

PUBLIC SCHOOLS OF CALUMET

CLK ELEMENTARY

WASHINGTON MIDDLE SCHOOL

CALUMET HIGH SCHOOL

DISTRICT SCHOOL IMPROVEMENT PLAN

2006 - 2008

District Steering Committee
for School Improvement

Holly Rivest	Elementary School Teacher
Scott Clayton	Elementary School Parent
Sarah Koskiniemi	Elementary School Student
John Larson	Middle School Teacher
David Fredrickson	Middle School Parent
Aili Brotherton	Middle School Student
Karen LaCross	High School Teacher
Dianne Peterson	High School Parent
Michelle Hallwachs	High School Student
Tricia Golus	District Parent
Robert Erkkila	School Board Member
Michael Steber	Principal
Larry Kristapovich	Community Member
Gordon Mars	Senior Citizen
Darlene Dahl	Human Services
Cathy Rowe	Paraprofessional
Joan Sever	Support Staff
Mary Niebuhr	Curriculum Director
Darryl Pierce	Superintendent (ex-officio)

MISSION STATEMENT

The mission of the Calumet, Laurium and Keweenaw School District is to educate young people in a safe and orderly environment where lifelong essential learning skills are taught and mastered, initiative is encouraged and achievement is recognized.

Belief Statements

We believe

- The purpose of the CLK School District is to assist students in setting and attaining their goals and becoming productive members of our community and society
- A child should be provided a safe, positive learning environment in which life skills are taught to ensure independence, creative thinking and socialization
- It is the collective responsibility of society to provide each child with a positive opportunity to grow socially, intellectually, physically and spiritually
- All students have the potential and responsibility to develop and improve themselves socially, intellectually, emotionally and physically
- Students should be provided with a variety of experiences tailored to individual learning styles as appropriate
- Schools should be a safe environment for students where they are accepted for their individual differences and are free from harassment
- Students, teachers and community members need to work together to develop an appreciation of our culture, heritage and environment

Shared Vision

In partnership with our community, the staff of the CLK Schools will support our students in becoming responsible adults and in acquiring the skills necessary to ensure success and in becoming:

EFFECTIVE COMMUNICATORS who

- Interact effectively in a variety of situations
- Listen actively and empathetically
- effectively communicate through the use of written, verbal, and non-verbal expression
- speak and listen well
- use technology effectively for communication

PROBLEM-SOLVERS who

- Are flexible and creative
- Are independent individuals
- Possess strong communication skills
- Listen to, share, and accept different opinions
- Are evaluative
- Are collaborative
- Are intuitive
- Are open-minded
- Seek to reach consensus
- Are risk-takers
- Are change agents

COLLABORATIVE INDIVIDUALS who

- Are flexible
- Possess good people skills
- Listen to and respect other's opinions
- Employ critical thinking skills
- Are learned
- Are empathetic
- Are open-minded
- Are reflective
- Are loyal
- Are committed
- Seek to reach consensus

RESPONSIBLE CITIZENS who

- Are independent
- Follow the rules
- Learn from mistakes
- Are on time
- Complete work
- Are dependable
- Accept consequences for their actions
- Show initiative
- Show commitment

INDIVIDUALS WITH POSITIVE, HEALTHY ATTITUDES who

- Positively assess the future
- Handle adversity and change well
- Continually assess their assets
- Are intrinsically motivated
- Express opinions confidently
- Are resilient

GOAL-ORIENTED INDIVIDUALS who

- Have career, life, and personal goals
- Employ time management on a daily basis
- See themselves as successful
- Value personal, family, school, community, and workplace success
- Want to improve
- Are able to communicate their goals
- Are able to face defeat and try again
- Accept challenges

INFORMED, CONTRIBUTING CITIZENS who

- Take pride in the community
- Take initiative to be informed about community matters and current events
- Vote
- Share their knowledge, time, and talent with the community

