

NORTH STAR ACADEMY

SCHOOLWIDE
SCHOOL IMPROVEMENT PLAN

2010 – 2015



Developed by Stakeholders of North Star Academy

Approved by Board of Directors: May 26, 2010

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North Star Academy

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SCHOOLWIDE PLAN

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I. INTRODUCTION

Description of District: North Star Academy provides an education choice to any grade **K-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. Grades K-5 were added in 2009-2010, doubling enrollment to approximately 200 students. The facilities are modern and provide a safe environment in which students can learn and achieve their greatest potential. An elementary addition is currently under construction with anticipated opening in September, 2010. 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 as a leader in education. District enrollment is expected to be at the maximum authorized by the Board of Directors for the 2010-2011 school year—approximately 240 students.

Board members are appointed through a process that includes the local Board, an application and interview process, and final approval by Northern Michigan University Board of Trustees. The District's Charter requires parent, business and education representatives on the Board of Directors. 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 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, and 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. North Star Academy students reside in 5 townships in 2 counties.

II. Vision Statement

It is with EXCITEMENT that we, the collaborative team, prepare every student to shape our changing world!

Mission Statement

North Star Academy is a public school where a caring and innovative environment ensure 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.

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.

III. #1 of 10 - Comprehensive Needs Assessment

The following data was gathered, presented, analyzed and considered in the Schoolwide decision-making process:

1. Academic
 - a. ACT
 - b. MEAP/MME*
 - c. Classroom assessments/Report cards
 - d. PowerSchool summary reports
 - i. % Pass/Fail by course*
 - ii. Grades by course
 - e. BASI
2. Demographic – SRSD Student Data Base – Total and by grade level*
 - a. General Ed/Special Ed
 - b. Free/Reduced Lunch
 - c. Gender
 - d. Resident district numbers
 - e. Racial/Ethnic
 - f. Graduation/drop-out
3. Process
 - a. 2009-10 Honor Level Infraction Report*
 - b. Honor Level System/Infraction List
 - c. Classroom Rules/Policies
 - d. Student attendance/month
 - e. Ed Yes Report
4. Perception
 - a. Student, Staff, Parent Surveys*

Data collection was conducted through the following methods:

1. Surveys
2. Results of state assessments
3. Classroom assessment
 - a. PowerSchool reports
4. Honor Level Program report
5. Results of local formative assessments

***Sample data reports included in Appendix A**

Committee conclusions were based on district data:

Strengths

Twice the number of students earned passing grades in elective courses as earned passing grades in core classes.

8th Grade NSA students showed a 10% increase in Advanced and Proficient achievement levels in MEAP ELA, Reading, Writing, Math, Social Studies in 2008-09

87% of parents responding to Parent Satisfaction Survey indicate that they are Very or Somewhat Satisfied with NSA.

100% of NSA students responding to the Student School Survey indicated that they appreciate the small class size, teaching and support staff, and they feel cared about

Staff perception surveys reflect that they feel appreciated and that what they do makes a difference

Needs

HS Level I and Level II Math, Science, Literacy, Social Studies show excessive “No Credit” earned. The failure rate for the core classes ranges from 42% to >60%.

100% of K-5 students were new to NSA in 2009-2010. DIBELS testing reflected 78% with an area of “some risk” or “at risk”.

ACT scores show that we are below State and National average scores in all areas. NSA student composite scores(17.25) are 2 points below state average(19.6) and 4 points below the national average(21.1) - 2009

50% of the student respondents indicated that teacher expectations for learning are unclear.

IV. #2 of 10 - Schoolwide Reform Strategies & Goal Statements

Goal 1: Reading & Writing

Content Area – ELA

Student Goal Statement :

All students will improve their reading and writing skills across the curriculum schoolwide.

Gap Statement : 90% of students rated below state average -- MME Reading

80% of students rated below state average -- MME Writing

46% of students scored at level 1 or 2, compared to 84% state average - 8th gr. MEAP Reading

Up to 56% of students did not achieve a passing grade in Lit I classroom assessments

Up to 25% of students did not achieve a passing grade in Lit II classroom assessments

Cause for Gap : Extreme varied gaps in student skill levels that require more intense individualized or differentiated instruction

Multiple measures/sources of data you used to identify this gap in student achievement :

End of marking period grades --NSA

MME Results -- D4SS

MEAP Results - D4SS

78% of elementary students tested demonstrated "some risk" or "at risk" on DIBELS test

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

End of marking period grades --NSA

MME Results -- D4SS

MEAP Results - D4SS

DIBELS

Pre- and post-schoolyear BASI test results

Objective: Proficiency

Measurable Objective Statement to Support Goal :

60% of the students will attain a passing grade in Literacy I and II in year 1; 65% in year 2 and continue improvement forward.

60% of the middle school students will score in the proficient or partially proficient categories in Reading on the MEAP in year 1; 68% in year 2, and continue improvement forward.

75% of the students will achieve proficient or partially proficient in reading the MME in year 1; 77% in year 2 and continue improvement forward.

Pre- and post-schoolyear BASI test results for K-12 students will show 1 year growth for each year of instruction.

6th grade students will meet or exceed state average in reading – MEAP

Strategy – Reading & Writing: Professional Development

Strategy Statement:

Students will experience best practices around reading and writing instruction across the curriculum that utilizes differentiated instruction for targeted groups. Each student will experience individualized instruction that will better meet his/her respective needs, resulting in improved outcomes.

Activity: Professional Development

Teachers will participate in differentiated instruction, cooperative teaching and learning, project based learning, and integrated technology professional development at topic-specific conferences and with RESA consultants.

Teachers will participate in peer training based on the material each has covered in outside programs on differentiated instruction and cooperative teaching.

All teachers, administrators and paraprofessionals K-12, including those in core and non-core subject areas will participate. All participants will complete pre-and postclass surveys on their knowledge of differentiated instruction, cooperative teaching and learning, project based learning, and integrated technology.

Research to support the use of this strategy and action plan

Cusumano, C., & Mueller, J. (2007). How differentiated instruction helps struggling students. *Leadership*. 36, 8-10.

VanSciver, J.H. (2005). NCLB fitfully fits differentiated instruction. *Educational Digest*. 70, 37-39.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Many Intelligences*, New York: Plume, 1993.

Armstrong, Thomas. *In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style*, New York: Tarcher/Putnam, 1987.

Armstrong, Thomas, "Utopian Schools," *Mothering*, Winter, 1996.

Strategy – Reading & Writing: Supplemental Services

Strategy Statement:

Students will receive supplemental instructional services, supplies and programs to assist them in improved academic achievement in core areas as demonstrated by cited data sources.

Activity: Supplemental Services

Classroom teachers and paraprofessionals will be available to provide supplemental instructional services and supplies to assist students with core classes.

Research to support the use of this strategy and action plan

Dufour research on Professional Learning Communities. Research related to Responds to Intervention (RtI)

Vanderbilt University IRIS (IDEA 04 and Research for Inclusive Settings) research center for Response to Intervention Program

Vocabulary acquisition: <http://www.allamericareads.org/pdf/chapter/vocab.pdf>

District Reading Specialist:

<http://www.excet.nesic.com/excetstudyguid/59%20reading%20specialist.html#objecti...>

Library Media Center: <http://www.librarymedia.net/>

Goal 2: Math Proficiency

Content Area : Math

Student Goal Statement :

All students will improve their math skills across the curriculum schoolwide.

Gap Statement :

80% of students rated below state average -- MME Math

78% of students scored at levels 1 or 2, compared to 82% statewide--6th grade MEAP

Up to 61% of students did not achieve a passing grade in Math I classroom assessments

Up to 43% of students did not achieve a passing grade in Math II classroom assessments

Cause for Gap : Extremely varied gaps in student skill levels that require more intense individualized or differentiated instruction

Multiple measures/sources of data you used to identify this gap in student achievement :

End of marking

period grades - NSA

MME results - D4SS

MEAP results - D4SS

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

End of marking period grades - NSA

MME results - D4SS

MEAP results - D4SS

Pre-and post-schoolyear BASI test results

Objective: Math Proficiency

Measurable Objective Statement to Support Goal : 60% of the students will attain a passing grade in Math I and Math II in year 1; 65% in year 2 and continue academic improvement in following years.

Strategy Math: Math Professional Development

Strategy Statement:

Students will receive math instruction that is differentiated for their learning levels. Each student will experience individualized instruction that will better meet his/her respective needs, resulting in improved academic achievement as measured by cited data sources.

Activity: Professional Development

Teachers will participate in differentiated instruction, cooperative teaching and learning, project based learning, and integrated technology professional development at topic-specific conferences and with RESA consultants.

Teachers will participate in peer training based on the material each has covered in outside programs on differentiated instruction and cooperative teaching.

All teachers, administrators and paraprofessionals K-12, including those in core and non-core subject areas will participate All participants will complete pre-and post-class surveys on their knowledge of differentiated instruction, cooperative teaching and learning, project based learning, and integrated technology.

