

Expanding every learner's power
to shape our changing world!

North Star Academy

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Introduction

Description of District: North Star Academy provides an education choice to any grade 6-12 student in the Marquette County area of Michigan's Upper Peninsula. Any eligible student able to access transportation to and from NSA within the appropriate daily time period, qualifies to enroll at NSA. Other than students who are under mandatory expulsion as per Michigan law, expelled or suspended students may also apply for enrollment. Currently, students travel up to approximately 25 miles to attend NSA. 2007-2008 district enrollment is just under 100 students. The facilities are modern and provide a safe environment in which students can learn and achieve their greatest potential. The staff at North Star Academy are highly-trained and caring professionals. The district has been affirmed by the Coalition for Essential Schools, and is recognized throughout the state and region as a leader in education.

Board members are appointed through a process that includes the local Board, an application and interview process, and final approval by NMU Board of Directors. The District's Charter requires parent representation on the Board of Directors.

A complete analysis of the district can be found on the Standard & Poors website: www.ses.standardandpoors.com The district has a 7-member Board of Directors which holds monthly public meetings. All meeting minutes, budget documents and reports provided at all Board meetings, except legally closed meetings, are available to the public.

Description of Enrollment Procedure: Prior to a student's enrollment, an NSA administrator meets with the student and, usually a parent, to review information about the district, including its mission, handbook, and curriculum guide. Both potential student and parent are required to sign various registration documents to acknowledge understanding and agreement.

Description of Community: The North Star Academy School lies within Marquette Township, just outside the Marquette City limits. The community is vital and exciting place in which to live, learn, and work. Major employers within the area are: Northern Michigan University, Marquette General Hospital, Cleveland Cliffs Iron Company, a variety of hospitality and tourist related businesses and services. The geographic location and proximity to the shores of Lake Superior provide residents with four spectacular seasons of beauty and activity. Marquette City is home to approximately 20,000 residents, while Marquette County has a population of nearly 60,000 people.

04/08/08

I. Vision/Mission Statement

North Star Academy is a public school where a caring and innovative environment ensures **each student** will attain high academic achievement and a positive sense of self worth. NSA understands that for individuals to flourish it is necessary to have a positive collaboration among students, school personnel, parents and community. It is with EXCITEMENT that we, the collaborative team, prepare every student to shape our changing world!

Belief Statements:

Education is about the students.

Every student is a gift.

Learning is a collaborative effort.

Communication is key.

Academic success is attainable.

We can all be safe, respectful, and responsible.

02/27/08

II. Goals Based on Student Academic Objectives for All Students and

III. Strategies to accomplish goals: (including needs assessment)

In keeping with the district's mission statement, the School Improvement Team will meet on a regular basis to gather and share a variety data, ideas, and strategies that result in optimum learning for all students. The district level team is charged with:

1. Developing district goals that are centered on academic learning.
2. Assisting the district in translating those goals into a detailed plan of action with strategies to accomplish the goals and aligned to a professional development plan that supports those goals. The strategies must address the needs of all students on a continuum from those excelling academically to those failing or at risk of failing to achieve Michigan's Merit Curriculum.
3. Address the expanded element that goals must reflect achievement by all students in the Michigan Core Content Expectations of English Language Arts, Math, Social Studies, Science, and the Arts.

The broad goals listed below, in conjunction with a serious desire to remain responsive to changing student needs and the fluctuation of student numbers, will continue to drive curriculum and programming at the North Star Academy.

CURRICULUM GOAL 1: ENGLISH LANGUAGE ARTS
2007-2008

NEED: District data, including MEAP scores and in particular, individual class scores, indicate the need to improve student academic achievement rates in all English Language Art classes.

***GOAL: :** To Improve the academic performance of all students in English Language Arts with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

CRITERIA for SUCCESS: A 4% increase per year in the number a students receiving a C- or higher.

Strategies/Activities	Person(s) Responsible
Improve student homework completion rates	Student, Parent/Guardian, Teacher, Administration
Improve student attendance rates	Student, Parent/Guardian, Teacher, Administration
Maintain a stable student population to ensure students are receiving all information	Administration, Support Staff, Teaching staff, School Board
Identify student weaknesses in general mathematics knowledge	Teacher, Special Education Coordinator, Student, Parent/Guardian
Administer pre-tests and post-tests to correctly identify student learning progress	Teacher, Support Staff, Special Education Coordinator
Support period for identified high needs students	Administration, School Board

Resources Required: Professional development in middle and high school English Language Arts curriculum, in class help with Special Education students, supplemental English Language Arts resources, full classroom sets of texts, audio and electronic copies of all texts & overhead projector.

