 (4%)	69 (68.3%)	32 (31.7%)	101
08-09 State	64291 (53.4%)	35520 (29.5%)	18170 (15.1%)	2475 (2.1%)	99811 (82.9%)	20645 (17.1%)	120456

<b>ELA MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
Am Ind/AK Native	0 (0%)	1 (50%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
Black	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
White	10 (11.9%)	58 (69%)	11 (13.1%)	5 (6%)	68 (81%)	16 (19%)	84
SWD	0 (0%)	1 (14.3%)	3 (42.9%)	3 (42.9%)	1 (14.3%)	6 (85.7%)	7

<b>Reading MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
Am Ind/AK Native	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Black	1 (50%)	1 (50%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
White	28 (33.3%)	44 (52.4%)	7 (8.3%)	5 (6%)	72 (85.7%)	12 (14.3%)	84
SWD	0 (0%)	1 (14.3%)	3 (42.9%)	3 (42.9%)	1 (14.3%)	6 (85.7%)	7

<b>Writing MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
Am Ind/AK Native	0 (0%)	1 (50%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
Black	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
White	0 (0%)	63 (75%)	14 (16.7%)	7 (8.3%)	63 (75%)	21 (25%)	84
SWD	0 (0%)	2 (28.6%)	1 (14.3%)	4 (57.1%)	2 (28.6%)	5 (71.4%)	7

<b>Math MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
Am Ind/AK Native	0 (0%)	1 (50%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
Black	1 (50%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
White	51 (60.7%)	23 (27.4%)	9 (10.7%)	1 (1.2%)	74 (88.1%)	10 (11.9%)	84
SWD	1 (14.3%)	2 (28.6%)	3 (42.9%)	1 (14.3%)	3 (42.9%)	4 (57.1%)	7

<b>ELA MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
Female	8 (17.4%)	35 (76.1%)	2 (4.3%)	1 (2.2%)	43 (93.5%)	3 (6.5%)	46
Male	2 (4.8%)	26 (61.9%)	10 (23.8%)	4 (9.5%)	28 (66.7%)	14 (33.3%)	42

<b>Reading MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
Female	16 (34.8%)	29 (63%)	0 (0%)	1 (2.2%)	45 (97.8%)	1 (2.2%)	46
Male	13 (31%)	18 (42.9%)	7 (16.7%)	4 (9.5%)	31 (73.8%)	11 (26.2%)	42

<b>Writing MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
Female	0 (0%)	41 (89.1%)	5 (10.9%)	0 (0%)	41 (89.1%)	5 (10.9%)	46
Male	0 (0%)	25 (59.5%)	10 (23.8%)	7 (16.7%)	25 (59.5%)	17 (40.5%)	42

<b>Math MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year – 7th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
All	52 (59.1%)	24 (27.3%)	11 (12.5%)	1 (1.1%)	76 (86.4%)	12 (13.6%)	88
Female	29 (63%)	14 (30.4%)	3 (6.5%)	0 (0%)	43 (93.5%)	3 (6.5%)	46
Male	23 (54.8%)	10 (23.8%)	8 (19%)	1 (2.4%)	33 (78.6%)	9 (21.4%)	42

<b>ELA MEAP Proficiency Report for Aspen Ridge Middle School – 8th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
08-09	13 (14.9%)	61 (70.1%)	11 (12.6%)	2 (2.3%)	74 (85.1%)	13 (14.9%)	87
07-08	26 (26.5%)	60 (61.2%)	11 (11.2%)	1 (1%)	86 (87.8%)	12 (12.2%)	98
06-07	21 (24.1%)	47 (54%)	15 (17.2%)	4 (4.6%)	68 (78.2%)	19 (21.8%)	87
08-09	23759	70209	21286	6620	93968	27906	121874
State	(19.5%)	(57.6%)	(17.5%)	(5.4%)	(77.1%)	(22.9%)	