Research to support the use of this strategy and action plan

Cusumano, C., & Mueller, J. (2007). How differentiated instruction helps struggling students. *Leadership*. 36, 8-10.

VanSciver, J.H. (2005).NCLB fitfully fits differentiated instruction. *Educational Digest*. 70, 37-39.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Many Intelligences*, New York: Plume, 1993.

Armstrong, Thomas. In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style, New York: Tarcher/Putnam, 1987.

Armstrong, Thomas, "Utopian Schools," Mothering, Winter, 1996.

Strategy - Math: Supplemental Services

Strategy Statement:

Students will participate in supplemental services that utilize instruction and materials that are differentiated to meet individual needs.

Activity: Supplemental Services

Classroom teachers and paraprofessionals will be scheduled to provide supplemental instructional services, supplies, and programs to assist students with core classes.

Research to support the use of this strategy and action plan

Dufour research on Professional Learning Communities. Research related to Responds to Intervention (RtI)

Vanderbilt University IRIS (IDEA 04 and Research for Inclusive Settings) research center for Response to Intervention Program

Vocabulary acquisition: <http://www.allamericareads.org/pdf/chapter/vocab.pdf>

District Reading Specialist:

<http://www.excet.nesic.com/excetstudyguid/59%20reading%20specialist.html#objecti...>

Library Media Center: <http://www.librarymedia.net/>

Goal 3 : Social Studies

Content Area : Social Studies

Student Goal Statement :

All students will improve their social studies skills across the curriculum schoolwide.

Gap Statement :

Up to 44% of students to not achieve a passing grade in U.S. History/Geography
25% of students did achieve proficiency in MME Grade 11 social studies compared to 19% state average

Cause for Gap :

Extremely varied gaps in student skill levels require individualized or differentiated instruction.

Multiple measures/sources of data you used to identify this gap in student achievement :

MME - Grade 11

Social Studies - Data 4 Student Success

North Star Academy - End of term grades U.S. History/Geography

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

MME Scores

North Star Academy - Classroom end of semester grades

Objective: Social Studies Proficiency

Measurable Objective Statement to Support Goal : Students will achieve passing grades in 7-12 social studies classes - 65% in year 1; 70% in year 2; and continue improvement forward.

Strategy: Social Studies Professional Development

Strategy Statement:

Students will receive differentiated social studies instruction that incorporates the use of technology for teaching and learning, Each student will experience individualized instruction that will better meet his/her respective needs, resulting in improved outcomes, as demonstrated by cited data sources.

Activity: Social Studies Professional Development

Activity Description: Teachers will participate in professional development focused on differentiated instruction, cooperative teaching and learning, project based learning, integrated technology, and the use of technology in the classroom at topic-specific conferences and with RESA consultants.

Teachers will participate in peer training based on the material each has covered in outside programs on differentiated instruction and cooperative teaching.

All teachers, administrators and paraprofessionals K-12, including those in core and non-core subject areas will participate All participants will complete pre-and post-class surveys on their knowledge of differentiated instruction, cooperative teaching and learning, project based learning, and integrated technology.

Research to support the use of this strategy and action plan

Cusumano, C., & Mueller, J. (2007). How differentiated instruction helps struggling students. *Leadership*. 36, 8-10.

VanSciver, J.H. (2005).NCLB fitfully fits differentiated instruction. *Educational Digest*. 70, 37-39.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Many Intelligences*, New York: Plume, 1993.

Armstrong, Thomas. *In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style*, New York: Tarcher/Putnam, 1987.

Armstrong, Thomas, "Utopian Schools," *Mothering*, Winter, 1996.

Strategy – Social Studies : Supplemental Services

Strategy Statement:

Students will participate in supplemental services that utilize instruction and materials that are differentiated to meet individual needs.

Activity Description:

Classroom teachers and paraprofessionals will be scheduled to provide supplemental services, supplies and programs to assist students with core classes.

Research to support the use of this strategy and action plan

Dufour research on Professional Learning Communities. Research related to Responds to Intervention (RtI)

Vanderbilt University IRIS (IDEA 04 and Research for Inclusive Settings) research center for Response to Intervention Program

Vocabulary acquisition: <http://www.allamericareads.org/pdf/chapter/vocab.pdf>

District Reading Specialist:

<http://www.excet.nesic.com/excetstudyguid/59%20reading%20specialist.html#objecti...>

Library Media Center: <http://www.librarymedia.net/>

Goal 4: Science

Content area: Science

Student Goal Statement :

All students will improve their science skills across the curriculum schoolwide.

Gap Statement :

65% of students scored below state average -- MME Science

54% of students achieved levels 1 or as compared with state average of 76% - grade 8 MEAP Science

Up to 44% of students do not achieve a passing grade in Earth Science.

Cause for Gap : Extremely varied gaps in student skill levels that require more intense individualized or differentiated instruction.

Multiple measures/sources of data you used to identify this gap in student achievement :

NSA classroom term grades

MME results - D4SS

MEAP results - D4SS

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

MME results - D4SS

MEAP results - D4SS

Classroom assessments - passing grades/earned credit by semester.

Objective: Science Proficiency

Measurable Objective Statement to Support Goal :

60% of the students will attain a passing grade in Earth Science and Biology in year 1; 65% in year 2 and continue improvement forward.

Strategy: Science Professional Development

Strategy Statement:

Students will experience best practices in science instruction that incorporate differentiated instruction and the use of technology to support teaching and learning. Each student will experience individualized instruction that will better meet his/her respective needs, resulting in improved academic outcomes.

Activity: Science Professional Development

Activity Description: Teachers will participate in differentiated instruction and cooperative teaching professional development at designated conferences and with RESA consultants. Teachers will participate in peer training based on the material each has covered in outside programs on differentiated instruction and cooperative teaching.

Research to support the use of this strategy and action plan

Cusumano, C., & Mueller, J. (2007). How differentiated instruction helps struggling students. *Leadership*. 36, 8-10.

VanSciver, J.H. (2005). NCLB fitfully fits differentiated instruction. *Educational Digest*. 70, 37-39.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Many Intelligences*, New York: Plume, 1993.

Armstrong, Thomas. *In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style*, New York: Tarcher/Putnam, 1987.

Armstrong, Thomas, "Utopian Schools," *Mothering*, Winter, 1996.

Strategy: Supplemental Services

Strategy Statement:

Students will receive supplemental science instruction services to assist them in improving academic achievement in core areas.

Activity: Supplemental Services

Activity Description: Supplemental teachers, paraprofessionals, programming and supplies will be provided to assist students to improve achievement in core areas.

Research to support the use of this strategy and action plan

Dufour research on Professional Learning Communities. Research related to Responds to Intervention (RtI)

Vanderbilt University IRIS (IDEA 04 and Research for Inclusive Settings) research center for Response to Intervention Program

Vocabulary acquisition: <http://www.allamericareads.org/pdf/chapter/vocab.pdf>

District Reading Specialist:

<http://www.excet.nesic.com/excetstudyguid/59%20reading%20specialist.html#objecti...>

Library Media Center: <http://www.librarymedia.net/>

V. 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 2007-2009 school years. 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>2010-2011</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	

VI. STAFF

#3 OF 10 - INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

100% of the professional and paraprofessional instructional staff of North Star Academy are certified and highly qualified to teach the subjects and grade levels to which they have been assigned.

#4 of 10 - STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED STAFF TO HIGH NEEDS SCHOOLS

Considering the proximity and historically strong teacher education program of Northern Michigan University, which is our local and Charter-sponsoring affiliate, North Star Academy has been very successful in attracting highly qualified teachers. At-will

employment contracts also assure that the district will be able to hire and retain teachers who are best qualified for the current program.

Over 30 teacher applicants were interviewed for the 8 new elementary positions for 2009-10. Only 1 of 7 teachers left voluntarily from 2007-09, and she left the area. 100% of current teachers and paraprofessionals have indicated that they wish to remain at North Star Academy for the 2010-11 school year.

The district receives a significant amount of positive media coverage and actively *markets* NSA.

VII. PROFESSIONAL DEVELOPMENT

#5 of 10 – High-Quality and Ongoing Professional Development

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 strives. Staff development activities are aligned with the academic goals. Staying abreast of current research and best practices is a priority for the district. In-service days are scheduled to accommodate any regional conferences that take place.

The North Star Academy staff receives ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment and with the Goals of the School Improvement Plan. The staff participates in district-wide professional development, Core Content Subject Area Meetings at the building- and district-levels; outside resources are invited to update staff on current issues; and staff is encouraged to attend out of district conferences and workshops to assist them in enhancing their instructional strategies.

North Star also recognizes the challenges faced by individuals new to the teaching profession and has adopted 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.