Time Frame: Beginning with the 2007-2008 school year data as a baseline, an annual evaluation of % grade increases will begin in the 2008-2009 school year and each year thereafter.

Evaluation: Student report cards will reflect the scores of C- or higher.

CURRICULUM GOAL 2: MATHEMATICS

2007-2008

NEED: District data, including baseline testing (BASI), MEAP scores and individual class scores, indicate the need to improve academic achievement rates in all Mathematics classes.

***GOAL:** To improve the academic performance of all students in Math with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

CRITERIA for SUCCESS: A 4% increase per year in the number of students receiving a C- or higher.

Strategies/Activities	Person(s) Responsible
Improve student homework completion rates	Student, Parent/Guardian, Teacher, Administration
Improve student attendance rates	Student, Parent/Guardian, Teacher, Administration
Maintain a stable student population to ensure students are receiving all information	Administration, Support Staff, Teaching staff, School Board
Identify student weaknesses in general mathematics knowledge	Teacher, Special Education Coordinator, Student, Parent/Guardian
Administer pre-tests and post-tests to correctly identify student learning progress	Teacher, Support Staff, Special Education Coordinator
Mathematics support period for identified high needs students	Administration, School Board
Summer programming offerings to increase basic skills	Administration, School Board

Resources Required: Professional development in middle school Connected Math and high school Core-Plus mathematics curriculum, continued involvement with area mathematics committees, in class help with Special Education students, increased number of textbooks that are aligned to Michigan standards, graphing calculators for all students, other needed Mathematics resources.

Time Frame: Beginning with the 2007-2008 school year data as a baseline, an annual evaluation of percent grade increases will begin in the 2008-2009 school year and will continue each year thereafter.

Evaluation: Student report cards will reflect the number of students receiving a C- or higher.

CURRICULUM GOAL 3: SCIENCE

2007-2008

NEED: District data, including baseline testing (BASI), MEAP scores and individual class scores, indicate the need to improve academic achievement rates in all Science classes.

***GOAL:** To improve the academic performance of all students in Science with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

CRITERIA for SUCCESS: A 4% increase per year in the number of students receiving a C- or higher.

Strategies/Activities	Person(s) Responsible
Improve student homework completion rates	Student, Parent/Guardian, Teacher, Administration
Improve student attendance rates	Student, Parent/Guardian, Teacher, Administration
Maintain a stable student population to ensure students are receiving all information	Administration, Support Staff, Teaching staff, School Board
Identify student weaknesses in reading/writing in the scientific context	Teacher, Special Education Coordinator, Student, Parent/Guardian
Administer pre-tests and post-tests to correctly identify student learning progress	Teacher, Support Staff, Special Education Coordinator
A study/support period for identified high needs students	Administration, School Board
Summer programming offerings to increase basic skills	Administration, School Board

Resources Required: Professional development in the middle school & high school science curriculum, continued involvement with the area’s science committee, in class help with Special Education students, acquire textbooks that are aligned to Michigan standards, & other Science resources as needed.

Time Frame: Beginning with the 2007-2008 school year data as the baseline, an annual evaluation of percent grade increases will begin in the 2008-2009 school year and will continue each year thereafter.

Evaluation: Student report cards will reflect the number of students receiving a C- or higher.

CURRICULUM GOAL 4: SOCIAL STUDIES

2007-2008

NEED: District data, MEAP scores and individual class scores, indicate the need to improve academic achievement rates in all Social Studies classes.

***GOAL:** To improve the academic performance of all students in Social Studies with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

CRITERIA for SUCCESS: A 4% increase per year in the number of students receiving a C- or higher.

Strategies/Activities	Person(s) Responsible
Improve student homework completion rates	Student, Parent/Guardian, Teacher, Administration
Improve student attendance rates	Student, Parent/Guardian, Teacher, Administration
Maintain a stable student population to ensure students are receiving all information	Administration, Support Staff, Teaching staff, School Board
Identify student weaknesses in general social studies knowledge	Teacher, Special Education Coordinator, Student, Parent/Guardian
Administer pre-tests and post-tests to correctly identify student learning progress	Teacher, Support Staff, Special Education Coordinator
Support period for identified high needs students	Administration, School Board
Summer programming offerings to increase basic skills	Administration, School Board

Resources Required: Professional development in middle school and high school Social Studies curriculum, continued involvement with area social studies committees, in class help with Special Education students, increased number of textbooks that are aligned to Michigan standards, in class Internet access for all students, other needed Social Studies resources.

Time Frame: Beginning with the 2007-2008 school year data as a baseline, an annual evaluation of percent grade increases will begin in the 2008-2009 school year and will continue each year thereafter.