ETHICAL INDIVIDUALS who

- Follow the Golden Rule
- Are trustworthy
- Adhere to high standards
- Show loyalty
- Show honesty
- Demonstrate fair behavior
- Know that their actions are right or wrong
- Have values and beliefs
- Stand up for their beliefs
- Demonstrate democratic values

RESPECTFUL INDIVIDUALS who

- Respect self, peers, parents, and those in authority
- Are good listeners
- Are open to different opinions
- Respect others' property
- Respect the rights of others
- Respect the effort of others
- Respect life and the environment
- Show respect through their actions
- Are effective communicators
- Are considerate of others

SCHOOL IMPROVEMENT

School Improvement is a process, not an event. It is designed to ensure that all students receive an education characterized by quality and equity. The direction for school improvement is identified from evidence of need as seen by the community, professional educators, students and by the data describing current levels of learning among our students. Future demands also give direction to school improvement as we prepare our students for productive adult roles

Our elementary, middle and high schools follow the established Public Schools of Calumet, Laurium and Keweenaw (CLK) curriculum. The district also has a technology plan approved by the Michigan Department of Education. The vision of this plan is that technology must play an important role in all areas of instruction and when integrated into the educational process it becomes an empowering teaching and learning tool. All curricula are aligned with the Michigan Curriculum Frameworks. These standards are challenging and encourage advanced skills for all our students.

Building level decision-making is channeled through the school improvement process. Plans are reviewed and updated yearly by building personnel and presented to the District School Improvement Steering Committee. Each building plan has academic goals and strategies to meet those goals including those for targeted students. Professional development priorities for staff and the resources that may be needed beyond the classroom also are included in each building plan.

The District School Improvement Plan is developed by school and community members and is reviewed annually. The district plan serves as a guide for the further development of building plans. The district plan expresses the philosophy and fundamental goals of the entire organization. Buildings are expected to align their building goals and improvement efforts with the district plan.

CLK schools have in place a comprehensive system for collecting data at all levels. Assessments aligned with the Michigan Curriculum Framework that focus on essential skills in reading, writing, math, science and social studies are continually developed and revised. Results from these assessments are analyzed at the student, teacher, building and district level. CLK staff plan and revise instruction based on the results of assessments. This is a frequent and on-going process in our district classrooms.

District and MEAP assessments as well as performance-based and teacher-developed assessments assist in monitoring the learning of our students. Teachers, principals, and central office staff use this information for development of instructional strategies targeting individual student needs, for planning professional development activities, for ongoing evaluation of the effectiveness of the instructional program and for the development of each building's school improvement plan. MEAP data also is disaggregated in the form of charts and graphs to further assist staff in identifying and supporting our most at-risk students. Data is disaggregated by subgroups as well and if statistically significant scores appear in a particular year and/or over time, a plan is developed to address the needs of the subgroup.

CURRICULUM, INSTRUCTION, ASSESSMENT and PROFESSIONAL DEVELOPMENT

The *Michigan Curriculum Framework* is a resource developed by the Michigan State Board of Education and the Michigan Department of Education. It represents rigorous expectations for student performance and describes the knowledge and skills needed to be successful in today's society. When content, instruction, local and state assessments and professional development activities are aligned they become powerful forces that will guide us in our efforts in contributing to student success.

The CLK Schools K-12 core curricula, including English Language Arts, Mathematics, Science and Social Studies, have been aligned with the Michigan Curriculum Frameworks and have been adopted by the CLK Board of Education. Additional curriculum alignment has been completed in the areas of art, music, physical education and health. The State Board of Education has released Grade level Content Expectations (GLCEs) in K-8 English Language Arts and Math and will soon release K-8 Social Studies and Science as well as High School Content Expectations in the four core content areas. Alignment of these expectations with our CLK district standards and benchmarks and the development of authentic classroom and building-level assessments of student achievements, skills and competencies will be the primary focus areas for our curriculum development in the coming year(s).

