

Holly Academy

820 Academy Rd.

Holly, MI 48442

Phone: 248-634-5554

District Code Number: 63911

Oakland Intermediate School District

Plan Start Date: 7/1/09

Plan End Date: 6/30/12

School URL: hollyacademy.org

Contact Person:

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Mission:

To achieve individual academic success for all students through a positive family, school, and community partnership.

Introduction:

Holly Academy opened in 1999 serving middle class children of Holly, Fenton, Clarkston, Waterford, Davisburg, White Lake, and other surrounding areas. Currently Holly Academy educates 710 students in grades K-8 housed in four buildings. There are 31 classroom teachers and 11 special subject teachers at the Academy.

Technology Committee

Board Member

Deborah Murray

Community Members

Jose Melero

Mary Mitchell

Building Administrators

Julie Kildee (Director)

Lisa Leimeister (Deputy Director)

Ken Kander (Finance Director)

Media Staff

Meghann Young

Natalie Shephard

Computer Lab Manager

Scott Appleton

Technology Committee

Michelle Bunyak

Meghann Young

Danielle Willcock

Jennifer Burns

Rachele Schultz

Vision and Goals – Section 3

Vision:

At Holly Academy students are our first priority. We believe that traditional fundamentals of education must be enhanced to form a solid foundation for the future of the student. The high expectations and standards of the academy are set above those of the accepted norms; we encourage students to excel. In addition, teaching morals and values enables a child to grow into a responsible, respectful member of society.

For the implementation of this vision with respect to technology, all students and staff in their rooms will have access to various technologies (overhead projectors, audio/video equipment, computers, document projectors, classroom monitors/TV, cameras, Internet, software, etc.) and be instructed in the use of these technologies. The utilization of these technologies focuses on the Holly Academy Curriculum. The instructors and students employ these technologies as tools to implement their respective curriculums. The vision being that the instructors and students understand technology simply as a tool to aid their learning, not as a curricular entity to be learned separately.

Holly Academy is a school of parent choice. To this end, the academy requires that parents be familiar with the school's philosophy, goals and expectations for their children. Total commitment is necessary from both the child and parents to ensure the best educational experience for the child.

As a school of choice, the following highlights offer parents a quality educational experience for their children:

- **All-day kindergarten.**
- **Science taught by four certified science teachers.**
- **Computers used in all grades to enhance basic academics.**
- **Childcare available before and after school.**
- **All teachers State Certified in their areas of instruction.**
- **Two substitute teachers serve the school on a full-time basis.**
- **After school activities are offered, including various sports and other enrichment activities.**
- **Class size is limited to 25 students.**
- **Kindergarten classes employ a full-time para-professional.**
- **Specialized Speech and Special Needs instructors enhanced with technology solutions and aids.**

Goals:

Holly Academy Broad Goal 1: HA will increase student use of technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.					
Student Performance Objective 1: HA staff will design and develop lessons to increase the level of technology used by students in their learning.					
Professional Development Objective 1: HA staff will attend class regularly working with the technology teacher to gain further understanding of technology available.					
Indicator of Success: Student performance is aligned with ISTE Standards and Michigan Technology Standards.					
Activity	Targeted Audience	Begin and End Dates	Person Responsible	Resources Required	Budget
1. Offer training on existing and new technologies	Students	September 2009 and ongoing as needed through 2012	Meghann Young, Natalie Shephard, or designee	Technology Instructor	
2. Offer training on existing and new technologies	Staff	September 2009 and ongoing as needed through 2012	Lisa Leimeister, Tina Craven, Robin Ballard, or designee	Deputy Director, Literacy Coaches, or designee	
Assessment Method: The Technology Plan Committee will use survey data and data from other sources collected by the staff to assess the direction, quality, and impact of technology use by students.					

Holly Academy School Improvement Goal Alignment: Goal 1, Goal 2, Goal 3, Goal 4, Goal 5 (See Appendix A)				
Holly Academy Broad Goal 2: HA will remain a leader in the appropriate application of technologies to students' critical thinking, creative expression, and decision-making skills.				
Student Performance Objective 1: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.				
Professional Development Objective 1: All staff will apply appropriate technologies to critical thinking, creative expression, and decision-making skills in their daily lessons.				
Indicator of Success: Student performance is aligned with ISTE Standards and Michigan Technology Standards.				
Activity	Current	2009 - 2010	2010 - 2011	2011 - 2012
General	Eighth grade students will perform at a proficient level on the MDE's Technology Literacy Certification Requirement.	Eighth grade students will average an 80% pass rate on the MDE Technology Literacy Assessment.	Eighth grade students will average an 85% pass rate on the MDE Technology Literacy Assessment.	Eighth grade students will average a 90% pass rate on the MDE Technology Literacy Assessment.
Language Arts	Students use Microsoft Office for one major project	Students use Microsoft Office for two major projects	Students use Microsoft Office for three major projects	Students use Microsoft Office for four major projects
Math	Students use Microsoft Excel to create graphs	Students use Microsoft Excel to create appropriate graphs to explain mathematical concepts	Students use Microsoft Excel to create appropriate graphs to explain mathematical concepts and use the Internet to enhance education.	Students use Microsoft Excel to create appropriate graphs to teach mathematical concepts and use the Internet to enhance education. Students use Microsoft Office, Hyperstudio and other resources to create a science-fair project through experimentation and Internet research synthesizing ideas to prove or disprove a hypothesis and present topic.
Science	Students use Microsoft Office to create a science project	Students use Microsoft Office to create a science-fair project through experimentation and Internet research synthesizing ideas to prove or disprove a hypothesis	Students use Microsoft Office, Hyperstudio and other resources to create a science-fair project through experimentation and Internet research synthesizing ideas to prove or disprove a hypothesis.	Students relate this project to their environment, history and societal impact and present research to peers using technology.
Social Studies	Students use Microsoft Office and Internet to research a community, city, state, region, or country.	Students use Microsoft Office and Internet to research a community, city, state, region, or country.	Students relate this project to their environment, history and societal impact on their community.	
Assessment Method: The Technology Plan Committee will use survey data and data from other sources collected by the staff to assess the direction, quality, and impact of technology use by students.				

Curriculum Integration – Section 4

A comprehensive technology curriculum is in practice at Holly Academy. This curriculum plan is aligned with the proposed State Technology Standards. On the following pages are detailed curricula scope and sequence for each grade instructed at Holly Academy.

Technology Scope and Sequence Kindergarten

The goal for technology at the Kindergarten level is to have the students become familiar with the components that make up a computer and its input devices through the use of selected software packages.

Basic Operations and Concepts

Grade Level Content Expectation	Methods and / or Resources for Instruction	Introduced
1. Understand that people use many types of technologies in their daily lives (ex: computers, cameras, phones, etc...)	<ul style="list-style-type: none">• Verbal instruction using various technology resources in computer lab	September
2. Identify common uses of technology found in daily life	<ul style="list-style-type: none">• Verbal instruction using various technology resources in computer lab	September
3. Recognize, name, and will be able to label the major hardware components in a computer system	<ul style="list-style-type: none">• Modeling of components within technology lab	September
4. Recognize the functions of basic file menu commands (ex: new, open, close, save, print)	<ul style="list-style-type: none">• Word	October / November

Social, Ethical, and Human Issues

Grade Level Content Expectation	Instruction	Introduced
5. Discuss the consequences of irresponsible uses of technology resources at home or at school.	<ul style="list-style-type: none"> • Various Internet Sites • Power Point 	May
6. Understand that technology is a source of information, learning, and entertainment	<ul style="list-style-type: none"> • Various Websites (Informational vs. Entertainment) • Document Projector 	April

Technology Communications Tools

Grade Level Content Expectation	Instruction	Introduced
1. Identify procedures for safely using basic telecommunication tools (ex: e-mail, phones) with assistance from teachers, parents, or student partners	<ul style="list-style-type: none"> • Read Aloud Safety Books • Email Teachers 	May / June

Technology Research Tools

Grade Level Content Expectation	Instruction	Introduced
1. Know how to recognize the Web browser and associate it with accessing resources on the internet	<ul style="list-style-type: none"> • Internet 1. www.starfall.com 2. www.WebKinz.com 	March
2. Use a variety of technology resources to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners	<ul style="list-style-type: none"> • Internet Search Engines (Group Animal Research Project.) 	April

Technology Scope and Sequence

First Grade

The goal for technology at the First Grade level is for the continued progression of the use of input devices, learning computer parts, computer care, along with inputting and retrieving data through the use of selected software packages.

Basic Operations and Concepts

Grade Level Content Expectation	Instruction	Introduced
1. Discuss the basic care of computer hardware and various media types	<ul style="list-style-type: none"> Through verbal instruction and modeling. *turning the computers on/off, how to properly handle the mouse/headphones, how to treat the CD-Rom, not to slam on the keyboard, no food/drink.	September
2. Use a variety of age appropriate technologies for sharing information	<ul style="list-style-type: none"> Word Tux Paint 	December

Social, Ethical, and Human Issues

Grade Level Content Expectation	Instruction	Introduced
1. Discuss advantages and disadvantages of using technology	<ul style="list-style-type: none"> T-chart (whole group) Tux Paint 	October
2. Recognize that using a password helps protect the privacy of information	<ul style="list-style-type: none"> Whole group discussion. Examples... <ul style="list-style-type: none"> -webkinz -renaissance place 	January/February

Technology Productivity Tools

Grade Level Content Expectation	Instruction	Introduced
1. Know how to use a variety of productivity software to convey ideas and illustrate concepts	<ul style="list-style-type: none"> • Create a whole group shared PowerPoint presentation • Tux Paint 	November
2. Be aware of how to work with others when using technology tools to convey ideas or illustrate simple concepts relating to a specified project	<ul style="list-style-type: none"> • Students working as a whole class or small groups using Tux Paint, Paint or Word to create a project. • Shared PowerPoint presentations. 	March/April/May/June

Technology Scope and Sequence

Second Grade

The goal for technology at the Second Grade level is to have the students understand that technology is a tool for augmenting life-long learning, along with the use of selected software packages.