Evaluation: Student report cards will reflect the number of students receiving a C- or higher.

***TECHNOLOGY GOAL/OBJECTIVE**

All students will have access to increased use of technology as an effective tool for learning and for the demonstration of learning in their coursework. *See Appendices for North Star Academy’s Technology Plan.

***SAFETY GOAL/OBJECTIVE**

In order to meet the learning goals of the North Star Academy, it is understood that a safe school environment is critical. The students and families of the North Star Academy will attend a safe school and will be assured that teachers, administrators, and all other staff member can and will undertake reasonable actions to maintain order and discipline that provides an environment conducive to learning.

04/08/08

Strategies to assist students failing/at risk of failing* to meet GLCEs/HSCEs

PROGRAM/STRATEGY	DETAILS	FUTURE PLANS
Academic Support Period	Grades 6-12- All 30 min daily Staff/Certified	Continue
Tutoring Before and After School	Grades 6-12 As needed 60+ min a.m. 50 minutes p.m. Staff/Certified teachers	Continue tutoring before and after school on a consistent, scheduled basis with individual students
Summer School	Grades 6-12 Approx 6 weeks 3 days/week Required for promotion of all middle school students Or for high school credit	Continue
Counselor/Social Worker/ Behavior Consultant Support	Grades 6-12 As needed	Increase services if possible
Project Based Learning Cooperative Learning	Integrated into curriculum	Continue and expand if possible
Access to technology		Continue. See Technology Plan

*Due to federal mandates, this table is included to address failing/at risk of failing students

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IV. Curriculum Alignment Corresponding with Goals:

North Star Academy has adopted and implemented a core curriculum based upon the Michigan Curriculum Frameworks:

Content Standards and Benchmarks with specific emphasis on the Michigan Grade Level Content Expectations (GLCEs) and the Michigan High School Course Content Expectations (HSCCEs)/Michigan Merit Curriculum. Administration and staff annually review their curricular efforts to ensure an alignment of objectives, instruction, and assessment.

Data from MEAP/MME assessments are disaggregated and examined annually for opportunities to improve teaching and learning and address gaps in learning objectives. Grade level or course objectives for each subject and/or grade level as well as a description of the materials and resources used is available at the administrative office and/or online at the district website.

The core curriculum is the basic learning program for all students. The core curriculum for each content area defines expected student outcomes based on the goals and objectives developed by the school district. These also reflect rigor and relevance needed to successfully complete the State of Michigan's newly established high school graduation requirements. Curricular areas of North Star Academy include *(the traditional four content areas are in bold)*:

- Arts Education,
- Technology,
- Career and Employability Skills,
- **English Language Arts,**
- Foreign Languages,
- **Mathematics,**
- Physical Education,
- **Science,**
- **Social Studies,**
- Career Technical Education, and
- Community Service
- Health

North Star Academy undertook a comprehensive curriculum review and revision throughout the 2007-2008 school year. It is the desire of the Board of Education to maintain a schedule that allows for sustained and ongoing curriculum discussion and review as delineated below:

Curriculum Review and Revision Schedule

CONTENT AREA	Current Date of Review, Revision, and Board Adoption	Next Scheduled Review, Revision, and Board Adoption
Mathematics	2007-2008	<i>2010-2011</i>
Social Studies	2007-2008	<i>2009-2010</i>
English Language Arts	2007-2008	<i>2011-2012</i>
Science	2007-2008	<i>2010-2011</i>
Physical Education	2007-2008	2011-2012
Art	2007-2008	2010-2011
Health	2007-2008	2011-2012
Foreign Language	NA	

05/15/08

V. Evaluation Processes:

The North Star Academy School Improvement Team will meet at least twice each year for the purpose of monitoring, reviewing, and updating its current school improvement plan. Using data from a variety of sources, North Star assesses its progress toward stated goals and also determines if revisions and/or enhancements are needed to meet new legislative mandates or newly developed district needs. Data sources include, but are not limited to:

Academic	Behavioral	Personal	Community
MEAP/MME	Attendance	Conference Data	Service Partner Data
BASI Assessment	Honor Level System Data	Home Life	NSA Presentations
Report Card Data	Incident Reports	Multiple Intelligences/ Modalities	Guest Log
Course/Unit Pre/Post Assessments	Interventions	Single Record Student Database (SRSD)	Volunteer Log
		Graduate Exit Survey	
Exit IEP's		Year end survey of all Current students	

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VI. Staff/Professional Development Plan:

North Star Academy recognizes the importance of having its staff and administrators involved in professional development opportunities that will help maintain the excellence of instruction and programming for which the District is known. Staff development activities are always aligned with the academic goals. Staying abreast of current research and best practice is a priority for the district. As in the past, in-service days will be scheduled to accommodate any regional conferences that take place.