<b>Reading MEAP Proficiency Report for Aspen Ridge Middle School – 8th</b>							
<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Number Met</b>	<b>Not Met</b>	<b>Total Students</b>
08-09	26 (29.9%)	44 (50.6%)	15 (17.2%)	2 (2.3%)	70 (80.5%)	17 (19.5%)	87
07-08	29 (29.6%)	56 (57.1%)	11 (11.2%)	2 (2%)	85 (86.7%)	13 (13.3%)	98
06-07	34 (39.1%)	38 (43.7%)	11 (12.6%)	4 (4.6%)	72 (82.8%)	15 (17.2%)	87
08-09	39172 (32%)	53726	20251	9276	92898	29527	122425
State		(43.9%)	(16.5%)	(7.6%)	(75.9%)	(24.1%)	

<b>Writing MEAP Proficiency Report for Aspen Ridge Middle School - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
08-09	0 (0%)	70 (80.5%)	11 (12.6%)	6 (6.9%)	70 (80.5%)	17 (19.5%)	87
07-08	15 (15.3%)	70 (71.4%)	12 (12.2%)	1 (1%)	85 (86.7%)	13 (13.3%)	98
06-07	11 (12.6%)	50 (57.5%)	20 (23%)	6 (6.9%)	61 (70.1%)	26 (29.9%)	87
08-09 State	1219 (1%)	89964 (73.6%)	22314 (18.3%)	8745 (7.2%)	91183 (74.6%)	31059 (25.4%)	122242

<b>Math MEAP Proficiency Report for Aspen Ridge Middle School - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
08-09	39 (44.8%)	36 (41.4%)	9 (10.3%)	3 (3.4%)	75 (86.2%)	12 (13.8%)	87
07-08	37 (37.8%)	38 (38.8%)	17 (17.3%)	6 (6.1%)	75 (76.5%)	23 (23.5%)	98
06-07	28 (32.2%)	37 (42.5%)	22 (25.3%)	0 (0%)	65 (74.7%)	22 (25.3%)	87
08-09 State	52992 (43.1%)	39108 (31.8%)	22441 (18.2%)	8456 (6.9%)	92100 (74.9%)	30897 (25.1%)	122997

<b>Science MEAP Proficiency Report for Aspen Ridge Middle School - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
08-09	39 (44.8%)	38 (43.7%)	8 (9.2%)	2 (2.3%)	77 (88.5%)	10 (11.5%)	87
07-08	49 (50%)	44 (44.9%)	5 (5.1%)	0 (0%)	93 (94.9%)	5 (5.1%)	98
06-07	36 (41.4%)	45 (51.7%)	6 (6.9%)	0 (0%)	81 (93.1%)	6 (6.9%)	87
08-09 State	43008 (35%)	51137 (41.7%)	21165 (17.2%)	7462 (6.1%)	94145 (76.7%)	28627 (23.3%)	122772

<b>ELA MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Black	1 (50%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
White	12 (14.1%)	61 (71.8%)	10 (11.8%)	2 (2.4%)	73 (85.9%)	12 (14.1%)	85
SWD	1 (11.1%)	3 (33.3%)	3 (33.3%)	2 (22.2%)	4 (44.4%)	5 (55.6%)	9

<b>Reading MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Black	1 (50%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
White	25 (29.4%)	44 (51.8%)	14 (16.5%)	2 (2.4%)	69 (81.2%)	16 (18.8%)	85
SWD	1 (11.1%)	3 (33.3%)	3 (33.3%)	2 (22.2%)	4 (44.4%)	5 (55.6%)	9

<b>Writing MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Black	0 (0%)	1 (50%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
White	0 (0%)	69 (81.2%)	10 (11.8%)	6 (7.1%)	69 (81.2%)	16 (18.8%)	85
SWD	0 (0%)	4 (44.4%)	4 (44.4%)	1 (11.1%)	4 (44.4%)	5 (55.6%)	9

<b>Math MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Black	1 (50%)	1 (50%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
White	38 (44.7%)	35 (41.2%)	9 (10.6%)	3 (3.5%)	73 (85.9%)	12 (14.1%)	85
SWD	0 (0%)	7 (77.8%)	0 (0%)	2 (22.2%)	7 (77.8%)	2 (22.2%)	9

<b>Science MEAP Proficiency Report with AYP Groups for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Black	1 (50%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	2
White	38 (44.7%)	38 (44.7%)	7 (8.2%)	2 (2.4%)	76 (89.4%)	9 (10.6%)	85
SWD	0 (0%)	5 (55.6%)	2 (22.2%)	2 (22.2%)	5 (55.6%)	4 (44.4%)	9