Basic Operations and Concepts

Grade Level Content Expectation	Instruction	Introduced
1. Identify the functions of the major hardware components in a computer system	<ul style="list-style-type: none"> As a whole group, research (using projector or ELMO). Create a poster (in small groups). <ul style="list-style-type: none"> -Word -Tux Paint 	September
2. Use various age appropriate technologies for gathering information	<ul style="list-style-type: none"> Research www.factmonster.com 	February
3. Proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist both individually and as a group	<ul style="list-style-type: none"> Proofreading/editing landform magazine page. <ul style="list-style-type: none"> -Word (spell check) -Print and conference (using green/purple pens) then revise on computer. 	December/January

Social, Ethical, and Human Issues

Grade Level Content Expectation	Instruction	Introduced
1. Identify common uses of information and communication technologies	<ul style="list-style-type: none"> Class brainstorm <ul style="list-style-type: none"> -Word -Projector/ELMO 	November
2. Discuss scenarios describing acceptable and unacceptable uses of age appropriate technology	<ul style="list-style-type: none"> Whole group discussion/shared PowerPoint presentation. Tux Paint Small group skits modeling acceptable/unacceptable uses. 	October
	<ul style="list-style-type: none"> Paint 	September through

3. Understand that technology is a tool to help complete a task	<ul style="list-style-type: none"> • Tux Paint • Word • PowerPoint 	June
4. Identify places in the community where one can access technology	<ul style="list-style-type: none"> • Class brainstorm <ul style="list-style-type: none"> -Word -Projector/ELMO • Research www.factmonster.com 	March

Technology Productivity Tools

Grade Level Content Expectation	Instruction	Introduced
1. Be able to recognize the best type of productivity software to use for certain age appropriate tasks	<ul style="list-style-type: none"> • Class discussion on when it is appropriate to use Word, Excel or a PowerPoint presentation. 	April

Technology Communications Tools

Grade Level Content Expectation	Instruction	Introduced
1. Know how to use age appropriate media to communicate ideas to classmates, families, and others	<ul style="list-style-type: none"> • Letter writing <ul style="list-style-type: none"> -Word -Email 	April
2. Know how to select media formats with assistance from teachers, parents, or student partners to communicate and share ideas with classmates, families, and others	<ul style="list-style-type: none"> • Online learning videos www.kids.nationalgeographic.com • Digital camera <ul style="list-style-type: none"> -Create a PowerPoint presentation or Word document. 	May

Technology Research Tools

Grade Level Content Expectation	Instruction	Introduced
1. Interpret simple information from existing age appropriate electronic databases with assistance from teacher, parents, or student partners	<ul style="list-style-type: none"> • Survey class on favorite fruit and as a whole group, create an Excel graph. • Students then, in Tux Paint, create a graph on their own. 	March
2. Provide a rationale for choosing one type of technology over another for completing a specific task	<ul style="list-style-type: none"> • Whole group discussion comparing/contrasting Word, Tux Paint, Excel and PowerPoint. -Create a chart in Word. 	October

Technology Problem Solving and Decision Making Tools

Grade Level Content Expectation	Instruction	Introduced
1. Discuss how to use technology resources to solve age appropriate problems	<ul style="list-style-type: none"> • Whole group research of various websites. 	November
2. Identify ways that technology has been used to address real world problems	<ul style="list-style-type: none"> • Whole group research of various websites. • Students use Tux Paint to depict one of these problems. 	November

Technology Scope and Sequence

Third Grade

The goal for technology at the Third Grade level is to have the students understand that technology is a tool for augmenting life-long learning, through the use of selected software packages.

Basic Operations and Concepts

Grade Level Content Expectation	Instruction	Introduced
1. Discuss ways technology has changed life at school and at home	<ul style="list-style-type: none"> • Whole group discussion / research • Create a Now & Then Book <ul style="list-style-type: none"> -Tux Paint -Word (example: plays vs. movies or handwritten vs. typed)	May/June
2. Know proper keyboarding positions and touch typing techniques	<ul style="list-style-type: none"> • Various keyboarding websites • Teacher instruction • Word 	January through June
3. Manage and maintain files on a hard drive or the network	<ul style="list-style-type: none"> • Student Shared Drive -3rd Grade Computer's Folder 	October
4. Demonstrate proper care in the use of hardware, software, peripherals, and storage media	<ul style="list-style-type: none"> • Whole group research of various websites • Create a class book to share with younger grades 	September
5. Identify search strategies for locating needed information on the internet	<ul style="list-style-type: none"> • Teacher instruction – keywords, search engine, non-fiction features www.factmonster.com www.google.com	November

Social, Ethical, and Human Issues

Grade Level Content Expectation	Instruction	Introduced
1. Discuss scenarios describing acceptable and unacceptable uses of technology and describe consequences of inappropriate use	<ul style="list-style-type: none"> • Whole group discussion and research of various websites. • Students use Word to create columns to list what is acceptable/unacceptable 	November/December
2. Explore various technology resources that could assist in pursuing personal goals	<ul style="list-style-type: none"> • Research professions and the technology they use 	January

Technology Productivity Tools

Grade Level Content Expectation	Instruction	Introduced
1. Know how to use menu options in applications to print, format, add multimedia feature; open, save, manage files; and use various grammar tools	<ul style="list-style-type: none"> • Teacher instruction of Microsoft Word -Projector/ELMO 	October
2. Know how to insert various objects into word processing documents, presentations, or web documents	<ul style="list-style-type: none"> • Word or PowerPoint <ol style="list-style-type: none"> 1. Clip-Art 2. Word-Art 3. Pictures 4. Copy/Paste 	February
3. Use a variety of technology tools and applications to promote creativity	<ul style="list-style-type: none"> • Word <ol style="list-style-type: none"> 1. Word-Art 2. Fonts • Tux Paint 	February
4. Collaborate with classmates using a variety of technology tools to plan, organize, and create a group project	<ul style="list-style-type: none"> • Create a new type of Candy Bar and market it by making a flyer (small groups). <ol style="list-style-type: none"> 1. Word 2. Tux Paint 	March

Technology Research Tools

Grade Level Content Expectation	Instruction	Introduced
1. Use Web search engines and built in search functions of other various resources to locate information	<ul style="list-style-type: none"> • Teacher instruction – keywords, search engine, non-fiction features www.factmonster.com www.google.com 	November
3. Know how to independently use existing databases to locate, sort, and interpret information on an assigned topic	<ul style="list-style-type: none"> • As a whole group, survey students and create an Excel graph 	April

Technology Scope and Sequence

Fourth Grade

The goal for technology at the Fourth Grade level is to have the students understand that technology is a tool for augmenting life-long learning, through the use of selected software packages.

Basic Operations and Concepts

Grade Level Content Expectation	Resources for Instruction	Introduced
1. Discuss ways technology has changed business and government over the years	<ul style="list-style-type: none"> Class search on various internet websites 	October
2. Proofread and edit writing using appropriate resources and grade level appropriate checklists both individually and in groups	<ul style="list-style-type: none"> Science Fair Projects <ol style="list-style-type: none"> Word Excel 	January/February

Social, Ethical, and Human Issues

Grade Level Content Expectation	Resources for Instruction	Introduced
1. Discuss how information and communication technology supports collaboration, productivity, and lifelong learning	<ul style="list-style-type: none"> Survey classes and create graphs from data in Excel and Word 	March/April
2. Discuss basic issues regarding appropriate and inappropriate uses of technology and related laws	<ul style="list-style-type: none"> Research on internet Use Word to enter citations 	September/January

Technology Productivity Tools

Grade Level Content Expectation	Resources for Instruction	Introduced
1. Understand that existing (and future) technologies are the result of human creativity	<ul style="list-style-type: none"> • Use Tux Paint to create an invention 	May/June

Technology Communications Tools

Grade Level Content Expectation	Resources for Instruction	Introduced
1. Use a variety of media and formats to create and edit products to communicate information and ideas to various audiences	<ul style="list-style-type: none"> • Create Power Point presentations • Excel graphs 	November

Technology Research Tools

Grade Level Content Expectation	Resources for Instruction	Introduced
1. Describe basic guidelines for determining the validity of information accessed from various sources	<ul style="list-style-type: none"> • Use rubrics to assess appropriate websites • Microsoft Word 	February through June

Technology Problem Solving and Decision Making Tools

Grade Level Content Expectation	Resources for Instruction	Introduced
1. Use technology resources to access information that can assist in making informed decisions about everyday matters	<ul style="list-style-type: none"> • Plan a trip itinerary <ol style="list-style-type: none"> 1. Publisher 2. Word 3. Power Point 	April/May

Technology Scope and Sequence

Fifth Grade

The goal for technology at the Fifth Grade level is to have the students understand that technology is a tool for augmenting life-long learning, through the use of selected software packages.

Basic Operations and Concepts

Grade Level Content Expectation	Instruction	Introduced
1. Recognize and discuss the need for security applications to help protect information and to keep the system functioning properly	<ul style="list-style-type: none"> • Teacher instruction and internet search of various websites 1. login/password 2. antivirus 3. firewalls 	December
2. Know how to use basic input / output devices and other peripherals	<ul style="list-style-type: none"> • Scanner • Digital Camera 	May/June
3. Know how to exchange files with other students using technology	<ul style="list-style-type: none"> • Thumb Drive • Burning CD's • Email • Student Shared Drive 	September/October
4. Identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences	<ul style="list-style-type: none"> • Whole group discussion (make a chart in Word) of when to use... 1. Word 2. PowerPoint 3. Excel 4. Publisher 	November

Social, Ethical, and Human Issues

Grade Level Content Expectation	Instruction	Introduced
1. Identify cultural and societal issues relating to technology	<ul style="list-style-type: none"> • High speed internet • Children more advanced than adults • Lack of technology in some communities (either by choice or lack of technology) 	January
2. Discuss how various assistive technologies can benefit individuals with disabilities	<ul style="list-style-type: none"> • Student research <ol style="list-style-type: none"> 1. voice recognition 2. text-to-speak 3. magnifier 4. Braille keyboard 	December
3. Discuss the accuracy, relevance, appropriateness, and bias of electronic information sources	<ul style="list-style-type: none"> • Teacher led discussion • Evaluating websites • Student research 	March
4. Use age appropriate citing of sources for electronic reports	<ul style="list-style-type: none"> • Teacher instruction • Students create and cite within a PowerPoint presentation 	March
5. Identify appropriate kinds of information that should be shared in public chat rooms	<ul style="list-style-type: none"> • Whole group T-chart in Word (appropriate vs. inappropriate) 	February
6. Identify safety precautions that should be taken while on-line	<ul style="list-style-type: none"> • Whole group brainstorm <ol style="list-style-type: none"> 1. don't open emails from those you don't know 2. don't click on pop-ups 3. don't install/download applications you aren't sure of 4. spell correctly in address bar 5. what to do when you come across 	February

	inappropriate material	
7. Identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals	<ul style="list-style-type: none"> • Teacher instruction on increasing productivity <ol style="list-style-type: none"> 1. Cut/paste 2. Email vs. Snail Mail 3. Phone vs. Travel 	November

Technology Communications Tools

Grade Level Content Expectation	Instruction	Introduced
1. Use basic telecommunication tools for collaborative projects with other students	Email teachers/businesses Students will draft an email to their teacher/business and attach and await response	April
2. Identify how different forms of media and formats may be used to share similar information, depending on the intended audience	<ul style="list-style-type: none"> • Whole group discussion / brainstorm -Lower El. Programs vs. Upper El. Programs (Example: An Excel graph to show data is fine for upper grades, but a picture graph made in Tux Paint would work better for lower grades)	April

Technology Research Tools

Grade Level Content Expectation	Instruction	Introduced
1. Perform simple queries on existing databases and report results on an assigned topic	<ul style="list-style-type: none"> • Student research online 	March

2. Identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource	<ul style="list-style-type: none"> • Teacher instruction of what makes a website appropriate • Whole group will create a rubric to evaluate websites 	March
3. Compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results	<ul style="list-style-type: none"> • Word vs. Excel for graphing • Discuss limitations of each 	November

Technology Problem Solving and Decision Making Tools

Grade Level Content Expectation	Instruction	Introduced
1. Use information and communication technology tools to collect, organize, and evaluate information to assist with solving real life problems	<ul style="list-style-type: none"> • Create a budget <ul style="list-style-type: none"> ○ Word ○ Internet ○ Excel 	May

The goal for technology at the Sixth Grade level is to have the students understand that technology is a tool for augmenting life-long learning, through the use of selected software packages.

USING AND TRANSFERRING

Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner.)

- The learner will identify a need and create or develop a new technology for the home.
- The learner will use technology to create a message that promotes a product/service.
- The learner will design and build a model of a technological system to buy or sell a product or service.
- The learner will demonstrate technological resources and systems that might be used to address social, civic, and economic issues.
- The learner will demonstrate the proper care of technological systems and components.