North Star also recognizes the challenges faced by individuals new to the teaching profession and has established a mentoring policy to reflect the required Teacher Induction/Teacher Mentoring Process. New teachers work closely with building and district administrators to develop an effective personal professional development plan that involves 15 days of development over the first three years of their teaching experience.

2007-2008 Professional Development Plan

July 8, 9, 15, 16, 22, 2007

Full Days

Curriculum Development Core Academic Areas and Art, Physical Education and Health
Visioning, mapping, aligning with Michigan Merit Curriculum
MARESA Consultants

Goal: Academic

August 12, 13, 14

Full Days

Curriculum Development Core Academic Areas and Art, Physical Education and Health
Visioning, mapping, aligning with Michigan Merit Curriculum
MARESA Consultants

Goal: Academic

August 28, 29, 30

Full Days

Updates: Enrollment, staffing, School Improvement Program, PowerSchool, Student Handbooks, Attendance Procedures, Teaching Supplies, Anti-Bullying Policy, CEO & Dean

“Schools of Success”, Larry Lawless, MARESA

Group Planning, Teaching staff

Other: Blue Cross & SET insurance updates, Teacher Assessment Process, calendar, daily schedule, purchasing procedure, direct deposit payroll, AYP

MKPT Corporate Program, Alex Miller, Trainer

Mentoring and induction for new teachers

Goals: Academic, Technology, Safety

October 3

2 Hours after School

“Assertive Intervention Plan”, Dr. Judy Puncochar
Curriculum Project Review, MARESA Consultants

Goals: Academic, Safety

October 12

Full Day

Reading Conference or Teacher Conference, sponsored by MARESA and Reading Council

Goal: Academic

October 23

1 ½ Hours after School

Social Skills Development – Program planning, MARESA Consultants

Goals: Academic, Safety

November 5

½ Day

Master Teacher introduction/discussion regarding Middle School Classroom Management, Judy Parlato, NMU & MARESA

Goals: Academic, Safety

January 18, 2008

½ Day

CODEC Educational Technology Equipment Training, Max Graves, NMU

Teacher Certification Update, Nancy Carter, NMU

Goal: Academic

February 20

½ Day

Academic Goal Setting for the School Improvement Plan, MARESA Consultants

Goal: Academic

April 7

½ Day

MEAP Results Analysis, CEO & Dean

Goal: Academic

April 23

½ Hours after School

MEAP Results Analysis, CEO & Dean

Goal: Academic

May 2

Full Day

Project Term Curriculum Development/Project Design/Resources—staff, materials, services, time

Goals: Academic, Technology, Safety, Community Partners, Volunteers

2008-2009 Profession Development Plan

8 Full Days

July, August, 2008

Curriculum Review and Update of Core Academic Areas and Art, Physical Education and Health

Goal: Academic

August 26, 27, 28

3 Full Days

Goals: Academic, Technology, Safety

October 10

Full Day

Reading Conference or Teacher Conference, sponsored by MARESA and Reading Council

Goal: Academic

Additional Scheduled Days with Professional Development Topics to be Determined

November 10

January 23

March 27

May 8

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VII. Development and Use of Community Resources and Volunteers

North Star Academy believes that educating youth requires the efforts of a partnership that includes home, school, businesses, organizations, agencies, and community. As a part of federal Title I requirements, the district has developed a parent involvement policy that can be accessed via the district website. Individual schools and teachers are encouraged to partner with business and the community and to make use of volunteers when it will benefit the students and/or the school. Current ways in which this happens are through:

Parents:

- A Parent Organization, which serves to provide support to the district and staff, is moderately active.
- All parents are invited to volunteer at NSA.
- Bi-monthly newsletters are prepared in-house, inviting input from all staff, and mailed to all NSA families, Board members, NMU Charter Schools office, Marquette Charter Township Board of Trustees, and media.
- Teachers are accessible to parents and students, and make an effort to maintain a close relationship with their students' families via face-to-face, email and telephone contacts.
- Student-led parent/teacher conferences were implemented in 2007, bringing students and parents together with teachers, and students acknowledging accountability for their academic performance.