2009-10 and 2010-11 school calendars include 10 professional development days for teachers and administrators

**North Star Academy
Professional Development Plan
2009-2010**

August, 2009

17

MS/HS Student scheduling

18

Multiple Intelligence – Presentation & Activity

Stephanie Abata

Differentiated Instruction

Conference Presentation & staff activity – Stephanie Abata, Dr. Joe Lubig

31

2009-10 Update

- a. Student Discipline
 - i. Rules & Honor Level System
- b. School Improvement Goals
 - i. Professional Development/Strategies
- c. FAQ's – NSA
- d. Year start-up Team-Builders, Ice Breakers, BASI testing
- e. Special Education accommodations
- f. Mentors
- g. Staff meetings—schedule & configuration

Bloodborne Pathogens Training

Stephanie Abata

“Visual Learning”

Dr. Steven Ingersoll

September

1

Staff Training – PowerSchool and PowerGrade Programs

Stephanie Abata

Medical Insurance Forms & Update

Karen Anderson, Tom Snow

Group Planning at Elementary Level & MS/HS Level

October

9

Fall Conference for Educators or U. P. Reading Conference

100% staff participation with 2 NSA teacher presentations

November

6

“Cooperative Learning”

Presentation & activities - Dr. Gary Ebrecht & Luanne Peterson

January, 2010

18

Teacher/Peer Presentations on Projects in the Classroom

“LearnPort & Other Curriculum Websites”

Deb Asano, Steve Schmunk

March

19 **Teacher/Peer Presentations on Projects in the Classroom (cont.)**
20

“The Adolescent Brain”
Nora Taylor

Project Term 2010 Curriculum Development
Elementary Staff

May
7

Complete Project Term 2010 Curriculum Arrangements

Coalition of Essential Schools -- Introduction/Review

June
9

Student grading/wrap-up

VIII. 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 K-12 Parent Organization, which serves to provide support to the district and staff, is increasingly more active.
- All parents are invited to volunteer at NSA.
- The elementary school was initiated in response to parent interest and requests.
- 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 have been in place since 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. A second denomination has indicated an interest in renting a part of the addition. The tenants bring people into the school and provide a regular revenue source.
- 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. A local youth dance team will hold a recital and fund raiser at NSA in June, 2010. Music teachers have been invited to utilize the facilities for student lessons.
- 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 Citizens Bank, Michigan State Police, Marquette City Police, Cleveland Cliffs Mining Museum, The Mining Journal, and Superiorland Pet Partners.
- The District's contracted Social Worker is a full-time Marquette County Health Department employee. A half-time elementary counselor also provides services to all students on an as-needed basis. These individuals bring two additional networks of services and agencies with which the district works.
- CEO/Superintendent serves on the Lake Superior Community Partnership Board of Directors and belongs to the Marquette County Economic Club.
- A mutually beneficial relationship exists between NSA, West Branch Township and Marquette Township which also addresses 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.

IX. Parental Involvement

#6 of 10 - Strategies to Increase Parental Involvement

A. Students, parents, and an NSA professional currently acknowledge and sign the following Student/Parent/Teacher Compact upon enrollment to indicate a shared commitment to each student's success:

Student-Parent-Teacher Compact

As a student, I, _____ will always try to do my best in my work and in my behavior; work cooperatively with my classmates; show respect for myself, my school, and other people; obey the school and bus rules; take pride in my school; come to school prepared with my homework and my supplies; believe that I can and will learn.

As a Parent/Guardian, I, _____ will see that my child attends school regularly and on time; provide a home environment that encourages my child to learn; insist that all homework assignments are completed; communicate regularly with my child's teacher; support the school in developing positive behaviors; talk with my child about his/her school activities every day; encourage my child to read at home and to monitor his/her TV viewing; volunteer time at my child's school; show respect and support my child, the teacher, and the school.

As a Teacher, representing the North Star Academy teaching staff, I _____ believe that each student can learn; will show respect for each child and his/her family; come to class prepared to teach; provide an environment conducive to learning; help each child grow to his/her potential; enforce school and classroom rules fairly and consistently; maintain open lines of communication with students and his/her parents; demonstrate professional behavior and a positive attitude. Hand in hand, we will work together to carry out the agreement of this contract.

- a. Parents are increasingly more involved in the support Parent Organizations. Administrators participate in all Parent group meetings and events. A cooperatively-sponsored dinner is held each quarter for district staff and families. Increased district staff participation at these events will be strongly encouraged in the future.
- b. District newsletters, daily telephone calls and e-mails are shared with parents. K-12 parents are encouraged to, and do increasingly utilize PowerSchool student data base to access their students' records and daily

activities. ALL parents shall be encouraged to participate and be knowledgeable about their children's school activities.

- c. The new district elementary school was initiated in great part to parent interest and encouragement. Parents shall continue to be encouraged to provide feedback and suggestions.
- d. Parents are encouraged and frequently volunteer in many capacities at the school; this practice shall continue.
- e. Staff shall strongly encourage greater parent participation in parent/teacher conferences.
- f. Parents sit on the School Improvement Team.
- g. The Gold Star Team is led by parents and serves as a liaison to the Board of Education.

X. 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 continue to grow.

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.

XI. Preschool Transition

#7 of 10 -- Preschool Transition Plans

2009-10 was North Star Academy's initial year of providing elementary programming; therefore all K-5 students transitioned into the district. Kindergarten screening and DIBELS testing was conducted with the assistance of Marquette-Alger RESA consultants. Each student and parent(s) met with the principal and/or CEO and discussed the school and school district.

The district strongly promotes Project Based Learning with a Montessori influence. Current parents are the district's strongest promoters. Nearly 100% of 2009-10 students have re-enrolled for 2010-11; and the kindergarten classes have a waiting list.

XII. Teacher Participation in Assessment Decisions

#8 of 10 -- Teacher Participation in Making Assessment Decisions

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.

Teachers were specifically involved in the planning and decision making regarding data collection, 2009-10 course offerings and daily schedule, and student placement. North Star is determined to make effective data based decisions. As a result of teacher input, protocols have been set in place to continue to enhance use, comprehension and analysis of data to be collected and utilized.

Meetings, committees, and groups allow for staff, parent, and community input as part of the decision making process. One of the strategies implemented was use of a Student/Parent/Staff Suggestion Box.

XIII. 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	Nora Taylor

	Publications	
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.

XIV. Additional Assistance to Students Having Difficulty

#9 of 10 -- Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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 the district is a designated schoolwide program. Types of Title I support strategies can be found under Section III.

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

PROGRAM/STRATEGY	DETAILS	FUTURE PLANS
Academic Support Period	Grades 7-12- All 30 min daily Staff/Certified	Continue
Tutoring Before and After School	Grades 7-12 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 4-12 Approx 6 weeks 3 days/week Required for promotion of all middle school students, elementary students as requested or for high school credit	Continue
Counselor/Social Worker/Behavior Consultant Support	Grades K-12 As needed	Increase services if possible
Project Based Learning Cooperative Learning	Integrated into curriculum K-12	Continue and expand if possible
Access to technology	K-12	Continue. See Technology Plan
Build Basic Skills	K-12	Tutor/mentors to assist students throughout the school day

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

XV. 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 ALL 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.

XVI. A. Delivery of Services

Current Infrastructure – Computer Technology:

The district has a wireless network throughout the buildings 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.

XVI. B. 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 9-12 grade 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. Students in grades 7-8 are issued individual laptop computers, but do not remove them from the building; elementary school students share a 20-laptop self-contained cart that is utilized in grades K-6. Effective with the 2010-11 school year, the new K-12 media/technology center will house more powerful laptop computers for students' in-house use.

LCD projectors are located in all classrooms targeting instruction for visual learners. A codec was 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, document cameras, probes, CPS, United Streaming and software applications are used by all grade levels. Smart boards will be installed in 3 classrooms as part of the new addition construction.

NSA is involved in an ongoing 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.

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.

See District Technology Plan – Appendix B

XVII. 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 50, 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.

XVIII. School Improvement Team Members:















SIP Team includes representatives of teachers, students, parents, Board members, RESA consultants, community leaders, and administrators.

The Team cooperatively developed and revised the SIP as required.

The Team will regularly assess progress toward identified goals.

Instructional staff and administrators discuss Goals and progress made in achieving the Goals and re-assess recommended strategies implemented for achieving Goal objectives.

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 from various positions; data and data analysis; varying personal and professional expertise; and ideas and recommendations for the Board of Education to consider in its decision making processes. The ultimate decision making authority rests with the board of education.