USING INFORMATION TECHNOLOGIES

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

- The learner will demonstrate skill using technologies to prepare, evaluate and synthesize information collected and stored (voice, data, video, graphics, etc).
- The learner will gather information about a given technological problem, develop possible solutions, and generate a best solution using multiple technologies.
- The learner will retrieve, communicate and input information using a technological system (voice, data, video, graphics, etc).
- The learner will evaluate information received through technologies.

APPLYING APPROPRIATE TECHNOLOGIES

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

- The learner will use technologies as tools for creative expression and communication of ideas (voice, data, video, graphics, etc).
- The learner will use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).

EMPLOYING SYSTEMATIC APPROACH

Content Standard 4: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments.

- The learner will compare and contrast different resources and processes to evaluate technological solutions to a problem.

APPLYING STANDARDS

Content Standard 5: All students will apply ethical and legal standards in planning, using, and evaluating technology.

- The learner will hypothesize legal and ethical factors in the design and development of a new product (patents, copyright).
- The learner will provide examples of situations where the use of technology might be affected by legal or ethical considerations.

- The learner will follow established guidelines and laws of privacy and ownership related to technology.
- The learner will understand and practice ethical and legal standards from technologies.

EVALUATING AND FORECASTING

Content Standard 6: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

- The learner will investigate current technological applications and present possible safe and unsafe consequences in the continued use of these applications.

Vocabulary

Save	Server	Stack	Hypertext Mark-up Language
File	Slide	Card	Internet
Folder	Slideshow	Acceptable Use Policy	Central Processing Unit
Memory	Hard drive	Peripherals	

Software

- Word
- Hyperstudio
- Encarta
- Excel
- PowerPoint
- Web Browser

The goal for technology at the Seventh Grade level is to have the students understand that technology is a tool for augmenting life-long learning, through the use of selected software packages.

USING AND TRANSFERRING

Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner.)

- The learner will demonstrate the proper care of technological systems and components.

USING INFORMATION TECHNOLOGIES

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

- The learner will demonstrate skill using technologies to prepare, evaluate and synthesize information collected and stored (voice, data, video, graphics, etc).
- The learner will gather information about a given technological problem, develop possible solutions, and generate a best solution using multiple technologies.
- The learner will retrieve, communicate and input information using a technological system (voice, data, video, graphics, etc).
- The learner will evaluate information received through technologies.

APPLYING APPROPRIATE TECHNOLOGIES

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

- The learner will investigate how different cultures use technology to solve similar problems.
- The learner will use technologies as tools for creative expression and communication of ideas (voice, data, video, graphics, etc).
- The learner will use several technological methods to perform a given task and analyze advantages and disadvantages of each.
- The learner will use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).

EMPLOYING SYSTEMATIC APPROACH

Content Standard 4: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments.

- The learner will construct technological systems that exhibit continuous improvement.
- The learner will forecast potential hazards, establish guidelines for safe behavior, and demonstrate the understanding for common safety practices in a technological environment.

APPLYING STANDARDS

Content Standard 5: All students will apply ethical and legal standards in planning, using, and evaluating technology.

- The learner will hypothesize legal and ethical factors in the design and development of a new product (patents, copyright).
- The learner will provide examples of situations where the use of technology might be affected by legal or ethical considerations.
- The learner will follow established guidelines and laws of privacy and ownership related to technology.

- The learner will understand and practice ethical and legal standards from technologies.

EVALUATING AND FORECASTING

Content Standard 6: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

- The learner will investigate the effects of the growth and development of technology on careers and occupations.
- The learner will compare and contrast how technological development affects and impacts different groups, communities, and cultures in our society.
- The learner will investigate current technological applications and present possible safe and unsafe consequences in the continued use of these applications.
- The learner will identify and explain how environmental factors contribute to the development of technology and their impacts on society.

Vocabulary

Save	Server	Stack	Hypertext Mark-up Language
File	Slide	Card	File Extension
Folder	Slideshow	Acceptable Use Policy	Internet
Memory	Hard drive	System Unit	Central Processing Unit
Peripherals			

Software

- Word
- Hyperstudio
- Encarta
- Excel
- PowerPoint
- Front Page
- Web browser

The goal for technology at the Eighth Grade level is to have the students understand that technology is a tool for augmenting life-long learning, through the use of selected software packages.

USING AND TRANSFERRING

Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner.)

- The learner will use a variety of technological resources to explore career paths and identify areas of interest.
- The learner will demonstrate the proper care of technological systems and components.

USING INFORMATION TECHNOLOGIES

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

- The learner will demonstrate skill using technologies to prepare, evaluate and synthesize information collected and stored (voice, data, video, graphics, etc).
- The learner will gather information about a given technological problem, develop possible solutions, and generate a best solution using multiple technologies.
- The learner will retrieve, communicate and input information using a technological system (voice, data, video, graphics, etc).
- The learner will evaluate information received through technologies.

APPLYING APPROPRIATE TECHNOLOGIES

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

- The learner will use technologies as tools for creative expression and communication of ideas (voice, data, video, graphics, etc).
- The learner will use several technological methods to perform a given task and analyze advantages and disadvantages of each.
- The learner will use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).

EMPLOYING SYSTEMATIC APPROACH

Content Standard 4: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments.

- The learner will present technological solutions using scale and proportion in multi-view sketches and drawings.
- The learner will use measurements of dimension and capacity as criteria to produce and analyze technological solutions to problems.
- The learner will transfer measurements within appropriate tolerances for the purposes of producing technological solutions to problems.
- The learner will use industrial tools, materials, equipment, and processes to produce prototypes and technological solutions to problems.
- The learner will apply a systematic approach to identify a current societal need that required technologies, determine and assess solutions, select the best solutions, develop the product, process, or service that meets the need, and evaluate.
- The learner will design/redesign an quality technological prototype to meet a societal or environmental need using investigation, analysis and idea development, proposals, planning, making a prototype of the solution, testing and evaluation of the prototype, and self assessment.

- The learner will compare and contrast different resources and processes to evaluate technological solutions to a problem.

APPLYING STANDARDS

Content Standard 5: All students will apply ethical and legal standards in planning, using, and evaluating technology.

- The learner will hypothesize legal and ethical factors in the design and development of a new product (patents, copyright).
- The learner will provide examples of situations where the use of technology might be affected by legal or ethical considerations.
- The learner will follow established guidelines and laws of privacy and ownership related to technology.
- The learner will understand and practice ethical and legal standards from technologies.

EVALUATING AND FORECASTING

Content Standard 6: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

- The learner will investigate the effects of the growth and development of technology on careers and occupations.
- The learner will analyze present and future job markets in specific technology related careers and occupations.
- The learner will identify, compare, and contrast technological impacts and the effects they could have on one’s current and future life.
- The learner will illustrate the social, environmental, civic, and economic consequences of a particular technology.
- The learner will provide examples of technological solutions that have led to social, civic, economic, or environmental problems and propose methods for addressing these problems.
- The learner will identify and explain how environmental factors contribute to the development of technology and their impacts on society.
- The learner will recognize the historical impact on the development of technology in relationship to the production of tools, equipment, and products.
- The learner will research, present, and defend forecasts of consequences of new technological developments.
- The learner will complete the MDE Eighth Grade Technology Literacy Certification Assessment with an 80% pass rate.

Vocabulary

Save	Server	Stack	Hypertext Mark-up Language (HTML)
File	Slide	Card	File Extension
Folder	Slideshow	Acceptable Use Policy	Internet
Memory	Hard drive	System Unit	Central Processing Unit
Peripherals	Web Page		

Software

- Word
- Hyperstudio
- Encarta
- Excel
- PowerPoint
- Front Page
- Web browser

Section 5: Specific Lessons Used per Grade Level

<p style="text-align: center;">Kindergarten</p>	<p>Kid Pix</p> <ul style="list-style-type: none"> • Students type their weekly spelling words. Each word gets its own box and color. When completed, students use the voice feature to listen to the words being read to them. • Students listen to directions given by the teacher or another student. Class must recreate the picture projected on the overhead by following directions and visually checking their work. • Students type the sentence, "I can type..." filling in the blank with words they know how to spell. <p>Excel</p> <ul style="list-style-type: none"> • Students type their weekly spelling words. The terms row, column, and cell are taught. Students learn how to move around a spreadsheet using the tab, enter, and arrow keys as well as the mouse. <p>Word</p> <ul style="list-style-type: none"> • Students type their weekly spelling words. Students learn how to navigate through a Word document and experiment with changing font, size and color. <p>Internet</p> <ul style="list-style-type: none"> • Several websites offer several age appropriate activities and games for reinforcing skills learned in the classroom while helping to develop mouse skills.
<p style="text-align: center;">1st</p>	<p>Kid Pix</p> <ul style="list-style-type: none"> • Students listen to directions given by the teacher or another student. Class must recreate the picture projected on the overhead by following directions and visually checking their work. • Students illustrate and type pages of a story written in class. Pages are printed for classroom teacher to bind in book form. • Students draw pictures and type text reviewing topics learned in Science. Ex. Water Cycle (precipitation, evaporation, condensation) Seasons (winter, spring, summer, fall) <p>Internet</p> <ul style="list-style-type: none"> • Various websites are found to accompany topics offer several age appropriate activities and games for reinforcing skills learned in the classroom while helping to develop mouse skills. <p>Excel</p> <ul style="list-style-type: none"> • Students type their weekly spelling words. The terms row, column, and cell are taught. Students learn how to move around a spreadsheet using the tab, enter, and arrow keys as well as the mouse. <p>Word</p> <ul style="list-style-type: none"> • Students type their weekly spelling words. Students learn how to navigate through a Word document and experiment with changing font, size and color.

<p>2nd</p>	<p>Internet</p> <ul style="list-style-type: none"> • Various websites are found to accompany topics offer several age appropriate activities and games for reinforcing skills learned in the classroom while helping to develop mouse skills. <p>Ex. Rainforest Multiplication / Addition / Counting by 2's State Outlines</p> <p>Encarta</p> <ul style="list-style-type: none"> • Students use the encyclopedia to answer questions distributed by classroom teacher about rain forest animals. <p>Excel</p> <ul style="list-style-type: none"> • Students type their weekly spelling words. The terms row, column, and cell are taught. Students learn how to move around a spreadsheet using the tab, enter, and arrow keys as well as the mouse. <p>Word</p> <ul style="list-style-type: none"> • Students type their weekly spelling words. Students learn how to navigate through a Word document and experiment with changing font, size and color. • Students type a list of 25 writing topics. List is printed and attached to their writing journal for use in classroom. <p>Kid Pix</p> <ul style="list-style-type: none"> • Students draw pictures and type text reviewing various topics learned in their classroom. <p>Ex. Community Seasons</p>
<p>3rd</p>	<p>Mavis Beacon</p> <ul style="list-style-type: none"> • This program evaluates and tracks students' typing skills. Lessons progress at the individual rate of each student. <p>PowerPoint</p> <ul style="list-style-type: none"> • Classroom topics are brought into the computer lab to be researched and developed into PowerPoint presentations. <p>Ex. State Report Core Democratic Values</p> <p>Excel</p> <ul style="list-style-type: none"> • Make a multiplication chart using formulas to compute the answers. <p>Internet</p> <ul style="list-style-type: none"> • Students use the internet to hone mathematical skills

<p>4th</p>	<p>Mavis Beacon</p> <ul style="list-style-type: none"> • This program evaluates and tracks students' typing skills. Lessons progress at the individual rate of each student. <p>PowerPoint</p> <ul style="list-style-type: none"> • Classroom topics are brought into the computer lab to be researched and developed into PowerPoint presentations. Ex. "About Me" State Report <p>Publisher</p> <ul style="list-style-type: none"> • Make a brochure about weather to go along with what students' are learning in Science. <p>Excel</p> <ul style="list-style-type: none"> • Make a multiplication chart using formulas to compute the answers. • Make a graph to accompany a state report that has been assigned by the classroom teacher.
<p>5th</p>	<p>Mavis Beacon</p> <ul style="list-style-type: none"> • This program evaluates and tracks students' typing skills. Lessons progress at the individual rate of each student. <p>PowerPoint</p> <ul style="list-style-type: none"> • Classroom topics are brought into the computer lab to be researched and developed into PowerPoint presentations. Ex. "About Me" State Report <p>Publisher</p> <ul style="list-style-type: none"> • Make a brochure about weather to go along with what students' are learning in Science. <p>Excel</p> <ul style="list-style-type: none"> • Make a multiplication chart using formulas to compute the answers. • Make a graph to accompany a state report that has been assigned by the classroom teacher.