Community:

- Bi-monthly newsletters are prepared in-house, inviting input from all staff, and mailed to all Board members, NMU Charter Schools office, Marquette Charter Township Board of Trustees, and media.
- Mining Journal and Marquette Monthly news articles and paid advertisements, radio ads, and individual professional networking through the Economic Club, Lake Superior Community Partnership and by attending Business after Hours events.
- By making public presentations whenever invited—Zonta Club, American Association of University Women, Marquette County Exchange Club, Rotary Club, and various NMU classes.
- Community Service partners through calls, visits and e-mail.
- Board Meeting Minutes--the district has a 7-member Board of Directors which holds monthly public meetings. All meeting minutes, budget documents and reports provided at all Board meetings, except legally closed meetings, are available to the public.
- The school building is rented to Grace Community Church for Sunday morning and Thursday evening services, bringing a significant number of visitors into the facility.
- NSA makes its facilities available for the good of the community and school family. A partnership with the former 231 House of Muses exists, whereby for little or no rent, public concerts are held at NSA to extend this art form into the community, as well as assist the non-profit in its efforts to re-build itself.
- NSA works closely with Marquette-Alger Regional Educational Services Agency and Northern Michigan University personnel and consultants to take advantage of their expanded areas of expertise. Consulting and support in the areas of instruction, special education, staff development, financial services, technology, and continuing education are on-going.
- Outside speakers/resources are frequently invited to assist with classroom activities. Recent presentations include A.G. Edwards, Michigan State Police, Marquette City Police, Cleveland Cliffs Mining Museum.
- The District's contracted Social Worker is a full-time Marquette County Health Department employee. A Behavior Consultant, who is employed by MARESA located primarily at Teaching Family Homes, also serves NSA students' needs. These individuals bring two additional networks of services and agencies with which the district works.
- CEO/Principal serves on the Lake Superior Community Partnership Board of Directors.
- A mutually beneficial relationship exists between NSA and West Branch Community Center addressing student services and Tribal 2% Funding.
- Jerry Mills and Danny Peterson, two Marquette County natives, who also provide motivational messages have presented at, and are scheduled to return to NSA.

*Goals	Responsible
Increase number of Community Service Partners each year by 2%.	Administration, Board, Community Service Coordinator
Increase number of classroom presenters from the community to a minimum of 10 per school year.	Teachers, Administration
Make at least 6 formal presentations promoting NSA per year to community groups.	Administration, Students
Successfully complete 2-3 joint projects between NSA classes and a local non-profit or governmental entity per year.	Teachers, Administration
Identify and communicate extra-curricular activities available to NSA students	Administration, Staff

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VIII. Role of Adult and Community Education, Libraries, and Community Colleges and Universities in the Learning Community

Adult and Community Education: There is not an adult and community education program within the Marquette City limits. However, if a student is interested in this type of program, there is a program in a neighboring district (Ishpeming, Negaunee, NICE).

NSA maintains a working relationship with Marquette Area Alternative School administration. Recognizing that each school serves a different need, administrators may recommend transfers and/or enrollments between the schools.

Northern Michigan University- NSA has a level of accountability to NMU as its sponsoring agency; therefore, detailed regular reporting is provided by NSA to the NMU Charter Schools Office. The Charter Schools Office Director and District Liaison attend NSA Board meetings; visit the school regularly; and attend special student events at the school.

While NSA does not work with any community colleges, its relationship with Northern Michigan University is strong. Consultants, instructors, student teachers, volunteers, and

interns work with various NSA programs. Professional development, direct classroom assistance and resource personnel and materials are frequently provided by NMU to NSA. NMU students frequently volunteer in NSA classrooms. This program is expected to expand in 2008-09.

A number of NMU education and social work students have completed their Student Teaching and/or internship assignments at NSA.

The GEAR Up Program provided through NMU to facilitate the 2007-08 middle school students' progress to post-secondary education provides additional diversity exposure and learning experiences.

Peter White/Superiorland Public Libraries-

Students are introduced to Peter White Public Library and how to use the library. Various classes take field trips to the public library.

*Goals	Responsible
Expand NMU volunteer students' NSA classroom time by 10% each year (based on 2007-08's approximately 225 annual hours.)	Teachers, Administration
Increase number of daytime school visits by Charter Schools Office Director or Liaison to a minimum of three during each school year.	Administration, NMU Charter School Personnel
Research NMU programs, i.e. dual enrollment, internships and other classes that are potentially available to current NSA HS Students and inform students.	Administration, Teachers

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IX. Building Level Decision Making Processes Used

North Star Academy encourages shared decision making by staff and stakeholders in a process which eventually leads to decisions at the District level through active participation in regularly scheduled staff meetings and through committees such as the Curriculum Team, Student Assistance Team, Parent Organization, Student Council, and the School Improvement Team. These committees and groups allow for staff, parent, and community input as a part of the decision making process. One of the strategies to be implemented this year is to reinstate use of a Student Suggestion Box.