	Karen	Anderson	CEO/Superintendent	kanders@chartermi.net
	Stephanie	Abata	Dean/Ass't Admin	steph_nsa@yahoo.com
	David	Gilbert	Teacher	dave_nsa@yahoo.com
	Jack	Noble	Board of Education	nobleus@aol.com
	Holly	Pavloski	Social Worker	holly_nsa@yahoo.com
	Betty	Burke-Coduti	Associate Supt. MARESA	bcoduti@maresa.org
	Deb	Asano	MARESA Consultant	dasano@maresa.org
	Gary	Ebrecht	Past Board Member	gebrecht@nmu.edu
	Joy	Bender-Hadley	Teacher	auroraart@aol.com
	Karen	Benstrom	Parent/Parent Organization	kjbenstrom@charter.net
	Randy	Girard	Twp. Manager	randygirard@chartermi.net
	Samantha	O'Neill	Student	soneill_nsa@yahoo.com
	Chelsea	Parish	Student	cparish@nmu.edu
	Mary	Rosten	Teacher	mrsrosten_nsa@yahoo.com
	Howard	Schweppe	Parent (recently deceased)	n8mos@charter.net

XIX. Coordination and Integration of Federal, State and Local Programs and Resources

#10 of 10 Coordination and Integration of Federal, State and Local Programs and Resources

North Star Academy receives funding from the following sources:

Per Pupil Foundation - Michigan

At Risk, Section 31a - Michigan

Rural Education Achievement Program- U. S. Department of Education 84.358A

Title I, Part A – Federal through the State

Title I, Part A ARRA - Same

Title II, Part A - Same

Title II, Part D – Same

GEAR Up – Restricted for Classes of 2011 and ‘12 – NMU, State and U.S. Department of Education

As each year’s and each student’s individual program is designed, the following are considered to create the most comprehensive and effective student program, with the most efficient use of district funds:

1. **Student data**—academic, demographic, perception and process
 - a. Identified strengths
 - b. Identified needs
2. Availability of, and restrictions on use of funds
3. School Improvement Committee’s identified **Goals, Strategies, and Objectives**
4. **District Technology Plan**-long- and short-term plans
5. **Parent Input**—As Committee Members or survey respondents
6. **Staff Input**
 - a. Instructional
 - b. Support
 - c. Administration
 - d. Ed Yes Data
 - e. Perception data

The majority of program funding that can be legally transferred into Title I-A Program expenditures is transferred in order to maximize effective use of the dollars for the greatest number of students. Planning these programs and expenditures is part of the shared decision-making process that includes teachers, parents, students and administrators

Consider and prioritize the addition, deletion, maintenance or revision of *instructional* and *support* programs including, but not limited to core curriculum; instructional delivery, i.e. differentiated instruction and multi-grade classrooms, as well as professional development to assist staff with change; elective classes and supplemental school day programs, i.e. tutor/mentors, in-school suspension; utilization of classroom aides; programs to meet students’ social/emotional needs; extended day and year programs, i.e. before- and after-

school homework programs and summer school programs; involve students and parents in the design of the USDA School Meal Program, i.e. menu planning, nutrition training, and students desires—vegetarian meals; identify special needs of financially “needy” students, i.e. meals, transportation and homelessness. Consider the *whole child* and the necessity of meeting each student’s unique strengths and needs.

Coordinate and integrate programs to maximize student benefits, avoid duplicate services, and meet federal, state and local program goals. In a district as small as North Star Academy, creating collaboration and coordination among all employees and various programs has not been difficult.

XX. SCHOOLWIDE - EVALUATION

In keeping with the district’s mission statement, the School Improvement Team will meet at least twice a year for the purpose of monitoring, reviewing and updating its current School Improvement Plan. The four types of *current* data (academic, demographic, perception and process) shall be reviewed and analyzed, and progress toward achieving the identified goals and current strategies determined.

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
Parent Surveys		Graduate Exit Survey	Parent Surveys
Exit IEP’s		Year end survey of all Current students	
Data 4 Student Success			
Data Director - Upcoming			

Appendices

A. District Data Inventory

B. District Technology Action Plan

APPENDIX A DATA INVENTORY SAMPLES

NO CREDIT, 9-12, 2009-10

2009-2010 Grade Distribution High School

Class	Term 1 % NC	Term 2 %NC	Term 3 %NC
Math I	28.60%	46.20%	61.50%
Health	5.30%	15.80%	
Math II	5.90%	23.50%	42.90%
Music Studies	50%	33.30%	26.30%
Statistics	0%	37.50%	
Physical Education			27.80%
Personal Finance Math			22.20%
U.S.History / Geo	0%	17.60%	43.80%
Lit III	0%	16.70%	18.90%
World Hist	0%	25%	29.40%
Lit IV	0%	0%	6.70%
Biology	50%	37.50%	44%
Earth Science	19%	23.80%	13.30%
Science Forensics	5.56%	23.50%	17.60%
Physics	14.30%	15.40%	0.00%
Econ	6.30%	11.80%	22%
Current Events	0%	0%	
Civics	7.70%	30%	16.60%
Yearbook	10.50%	25%	12.50%
Lit I	33.30%	56.30%	40%
Lit II	6.30%	25%	23.50%
Great Books	0%	0%	26.30%
Lit I (2nd section)	31.30%	26.70%	16.70%
Math I	37.50%	50%	46.70%
Math II	9%	36.40%	16.70%
Math III	6.30%	15.80%	31.35
Earth Science	40%	33.30%	43.80%

Source – North Star Academy

2009/2010 School Year - **Reading MEAP** Proficiency Report for Marquette-Alger RESA, North Star Academy,
North Star Academy - **Grade 08**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
09-10 School	1	7.7	5	38.5	3	23.1	4	30.8	6	46.2	7	53.8	13
09-10 District	1	7.7	5	38.5	3	23.1	4	30.8	6	46.2	7	53.8	13
09-10 ISD	233	31.6	391	53	90	12.2	24	3.3	624	84.6	114	15.4	738
09-10 State	36866	31.1	62387	52.6	15502	13.1	3891	3.3	99253	83.7	19393	16.3	118646

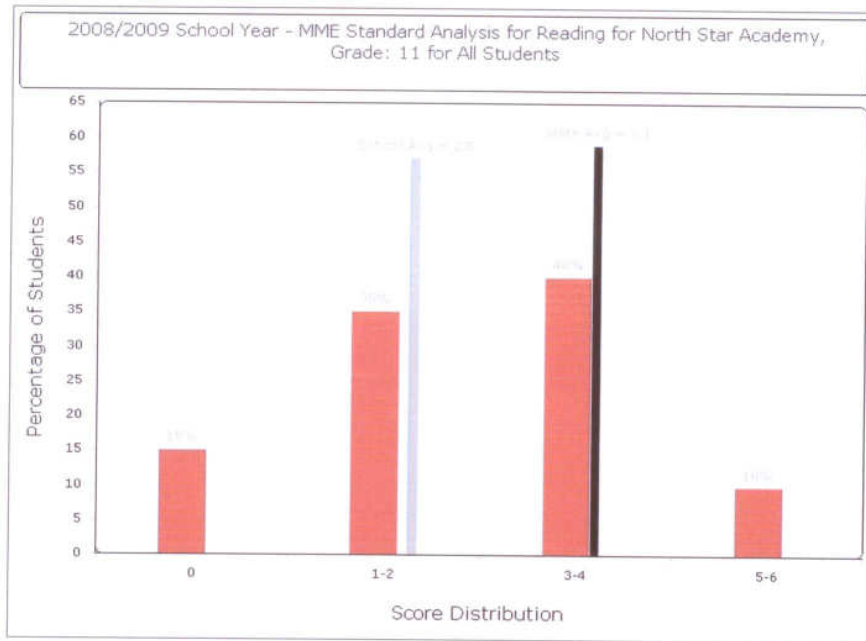
2009/2010 School Year - **Social Studies MEAP** Proficiency Report for Marquette-Alger RESA, North Star Academy, North Star Academy - **Grade 06**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
09-10 School	3	33.3	3	33.3	2	22.2	1	11.1	6	66.7	3	33.3	9
09-10 District	3	33.3	3	33.3	2	22.2	1	11.1	6	66.7	3	33.3	9
09-10 ISD	351	50.1	214	30.6	87	12.4	48	6.9	565	80.7	135	19.3	700
09-10 State	49875	42.5	36485	31.1	18736	16	12219	10.4	86360	73.6	30955	26.4	117315