<b>ELA MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	6 (13.3%)	33 (73.3%)	6 (13.3%)	0 (0%)	39 (86.7%)	6 (13.3%)	45
Male	7 (16.7%)	28 (66.7%)	5 (11.9%)	2 (4.8%)	35 (83.3%)	7 (16.7%)	42

<b>Reading MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	13 (28.9%)	23 (51.1%)	9 (20%)	0 (0%)	36 (80%)	9 (20%)	45
Male	13 (31%)	21 (50%)	6 (14.3%)	2 (4.8%)	34 (81%)	8 (19%)	42

<b>Writing MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	0 (0%)	39 (86.7%)	4 (8.9%)	2 (4.4%)	39 (86.7%)	6 (13.3%)	45
Male	0 (0%)	31 (73.8%)	7 (16.7%)	4 (9.5%)	31 (73.8%)	11 (26.2%)	42

<b>Math MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	20 (44.4%)	19 (42.2%)	4 (8.9%)	2 (4.4%)	39 (86.7%)	6 (13.3%)	45
Male	19 (45.2%)	17 (40.5%)	5 (11.9%)	1 (2.4%)	36 (85.7%)	6 (14.3%)	42

<b>Science MEAP Proficiency Report by Gender for Aspen Ridge Middle School 2008/2009 School Year - Grade 08</b>							
Category	Level 1	Level 2	Level 3	Level 4	Number Met	Not Met	Total Students
Female	15 (33.3%)	25 (55.6%)	4 (8.9%)	1 (2.2%)	40 (88.9%)	5 (11.1%)	45
Male	24 (57.1%)	13 (31%)	4 (9.5%)	1 (2.4%)	37 (88.1%)	5 (11.9%)	42

## OTHER LOCALLY-ADMINISTERED ASSESSMENTS

<b>Gates-MacGinitie Reading Test Results as an 8<sup>th</sup> grade post test: 2007-2008</b>												
Grade Equivalent	3	4	5	6	7	8	9	10	11	12	Post HS	Total Tested
Number of Grade 8 Students	0	0	0	1	5	3	12	9	10	11	44	95
Percent	0	0	0	1	5	3	13	9	11	12	46	
<b>94% Students AT or ABOVE Grade Level</b>												

<b>Gates-MacGinitie Reading Test Results as an 8<sup>th</sup> grade post test: 2008-2009</b>												
Grade Equivalent	3	4	5	6	7	8	9	10	11	12	Post HS	Total Tested
Number of Grade 8 Students	0	1	3	8	4	12	4	6	11	3	38	90
Percent	0	1	3	9	4	13	4	7	12	3	42	
<b>82% Students AT or ABOVE Grade Level</b>												

## EVALUATION PROCESSES

Our School Improvement Team meets monthly for the specific purpose of monitoring, reviewing, and updating its current school improvement plan. Aspen Ridge Middle School assesses its progress toward stated goals and also determines if revisions and/or enhancements are needed based on the following data:

MEAP Assessment Results Student Report Card Grades Reading Renaissance Data STAR Reading Test Annual Surveys of Students/Staff Authentic Assessments (including student projects)	Standard and Poor's Evaluation Standardized Test Data (Gates MacGinitie) Attendance Records Office Disciplinary Referral Record GLECS
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## STAFF/PROFESSIONAL DEVELOPMENT PLAN

Aspen Ridge Middle School recognizes the importance of its staff and administrators involved in professional development opportunities that will help maintain the excellence of instruction and programming for which the District is known. The following professional development activities help the Aspen Ridge Middle School Staff keep current research and best practice as a priority:

Professional Development days and half days built into the District Calendar

Large Regional Conference Day in October in the areas of math, science, reading, and middle school topics

Individual staff conferences, seminars, and specialized training

The school's most recent professional development plans are included in the appendices for the reader's reference. Future professional development will be based on student/staff needs and state/federal mandates.