04/08/08

X. Development of Alternate/Authentic Assessments (including needs assessment)

North Star Academy recognizes that there are numerous ways to assess student understanding and skills (technology, teamwork, etc.). A variety of assessments that require students to use different multiple intelligences is most effective. North Star Academy staff has participated in professional development to learn how to integrate various assessments throughout the curriculum. The following formats represent ways that students may be assessed:

Course	Authentic Assessments to be Used Each authentic assessment will have a rubric with a clear set of expectations	Reported by
Art – Polaris Middle School	Journals, Reflections, Hands-on-Demonstrations, Critiques	Joy Bender-Hadley
Biology	Audiotapes, Creative Writing Pieces, Essays, Teach-a-Lesson, Charts, Experiments, Hands-on-Demonstrations, Paper Publications, Technology Publications, Reflections, Think/Pair/Share	JoEllen Hadel
Chemistry	Creative Writing Pieces, Teach-a-Lesson, Portfolio, Charts, Experiments, lab reports, Think/Pair/Share, Hands-on-Demonstrations	JoEllen Hadel
Civics	Debate, Essays, Speeches, Video Products, Case Studies, Think/Pair/Share, Paper Publications, Technology Publications, Paper Publications, Hands-on-Demonstrations, Reflections	Heather Jordan
Connected Math I – Polaris Middle School	Journals, Teach-a-Lesson, Portfolio, Charts, Think/Pair/Share, Reflections, Hands-on-Demonstrations	David Gilbert
Connected Math II – Polaris Middle School	Journals, Teach-a-Lesson, Portfolio, Charts, Think/Pair/Share, Reflections, Hands-on-Demonstrations	David Gilbert
Human Biology	Audiotapes, Creative Writing Pieces, Essays, Journals, Teach-a-Lesson, Charts, Experiments, Case Studies, Hands-on-Demonstrations, Paper Publications, Technology Publications	JoEllen Hadel
Language Arts – Polaris Middle School	Acting, Creative Writing Pieces, Speeches, Journals, Think/Pair/Share, Reflections, Hands-on-Demonstration, Paper Publications, Technology Publications	Sara Seehof
Literacy I	Creative Writing Pieces, Essays, Speeches, Video Products, Reflections, Paper Publications, Technology Publications	Nora Taylor
Literacy II	Audiotapes Acting, Creative Writing, Debate, Essays, Speeches, Journals, Teach-a-lesson, Video Product, Portfolio, Case Studies, Think/Pair/Share, Reflections, Hands-on-Demonstrations, Paper Publications, and Technology Publications	Nora Taylor
Literacy III	Audiotapes, Acting, Creative Writing Pieces, Debate, Essays, Speeches, Journals, Teach-a-lesson, Video Products, Portfolio, Case Studies, Think/Pair/Share, Reflections, Hands-on-Demonstrations, Paper Publications, Technology Publications	Nora Taylor
Literacy IV	Audiotapes, Acting, Creative Writing Pieces, Debate, Essays, Speeches, Journals, Teach-a-lesson, Video Products, Portfolio, Case Studies, Think/Pair/Share, Reflections, Hands-on-Demonstrations, Paper Publications, Technology Publications	Nora Taylor

Math I	Journals, Teach-a-Lesson, Charts, Investigations, Think/Pair/Share, Reflections, Hands-on-Demonstrations	David Gilbert
Math II	Journals, Teach-a-Lesson, Charts, Investigations, Think/Pair/Share, Reflections, Hands-on-Demonstrations	David Gilbert
Math III	Teach-a-Lesson, Charts, Think/Pair/Share, Reflections	David Gilbert
Personal Finance Math	Acting, Debate, Journals, Teach-a-Lesson, Portfolio, Charts, Case Studies, Think/Pair/Share, Reflections, Paper Publications, Case Studies, Technology Publications	David Gilbert
Physical Education	Journals, Teach-a-Lesson, Case Studies, Physical Exercise Routines, Reflections, Hands-on-Demonstrations	Nora Taylor
Physics	Audiotapes, Creative Writing Pieces, Essays, Journals, Teach-a-Lesson, Charts, Experiments, Think/Pair/Share, Reflections, Hands-on-Demonstrations, Paper Publications, Technology Publications	JoEllen Hadel
Science 1 – Polaris Middle School	Creative Writing Pieces, Essays, Journals, Teach-a-Lesson, Charts, Experiments, Think/Pair/Share, Hands-on-Demonstrations, Paper Publications	JoEllen Hadel
Science 2 – Polaris Middle School	Creative Writing Pieces, Essays, Charts, Experiments, Hands-On Demonstrations	JoEllen Hadel
Health	Hands-on-Demonstrations, Technology Publications, Experiments, Think/Pair/Share, journals, Teach-a-lesson, paper publications	Stephanie Abata
Sculpture	Journals, Reflections, Hands-on-Demonstrations, Critiques	Joy Bender-Hadley
Social Studies I – Polaris Middle School	Creative Writing Pieces, Speeches, Journals, Think/Pair/Share, Reflections, Hands-on-Demonstrations, Paper Publications, Technology Publications	Sara Seehof
Statistics	Debate, Journals, Teach-a-Lesson, Charts, Case Studies, Think/Pair/Share, Reflections, Hands-on-Demonstrations, Case Studies, Technology Publications	David Gilbert
U.S. History / Geography	Creative Writing Pieces, Essays, Speeches, Journals, Teach-a-lesson, Video Product, Think/Pair/Share, Reflections, Hands-on-Demonstrations, Paper Publications, Technology Publications	Heather Jordan
Social Studies II Polaris Middle School	Audiotapes, Creative Writing, Essays, Speeches, Teach-a-lesson, Think/Pair/Share, Paper Publications, Technology Publications	Heather Jordan
World History / Geography	Essays, Journals, Video Products, Reflections, Hands-on-Demonstrations, Paper Publications, Technology Publications	Joy Bender-Hadley