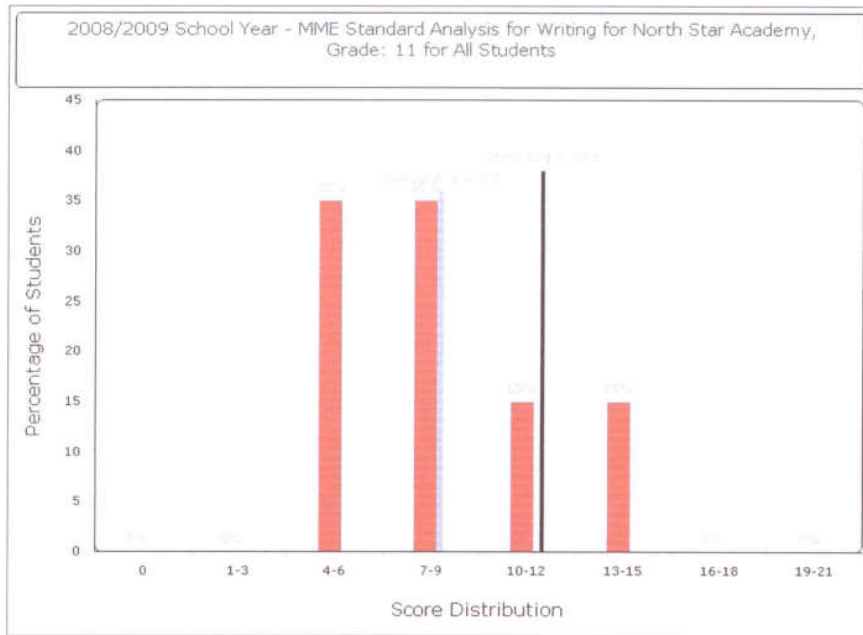
2009/2010 School Year - **Mathematics MEAP** Proficiency Report for Marquette-Alger RESA, North Star Academy, North Star Academy - **Grade 06**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
09-10 School	1	11.1	6	66.7	1	11.1	1	11.1	7	77.8	2	22.2	9
09-10 District	1	11.1	6	66.7	1	11.1	1	11.1	7	77.8	2	22.2	9
09-10 ISD	296	42.2	283	40.4	105	15	17	2.4	579	82.6	122	17.4	701
09-10 State	55962	48.1	39715	34.1	18031	15.5	2713	2.3	95677	82.2	20744	17.8	116421

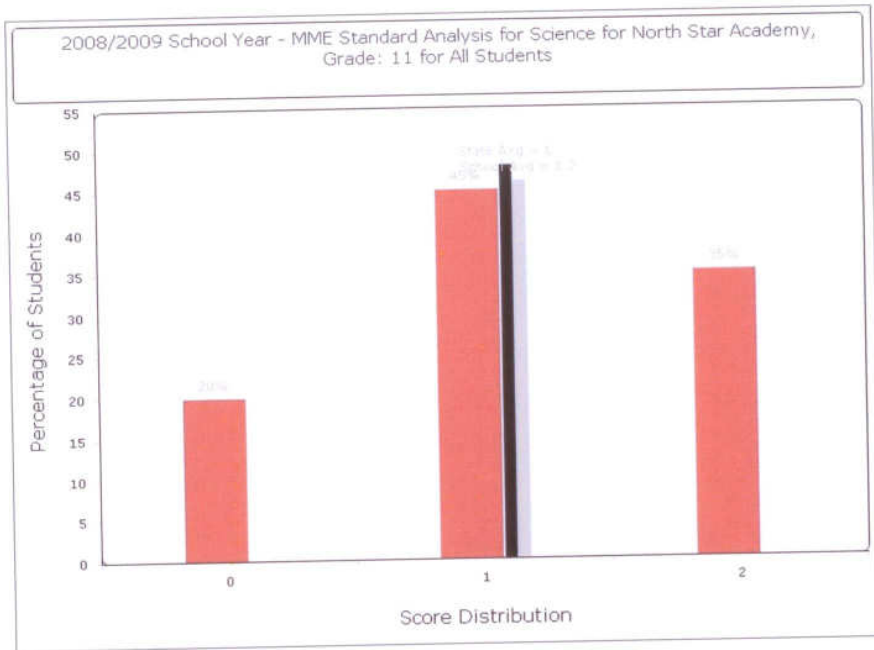
Source – Data 4 Student Success



<https://d4stats.data4ss.org/MME/StandardAnalysis/DetailGraph.aspx?schoolId=3031&sch...> 5/25/2010



<https://d4stats.data4ss.org/MME/StandardAnalysis/DetailGraph.aspx?schoolId=3031&sch...> 5/25/2010



<https://d4stats.data4ss.org/MME/StandardAnalysis/DetailGraph.aspx?schoolId=3031&sch...> 5/25/2010

PARENT SATISFACTION SURVEY

For use in a
School Cultural Audit

Circle the choice that best describes your situation.

1. Overall, how satisfied are you with your child's school?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied
- Don't Know

87% Very or Somewhat Satisfied

-0- Very Dissatisfied or Don't Know

2. How would you rank your child's school?

- Excellent
- Good
- Fair
- Poor

80% Excellent or Good

-0- Poor

3. What grade should your child's school receive for its academic performance?

- A
- B
- C
- D
- F

22% A

55% B

22% C

-0- D or F

4. Do you feel welcome at your child's school?

- Yes, all of the time
- Yes, about half of the time
- No, I rarely feel welcome
- No, I never feel welcome

70% All of the time

-0- Never feel welcome

5. How often do you volunteer at your child's school?

- Every day
- Twice a week
- Once a week
- A couple of times a month
- Never
- As Needed

Single Response – As Needed

Michigan Department of Education Office of School Improvement
MI-Map 3:2 Auditing and Understanding Your School's Culture

This survey was distributed to all parents with a district newsletter during summer, 2009 with relatively few returned completed surveys. Results are noted.

Source - North Star Academy

Enrollment Information - Student Enrollment Trends by Grade: ISD: Marquette-Alger RESA,
District: North Star Academy, School: North Star Academy

Grade	'07 / '08		'06 / '07		'05 / '06		'04 / '05		'03 / '04	
	#	%	#	%	#	%	#	%	#	%
09	19	58.3	22	22.2	22	214.3	19	-29.6	15	0.0
10	10	-41.2	10	-28.6	11	-15.4	16	-15.8	11	10.0
11	26	160.0	17	54.5	14	-12.5	13	18.2	19	5.6
12	14	-36.4	12	-45.5	18	-5.3	7	-53.3	27	200.0
Total	69	13.1	61	-6.2	65	18.2	55	-23.6	72	38.5

Source – Data 4 Student Success

MSDS Data Summary Report

Data Not Certified

Entity: North Star Academy (52901)

FTE: General: 192.69 Special: 3.01

Active Students: 196 Exited: 18

Total: 195.70

Avg Attendance: 100.00%

Category	Number
Non-Resident	0
Have UIC	196
Title 1	0
Special Ed	54
Free Lunch	103
Reduced Lunch	28
Female	17
Male	82
Homeless	114
	12

District	Number
Adrian-Oronada Public Schools (020710)	2
Genoa Community Schools (52040)	63
Isperling Public School District (52180)	15
Marquette Area Public Schools (52170)	114
N.L.C.E. Community Schools (52015)	1
Negaunee Public Schools (52090)	15
Powell Township Schools (52100)	1
Republic-Michiganma Schools (52110)	2
Superior Central Schools (02080)	1

Category	Number
American Indian or Alaska Native	5
Asian American	2
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	165
Hispanic or Latino	1
Multi-racial	19

Grade	District Totals by Grade				District Totals by Grade								
	GE FTE	SE FTE	#Stu	%NonRes	%w/UIC	%frLunch	%dLunch	%Title1	%SE	%Female	%Male	MinAge	MaxAge
00	19.00	0.00	19	0.00%	100.00%	0.00%	0.00%	0.00%	5.28%	47.37%	52.63%	5	6
01	7.00	0.00	7	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	28.57%	71.43%	6	7
02	6.92	0.08	7	0.00%	100.00%	0.00%	0.00%	0.00%	14.29%	42.86%	57.14%	7	9
03	9.92	0.08	10	0.00%	100.00%	0.00%	0.00%	0.00%	20.00%	40.00%	60.00%	8	9
04	8.00	0.00	8	0.00%	100.00%	0.00%	0.00%	0.00%	12.50%	87.50%	9	11	
05	14.84	0.16	15	0.00%	100.00%	0.00%	0.00%	0.00%	20.00%	60.00%	40.00%	10	11
06	10.84	0.16	11	0.00%	100.00%	0.00%	0.00%	0.00%	18.18%	63.64%	36.36%	11	12
07	13.58	0.42	14	0.00%	100.00%	0.00%	0.00%	0.00%	42.86%	21.43%	78.57%	12	15
08	11.72	0.28	12	0.00%	100.00%	0.00%	0.00%	0.00%	50.00%	41.67%	58.33%	13	14
09	17.60	0.40	18	0.00%	100.00%	0.00%	0.00%	0.00%	38.89%	50.00%	50.00%	13	16
10	21.66	0.35	22	0.00%	100.00%	0.00%	0.00%	0.00%	31.82%	31.82%	68.18%	15	17
11	30.25	0.75	31	0.00%	100.00%	0.00%	0.00%	0.00%	45.16%	45.16%	54.84%	15	18
12	21.37	0.33	22	0.00%	100.00%	0.00%	0.00%	0.00%	22.73%	40.91%	59.09%	16	19

APPENDIX B

4/27/2008

**NORTH STAR ACADEMY DISTRICT
TECHNOLOGY PLAN**

**3030 WRIGHT ST.
MARQUETTE, MI 49855
(906) 226-0156
DISTRICT CODE: 52901**

7/1/2008 – 6/30/2011

Technology Plan Contact Person:

Stephanie Abata

Phone (906) 226-0156 ext. 11 Fax (906) 226-0167

steph_nsa@yahoo.com

ISD: Marquette-Alger Regional Service Agency

URL of Technology Plan: www.nsacd.com



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District Mission Statement – Section Two

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!