The relationship between assessment and the process of teaching and learning is changing. Current models of learning indicate that learners gain understanding when they construct their own knowledge and develop their own "maps" on the interconnections between facts and concepts. Real learning is not acquired one skill at a time. As teachers assemble evidence of student achievement in their grade level or course, it must be analyzed to identify which core content area knowledge and skills are being measured, if students are achieving the desired skills, if instruction is accomplishing the desired results and if areas exist that are not being given sufficient emphasis; in other words, what do we continue and what do we eliminate or improve.

The expectations for all students found in the *Michigan Curriculum Framework* also require a revised approach to teaching and learning on the part of educators. Emphasis is placed on the *Standards of Teaching and Learning* and the responsibility of today's teachers to understand and apply these standards to the educational environment they create in their classrooms and schools. These standards include

- Higher-order thinking
- Deep knowledge
- Substantive conversation, and
- Connections

Incorporating these standards into the professional development process creates a shift in our thinking about professional learning. Educators are now encouraged to explore, question and discuss in order to integrate new ideas and strategies into their work with students and colleagues. Staff development becomes far more effective when it is embedded in our school improvement process and aligned with curricular, instruction and

assessment decisions. Our professional development plans are now directly related to the identified needs and the knowledge, skills and abilities that educators within our learning community must possess in order to meet the needs of all students.

EFFECTIVE USES OF TECHNOLOGY

The CLK School District is dedicated to providing its students, staff, parents and communities with leading edge resources and the instruction to use these resources successfully. Today's students will be a part of an ever-changing technological society. Our graduates must have sufficient understanding of technology to ensure that they will continue to be competitive in the workplace and engage in life-long learning. Through our district technology team, the following goals have been established to improve learning, the integration of evolving technologies into our curriculum and the delivery of services:

- To support students in learning to work effectively in a technologically global society
- To provide staff with tools and knowledge that will allow them to work more effectively and to support their professional growth
- To provide for the effective and efficient administration of district resources
- To allow parents and community easy access to district information and resources

In support of these goals, the CLK District is dedicated to providing technology and supporting student learning as they

- Function in an electronic world in a legal and ethical manner
- Have the use of modern computers
- Communicate through electronic media
- Select, access and use electronic information resources
- Select and use modern software applications
- Use common peripheral devices
- Have ready access to technology resources
- Identify the health risks and safety issues involved in technology usage

Likewise, in support of staff effectiveness and professional growth, the CLK district is committed to supporting staff as they

- Receive instruction on new technologies and the integration of those technologies in the classroom
- Automate administrative tasks
- Use technology for enhancing instructional methods
- Communicate more effectively among themselves
- Utilize email and web pages as a means of improving communication with students, parents and the community

REAL-LIFE LEARNING OPPORTUNITIES

The CLK School District is actively involved in the state-wide effort to enhance career awareness at all grade levels. At the elementary and middle school levels, guest speakers from different career paths raise student awareness of the entire spectrum of career options

and vocational opportunities available. Field trips to businesses within our communities help students relate school subjects to their future career goals and provide opportunities to observe adults at work.

At the high school level, our students participate in Career Pathways to assist them in navigating among thousands of different occupations. The Pathways process is designed to broaden each student's career choices and to help students choose and prepare for a career. It involves students, their parents and teachers working together to create a career plan and an educational program to meet individual career goals. Career Pathways help students to find success after graduation. For further support, students use the Michigan Occupational Information System (MOIS) to complete an electronic and paper education development plan (EDP) with a course plan aligned with the student's chosen career pathway. This EDP is re-examined and revised throughout high school. Additional opportunities are available through the Career and technical Education (CTE) courses at the Copper Country ISD Technical Center. Students can choose to be placed in career programs such as Automotive Technology, Computer Network Administration, Health Careers and Child Care. Seniors also are allowed work-study placement opportunities at local businesses where they receive high school credit and are graded for their performance on-site.