## COMMUNITY PARTNERSHIPS

- Volunteers & Parents: ARMS believes that educating youth requires the efforts of a partnership that includes home, school, businesses, organizations, agencies, and community. Both as individual classrooms and as a building, we actively partner with businesses and the community to make use of volunteers to benefit the students and/or the school. Traditional ways in which this happens are through: Resource speakers, Chaperones, Concession stand worker, Research assistants, Library assistants, PTO members, Job shadowing sites, Booster club members, Test readers / tutors, Career day presenters, Special event helpers and Classroom helpers.
- Adult & Community Education: The NICE Community School District, in conjunction with the Negaunee and Ishpeming School Districts, forms an Adult & Community Education consortium.
- Partnerships with Colleges and Universities: The NICE Community School District intends to maintain and strengthen the mutually beneficial relationship with universities. The facets of this relationship include:
  - University students are routinely placed within the district for their student teaching experience and for short-term practicum experiences.
  - Northern Michigan University offers professional development for staff and community members (including youth) via courses for credit, workshops, and conferences.
  - ARMS has also been one of three research sites in the State of Michigan and has been designated as a *Collaborative Site of Practice and Inquiry*. Through this designation and supportive funding, ARMS spent five years working to develop a middle school curriculum and a master schedule capable of providing opportunities for teachers to team teach and/or to integrate units of study.
- Library & Media Resources: Technology has allowed for students to make use of libraries and resources previously inaccessible to them. Having our school libraries "on-line" gives students and staff access to regional and state materials via inter-library loan services at our high school. The implementation of an upgraded *Accelerated Reader* program in 2008 has increased circulation in our library. The district shall work to encourage teachers, students, and community members to become effective users of these resources. As a part of the Upper Peninsula Library Resource Center, our computer users have access to information rich research services as well.

## TECHNOLOGY VISION

Technology is a tool for acquiring and communicating both knowledge and information at many levels. Skyward is used for the purposes of student data management and lunch program accounting and meal monitoring. At the various building levels, age appropriate hardware, software and Internet access are incorporated within the content areas as a part of the instructional delivery system.

ARMS also maintains a curricular continuum that is unique in its integration of technology and believes that technology should be used as a tool within the classroom, not only as a lab where technology is taught with tasks unrelated to the curriculum. We further adhere to the 'Enhancing Education Through Technology Act of 2001' with the goal: *To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.* We have implemented an integrated technology curriculum in grades 6-8 to meet the requirements outlined in the *Michigan Educational Technology Standards*.

6 <sup>th</sup> Grade	Teachers have developed a curriculum incorporating appropriate use of technology and teachers team together to develop activities that take teaching and learning to a higher level. Students are introduced and taught computer applications and learn to use the computer as a learning tool. Word processing skills are enhanced through student projects including web quests, information searches on the WWW and report formatting. Technology is also used in the teaching of grammar, spelling and vocabulary skills. Digital photography is taught through a poetry unit entitled "I Am." Hypermedia is introduced through science/language arts integrated projects.
7 <sup>th</sup> Grade	The curriculum takes learning one step further by using computer applications for teacher directed projects. Student projects include hypermedia, broadcasting, word processing, web quests, graphing, and WWW information searches. Technology is also used in science classrooms via a mobile lab. Language arts classes use computers to enhance the instruction of grammar, writing, and vocabulary.
8 <sup>th</sup> Grade	By the 8 <sup>th</sup> Grade students are capable of self-directed education allowing them to infuse technology into projects that they have created and designed themselves. Students create brochures related to the science and social studies curriculum. Hypermedia is used in the creation of a Family History tree and graduation PowerPoint slides. Students use their knowledge of peripherals such as digital cameras and scanners in the creation of classroom projects. Students design web pages both of a personal and curricular nature for themselves and various members of the faculty. Eighth grade projects include, but are not limited to: Brochures related to Science and Social Studies Curriculum, Family history (Tree) PowerPoint, Excel Graphs, Graduation PowerPoint slides, scanner usage, web pages-both personal and curriculum related. Eighth graders in computer technology class, working in teams, produce film and televise our morning announcements via our school internal television station WARMS.

Beginning with the 2009-2010 school year, the existing Lab-Volt Technology Modules will be upgraded and a Mac Lab will be added to the technology education facility made possible through a successful millage fund for technology.