Learners will be:

Self-directed, caring, healthy **Human Beings**,
Guided by Principles of Connection and Improvement

Imaginative, courageous Leaders and Innovators,
Guided by Principles of Future Focusing and Stewardship

Empathetic, respectful Team Members and Mediators
Guided by Principles of Win-Win and Collaboration

Open, articulate Listeners and Communicators
Guided by the Principles of Honesty and Clarity

Purposeful, insightful Investigators and Decision Makers,
Guided by Principles of Reflections and Integrity

Resourceful, conscientious, Producers and Contributors,
Guided by Principles of Quality and Accountability

District Introduction – Section Two

Demographics

North Star Academy (NSA) was established in 1994 as an alternative High School, serving grades 9-12th. In 1997, NSA became a Charter School of Northern Michigan University. Originally the school was located in Ishpeming, MI, but relocated in the fall of 2005, to a brand new state-of-the-art building located in Marquette, MI. The new location and size allowed NSA to open Polaris Middle School, serving grades 7-8th. The district opened to grade 6th in the fall of 2007.

Enrollment

In the fall of 2007, North Star Academy High School (NSAHS) had an enrollment of 70 students. Polaris Middle School (PMS) had an enrollment of 24 students. The school district had a 62% free and reduced lunch population. Although in a declining enrollment area, NSA enrollment has steadily grown and this trend is expected to continue.

Personnel

Currently the district employs:

- 1 Full-time CEO / Principal
- 1 Full-time Asst. Admin / Dean / Tech Coordinator
- 3 Full-time Teachers
- 3 Part-time Teachers
- 1 Full-time Aide
- 2 Americorp Workers

- 1 Part-time Special Education Coordinator
- 1 Full-time Admin Asst.
- 1 Part-time Food Service Coordinator
- Various contracted services including: janitorial, transportation, technology support, and social services

Accreditation

The district is accredited by *The Coalition of Essential Schools*, one of two accreditation agencies recognized by the state.

NSA District Technology Vision Statement-Section Three:

North Star Academy believes that technology is a tool to enhance the whole curriculum. Various technologies will be used to allow students to further their educational, career and personal goals. Access to and the ability to adapt to new technologies will help students become more successful and contribute to the changing world.

Specifically technology will be used to:

- Assist all students in understanding the curriculum
- Connect students to the world
- Increase knowledge
- Increase communication between staff, parents, students, and the community
- Enhance technology skills
- Promote higher order thinking skills

Technology Goals:

Education

- Continue to offer professional develop to educate staff on using technology as an instructional tool
- Continue to provide a technology-rich environment for students that enhances the state's content and grade level expectations
- Provide students with technology and software that require the use of higher order thinking skills
- Create and implement a "NSA technology skills" program to be taught to all students and teaching staff
- Continue to utilize technology to promote student understanding for various multiple intelligences

Communication

- Continue to use technology to improve communication between staff, parents, and students
- Improve the school's website content and layout so NSA information can be assessed by all interested parties
- Maintain and increase the use of the school's online student database system

Technology Service

- Improve the maintenance request system
- Track maintenance requests
- Inform staff of technology grant opportunities
- Recreate technology inventory system

Hardware

- Plan for replacement and growth of equipment systematically
- Upgrade and maintain current infrastructure and network

Curriculum Integration – Section Four

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 annual ongoing process that will be revisited at the end of each school year. Overall content knowledge and applications per grade levels are as follows:

Polaris Middle School (6th – 8th Grade), integration into core content areas

Language Arts

- Technology Skills Program Instruction (Tech Standard #1.A, #1.B, Basic operations and concepts)
- Word Processing (Tech Standard #2.B – Social, ethical, and human issues #3.A, #3.B – Technology productivity tools,)
- Publisher and PowerPoint (Tech Standard #2.B-Social, ethical, and human issues, #3.A, #3.B – Technology productivity tools, #4.B –Technology communication tools,)
- Use of the Internet (Tech Standard #5.A – Technology research tools)
-

Mathematics

- Microsoft Excel (Tech Standard #3.A – Technology productivity tools, #6.A, #6.B – Technology problem solving and decision making tools)
- Graphing Calculators (Tech Standard #3.A – Technology productivity tools, #6.A, #6.B – Technology problem solving and decision making tools)
- CPS

Science

- Microsoft Excel (Tech Standard #3.A – Technology productivity tools, #6.A, #6.B – Technology problem solving and decision making tools)

Social Studies

- Technology Skills Program Instruction (Tech Standard #1.A, #1.B, Basic operations and concepts)
- Word Processing (Tech Standard #2.B – Social, ethical, and human issues #3.A, #3.B – Technology productivity tools,)

- Publisher and PowerPoint (Tech Standard #2.B – Social, ethical and human issues, #3.A, #3.B – Technology productivity skills, #4.B – Technology communication tools,)
- Use of the Internet (Tech Standard #4.A – Technology communication tools, Tech Standard #5.A – Technology research tools)

North Star Academy High School (9th – 12th Grade), integration into core content areas, Health, and Physical Education

Language Arts (METS-emphasis basic operation and concepts and technology productivity tools)

Word processing using spell check, thesaurus
 Microsoft Word for reports and other publications
 Inspiration Software for brainstorming, concept mapping
 Multimedia presentations with graphics, sound, and text
 Publisher software for brochures, posters, reports, etc..
 Use of United Streaming for informational video
 Use of codec for virtual fieldtrips
 Use of the internet for online researching

Mathematics (METS-emphasis technology problem solving, social, technology communication tools)

Microsoft Excel to solve problems
 Graphing calculators to discover concepts visually and solve problems
 Computer generated graphs
 Use of CPS to check for understanding

Social Studies (METS-emphasis technology research tools and technology communication tools)

Word processing using spell check, thesaurus
 Microsoft Word for reports and other publications
 Inspiration Software for brainstorming, concept mapping
 Multimedia presentations with graphics, sound, and text
 Publisher software for brochures, posters, reports, etc..
 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
 Use of spreadsheets to graph statistics

Science (METS - emphasis technology problem solving and decision making tools)

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

Health

Meet the online technology requirement (Appendix)

Physical Education

Use of interactive gamine to promote movement and instruction
 Use of Heart Rate Monitors

What works now though, may be obsolete by 2011. Therefore, the goal of the district is for teachers to focus on the process of integration rather than the end result of integration. 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."

Student Achievement – Section Five

Classroom Laptops

Polaris Middle School and North Star Academy High School students and teachers have their own laptop computers. The laptops have the ability to connect wirelessly to the Internet and school's network (directory accounts). These laptops are used for independent lessons, enrichment activities, re-teaching and support of classroom instruction.

Students and staff at both schools also have access to the following equipment / materials: LCD projectors, united streaming, Exam View, digital cameras, video cameras, online school database, video codec, CPS and various software programs.

Art

Technology will be incorporated into the middle and high school classes. Specifically students will use digital cameras and editing software. Instruction will also include virtual field trips to art museums and architecture located around the world.

Health

The NSAHS health class will be organized to meet the state's online experience requirement. Students enrolled in this class will solve web quests, use videocasts, communicate via email, do online research, and participate in online simulation or field trip.

Language Arts

All students in language arts classes will rely heavily on publishing software to produce grammatically correct publications (digital story telling). Students will also use the internet to research and determine accurate information. Students will organize their pre-writing thoughts by creating concept maps using Inspiration.

Technology instruction will consist of using United Streaming, video codec and lcds.. Instruction may include virtual field trips, videos (authors' biographies, Globe theatre, movie clips, etc..) and demonstrations.

Mathematics

The middle school Connect mathematics program and high school Core-Plus mathematics program require all students to use graphing calculators. Checking for understanding is done using the CPS equipment. Excel software will be used by students to solve problems, develop mathematical calculations and patterns, and create charts / graphs

Science

PMS and NSAHS science students will use database to organize data collected using probes and other instrumentation. A document camera will be used for instruction to display hard copy and small items, universal streaming and the video codec will provide biological field trips and videos for all science areas. Students will use the internet for research and then use publication software to product reports.

Social Studies

Multimedia projects (digital storytelling) will be created by all students in their history classes. These projects will require the use of the internet for research and media equipment (digital and video cameras, recorders, and editing software). Instruction will be delivered using United Streaming and the video codec to explore museums, visit past civilizations, and view movie clips.

Economics and government classes will use Excel to graph statistics.

All social studies areas will use Inspiration for brainstorming and concept mapping.