6th	<p>Power Point</p> <ul style="list-style-type: none"> • Create and present students book reports <p>Internet</p> <ul style="list-style-type: none"> • Enhance students writing and problem solving skills Ex. Poetry teachers.com Puzzlemakers.com <p>Word</p> <ul style="list-style-type: none"> • After each student is given a topic they are asked to create a new document and write an appropriate essay
7th	<p>Power Point</p> <ul style="list-style-type: none"> • African Report that has been researched and type is than created and presented in PowerPoint presentation. • Five areas connected to Christmas Carol and placed into a PowerPoint presentation. <p>Word</p> <ul style="list-style-type: none"> • After research is complete on African Research Report a new document is created to Save each students research. • Students are asked to research several different topics through the school year and asked to place them in a document. This enables the student to learn to copy and paste from Encarta and the Internet Ex. Timelines/Countries <p>Internet</p> <ul style="list-style-type: none"> • Students access the internet to asset them in research for different assigned projects <p>Encarta</p> <ul style="list-style-type: none"> • The encyclopedia is used as an additional tool of research for the students. Timelines/Countries

8th	<p>Internet</p> <ul style="list-style-type: none"> • Research Uniform Policies for elementary schools, helps to write a persuasive letter on the students views. <p>Excel</p> <ul style="list-style-type: none"> • Helps students learn to organize and graph information. Each child graphed their MEAP answer to discover what problems were missed most. <p>Power Point</p> <ul style="list-style-type: none"> • Students researched the Civil War, than create and presented a report on a specific battle. <p>Hyper-Studio</p> <ul style="list-style-type: none"> • In preparation for a Washignton D.C. trip students create a presentation of what sights they may see.
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2009 – 2010	Technology integration will continue to grow as the technology instructors spend time with the staff in in-service, tutorial, and one-on-one instruction. Peer collaboration and development of projects will expand integration, instruction, and learning. As more technological solutions become available Holly Academy will actively pursue their integration.
2010 – 2011	Technology integration will continue to grow as the technology instructors spend time with the staff in in-service, tutorial, and one-on-one instruction. Peer collaboration and development of projects will expand integration, instruction, and learning. As more technological solutions become available Holly Academy will actively pursue their integration.
2011 - 2012	Technology integration will continue to grow as the technology instructors spend time with the staff in in-service, tutorial, and one-on-one instruction. Peer collaboration and development of projects will expand integration, instruction, and learning. As more technological solutions become available Holly Academy will actively pursue their integration.

Technology Delivery – Section 6

Holly Academy currently subscribes to an online tutorial service. This service offers staff, students, and parents the opportunity to learn about the use of selected software programs through Internet tutorials. This program is used in the computer lab to enhance the students and staffs understanding of selected software. This program is available to the parents, staff and students anywhere they can access the Internet (even at home). The name of this service is Atomic Learning found at www.atomiclearning.com. This service is recommended by MACUL, Scholastic Administrator, and TechLearning.com.

Parental Communications & Community Relations – Section 7

The educational technology plan is disseminated to the community through a series a curriculum nights at the beginning of each school year. Grade levels hold curriculum meetings during the first weeks of school to discuss what is being required of the students at Holly Academy.

Holly Academy hosts a website and a home/school internet based communication tool, Skyward. Parents can log on to Skyward with the password that is provided, and can access their student’s grades, as well as teacher lesson plans. This tool keeps parents and students apprised of current concepts and activities being covered in class. A school newsletter goes out via email to parents on a weekly basis keeping them informed of what it taking place at Holly Academy. Regular meetings are held involving the Holly Academy staff. These meetings regularly revolve around technology and technology use. Currently, the computer lab is available on a limited basis for after school activities. The plan is to expand the frequency of these work evenings. There are also plans to include some evening classes on software usage and computer maintenance/upgrading/repair.

During the fall curriculum meetings, a call for parent volunteers will be made to enhance our technology plan committee. Currently, there are some parents involved in our technology program and development.

Holly Academy currently offers evenings in the computer lab. This is an opportunity for the community to come in and use the computers. The plans for expansion are as follows:

2009 – 2010	2010 – 2011	2011 - 2012
A regularly scheduled time after school for open computer lab time.	A regularly scheduled time after school and an added evening time for open computer lab time.	A regularly scheduled time after school and the evening time for open computer lab time. Evening class offerings for software education.

Collaboration – Section 8

N/A

This section does not apply to our school district. We are a kindergarten through eighth grade charter school and do not offer any Adult Ed, GED certification or ESL programs.

Professional Development – Section 9

The staff at Holly Academy is required to accompany their students to the computer lab for instruction. The projects worked on in the lab are created by the classroom teacher in collaboration with the technology teacher. The software, hardware and Internet skills taught to the students by the technology teacher are also taught to the teachers two to three times weekly. These skills are taught through the curricular project, not as a separate skill the students and staff need to learn. The skills are taught as the projects are created through this teacher/technology staff collaboration. The skills learned are revisited and enhanced on a regular basis.

The staff regularly requests individual instruction from the technology teachers. If the regular computer lab instruction requires a more in-depth look, the teachers simply seek out the technology teacher or a peer/mentor to assist them in their learning. There are ongoing professional development afternoons scheduled throughout the school year. Many of these days are devoted to further technology use, integration and understanding. The technology instructor will be meeting with teachers weekly to help them in their actual classroom technology integration. This will take place during the day at regular times.

The staff is required to attend regular Technology Professional Development in-services. These are designed to help the staff with software applications and integration.

Manuals are available on all software used in the school.

Other specialized self-help books are available to the staff on a request basis.

Staff has access to the resources at the intermediate school district including REMC.

The school website and email continually updates the staff on new developments and procedures.

ED Performance, Renaissance Learning, and other specialized vendor sites are available to the staff at all times for further instruction/learning.

Central Michigan University is our chartering organization. Their resources are available to the staff for further instruction/learning.

Supporting Resources – Section 10

Holly Academy, in conjunction with Central Michigan University (our chartering organization), will continue to support staff and students in the use of the resources listed below:

- Skyward student management system
- Microsoft Office Suite
- Digital cameras
- Digital camcorders
- Scanners
- DVD/CD recorders
- DVD/VCR players
- Data projectors/monitors
- Classroom sound field systems
- Foreign language software
- District video collection
- Adobe Acrobat
- Making the Grade
- Career Cruising
- United Steaming
- Instructional support and curriculum software

Identifying Needs

Holly Academy's Technology Committee will conduct an annual evaluation of progress implementing the school's technology plan. A five year replacement cycle has been created to identify and replace aging equipment in a systematic fashion.

Technical Support

Holly Academy has established an Informational Technology (IT) Department consisting of a Technology Manager, two Technology teachers, and the Technology Committee. The IT Department is responsible for all data, voice, and video services, including the network servers, computers, and printers used to support all services. The department performs all computer troubleshooting and repair. They maintain all system software and network connections.

Holly Academy has a single point of contact email for staff in need of technical assistance. This is emailed automatically to the IT department and all work requests are completed in a timely manner.

Infrastructure Needs/Technical Specifications and Design – Section 11

Holly Academy has a Microsoft network in place encompassing all rooms in all buildings. Each student, teacher, and staff member has access to this network and to the Internet. All units are functioning and well-maintained.

The school has the following hardware:

Technology	Type of Unit	Number of Units
Exchange Server	Dell PowerEdge	1
File Server	Dell PowerEdge	1
Switches	3 COM	9
Internet Cable Modem	SMC 8013	1
Firewall / Content Filter	Astaro Security Gateway 320	1
Wireless Access Point	D-Link	11
Computers	Desktop - Dell Vostro Core 2 Duo 1.8 GHz	5
Computers	Desktop - Pentium Dual Core 2 GHz	40
Computers	Desktop - Pentium 4 3 GHz	60
Computers	Desktop - Pentium 4 1.5 GHz	2
Computers	Laptop - Dell Vostro Core 2 Duo 1.8 GHz	6
Computers	Laptop - Dell Vostro Core 2 Duo 1.4 GHz	21
Computers	Laptop - Dell Inspiron Pentium M 1.8 GHz	8
Computers	Laptop Dell – Various	9
Work Processor	AlphaSmart	30
Graphing Calculator	Texas Instrument TI-73	22
Monitors, Classroom	31"	20
Monitors, Classroom	27"	2
Data Projector	Various	23
Document Camera	Various	20
Printers	Okidata C5800LDn	2
Printers	HP Laserjet 4250N	1
Printers	HP Laserjet 4100N	1
Printers	HP Laserjet 4050N	6
Cameras	Canon Powershot Digital Photo	4
Cameras	Sony Handycam Digital Video	2
DVD/VCR	JVC	24
DVD	JVC	2
Overhead Projectors	Various	30
Tape Recorders w/ headphones	Various	30
Copy Machines	Konica Minolta	2
Copy Machine	Muratec	1
Classroom Sound Field	Various	18

Holly Academy will continue to actively seek grant money to subsidize upgrading and software purchases. During the 2008 – 2009 school year, the Academy was awarded a federal grant in the amount of \$46,000.

Three year plan for updating and replacing hardware:

2009 – 2010

Continue replacement of oldest teacher laptops. Approximately 6 are near 5 years old.

Replace email server. Now 5 years old.

Upgrade email system to latest version of Microsoft Exchange.

Upgrade servers to latest version of Microsoft Server operating system.

2010 – 2011

Continue replacement of oldest teacher laptops. Approximately 18 are near 5 years old.

Replace elementary lab computer. Now 5 years old.

Upgrade old elementary lab computer to support latest version of Microsoft Windows and place in classrooms.

2011 – 2012

Continue replacement of oldest teacher laptops. Approximately 12 are near 5 years old.

Replace file server. Now 5 years old.

Increased Access – Section 12

Holly Academy is dedicated to the education of the student by meeting the student's needs. Our goal is challenging the student at their appropriate level. This philosophy carries through all of our instruction strategies. Technology will follow this same program. If a student has special requirements for access, Holly Academy will do what needs to be accomplished in order to satisfy the requirements of the individual student.

For students that need to type a paper, HA will loan them an AlphaSmart word processor to take home to complete assigned work. These same units work well for students with hand-writing problems.

Special Education grants have been used and will continue to be pursued.

Budget and Timetable – Section 13

Funding and Budget

Section 13 Budget and Timetable Element J.