## ACADEMIC SUPPORT SYSTEMS FOR STUDENTS

### Strategies to Assist All Learners to Meet the Cognitive Goals for the District

Program	Future Plans
Reading Renaissance	Continue
Summer School	Continue
31-A At Risk	Continue
Counseling	Continue
Nursing Services	Continue
Talent Development Series	Continue
Student Assistance Team	Continue
Special Education 504 Policy	Provide as needed
Homework Club Staffed by certified teacher on staff	Initiated 2008-2009 to be continued



**Strategies to Assist All Students Who Have Not Scored Satisfactorily on the MEAP**

Program	Future Plans
Learning Labs/Tutoring	Continue
Summer School	Continue
MEAP Coach	Update and Increase Use
School Improvement Team	Continue
Parenting Workshop	Continue
Individual Parent Teacher Conferences	Schedule as Needed

**Opportunities for On-the-Job Learning (Apprenticeships and Internships)**

ARMS initiates the first step in the School-to-Work Plan at the 8<sup>th</sup> Grade level. All students participate in a career unit within their Life, Career, and Employability Skills class that includes simulation activities, assessments, career exploration and job shadowing opportunities. At 6<sup>th</sup> Grade, students participate in a program called "Mini Society." At 7<sup>th</sup> Grade, students participate in a unit called "REAL Entrepreneurship" and at grade 8 students explore careers and participate in a job shadowing experience in partnership with local businesses. 8<sup>th</sup> Grade students utilize "My Dream Explorer" to develop their EDP. With this in mind, students map out their four years of high school at the time that they enroll for ninth grade making sure that they allow for all requirements for graduation to be met. Plans to expand the EDP process to 7<sup>th</sup> Grade are in progress with planning among administration, guidance counselor, and life skills teacher.

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# WESTWOOD HIGH SCHOOL

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350 Aspen Ridge School Road - Ishpeming, MI 49849 - (906) 485-3176

## *5 YEAR SCHOOL IMPROVEMENT PLAN 2009-2014*

### **INTRODUCTION**

Westwood High School is the district's only high school. Opened in 1974, Westwood High School employs 26 teachers along with 10 non-certified personnel. The administrative team consists of one (1) principal and 1/3 (.33) assistant principal and 1/3 (.33) athletic director. Westwood is a class "C" high school, with a student population of 347. The high school has been accredited annually by the North Central Association of Colleges and Schools for the past 34 years, and is recognized throughout the state as a leader in education, with several students in extra-curricular clubs that compete nationally each year.

### **SCHOOL IMPROVEMENT TEAM**

David Boase, Principal
Julie Luehmann, Teacher/ Chairperson
Renee Michaud, AP/Spec. Ed. Coordinator
Ronalyn Arseneau, Teacher
Tony Beacco, Teacher
Carol Cox, Teacher
John Jessen, Teacher
Judi Oysti, Support Staff
Betty Burke-Coduti, Community Member
Erica Altobello, Student

### ***MISSION STATEMENT***

*Westwood High School is committed to developing the intellectual, cultural, vocational, physical, and social capabilities of every student, every day.*

### **TABLE OF CONTENTS**

Goals	27
School Data Collection	27
Curriculum & Assessment Practices	28
Staff Professional Development Plan	29
Community Partnerships	29
Technology Vision	29
Academic Support Systems	30



## SCHOOL IMPROVEMENT GOALS

Goal #1: Students will improve their skills in reading comprehension and writing					
Data Sources: MME (2007, 2008, 2009)					
Objectives	Strategies	Responsibility	Professional Development	Assessment/ Evaluation	Timeline
Improve student writing and reading skills	All freshmen and sophomores will research, analyze and organize information to successfully complete a research paper that will be evaluated according to requirements determined by teacher.	English Department Teachers	English department teachers will attend writing and reading improvement sessions at the fall educator conference	Building Level and State Testing	Fall 2010
	In all department areas students will answer test questions in essay form at least two times per marking period	Teachers	English department teachers will provide a refresher in essay writing to teachers in the building	Building Level Testing	Fall 2010