Audio learners will learn about cultures / geography / languages by listening to satellite radio / cds

Special Education

The special education department uses various technology equipment and software programs to assist students with disabilities. Audio recorders, Premiere software, and Reach software are currently being used. Technology will continued to be used as required by students' IEPs.

Physical Education

Technology will be infused into the physical education program when heart rate monitors and software are purchased. Students will be able to record and monitor their fitness levels, using the new technology and their school laptops.

Michigan Virtual High School (MVHS) / Other Online Courses

Provides an opportunity for high school students to enroll in classes that otherwise they could not due to scheduling conflicts or the course not offered at our small district. In addition, all students use MVHS to create Educational Development Plans and access Michigan Merit Exam Review prep course.

Extra Curricular Programming

A robotics club will be formed for students interested in learning about this technology. This program will focus on higher order thinking skills.

Timeline for Technology Integration into Curricula and Instruction – Section Five

2008 – 2009

- Determine hardware and software needs for all subjects / grade levels
- Encourage teachers to use technology to enhance curriculum and increase efficiency
- Publish a district technology guide that includes equipment available, software applications, internet sources, procedures and district policies
- Purchase online classes as needed
- Recreate technology inventory system
- Create list of technology professional development opportunities for the upcoming school year
- Create “technology skills” implementation program
- Redesign district website
- Review technology plan
- Purchase updated student database software
- Apply for USF funding and any other available resources
- Collect data of technology use
- Investigate the cost of a wireless theatre sound system

2009 – 2010

- Implement administrative observations of technology use in the classrooms
- Determine hardware and software needs school wide
- Update district technology guide
- Purchase online classes as needed
- Create list of technology professional development opportunities for the upcoming school year
- Update district website
- Review technology plan
- Apply for USF funding and any other available resources
- Collect data of technology use

2010-2011

- Update technology plan
- Continue administrator observations of technology use in the classrooms
- Update district technology guide
- Purchase online classes as needed
- Create a list of technology professional development opportunities for the upcoming school year
- Update district website
- Apply for USF funding and any other available resources
- Collect data of technology use
- Investigate options for online foreign language classes

Delivery of Instruction – Section Six

Technology is applied in many forms at North Star Academy, due to the laptop initiative program.

Michigan Virtual High School

At the High School Michigan Virtual classes are offered. This resource allows students the opportunity to enroll in classes that we are not offering, or because of scheduling conflicts. The class is prepared and delivered by a certified instructor. Managed in house also by a certified teacher or ‘mentor’ who oversees the student’s progress.

Student and Staff Accounts

Students and staff members of North Star Academy have access to their own Individual network accounts. These accounts allow for students and staff to save and/or transfer data/files throughout the District using the wireless network. Student files are kept one year after they have graduated from the district.

Internet

North Star Academy provides network and Internet access to all student and staff laptop computers. Any student with an account must have an AUP (acceptable use policy) signed by a parent and on file in the office before they are given Internet access. All student accounts are monitored by Internet filtration software.

United Streaming

North Star Academy has purchased a United Streaming subscription to deliver instructionally appropriate video. United Streaming is used at our Middle School and High School. Through Professional Development, teachers have been taught how to use United Streaming in the context of their lessons and with available technology applications.

Video Codec

All classroom instructors will have access to a video codec. Teachers will be participating in professional development to learn how to access virtual field trips and other learning opportunities associated with this piece of equipment that will enhance their lessons. In addition this unit will be used to provide professional development to the staff.

MOIS – Michigan Occupational Information System

MOIS is a career development program that assists K-12 students and other users plan a career path that's right for their interests. MOIS will be used at the Middle School level to help students develop and plan career interests.

Michigan Merit Exam Review Prep Course

This course prepares Michigan students for their state examination. All high school juniors will use this program and any senior re-testers.

Mydreamexplorer

This application will be used by middle and high school students to create and update educational development plans.

Parental Communications and Community Relations – Section Seven

One of the most important pieces of information is the communication between school and home. Often this becomes too difficult because of conflicting time schedules or not being able to get to the person you need or want to talk to. With this in mind North Star Academy has tried to make some significant steps to putting information out that is easily obtainable. With the Internet being available to a growing majority of our constituents we have tried to put things in place that will provide the ease of availability.

District Web Page

The district has a web page. This site is located at www.nsacd.com. The site is designed to include general district information as well as the technology plan. In the future NSA plans to post lunch menus, district newsletters and board minutes on the website. A link to the school's student data is already provided.

PowerSchool

PowerSchool is a 'real time' student database that allows students, parents and staff to access their student's grades and attendance at any time. This is offered to all students grades 6th – 12th. Access is obtained by parents and students via secured usernames and passwords issued upon enrollment in the district. The program also provides staff contact information to parents.

PTO

A strong collaboration is beginning between the newly formed Parent/Teacher Organization and the school system. The organization is helping both financially and personally in the expanding of resources and programs within the school.

Phone System

A new district wide phone system has been purchased. This system is located throughout the building including the central office, classrooms, and kitchen. It provides us with voice mailboxes, intercom services, and other features.

Parent Teacher Conferences

Student-led parent teacher conferences are held twice a year. Emphasis is made on contact between parents and teachers to relay and communicate news and updates about student progress and concerns.

Newsletter

The majority of our parents have Internet access but we still have some families who do not have this availability. For these families and for the rest of the community we also produce hardcopy Newsletter' every month. This is sent home with the students (also will be available online) to inform the parents of the next months activities and curriculum information.

Curriculum Collaboration – Section Eight

The district does not currently offer adult high school or GED completion programs. However it does assist students in locating agencies that assist adult learners. Representatives from these service providers will continue to contribute to the implementation and assessment of the district technology plan.

Michigan Virtual High School

Michigan Virtual High School provides an alternative to classes that are not offered by our high school. This distance-learning option allows students to have an expanded selection of courses they would otherwise not be able to take or enroll in classes they could not take because of a scheduling conflict.

Marquette Alger Regional Educational Service Agency (MARESA)

MARESA offers a number of services to teachers and administrators. MARESA also plays a vital role in our professional development, providing in-services and offering additional training for staff.

Michigan eLibrary

The Michigan eLibrary is a project of the Library of Michigan, giving access to several databases to the citizens of Michigan through their libraries. Home access is available for some of these databases. These databases include: OCLS FirstSearch; Galegroup Infotrac; SIRS Discoverer Deluxe; Electric Library Elementary.

Professional Development – Section Nine

For the district's vision to become reality it must provide opportunities for staff to become proficient in strategies and techniques for the implementation of educational technology. The professional development offered by the district must be more than how to use an application / device. It must include how the technology can be used to enhance understanding and promote higher order thinking skills. In addition, the district must inform staff of additional educational technology trainings available to them.

Current resources available to the staff for professional development in technology include:

- District's technology director can provide training or schedule other trainers
- Various staff members are skilled in certain applications / tools
- Online resources such as Michigan Virtual University, LearnPort and Connected University
- Northern Michigan University Audio / Visual Department – virtual field trips
- Marquette-Alger Regional Service Education Agency's technology consultant

Professional Development technology agendas will be created using information obtained from a variety of sources:

- School Improvement Plan
- Curriculum Team
- Annual needs assessments
- Parent / Student Input
- Board of Directors Input
- Teaching Staff Input

Common goals of NSA’s staff professional development technology goals align with ISTE NETS for administrators and teachers. Goals specifically targeted include:

1. Administrator ISTE NET I. Administrators will use data in making leadership decisions, advocate for funding that supports implementation of the district technology plan and facilitate the vision for technology use and widely communicate that vision.
2. Administrator ISTE NET. II Administrators will identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
3. Administrator ISTE NET V. Administrators will use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communicating, and productivity. Technology will be used to collect and analyze data, interpret results, and communicate findings to improve instructional practices and student learning.
4. Teacher ISTE NET I. Teachers demonstrate a sound understanding of technology operations and concepts. This includes operation of the school’s network, internet, and software applications.
5. Teacher ISTE NET II. Teachers design, plan and manage learning environments and experiences for students.
6. Teacher ISTE NET III. Teachers will use technology resources to analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
7. Teacher ISTE NET V. Teachers use technology to enhance their productivity and professional practices by applying technology to increase productivity and use technology to communicate and collaborate with parents, students and peers

Professional Development Timeline 2008-2009
<ul style="list-style-type: none"> • Create the district technology guide – Summer 2008 Purpose is to inform entire staff of available technologies and how to use
<ul style="list-style-type: none"> • Conduct Training Assessments Needs – Summer 2008 via email
<ul style="list-style-type: none"> • Develop “Technology Skills” class to be conducted by teachers fall 2008
<ul style="list-style-type: none"> • Aug 2008 Staff Professional Development – “Technology Skills” Class Technology implementation All staff school database training
<ul style="list-style-type: none"> • Encourage staff to participate in additional professional development opportunities
<ul style="list-style-type: none"> • Evaluate effectiveness of professional development
<ul style="list-style-type: none"> • Attend MACUL if funding available
Professional Development Timeline 2009-2010
<ul style="list-style-type: none"> • Update district technology guide
<ul style="list-style-type: none"> • Conduct yearly needs assessment
<ul style="list-style-type: none"> • Aug 2009 Staff Professional Development – “Technology Skills” Class Technology implementation All staff school database training
<ul style="list-style-type: none"> • Evaluate effectiveness of professional development

<ul style="list-style-type: none"> Attend MACUL if funding available
Professional Development Timeline 2010-2011
<ul style="list-style-type: none"> Update district technology guide
<ul style="list-style-type: none"> Conduct yearly needs assessment
<ul style="list-style-type: none"> Aug 2010 Staff Professional Development – “Technology Skills” Class
Technology implementation
All staff school database training
<ul style="list-style-type: none"> Evaluate effectiveness of professional development
<ul style="list-style-type: none"> Attend MACUL if funding available

Teachers have developed individualized professional development plans with in regards to the use and integration of technology into the curriculum. These can be found in personnel files.