Special Education students whose specialized needs preclude them from participating in the MEAP/MME are involved in the MI-Access testing program.

***Expanded Element: description of assessment measures used to determine Title I eligibility/support**

Current Title I legislation requires ongoing needs assessment to determine eligible students for academic support in the core content areas. Services such as tutoring, academic support and summer school are provided. Many of these assessments take on an alternate format because paper-pencil tests do not always indicate true performance levels.

Assessments used (in addition to student performance on the MEAP) to determine Title I eligibility vary slightly from grade level to grade level and are listed as follows: BASI (Basic Achievement Skills Inventory), MME, report card data, and pre-post curriculum tests. All students are eligible to receive Title I services as we are a school wide program. Types of Title I support strategies can be found under Section III.

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XI. Effective Use of Technology

Technology is viewed as a tool for acquiring and communicating both knowledge and information at many levels.

- At the intra-district level, the e-mail and telephone intercom communications system facilitate communication within and among staff.
- The PowerSchool and PowerGrade software programs are utilized for the purposes of student data acquisition and maintenance.
- The PowerSchool Program and e-mail systems facilitate increased parent-school data exchange.
- At the various grade levels, age/subject area appropriate hardware, software and Internet access are incorporated within the content areas as a part of the instructional delivery system as detailed in a later section.
- Based on individual student needs, various assistive technology tools are provided.

The North Star Academy technology hardware/systems are listed below.

Delivery of Services

Current Infrastructure – Computer Technology:

The district has a wireless network throughout the building that provides network and internet access to all areas. Two Pro-Curve 420 wireless access points ensure the entire district has wireless service. Internet is provided by Charter Communications (speed – 10/1). The district uses a Netware server (P3 450 Processor) running Novell 5.0., which is located in the technology room. A second server (Compaq nc6120), also in the technology room, is used to house the online student database accessed by staff, students and parents. The system is protected by a Pro 1260 Sonic Firewall that meets CIPA requirements.

Additional hardware includes, wireless network printers in all classrooms, digital video cameras, video codec, two CPS systems, and digital cameras. The school has two servers. One server is used to manage all students / staff storage accounts. The other server houses the school's online database.

Current Infrastructure – Computer Software:

All NSA computers are equipped with Microsoft Office. Other student applications include: Paint, Windows Movie Maker, PowerSchool, Dreamweaver, Inspiration and numerous other titles

In addition to the above, software applications purchased for teachers include: Examview, Universal Streaming, and PowerSchool.

Current Infrastructure – Telecommunications:

A new district telephone system was installed during the summer of 2007. NSA purchased the Avaya partner messaging system. This system offers the following features:

- Staff voice mailboxes
- Staff extension
- Intercom
- Caller ID
- Group call distribution

Telephones are located in all staff offices, classrooms, technology room and kitchen.

Methods of Integrating Technology into the Curriculum

North Star Academy uses many types of technology to enhance the curriculum, in order to promote student understanding and skills. The biggest example of this is the district's laptop initiative that provides laptop computers to all students who have a signed parent / guardian permission slip. This program provides an equal learning opportunity to all students regardless of socioeconomic background. The laptops are used in all classrooms for word processing, accessing the Internet on the wireless network, storing data and using a number of other applications.

LCD projectors are located in all classrooms targeting instruction for visual learners. A codec was recently purchased to enhance all curricular areas by allowing teachers to provide virtual video trips that also offer interaction with off-site presenters. Digital cameras, video cameras, graphing calculators, probes, CPS, United Streaming and software applications are used by all grade levels.