Goal #2: Overall programming at the high school will provide a well rounded experience					
Data Sources: Schools of Choice Roster					
Objectives	Strategies	Responsibility	Professional Development	Assessment/ Evaluation	Timeline
WHS will remain competitive in "schools of choice" by providing a well rounded high school experience	The overall experience will support the mission statement of the school	Superintendent Principals Teachers Support Staff	NA	Schools of Choice Enrollment	Fall 2010
	The diversity in educational, athletic and non-athletic opportunities will remain broad and balanced	Superintendent Principals Teachers Support Staff	NA	Schools of Choice Enrollment	Fall 2010

## SCHOOL DATA COLLECTION

WHS consistently performs above the state and national level on the MME and ACT, respectively. 9<sup>th</sup> graders consistently score among the top schools in the Upper Peninsula. While the spring 2009 scores were an improvement over our 2008 scores, they showed a consistency with the number of students that did not choose to take the classes that make up the core academic classes recommended for post secondary education. The following tables provide standardized test information on MEAP and MME:

9 <sup>th</sup> Grade Social Studies MEAP (percentage)	2005	2006	2007	2008
Level 1: Advanced	43	45	39	55
Level 2: Proficient	43	38	44	38
Level 3: Partially Proficient	10	18	15	6
Level 4: Not Proficient	4	0	2	1

MME 2007: 11 <sup>th</sup> Grade (percentage)						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Advanced	14	4	7	49	0	1
Level 2: Proficient	43	67	52	44	65	39
Level 3: Partially Proficient	17	20	23	6	31	26
Level 4: Not Proficient	25	8	18	0	4	9

<b>MME 2008: 11<sup>th</sup> Grade (percentage)</b>						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Advanced	12	1	5	35	1	1
Level 2: Proficient	44	65	53	43	36	52
Level 3: Partially Proficient	11	19	20	16	55	35
Level 4: Not Proficient	33	15	21	7	8	12

<b>MME 2009: 11<sup>th</sup> Grade (percentage)</b>						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Advanced	13	1	8	38	0	1
Level 2: Proficient	51	60	60	40	45	54
Level 3: Partially Proficient	7	29	12	15	51	39
Level 4: Not Proficient	29	10	20	7	4	6

<b>MME Levels 1&amp;2: 2007-2009 (percentage)</b>						
	Math	Reading	Science	Social Studies	Writing	ELA
2009	64	61	68	79	45	55
2008	56	67	59	77	37	53
2007	58	71	59	94	52	65

## OTHER ACHIEVEMENT DATA

Another form of assessment WHS uses is the ACT (American College Testing) scores. The ACT test is given to juniors and seniors planning to attend a college or university. The program tests English, math, reading, and science reasoning. The scores reflect higher order thinking skills required to be successful as a college freshman. Listed below are the average ACT composite scores of Westwood students who reported taking the academic core of classes as well as the total testing group compared to State and National averages.

Year	TOTAL TEST GROUP			CORE ACADEMICS GROUP
	WHS Average	State Average	National Ave.	
2005	22.4	21.4	20.9	23.4
2006	21.7	21.5	21.1	22.6
2007	22.6	21.5	21.2	24.0
2008	20.9	19.6	21.1	23.2
2009	TBD	TBD	TBD	

## CURRICULUM & ASSESSMENT PRACTICES

- **Curriculum:** WHS has implemented a core curriculum that is based upon the Michigan Merit Curriculum, and is reviewed on a regular basis. To view the curriculum, visit: [www.michigan.gov/mde](http://www.michigan.gov/mde).
- **Assessment:** Assessment and accountability has a role in the measurement of student achievement. It is the goal of the high school to collect and use assessment data to facilitate curricular and instructional improvement and continuous growth. The MME, MEAP, Gates, and the PLAN test are all used along with building level assessments. Alternative / authentic assessments that are utilized at the district / building level include group projects, demonstrations, performances, oral and practical exams, mock jury trials and employment portfolios. These assessments are used in the core academic area as well as in the fine and visual art classes, technology education, life management, business and technology, and physical education.
- **Building-Level Decision-Making:** WHS encourages shared decision-making at the building level. This is demonstrated through various avenues such as curriculum committees, school improvement teams, or staff liaison committee that utilize teacher and community input as part of the decision-making process which leads to consensus for the district's educational and building issues.