COORDINATION OF RESOURCES

Research indicates that parent/family involvement in their child's education is a primary indicator of student success. The CLK Schools have developed many opportunities to bring families into our schools and to assist our families in supporting their children's education. Classroom and school newsletters provide an excellent means of communication between school and home. Each of our buildings utilizes the web-based Family Access System which allows parents to access information concerning student attendance, grades, lunch status, discipline reports and general classroom and building information. Our families enthusiastically support this system.

Open Houses, Parent Compact nights, Family Reading Nights, Math strategy nights, Science and Technology Fairs as well as Art Expos and Music Concerts are held on a regular basis and are well attended by parents and community members. Opportunities for all students to participate in individual and team sports further provide a rich environment for our students to develop life-long health and fitness habits as well as social skills such as cooperation, fair play, playing by the rules, etc. necessary to function appropriately in society and bring our families and community into our schools on a regular basis. In addition, we offer Booster Clubs, Parent-Teacher Organizations and parent and community involvement on all building level and district level student support, curriculum and school improvement initiatives. Extensive use of community resources and volunteers takes place in each of our buildings. Our school district library is an integral part of the Calumet Public Library. On-going communication between library personnel and district staff assures appropriate support for student projects and daily collaboration throughout our learning community. Community agencies, businesses and corporations assist our schools by providing both human and

material resources, guest speakers, job-shadowing sites and support clubs and activities. Retired senior volunteers, Americorp workers, parent volunteers, Big Brothers/Big Sisters and the JROTC program volunteers are just a few of the many vehicles that assist our CLK District to reflect the unique character and spirit of our community. Also available to our student population are Gogebic Community College, Finlandia University and Michigan Technological University. These adult learning centers allow our students to take advantage of dual enrollment and distance learning opportunities and to access learning on a global scale.

EVALUATION PROCESS

The District School Improvement Plan is reviewed annually by the District School Improvement Steering Committee. Members of this committee include staff, students, Board member(s), administrator(s), parents and community. Data provided to the committee by staff from each building is collected and analyzed. Using this data, the district will modify its strategies to suit the changing needs of the district. The plan will be updated annually and appropriate teams will address the modified priorities of the district.

PUBLIC SCHOOLS OF CALUMET DISTRICT SCHOOL IMPROVEMENT PLAN 2006 – 2008

NEED #1: District data, including MEAP scores, indicate the need to improve writing skills for all students with emphasis on our male student population

GOAL: The number of CLK students demonstrating writing proficiency will increase five percent (5%) per year

CRITERIA for SUCCESS: Students at each grade level will demonstrate a 5% increase in district, building and classroom standardized writing assessments

Strategies/Activities: K-5, 6-8 and 9-12 staff will identify and begin implementation of common writing strategies (process) on a district-wide basis

Person(s) Responsible: Administrators, regular and educational support personnel from each building

Resources Required: Release time, substitutes, book study groups, professional development opportunities focusing on exemplary writing instruction strategies, collaborative planning time

Time Frame: District-wide process adoption by end of 2006-07 school year; documented improvement in student writing skills through K-12 standardized screenings and assessments for each of the following three years (2006-08)

Evaluation: Student writing samples, staff questionnaire reflecting understanding and use of appropriate instructional strategies, classroom observations, classroom, building and district-level formative and summative assessments

NEED #2: Our special education students are not learning and/or acquiring necessary skills at an acceptable rate

GOAL: The number of special education students demonstrating proficiency in the core academic areas will increase ten percent (10 %) per year.

CRITERIA for SUCCESS: Special education students at each grade level will demonstrate a 10% increase in their level of proficiency on standardized assessments

Strategies/Activities: Regular and special education staff will identify and clarify essential standards and skills, plan and deliver instruction, administer assessments, analyze results and identify improvement strategies

Person(s) Responsible: Administrators, regular and educational support personnel from each building

Resources Required: Common planning time, scheduled co-teaching time, release time, substitutes, book study groups, professional development opportunities focusing on intervention strategies

Time Frame: 2006-2008

Evaluation: Building designed grade, subject and /or vertical team meetings; staff meetings, classroom observations; student and parent satisfaction surveys; classroom, building and district-level formative and summative assessments