	2008-2009	2009-2010	2010-2011	2011-2012
Salaries and Benefits	\$115,287	\$121,159	\$125,856	\$130,735
Hardware and Networking costs	\$45,748	\$45,000	\$45,000	\$45,000
Maintenance and Service Costs: License Agreements; Software and Curriculum Support	\$7500	\$7,500	\$8,000	\$8,500
Professional Development	\$500	\$500	\$750	\$750
Technical Support	\$1,000	\$1,000	\$1,000	\$1,500

Coordination of Resources - Section 14

- In the 2008-2009 school year we expanded our Renaissance Learning computer-assisted reading/math program. We added 200 additional licenses for a total of 600, facilitating students in computer assisted reading and math skills. We are actively seeking grants to help support this initiative.
- Our literacy coaches and deputy director train teachers 10+ hours per month regarding computer integration and implementation. An additional 10+ hours per month for computer support are provided by our computer teachers/staff.
- Specifically regarding our past computer related grants: We have solicited and been awarded 4 charter school grants totaling \$182,568. These largely went to build our current Computer labs and provide document projectors for the classroom teachers.
- 85% of all our Computer / Technology expenses are with REMC bids. The remaining 10-15% is mostly purchased via wholesale distributors.
- CMU is overseer of our charter school. We have and will continue to use any resources they have for technical development. We are currently able to offset our costs for standardized tests via CMU resources.
- We currently receive a small amount of Title II-D grant money.
- Generically we utilize grant in the areas of speech, reading programs, special education, tutoring, professional development, character development, and computer labs.

Evaluation – Section 15

Success will be determined by the Technology Committee's criterion for classroom technology integration. Specific activities aligned with core subject standards and benchmarks will be assessed through a collaborative effort with classroom teachers. Once per semester the Technology Committee will update the progress made toward our goals. All evaluation will reflect student performance indicators aligned with ISTE Standards and Michigan Technology Standards and Benchmarks.

The following are strategies that will enable HA staff and students to meet our goals and objectives:

- Strict adherence to the activities and timeline contained in Goal 2 of the Technology Plan.
- Teachers will routinely turn in to the technology committee selected samples of student projects at the conclusion of each activity described in our plan.
- Through collaboration between the technology committee and classroom teachers, rubrics and scoring guides will be written to assess students' proficiency with grade level appropriate technologies.
- As new developments in technology arise, the technology committee will provide professional development to all teachers.
- All teachers will include in their lesson plans a description of technology instruction and integration.

As we strive to remain a leader in the appropriate application of technologies for students and staff at Holly Academy, we do so with a systematic and deliberate approach. A fully implemented integration of technology for both staff and student needs is optimal. The measures and strategies stated above will enable us to achieve this level of integration into curricula and instruction.

Appendix I

Acceptable Use Policy – Section 16

Dear Parents,

Your child's teacher will read and discuss this document to his/her class and explain the importance of using the Internet and other computer resources appropriately. We want to make you familiar with these rules as well. **Please review these rules with your child, sign, and date the form, and return it to your child's teacher.**

Internet Rules:

I understand that I may use the Internet under the direction of my teacher if I follow these rules:

1. I am responsible for using the Internet in an appropriate way. I may use the Internet for research, to communicate with others, and to do assignments from my teachers.
2. If I use someone else's networks, I must obey the rules of that network.
3. It is against the law to send certain things over school networks. I will not send copyrighted, threatening, or obscene material over school networks.
4. My teachers will set rules for using school networks, and I agree to follow them. I know that the inappropriate use of our networks can break school rules and sometimes even break the law. I also understand that breaking school rules and public laws will result in disciplinary action including suspension from school.
5. I will never harm or destroy computers or harm or destroy the work of another person on our school system or any other system.

When I am using school networks, I will always:

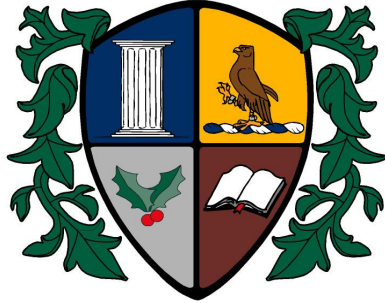
- **BE POLITE:** I will never send, or tell others to send, abusive messages.
- **USE APPROPRIATE LANGUAGE:** I will never swear, or use any other inappropriate language, or threaten others Holly Academy Tech, or humiliate others.
- **RESPECT PRIVACY:** I will not tell my home address, phone number, names, or addresses of family members, or the addresses or phone numbers of other students.
- **AVOID DISRUPTIONS:** I will not use the network in any way that would disrupt the use of the network by others.
- **BE HONEST:** I will not send anonymous messages or represent a message to have been written by someone else.

I have read these rules with my child(ren) and approve / disapprove of my child's participation with the Internet in school activities. **(Please circle to approve or disapprove).**

_____ Student Signature	_____ Date
_____ Parent or Guardian Signature	_____ Date

Appendix II

Holly Academy



Inspiring Excellence

SCHOOL IMPROVEMENT PLAN

2008-2010

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HOLLY ACADEMY
School Improvement Plan
2008-2010

Principal: Julie Kildee
Contact Person: Lisa Leimeister

Mission:

To achieve individual academic success for all students through a positive family, school, and community partnership.

Curriculum Alignment:

Holly Academy's core content area committees (Reading, Writing, Math, Science, and Social Studies) have aligned the Academy's curriculum to the Michigan Curriculum Framework and Grade Level Content Expectations (GLCE's) with grade level specific benchmarking and student exit outcomes. All instruction is grounded in best practice and is research based. Committees have identified exit outcomes that reflect mastery of key concepts in each core content subject area.

Current Student Performance Status:

The school data section provides demographic and achievement data based on the Michigan Educational Assessment Program (MEAP). Data was disaggregated and the results were used to develop strategies for improvement.

MEAP 2007/2008 (Percent Met or Exceeded Michigan Standards)

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	90%	66%	87%	97%		
Fourth Grade	94%	68%	93%	100%		
Fifth Grade	98%	75%	95%	90%	98%	
Sixth Grade	95%	89%	94%	94%		91%
Seventh Grade	100%	96%	100%	98%		
Eighth Grade	98%	93%	95%	93%	95%	

MEAP 2007/2008 Demographic Analysis by Gender

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	Male 89% Female 90%	Male 54% Female 76%	Male 84% Female 90%	Male 97% Female 98%		

Fourth Grade	Male 94% Female 94%	Male 58% Female 77%	Male 94% Female 91%	Male 100% Female 100%		
Fifth Grade	Male 98% Female 97%	Male 69% Female 82%	Male 95% Female 95%	Male 90% Female 90%	Male 98% Female 97%	
Sixth Grade	Male 96% Female 95%	Male 85% Female 92%	Male 96% Female 92%	Male 100% Female 89%		Male 93% Female 89%
Seventh Grade	Male 100% Female 100%	Male 96% Female 96%	Male 100% Female 100%	Male 96% Female 100%		
Eighth Grade	Male 100% Female 96%	Male 88% Female 96%	Male 94% Female 96%	Male 88% Female 96%	Male 100% Female 92%	

MEAP 2006/2007 (Percent Met or Exceeded Michigan Standards)

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	97%	65%	93%	99%		
Fourth Grade	95%	57%	87%	100%		
Fifth Grade	97%	79%	97%	77%	90%	
Sixth Grade	97%	95%	98%	89%		97%
Seventh Grade	92%	67%	82%	67%		
Eighth Grade	83%	73%	79%	94%	95%	

MEAP 2006/2007 Demographic Analysis by Gender

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	Male 100% Female 94%	Male 59% Female 78%	Male 92% Female 94%	Male 97% Female 100%		
Fourth Grade	Male 90% Female 100%	Male 46% Female 68%	Male 78% Female 97%	Male 100% Female 100%		
Fifth Grade	Male 94% Female 100%	Male 64% Female 92%	Male 94% Female 100%	Male 76% Female 79%	Male 91% Female 90%	
Sixth Grade	Male 94% Female 100%	Male 91% Female 100%	Male 97% Female 100%	Male 93% Female 98%		Male 97% Female 96%
Seventh Grade	Male 90% Female 97%	Male 90% Female 97%	Male 90% Female 97%	Male 85% Female 91%		
Eighth Grade	Male 83% Female 83%	Male 71% Female 75%	Male 75% Female 83%	Male 100% Female 88%	Male 88% Female 83%	

Demographic Analysis:

Ethnicity, economically disadvantaged and other disaggregated data: Either Holly Academy does not reflect a culture for the 14 subgroups, or fewer than 10 students per group were tested because of low student population in these subsets in each grade.

Gender Equity:

Data reflects that the most significant gender inequity exists in writing - females outperform males in third, fourth, fifth, sixth, and eighth grades. In the past, Holly Academy females have outperformed males in all grades. The results from the 2007 MEAP show that 7th grade students did not experience a gap between males and females in writing. A two-year trend indicates that our male students 3rd through 8th grade demonstrated a cumulative increase of twenty-nine percent, and the female students increased nine percent. Data also reflects that once male students reach 5th grade, the gap decreases dramatically. The achievement gaps will be addressed by implementing the following strategies:

- Tailor instructional strategies to the learning styles of male students
- Design writing lessons relevant to boys' interests
- Teachers will focus attention on elements characteristic of boys' writing that in the past may have been deemed inappropriate, such as action-oriented narrative (as opposed to descriptive narrative), humor, brevity and succinctness
- Offer a choice of formats when writing
- Teachers will accept the humorous responses and language play often evident in boys' writing
- Implement authentic project based learning, instilling in the male students a sense of connectedness and ownership to the outside world

Evaluation:

Holly Academy's mission is to continuously evaluate all initiatives and to increase student achievement. The core committees analyze data from MEAP, Scantron, the Metropolitan Achievement Test (MAT) along with other local norm and criterion-referenced assessments. The data tracks Holly Academy's student progress, identifies deficiencies, and provides information needed to write specific goals that address areas of concern.

Holly Academy also gathers informal and formal perception data through surveys. An annual parent survey is analyzed to help determine the direction of our strategic planning sessions. These sessions include all Holly Academy stakeholders. Other staff and student surveys are distributed and collected throughout the school year to determine effectiveness of school programs, curriculum alignment, staff meetings, and leadership practices.

School Improvement Initiatives:**Staff Development Plan:**

The Holly Academy School Management Team, which includes the core committee chairs and the Professional Learning Community leaders, utilizes data to drive school improvement and generate student achievement goals. Only research-based professional development will be used in order to guarantee positive measurable advancement in academic achievement.

Throughout the 2007-2008 school year, achievement, perception, demographic, and contextual data were gathered and analyzed to determine staff professional development needs. Based on our comprehensive needs assessment, the Holly Academy School Management Team determined the following professional development initiatives for the 2008-2009 school year: Developmental Reading Assessment (DRA); Differentiated Instruction (DI); authentic assessments; Professional Learning Communities (PLC); and Readers' Workshop.

The professional development initiatives along with the school improvement goals will drive staff accountability. Sample student work will be reviewed by core committees using the Collaborative Analysis of Student Learning (CASL) method to evaluate instruction and make necessary changes as needed. The school management team will gather surveys following each professional development and each PLC meeting to evaluate the quality, effectiveness, and implementation of the professional development sessions. The Director and Deputy Director will monitor via classroom observations and lesson plan reviews to ensure that staff members are successfully implementing the professional development initiatives. Documentation of professional development (minutes, surveys, opportunities, programs) is available upon request.