## PROFESSIONAL DEVELOPMENT PLAN

WHS recognizes the importance of having its staff involved in professional development opportunities that will help maintain excellent instruction and programming. In-service days are scheduled to accommodate the large regional math, science or reading conferences that take place each October. In addition, professional development days or half days have been scheduled at the beginning of the school year for technology, instruction, and curriculum issues that align to the district and building goals. The professional development plan for the next five years will include curriculum revisions and NCA accreditation activities. In 2009-10 an additional focus will be on establishing strategies to improve student reading and comprehension skills.

## COMMUNITY PARTNERSHIPS

- Volunteer and Parent Partnerships: The NICE Community School District encourages each building and staff to promote the use of volunteers in their schools. Individual schools recruit their own volunteers and match their interests with school and staff needs. Examples of volunteers and community resources as utilized in this school includes classroom resource speakers, classroom aides/tutors, field trip or other school activity chaperones, concession stand workers, library assistants, newsletter editors, playground projects and committee members.
- Adult and Community Education: WHS, as part of the NICE Community School District, is a member of an Adult & Community Education consortium with the school districts of Negaunee and Ishpeming. The role of adult and community education in this district and the consortium is to provide enrichment activities and classes, as well as high school courses, to community members to encourage lifelong learners and/or to receive a high school diploma outside the traditional school setting. The Adult and Community Education program has developed an expanded and enriched curriculum for its students, which includes Interactive Television Courses with Marquette and Gwinn Community Education programs.
- Partnerships with Colleges and Universities: The role of Northern Michigan University, Michigan Technological University and Bay College is a part of the expanded teaching and learning for students. Several of our current programs are also articulated with these institutions
- Library and Media Resources: The role of libraries and community colleges in this district is limited because of its geographical distances and lack of resources within each school building's boundaries. Our students, however, are encouraged to seek out and utilize these types of resources in the "more urban" areas of this region. Our school libraries are "on-line" electronically, which allows access to regional and state library resources. This district encourages teachers, students and community members to become effective users of these resources.

## TECHNOLOGY VISION

WHS embraces technology as an integral component of its high quality educational program. Technology facilitates communication among staff and other stakeholders through an intra-district e-mail system. *Skyward* is utilized for the purposes of student records and data acquisition. *Family Access* allows for increased parent-school data exchange. Students at the high school level have many areas of study to pursue where technology and computers are a major focus. Below is WHS 's six-part system of computers

TEACHER COMPUTERS	TECHNOLOGY EDUCATION CLASSROOMS	BUSINESS DEPARTMENT	LABS	MEDIA CENTER	PORTABLE SCIENCE LAB
27 IBM Desktop Computers	20 computers for independent modules	50 Windows computers networked 3 lap top computer 4 laser printers 3 scanners 4 digital cameras 2 projection devices 2 color printers	58 IBM networked computers 2 printers	23 Windows networked computers 1 printer	8 IBM Laptop Computers

## ACADEMIC SUPPORT SYSTEMS FOR STUDENTS

### Specific Strategies to Assist All Learners to Meet the Cognitive Goals of the District

- Directed Studies
- Student Staffing
- Tutorial Programs
- Special Education Services.

### Special Assistance to All Students Who Have Not Scored Satisfactorily on MEAP

- Parent letter
- Tutoring
- Repeating Appropriate Classes
- MEAP retakes

### Opportunities for On-the-Job Learning (Apprenticeships and Internships)

Apprenticeships and internships are currently being utilized at the high school level. (See below.)

The district believes it is critical that every learner is prepared for real-world careers, jobs, and adult roles and plans to accomplish this vision through a comprehensive and accredited education program that aligns curriculum, instruction, and assessments with the State frameworks that emphasizes English language arts, mathematics, science, and social studies.

Program	Current Status	Future Plans
Co-op Program - a non credit experience; business department students write resumes and letters of application and are appropriately matched with participating businesses	In process	Continue
Internship Program – a co-curricular or credited non-paid position working as an intern in an area of interest in a local work setting	In process	Continue
Health Care Block – a co-curricular program where students participate in this course of study and work in dental offices, hospitals, nursing homes in the area	In process	Continue
Employment Portfolios – as a part of the required Consumers class students participate in mock interviews	In process	Continue
Commercial Foods Block Class – co-curricular program where students participate in this course of study and work in area hotels, restaurants, grocery stores and bakeries	In process	Continue