NSA is undergoing a curriculum review and update with the assistance of the Marquette-Alger Regional Service Agency, to ensure all curricular areas are aligned with the new state content standards and grade level expectations, including the METS. As the documentation is completed, school curriculum personnel will identify specific technology projects / expectations per course. At the end of each school year, district administrators will work with the staff to identify learning outcomes achieved and areas that need improvement. This is an ongoing process that will be revisited at the end of each school year.

Technology Integration into the Curriculum

Polaris Middle School (6th – 8th Grade)

Language Arts

- Technology Skills Program
- Word Processing
- Publisher
- PowerPoint
- Use of the Internet

Mathematics

- Microsoft Excel
- Graphing Calculators
- Classroom Response Systems (clickers)

Science

- Microsoft Excel

Social Studies

- Technology Skills Program
- Word Processing
- Publisher
- PowerPoint
- Use of the Internet

North Star Academy High School (9th – 12th Grade)

Language Arts

- Word processing using spell check, thesaurus
- Microsoft Word
- Inspiration Software
- Multimedia presentations with graphics, sound, and text
- Publisher Software
- Use of United Streaming
- Use of codec for virtual fieldtrips
- Use of the Internet

Mathematics

- Microsoft Excel
- Graphing calculators
- Computer generated graphs
- Classroom Response Systems (clickers)

Social Studies

Word processing using spell check, thesaurus
Microsoft Word
Inspiration Software
Multimedia presentations with graphics, sound, and text
Publisher Software
Use of United Streaming for informational video
Use of codec for virtual fieldtrips
Use of the internet for online researching
Student projects utilizing digital cameras and video cameras
Electronic spreadsheets to graph statistics

Science

Database
Multimedia reports using graphics, text, and sound
Use of the Internet
Use of probes to collect data
Use of codec for virtual fieldtrips
Use of United Streaming for informational video
Document Camera

Health

This course fulfills the online learning experience required by the Michigan Department of Education. In this course students will learn to use and demonstrate the ability to:

- Learning to recognize, access and use valid information from online resources
- Creating multimedia documents which may include: brochure, webpage, video, podcast
- Communicate with the instructor, classmates and possibly others using email
- Use laptop computers to complete assignments – word processing, Internet, etc..
- Teachers / Student will use online programming and hardware to assist in learning, such as universal streaming, youtube, lcd projectors, analysis tools, etc...

Physical Education

Use of interactive gaming
Use of Heart Rate Monitors

Art

United Streaming
Digital photography
Publishing
Graphics

The goal of the district is for teachers to focus on the process of integration, as well as the end results. As stated in the National Educational Technology Standards for Students, from the International Society for Technology in Education, "Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions—as accessible as all other classroom tools."

North Star Academy will continue to provide support for technology integration into the curriculum.

05/15/08

XIII. Opportunities for On-The-Job Learning Combined with Classroom Instruction – Internships, Apprenticeships, Job Shadowing, etc.

Community Service Program – Formal partnerships are in place with approximately 40, primarily non-profit and a few for-profit agencies. All high school students are placed in an appropriate agency and volunteer ½ day per week throughout the school year. The majority of these student/business relationships are very successful and mutually beneficial. Weekly communication with all of the Community Service Agencies/businesses occurs through e-mail, fax, phone calls and visits.

In addition to the Community Service Program, other opportunities exist. Dual Enrollment, Vocational Programs through NMU’s Jacobetti Skills Center, and MARESA Internship and Apprentice Programs are available, and will continue to be available to NSA students who meet program requirements.

04/22/08

XIII. School Improvement Team Members:

Parameters of School Improvement Plan/Team: The purpose of the school improvement team is to provide an open means of communication for stakeholders in the educational process of North Star Academy. The team offers insight, data, expertise, and ideas for the Board of Education to consider in its decision making processes. The ultimate decision making authority rests with the board of education.

NAME	POSITION/STAKEHOLDER
Karen Anderson	CEO/Principal
Stephanie Abata	Dean/Assistant Administrator
David Gilbert	Teacher
Joy Bender Hadley	Teacher
Gary Ebrecht	Board Member
Jack Noble	Board Member
Randy Girard	Community Member
Howard Schweppe	Parent
Karen Benstrom	Parent
Chelsea Parrish	Student
Samantha O’Neill	Student
Betty Burke-Coduti	Marquette-Alger RESA
Debra Asano	Marquette-Alger RESA
Larry Lawless	Marquette-Alger RESA
04/22/08	

XVI. Appendices-

District Technology Action Plan