Development and Utilization of Community Resources:

Holly Academy utilizes many community resources throughout the school year to enhance and support the curriculum and school improvement goals. Highlighted resources include Oakland and Genesee County Intermediate School Districts (professional development opportunities), Holly Youth Coalition (support for at-risk students), Holly and Fenton Area Chamber of Commerce (promotion and live event learning), local orchards (live event learning), libraries (research), fire and police departments (safety reinforcement), and recreation areas (live event learning). Staff and administration have developed a relationship with Pulte Homes, a local builder, to promote our educational objectives through the use of common areas for outdoor classrooms. We have additional connections within the charter school network (Woodland Park Academy, Charyl Stockwell Academy, Chatfield School). Holly Academy administration and staff established and implemented a transition program from our middle school to local high schools. This program is supported by community resources made available by the Oakland and Genesee Intermediate School Districts. Resources that represent the Holly/Fenton area aid us in partnering with our community for internal (guest readers and speakers, etc.) and external experiences (live event learning, professional development, etc.) that support student learning through community awareness.

The Role of Adult and Community Education, Libraries and Community Colleges:

Holly Academy provides opportunities and experiences that enhance student knowledge of higher education. Through connections with local universities (Kettering, University of Michigan-Ann Arbor and Flint campuses, and Michigan State University) our students participate in activities such as the following: campus visits, multi-county Science Fair competition, and Family Curriculum Nights. In partnership with Oakland University, UM-Flint, and Spring Arbor University, we receive classroom support through field experiences and student teaching placements. Connections are also made with local librarians to teach students how to properly utilize community resources and encourage participation in the library's extended learning opportunities. Vendors and publishing companies provide supplementary information and support for new curriculum. Additionally, Holly Academy provides parent education classes on topics such as Edline, homework assistance, and positive parenting strategies. Student learning will be supported through parent workshops that provide an opportunity to foster the development of a common language between school and home.

Building Level Decision Making:

Holly Academy strives for excellence through a shared mission and vision. Our shared vision results from the development of Strategic Planning and School Improvement Planning sessions. Decision making at the building level is a collaborative effort between the Board of Directors, building administrators, teaching staff, parents and community.

Each professional staff member is required to serve on a core subject area committee. A chairperson is designated for each core subject area committee. Monthly core committee meetings are held to ensure lessons are effectively implemented, and strategies and initiatives are being used to improve student achievement.

Each chairperson serves as a member of Holly Academy's School Management Team. The management team participates in the School Improvement Plan process and authors the Ed YES! self assessment document. Other members of the School Improvement Team include the Director and Deputy Director, a school board member, our Parent Ambassador, and three parents (each representing a grade level grouping K-2, 3-5, and 6-8).

Authentic Assessment:

Holly Academy identifies at-risk students through multiple assessments including the STAR Reading and STAR Math assessments, Michigan Literacy Progress Profile (MLPP) assessment tasks, Developmental Reading Assessment (DRA), and Scantron Performance Series assessments. Other assessment tools include teacher recommendation, portfolios, rubrics, performance-based assessment, and knowledge mapping. Students who do not pass the MEAP reading and/or math assessments, and/or students two years below grade level are identified as at-risk, and therefore in need of Title 1 services. In addition, first grade students are assessed for entry into Reading Recovery, an early intervention opportunity.

Technology Plan:

Holly Academy is committed to ensuring that all staff and students can adapt to the challenges of the 21st century. This will be accomplished through the access and utilization of technology in gathering and using information, effectively communicating, and making responsible decisions as global citizens.

The Academy has a comprehensive technology plan, filed with the Michigan Department of Education, to enhance student learning. This plan infuses and integrates current technology throughout our curriculum. Two fully equipped computer labs service our students; one facilitates grades K-5, the other, grades 6-8. Academy students receive technology services every other day in grades K-5. Students are taught computer skills and operations by a highly qualified technology teacher in a fully equipped computer lab. Webquests, internet sites, and other age appropriate technology programs are used to build upon prior knowledge and skills. The technology teacher and the classroom teachers coordinate lessons that support the core curriculum. Each classroom will have access to United Streaming (video on-demand, virtual field trips) to augment lessons. All teachers are required to post lesson plans and grades on Edline (a web-based home-school reporting system). Soundfield systems have been installed in each classroom to ensure that the teacher's voice is clearly audible above the background sounds at all instructional locations within the room.

Professional development opportunities focus on strategies and skills for integrating technology into the curriculum. Such opportunities provide training with the Microsoft Office Suite, Accelerated Reader, and document projectors.

Career Awareness and Exploration:

Holly Academy has implemented a career paths initiative that involves community members and provides career awareness/exploration opportunities for students. Oakland Intermediate School District affords each eighth grade student with a web-based career experience (Career

Cruisin[®]). Using the Career Cruisin'[®] program, the students are required to create their Educational Development Plan. The Career Cruisin'[®] program has been incorporated into the career elective, a required eighth grade course. Junior Achievement community volunteers conduct a five-week unit of study in each grade level to help promote a snapshot of the business world. In fourth grade, speakers present monthly to facilitate discussions that promote various careers. In middle school, an annual career day is scheduled during which speakers present their careers and job requirements. In addition, many community service organizations (fire, EMS, police departments, The Humane Society) are invited to speak in classrooms to educate our students about various career choices.

Teacher Mentoring:

Teachers at Holly Academy are supported by administration and their peers. A comprehensive induction program for first year teachers has been established. Upon employment, new teachers at Holly Academy are required to attend orientation. First year teachers develop an Individualized Development Plan (IDP) based on goals established by the beginning teacher and administration. For the first year of employment, teachers are provided with two mentors. One facilitates instructional best practices and one provides content area support. In their second year of employment, teachers continue working with their content area mentor to further enhance their knowledge of the curriculum. Over the first three years of employment, these teachers will receive an additional 15 days of professional development as required by the state. First year teachers are required to attend monthly meetings with a team of other new teachers, mentors, and administration. A specified agenda is planned for each meeting that addresses teachers' needs as they progress through the school year. At the beginning of the year, the core curriculum chairs meet with the new teachers who teach in their core content area. Each teacher is required to participate on a curriculum committee. The chairperson of each committee works in a collaborative manner with the committee members to enhance teaching and learning. Teachers collaborate with their respective grade level teams weekly, as required by administration. These teams are formed to support teachers with grade level decision making. Administration attends grade level meetings on a monthly basis. All teachers are required, as a condition of their evaluation, to observe and document key learning acquired in the classrooms of two colleagues.

Literacy specialists meet with individual teachers to provide guidance with the language arts curriculum as needed. Scheduled team meetings are held on a weekly basis. Agendas reflect teachers' needs as they encounter areas where they require additional support.

Professional Development Funds:

As Holly Academy receives Federal Title monies used for the instruction of at-risk students, 10% of these funds are used for staff professional development. Teachers receive training in best practices and strategies needed to impact our at-risk learners.

Extended Learning Opportunities:

Holly Academy uses a variety of techniques to identify academically at-risk students. The assessments that help to determine at-risk students include MLPP assessments, STAR Reading and STAR Math assessments, DRA, Reading Recovery testing, MEAP, MAT, and Scantron. Staff and parent referrals and Title 1 criteria also aid in identifying at-risk students. The child study process, 504 plans, and IEPs enable staff to provide extended learning opportunities such as after school tutoring, curriculum modifications, as well as Reading Recovery services. Additional learning strategies such as one-on-one or small group remediation is provided by highly qualified paraprofessionals.

Parent Notification of School Status:

As required by NCLB, if such a need arises, administration will notify parents that our school has been identified for corrective action or restructuring. The following factors will be included in the correspondence:

- What the identification means
- Reason(s) for the identification
- How the school's academic achievement compares to other schools
- What specific action the school is taking to address achievement problems
- How parents can become involved in attending to academic issues
- Parents' option to transfer their child to another public school or to obtain supplemental educational services

As Holly Academy consistently has made Adequate Yearly Progress (AYP), no parental notification has been necessary.

Parent Involvement Strategies:

Student Attendance and Dropout Rates:

All teachers use a record book and an electronic attendance system (Modular Management System) to record daily attendance. As Holly Academy services Kindergarten through eighth grade, we do not report graduation and dropout rates. A four-step parent contract plan outlined in our Parent/Student Handbook is used to remediate excessive tardies and absences. Included in this contract plan is a partnership with both Oakland and Genesee County truancy departments. A four-stage process is in place to help document/remediate failure in school.

Evaluation of School Programs:

Holly Academy conducts an all-school, annual parent survey as an evaluation of our total program. Community information nights are offered twice per school year during which community members are given an overview of the school programs and are extended an opportunity to ask questions of administration and select teachers. In addition, middle school orientation takes place in the spring. During middle school orientation, all prospective parents and students are invited to meet staff members and administration, in order to discuss the specific program needs and requirements for middle school students. Holly Academy's administration also conducts a question and answer session several times throughout the year to field questions and receive feedback from parents.

Home/School/Community Partnerships:

Holly Academy promotes active home/school/community partnerships through the following initiatives:

- Parent/Teacher Organization
- Holly Area Community Youth Assistance
- Community Information Nights
- Local Media
- Partnership with State Bank
- Parent Ambassador Position
- Career Day Speakers
- Edline
- Art Smart
- Junior Achievement
- Science Fair
- Core Curricular Family Nights
- Parent University
- American Society of Engineers (A World In Motion)

Student Achievement Data:

Parents receive individual student achievement data in numerous forms throughout the school year. These forms include:

- Quarterly elementary and middle school report cards
- Progress reports through Edline
- Scantron Performance Series Assessments in reading and math, pre-tests and post-tests (grades 3-8)
- MEAP results (grades 3-8)
- MAT results (grades K-2)
- Explore results (grade 8)

Data-Driven Continuous Improvement:

Standardized test result data is collected and analyzed, then later discussed at pre, mid, and post year assessment conferences between teachers and administration. Student, staff, and parent surveys are conducted to identify the ways that we can best meet the needs of those stakeholders. Areas for improvement are outlined and committees create plans to address these areas.

School Improvement Team:

School Improvement Team meetings are scheduled regularly. Meeting agendas are required and minutes are recorded. A binder for each core subject area contains agendas, minutes, sign-in sheets, and any other information that is pertinent to school improvement. Binders are available to any interested parties upon request.

ACTION/IMPLEMENTATION PLAN

Goal #1 - Reading

Objective:

All students will improve proficiency in retelling stories and understanding literary devices of grade-level text by demonstrating a 5% mean score increase on the Reading MEAP.

Connection to Parents

- Utilize parent volunteers in classrooms and at Literacy Night
- Distribute Reading Comprehension Guide

Connections to Technology

- Take standardized tests 1st - 8th grade (including STAR Reading and Scantron)
- Accelerated Reader

Connections to Community

- Invite guest readers and authors (Literacy Night, assemblies, classrooms)
- Incorporate community and family members into Literacy Night

Strategies

All teachers will use the Michigan Curriculum Framework and Michigan Grade Level Content Expectations to implement the following strategies:

1. All reading teachers will use graphic organizers to assist students in retelling and identifying literary devices.
2. All K - 1 reading teachers will utilize Literacy Centers, 2nd - 8th grade reading teachers will utilize Readers' Workshop.
3. All reading teachers will provide appropriate text and schedule ample time for students to read independently during the school day, during guided reading groups, and through individual student conferences.
4. All reading teachers will model reading strategies through daily mini-lessons.
5. Special Education staff will collaborate with reading teachers to facilitate student comprehension.

Strategy Implementation and Monitoring

1. The reading teachers will implement and the Director/Deputy Director will monitor through lesson plans and observations.
2. The reading teachers will implement and the Director/Deputy Director will monitor through classroom observations.
3. The reading teachers will implement and the Director/Deputy Director will monitor through classroom observations.
4. The reading teachers will implement and the Director/Deputy Director will monitor through lesson plans and observations.
5. The Special Education teachers will implement and the Special Education Director will monitor through observations and minutes from meetings.

Human/Dollar Resources Needed

1. Paper and copy costs, resource books
2. Guided reading books, big books, Readers' Workshop trainer
3. Readers' Workshop trainer
4. Readers' Workshop trainer
5. NA

Professional Development Needed

1. Breakout sessions in committee meetings to train new staff members
2. Readers' Workshop training
3. Readers' Workshop training
4. Readers' Workshop training
5. NA

Budget

1. Office supply budget, elementary textbook budget, middle school textbook budget
2. Elementary textbook budget, middle school textbook budget, professional development budget
3. Professional development budget
4. Professional development budget
5. NA

Timeline

August 2008 - June 2010

Short-term Assessments

1. Completed student work, common assessments per grade level
2. STAR Reading, Accelerated Reader, DRA
3. NA
4. Common assessments
5. NA

Documentation of Research Based Strategies

Goal #1 – Reading

Objective:

All students will improve proficiency in retelling stories and understanding literary devices of grade-level text by demonstrating a 5% mean score increase on the Reading MEAP.

1. All reading teachers will use graphic organizers to assist students in retelling and identifying literary devices.

Pesa, N., Somers, S. (May, 2007). Improving Reading Comprehension Through Application and Transfer of Reading Strategies. *Saint Xavier University and Pearson Achievement Solutions*. Chicago, Illinois

2. All K - 1 reading teachers will utilize Literacy Centers, 2nd - 8th grade reading teachers will utilize Readers' Workshop.

Hollingsworth, A. Sherman, J., Saugra, C. (December, 2007). Increasing Reading Comprehension in First and Second Graders Through Cooperative Learning. *Saint Xavier University and Pearson Achievement Solutions*. Chicago, Illinois

3. All reading teachers will provide appropriate text and schedule ample time for students to read independently during the school day, during guided reading groups, and through individual student conferences.

Gabi, K., Kaiser, K., Long, J., Roemer, J. (May, 2007). Improving Reading Comprehension and Fluency Through the Use of Guided Reading. *Saint Xavier University and IRI/Skylight Professional Development*. Chicago, Illinois.

4. All reading teachers will model reading strategies through daily mini-lessons.

McKown, B., Barnett, C. (May, 2007). Improving Reading Comprehension Through Higher-Order Thinking Skills. *Saint Xavier University*. Chicago, Illinois.

5. Special Education staff will collaborate with reading teachers to facilitate student comprehension.

Service Learning and Special Education.

Constitutional Rights Foundation Service-Learning Network no (9:2) 1-15, Winter 2002.

http://www.crf-usa.org/network/net9_2.htm

Goal #2- Writing

Objective:

Students receiving the details and examples comment code on MEAP results will decrease by 10%.

Connection to Parents

- Utilize parent volunteers in the classroom to work one on one with the five strategies for adding details
- Utilize parent revision guide focused on the five strategies for adding details
- Parent information flyers sent home detailing revision strategies

Connections to Technology

- Use of document projector for revision
- Revision websites will be available through Edline

Connections to Community

- Student work submitted for publication in the local newspaper
- Literacy Night
- Author visit

Strategies

All teachers will use the Michigan Curriculum Framework and the Grade Level Content Expectations to implement the following strategies:

1. All 2nd – 8th grade writing teachers will assess their students on the five strategies for adding details at the beginning, middle, and end of the year through a writing sample.
2. All K – 1st grade writing teachers will introduce and model the concepts of the five strategies for adding details and assess at the end of the year through a writing sample.
3. Special Education staff will collaborate with classroom teachers in order to support the students' understanding of the five strategy concepts for adding details.
4. Students in 1st – 8th grade will use purple pens to enhance their visual awareness of the revision strategies being utilized.
5. The kindergarten teachers will use a purple pen/marker to model revising in class writing, enhancing student visual awareness of the revision strategies being utilized.
6. Special Education staff will collaborate with classroom teachers to ensure students are aware of the revision strategies being utilized.

Strategy Implementation and Monitoring

1. All 2nd – 8th grade writing teachers will implement, Director/ Deputy Director will monitor through lesson plans.
2. All K – 1st grade writing teachers will model, Deputy Director will monitor through lesson plans and observations.
3. The Special Education teachers will implement, Special Education Director will monitor through observation and minutes from meetings.

4. All 1st – 8th grade writing teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
5. All K teachers will implement, Deputy Director will monitor through lesson plans and observations.
6. The Special Education teachers will implement, Special Education Director will monitor through observations and minutes from meetings.

Human/Dollar Resources Needed

1. Poster costs/Literacy Coach
2. NA
3. NA
4. Purple pens/Literacy Coach
5. Purple pens/Literacy Coach
6. NA

Professional Development Needed

1. Training on five strategies for adding details
2. Training on five strategies for adding details
3. Training on five strategies for adding details
4. Lucy Calkins training
5. Lucy Calkins training
6. NA

Budget

1. Office supply budget
2. NA
3. NA
4. Office supply budget
5. Office supply budget
6. NA

Timeline

August 2008 - June 2010

Short-term Assessments

1. Student work/teacher generated assessments
2. Student writing sample
3. NA
4. Continually assessed through conferring and writing conferences
5. NA
6. NA

Documentation of Research Based Strategies

Goal #2 Writing

Objective:

Students receiving the details and examples comment code on MEAP results will decrease by 10%.

1. All 2nd – 8th grade teachers will assess their students on the five strategies for adding details at the beginning, middle, and end of the year through a writing sample.
2. All K – 1st teachers will introduce and model the concepts of the five strategies for adding details and assess at the end of the each year through a writing sample
3. Special Education staff will collaborate with classroom teachers in order to support the students' understanding the concepts of the five strategies for adding details.

Fletcher, R., and Portalupi, J. (2007). *Craft Lessons: Teaching Writing K-8 2nd ed.*, Portland, ME: Stenhouse

Saddler, B. (2003). "But teacher, I added a period!" Middle school students learn to revise. *Voices from the Middle*, 11 (2), 20-26

Saddler, B., and Asaro, K. (2007) "Increasing Story Quality through Planning and Revising: Effects on Young Writers with Learning Disabilities." *Learning Disability Quarterly*. 30 (4), 223-234

4. Students in 1st – 8th grade will use purple pens to enhance their visual awareness of the revision strategies being utilized.
5. The teachers in kindergarten will use a purple pen/marker to model revising in class writing, enhancing their visual awareness of the revision strategies being utilized.
6. Special Education staff will collaborate with classroom teachers to ensure students are aware of the revision strategies being utilized.

Calkins, L., and Bleichman, P. (2003). *The Craft of Revision*, Portsmouth, NH: Heinemann, 1-6

Fletcher, R., and Portalupi, J. (2007). *Craft Lessons: Teaching Writing K-8 2nd ed.*, Portland, ME: Stenhouse

Goal #3 - Science

Objective:

Increase the overall number of students moving into the advanced and/or proficient performance levels by 5% as evidenced by the MEAP.

Connections to Parents

- Utilize parent volunteers to ensure implementation of strategies
- Parent/student contract for science fair

Connections to Technology

- Use of Internet for current events
- Coordination with elementary computer teacher(s) to support science curriculum
- Technology required in all applicable investigations (research, graphs, tables and charts)
- Use of United Streaming
- Compile a list of science websites and make it available through Edline
- Use of document projector

Connections to Community

- Community members judge Science Fair
- Field trips
- Family Science Night tied with the Science Fair
- Outdoor classroom collaboration with area schools
- Use of community volunteers to enhance curriculum (AWIM, Garden Club, Walk on the Wild Side, and Science Fair)

Strategies

All teachers will use the Michigan Curriculum Framework and the Grade Level Content Expectations to implement the following strategies:

1. All K – 3rd grade science teachers will increase the frequency of instruction (at least once per unit for each technique) on the basic skills needed for critical thinking such as; classifying, graphing and/or charting, comparing/contrasting, and ordering.
2. All 4th – 8th grade science teachers will increase the frequency of instruction (at least twice per unit for each technique) on the higher order thinking skills listed: developing student questioning techniques, constructing support, arguing the opposing position, developing models, reliability analysis, comparing/contrasting, and problem solving.
3. Through collaboration with the Special Education department, science teachers will make the necessary accommodations for special needs students.
4. All science teachers will facilitate open-ended problem based learning (PBL) /inquiry based group investigations. Data gathered in investigations will be incorporated into graphs and tables to help students learn to draw conclusions based on evidence.
5. Teachers will differentiate instruction based upon the multiple intelligence profiles created from the surveys that are administered to students in September.

Strategy Implementation and Monitoring

1. All K – 3rd grade science teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
2. All 4th – 8th grade science teachers will implement, Director will monitor through lesson plans and observations.
3. All science teachers and the Special Education department will make accommodations, Special Education Supervisor will monitor.
4. All science teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
5. All science teachers will implement and committee chair will monitor.

Human/dollar Resources Needed

1. NA
2. NA
3. Special Education staff
4. NA
5. NA

Professional Development Needed

1. NA
2. NA
3. NA
4. PBL training
5. DI training

Budget

1. NA.
2. NA
3. NA
4. Science grade level budget
5. Science grade level budget

Timeline

September 2008-June 2010

Short-term Assessments

1. NA
2. NA
3. NA
4. Use of teacher generated rubrics/scoring guides to standardize assessment. Grade level appropriate responses and rubrics.
5. NA

Documentation of Research Based Strategies

Goal # 3 Science

Objective:

Increase the overall number of students moving into the advanced and/or proficient performance levels by 5% as evidenced by the MEAP.

1. All K – 3rd grade science teachers will increase the frequency of instruction (at least once per unit for each technique) on the basic skills needed for critical thinking such as; classifying, graphing and/or charting, comparing/contrasting, and ordering.

Marzano, R. (2001). *Classroom Instruction That Works*. ASCD.

Mitchell, K. et al. (Spring 2006). Using Evidence to get a KLEW. *MSTA Journal*. 24-26.

Van Gelder. T (2004). Teaching Critical Thinking Skills. *College Teaching*. 53, 41-46.

2. All 4th – 8th grade science teachers will increase the frequency of instruction (at least twice per unit for each technique) on the higher order thinking skills listed: developing student questioning techniques, constructing support, arguing the opposing position, developing models, reliability analysis, comparing/contrasting, and problem solving.

Marzano, R. (2001). *Classroom Instruction That Works*. ASCD.

Van Gelder. T (2004). Teaching Critical Thinking Skills. *College Teaching*. 53, 41-46.

3. Through team-teaching with special ed. department, science teachers will make the necessary accommodations for special needs students.

Ruder, S (2000). We Teach All. *Educational leadership*. 58, 49-51.

Holloway, J (2001). Inclusion and students with learning disabilities. *Educational leadership*. 58, 86-88.

4. All science teachers will facilitate open-ended problem/inquiry based group investigations. Data gathered in investigations will be put into graphs and tables to help students to learn to draw conclusions based on evidence.

Jeness, M. (2004). Questioning in Inquiry-Oriented Lessons. *Science & Mathematics Program Improvement (SAMPI)* Western Michigan University.

McGuinness, C. (1999). From Thinking Skills to Thinking Classrooms. *Review and Evaluation of Research into Thinking Skills and Related Areas*. School of Psychology, Queen's University, Belfast.

Van Gelder, T (2004). Teaching Critical Thinking Skills. *College Teaching*. 53, 41-46.

5. Teachers will differentiate instruction based upon the multiple intelligence profiles created from the surveys that are administered to students in September.

Franklin, J (2002).The art of differentiation. *Education Update*. 44, 1-3.

Douglass, D (2004).Self-advocacy: Encouraging students to become partners in differentiation. *Roeper Review*. 26, 223-228.

Goal #4 – Math

Objective:

All students will show a 3% mean score increase in proficiency in the unit domain of the measurement strand as evidenced by the MEAP.

Connection to Parents

- Utilize parent volunteers in the classroom
- Home based assignments centered on measurement

Connection to Technology

- Use of the Internet for unit measurement
- Scantron Performance Series Assessment for grades 3-8
- STAR Math for grades K-8
- Use of calculators for conversion

Connection to the Community

- Family Math Activity Night
- Science Fair
- Career Speakers

Strategies

All teachers will use the Michigan Curriculum Framework and the Grade Level Content Expectations to implement the following strategies:

1. All math teachers will analyze the units of measurement sections of Scantron, MEAP, MAT and STAR Math test results to drive instruction.
2. All math teachers will improve students' ability to analyze unit conversions and utilize measurement vocabulary using hands-on activities.
3. All math teachers will teach cross-curricular activities to reinforce unit measurement throughout the year.
4. All math teachers will administer common assessments within each grade level to determine proficiency of unit conversion.
5. Manipulatives will be used to reinforce measuring skills and allow for tactile learning in the classroom.
6. Through collaboration with Special Education department, math teachers will make the necessary accommodations for special needs students.

Strategy Implementation and Monitoring

1. All math teachers will analyze data at the committee meeting directly following the arrival of test results. The Math Committee Chair will monitor.
2. All math teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
3. All math teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
4. All math teachers will implement, Director/Deputy Director will monitor using common assessment results.

5. All math teachers will implement, Director/Deputy Director will monitor through observations.
6. The Special Education teachers will implement, the Special Education Director will monitor through observations and minutes from meetings.

Human/Dollar Resources Needed

1. STAR Math trainer
2. Reading Specialist
3. NA
4. NA
5. Math manipulatives
6. NA

Professional Development Needed

1. All math teachers will be trained on analyzing standardized tests during the committee meetings.
2. Vocabulary enhancement training
3. NA
4. Training during committee meeting
5. NA
6. NA

Budget

1. NA
2. NA
3. NA
4. NA
5. Teacher supply budget
6. NA

Timeline

August 2008 - June 2010

Short Term Assessments

1. NA
2. Teacher generated assessments
3. NA
4. Teacher generated assessments
5. NA
6. NA

Documentation of Research Based Strategies

Goal # 4 Math

Objective:

All students, collectively, will show a 3% increase in proficiency in the unit domain of the measurement strand as evidenced by the MEAP.

1. All Math Teachers will analyze Scantron, MEAP, MAT and Star Math units of measurement test results to drive instruction.

Data Can Drive DEVELOPMENT

Technology & Learning. V.25 no. 11, pages 10, 12, 14
(June 2005)

Data: Not Just Another Four Letter Word

Principal Leadership (Middle School Ed.) V. 7 no. 2,
page 32-36 (Oct. 2006)

2. Teachers will improve student' ability to analyze unit conversions and synthesize measurement vocabulary.

Is a Rectangle a Square? Developing Mathematical Vocabulary and Conceptual Understanding

Teaching Children Mathematics (Jan. 2004)

Focus Strategies for Middle-Grades Mathematics Vocabulary Development

Mathematics Teaching in the Middle School V. 13 no. 4
(Nov. 2007)

Phenomenally Exciting Joint Mathematics-English Vocabulary Project

Mathematics Teaching in the Middle School V. 10 no. 9
(May. 2005)

3. All teachers will teach cross-curricular activities to reinforce Unit measurement throughout the year.

Time-Travel Days: Cross-Curricular Adventures in Mathematics

Teaching Children Mathematics pages 374-380
(March 2003)

Solutions for the Heterogeneous Classroom

The Passkey V. 3 no. 4 (January 2008)

4. Common Assessments within each grade level to determine proficiency of units.

If at First You Don't Succeed...Test, Test Again (Not!)

Mathematic Teacher V. 97 no. 5 (May 2004)

Alaska Department of Education & Early Development

A Collection of Assessment Strategies, Assessment in Math

http://www.eed.state.ak.us/tls/frameworks/mathsci/ms5_2as1.htm

Common Formative Assessments

http://www.rcs.k12.tn.us/rc/instruction/plc/common_formative_assessments.html

5. Manipulatives will be used to reinforce measuring skills and allow for tactile learning in the classroom.

Infusing Math Manipulatives: The Key to an Increase in the Academic Achievement in the Mathematics Classroom

Goal #5 – Social Studies

Objective:

All students will achieve a 3% mean score increase in the time and chronology strand and the civics strand, as evidenced by the MEAP.

Connections to Parents

- Utilize parent volunteers
- Involve parents in operating Civics Celebration
- Guest speakers (alignment to careers promoting Core Democratic Values and character education)

Connections to Technology

- Use of Internet activities (e.g. constitutional/governmental webquests)
- Use of United Streaming

Connections to Community

- Governmental guest speakers
- Civics-based field trips
- Constitution Day activities
- Civics Fair

Strategies

All teachers will use the Michigan Curriculum Framework Content Standards and Benchmarks to implement the following strategies:

1. All social studies teachers will conduct a simulation/live event learning activity that responds to a civics-based topic (K – 1st a minimum of one activity per year, 2nd – 8th a minimum of one activity per semester).
2. All social studies teachers will utilize age-appropriate literature on civics-based topics aligned with the grade level's curriculum.
3. All social studies teachers will utilize and display timelines aligned with their grade level curriculum, providing monthly interactive lessons.
4. All special education staff will collaborate with social studies teachers to determine progress towards meeting the objective.
5. All social studies teacher will write lesson plans to include differentiated instruction.
6. The Social Studies Committee will create a comprehensive assessment targeted to selective grade levels that will drive our goals and strategies for future School Improvement Plan Goals. This will be administered as a pre- and post- test.

Strategy Implementation and Monitoring

1. All social studies teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
2. All social studies teachers will implement, Director/Deputy Director will monitor through lesson plans.

3. All social studies teachers will implement, Director/Deputy Director will monitor through classroom observations.
4. Special Education Department will implement, Special Education Director will monitor through meeting minutes and observations.
5. Social studies teachers will implement, Director/Deputy Director will monitor through lessons and observations.
6. Targeted grade level social studies teachers will implement, social studies committee will monitor.

Human/Dollar Resources Needed

1. NA
2. Trade books based on Civics topics
3. NA
4. Special Education Staff
5. NA
6. NA

Professional Development Needed

1. Simulation/Live Event Learning in-service as needed
2. NA
3. NA
4. NA
5. Differentiated Instruction
6. Test writing training

Budget

1. NA
2. Textbook Budget
3. NA
4. NA
5. Professional Development Budget
6. Professional Development Budget

Timeline

August 2008 – 2010

Short-term Assessments

1. Teacher generated assessment
2. NA
3. NA
4. NA
5. Lesson plan rubric
6. Pre- and post- assessment

Documentation of Research Based Strategies

Goal #5 – Social Studies

Objective:

All students will achieve a 3% mean score increase in the time and chronology strand and the civics strand, as evidenced by the MEAP.

1. All social studies teachers will conduct a simulation/live event learning activity that responds to a civics-based topic (K – 1st a minimum of one activity per year, 2nd – 8th a minimum of one activity per semester).

Barkley, S. G. (2003). Motivation Students with Live-Event Learning. *Kappa Delta Pi Record*. 1-8.

Croddy, AuthorM, & (2006). The Civic Mission of Schools. *Leadership*. 35, 30-2.

Kelin, D. A. (2005). Voyages of Discovery: Experiencing the Emotion of History. *Social Studies and the Young Learner*. 18, 7-10.

Klein, AuthorJ, & Fitch, M (1990). First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report. *Theatre For Young People*. 168.

2. All social studies teachers will utilize age appropriate literature on civics-based topics aligned with the grade level's curriculum.

Edgington, William, D. (2002). To Promote Character Education, Use Literature for Children and Adolescents. *The Social Studies*, 93.

Patrick, John, J., , , . (2008). Global Trends in Civic Education for Democracy. *ERIC Educational Reports*

3. All social studies teachers will utilize and display timelines aligned with their grade level curriculum, providing monthly interactive lessons.

Boling, E, Brown, J. P., Das Ray, S., Erwin, A, & Kirkley, S (1998). Visual Design for Interactive Learning Tools: Representation Time-Based Information. *ERIC*. 45-54.

Singleton, L. R. (2002). Using Text Documents from American Memory. *A Newsletter of Practical Teaching Ideas for American Memory Users*. 3, 1-20.

4. All special education staff will collaborate with social studies teachers to determine progress towards meeting the objective.

Service Learning and Special Education.

Constitutional Rights Foundation Service-Learning Network no (9:2) 1-15, Winter 2002.

http://www.crf-usa.org/network/net9_2.htm

5. Teachers will write lessons plans to include differentiated instruction.

Batts, AuthorK, & Lewis, S. G. (2005). How To Implement Differentiated Instruction?.
Journal of Staff Development . 26, 26-31.

6. The Social Studies Committee will create a comprehensive assessment targeted to selective grade levels that will drive our goals and strategies for future School Improvement Plan Goals. This will be administered as a pre- and post- test.

Mandinach, Ellen, B., Honey, Margaret , . (2008). *Data-driven school improvement: linking data and learning*. New York : Teachers College Press.

Holly Academy

AYP Status – Elementary

AYP Status (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English Language Arts and Mathematics based on MEAP test results and ensures that this achievement is obtained across a diverse demographic of students.

Student Group	AYP ELA 2007/2008	AYP Math 2007/2008
All Students	Yes	Yes
Gender:		
Male	Yes	Yes
Female	Yes	Yes
Racial/Ethnic Groups:		
Black or African American	NA	NA
American Indian / Alaska Native	NA	NA
Asian American	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Hispanic or Latino	NA	NA
White	Yes	Yes
Multiracial	NA	NA
Students with Disabilities	Yes	Yes
Limited English Proficient	NA	NA
Economically Disadvantaged	NA	NA
Migrant	NA	NA
Homeless	NA	NA

NA indicates that there are too few students in this category for this rating to be applicable.

Holly Academy

AYP Status – Middle School

AYP Status (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English Language Arts and Mathematics based on MEAP test results and ensures that this achievement is obtained across a diverse demographic of students.

Student Group	AYP ELA 2007/2008	AYP Math 2007/2008
All Students	Yes	Yes
Gender:		
Male	Yes	Yes
Female	Yes	Yes
Racial/Ethnic Groups:		
Black or African American	NA	NA
American Indian / Alaska Native	NA	NA
Asian American	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Hispanic or Latino	NA	NA
White	Yes	Yes
Multiracial	NA	NA
Students with Disabilities	Yes	Yes
Limited English Proficient	NA	NA
Economically Disadvantaged	NA	NA
Migrant	NA	NA
Homeless	NA	NA

NA indicates that there are too few students in this category for this rating to be applicable.

Holly Academy School Improvement Team:

Director: Julie Kildee _____

Deputy Director/School Improvement Chair: Lisa Leimeister _____

Reading Committee Chair: Robin Ballard _____

Writing Committee Chair: Jennifer Potteiger _____

Science Committee Chair: Elaine Mackey _____

Math Committee Chair: Tracy Vana _____

Social Studies Committee Chair: Julie Breakiron _____

School Board Member: Michelle Eisert _____

Parent: Jane Huggins _____

Parent: Lynn Pomerleau _____

Parent: Charla Williams _____

Parent: Jenny Kapanka _____