Professional Development-Supporting Services – Section Ten

- ITRC Monthly Meetings**
 Monthly meetings facilitated by the Marquette-Alger Regional Educational Service Agency. These meetings are attended by Technology Coordinators and school administrators to discuss technology funding, services and curriculum integration.
- District Technology Policies (see appendix) include:**
 Neola Policy 7530 – Lending of District Owned Equipment
 Neola Policy 7540 – Computer Technology and Networks
 Neola Policy 7540.1 – Technology Privacy
 Neola Policy 7540.2 – District Web Page
 Neola Policy 7540/03 – Student Network and Internet Acceptable Use and Safety
 Neola Policy 7540.04 – Staff Network and Internet Acceptable Use and Safety
- REMC access**—The REMC lending library also provides access to videos, videodiscs, multimedia kits, and computer software; items can be found and ordered through a catalog.
- School Web site**—The North Star Academy website (www.nsacd.com) will be updated, but will continue to provide information for use by students, their families, and the community. Each building has its own pages linked to the district home page.
- Instructional / training software**—The following resources are available to teachers who wish to further their technology skills.

The Michigan Virtual University provides online training in a multitude of subjects, ranging from basic use of an application such as Microsoft Word to technical training in Microsoft Server and Unix operating systems.

Connected Tech’s Connected University’s provides online software tutorials, how-to tips, and dozens of guides and self-paced courses.

- Discovery Education’s United Streaming**—The District, through its relationship with MARESA, subscribes to Discovery Education’s United Streaming on-line video library. This service which

provides online access to 2,200 videos, 22,000 video clips, and 2,000 images for downloading and classroom viewing. The United Streaming library can be searched by keyword, subject headings, and Michigan Content Standards

- **ISD Support**—MARESA provide assistance with technology through its Instructional Technology Team (ITT). The ITT makes teachers and administrators aware of available technology and software and offers classes on computer operating systems, the Internet, productivity software (word processing, spreadsheet, database), and software appropriate for the classroom. The team also helps with planning for the effective use of technology within the classroom. The District relies on MARESA for most of its technology integration training.
- **Professional Journals / Memberships**—Teachers and administrators are encouraged to subscribe to professional journals and organizations that promote technology integration (in particular – *Edutopia* and *MACUL*).
- **Northern Michigan University**- NMU provides assistance with technology and integration into the classroom. In particular, NMU assists with the district's video codec and online field trips.

Infrastructure, Hardware, Technical Support, and Software – Infrastructure Needs/Technical Specifications, and Design – Section Eleven

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 Ayaya partner messaging system. This system offers the following features:

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

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

Hardware / Software Needed to Acquired to Improve Instruction

Objective	Rationale	Timeline
Replace PowerSchool Server – Compaq nc6120	To improve network handling – speed and storage amount	August 2008
Update PowerSchool version	New version offers more capabilities and Apple will one day not support our current version	August 2008 or July 2009
Increase # of Applications being used by students – Internet based	<ol style="list-style-type: none"> 1. Increase students' understanding and skills 2. Many applications on the Internet are free and accessible to all with Internet access 	August 2008 – June 2011
Become aware of / increase the use of assistive technology by special education students	Technology can improve student understanding and efficiency of those students who have special needs	September 2008 – June 2011
Purchase up to 6 student laptops per year	To ensure quality laptop computers are provided to all students	Sept. 2008 – June 2001

Current Infrastructure – Technical Support Available

North Star Academy has an onsite full-time administrator who at one time served as the district's part-time technology specialist (technology integration and technician). This person provides immediate assistance and also is involved in technology planning

North Star Academy also has partnered with MARESA to have the services of an Americorp member 1 time a week onsite. This person is responsible for fixing computers, inventory, and equipment setup. In addition, MARESA's technology consultant is readily available when needed.

Infrastructure, Hardware, Technical Support, and Software –Increased Access – Section Twelve

North Star Academy has made laptops and Internet access available to every student in every classroom. Annually, with the exception of one school year, the district has applied for Universal Service Funds (USF) that helps offset some of the cost of telecommunications and operating expenses. North Star Academy plans on continuing to apply for USF, including internal connections (depending on the free and reduced percentage).

Special needs students have access to all the technology available to the general population. In addition the district works with and takes advantage of the services offered by the Assistive Technology Agency. However, this valuable resource has been used rarely. NSA's special education coordinator needs to develop a closer, more beneficial relationship with this resource.

Over the years, NSA has added a significant amount of laptops and other technologies. This has put a tremendous amount of stress on the District's network and network support. Three, problems currently facing the District are the aging network/laptops, technology support and the implementation of an

inventory management system. The administration and Board of Directors are committed to providing the best possible access to technology and technology resources as is financially possible. It will do this by requiring an annual evaluation and updates to this technology plan.

Funding and Budget – Budget and Timetable – Section Thirteen

Technology Budget	2008-2009	2009-2010	2010-2011
Contracted Service MARESA IT Support	1800	1800	2000
Licenses / Permits United Streaming Sonic Wall Subscription Anti-Virus Subscription Ghost Licenses MIVHS	4700	5000	5400
Equipment Various Hardware Items Replacement Printers Laptops	7500	7500	7500
Telecommunications Internet Access Phone Service	7200	7500	7500
Supplies Toner Cartridges Ink Cartridges	700	700	800
Software New Software Upgrades	2500	1500	1500
Repairs Laptops	1500	1500	1500
Total	16,400	18,200	18,600

Funding and Budget – Coordination and Resources – Section Fourteen

In the past, North Star Academy has depended on many financial resources to accomplish its technology goals. These resources have been:

- Technology funds
- Curriculum funds
- Staff Development funds
- Building funds
- Universal Service Funds – E – Rate
- Technology grants
- Curriculum grants
- Donations

The district will continue to investigate grants and other programs that are available.

Monitoring and Evaluation – Section Fifteen

Evaluation Description

The technology director in conjunction with the CEO will be responsible for monitoring and evaluating this technology plan. Data will be collected from teachers, students, parents, support staff and applications, throughout the school year. The technology director will provide a report to the CEO to be shared with the Board of Directors, at the end of each school year. The Michigan Educational Technology Plan Approval Checklist is the primary rubric that will be used to evaluate the district's technology. Each year the CEO, technology director and board of directors will review the progress of the district's technology and develop a plan for addressing unmet goals and objectives as well as revising the plan as needed.

Acceptable Use Policy – Section Sixteen

North Star Academy District Acceptable Use Policy –

To access e-mail and / or Internet at school, students under the age of eighteen must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for education purposes only. Unauthorized and inappropriate use will result in a cancellation for this privilege.

The Board has implemented technology protection measures which block / filter Internet access to visual displays that are obscene, child pornography, or harmful to minors (in compliance with CIPA). The board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and / or harmful to minors. Nevertheless, parents / guardians are advised that determined users may be able to gain access to information, communication, and/or services on the Internet with which the Board of Directors has not authorized for educational purposes and /or which they and / or their parents / guardians may find inappropriate, offensive, objectionable, or controversial. Parents / Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review, and inspect and directories, files and / or messages residing on or sent using the Board's computers / networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

North Star Academy District Computer and Technology Network Policy

Because any student may enhance his/her school career through participation in the school's computer network, s/he and his/her parents must sign an agreement which defines the conditions under which the student may participate. Failure to abide by all of the terms of the agreement will lead to termination of the student's computer activities and possible disciplinary action up to and including suspension from school or referral to law enforcement authorities. It is difficult to pass course work at NSA without computer use.

The use of the network is a privilege which may be revoked by the district at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software or the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The district reserves the right to remove files, limit or deny access, and refer the student for other disciplinary actions.

Use of the Internet – Terms and Conditions

Acceptable Uses – The use of the Internet must be in support of education and research, and in accordance with the educational objectives of the NSA.

Unacceptable Uses – Includes, but is not limited to, the following:

- Users should not lend their Internet account and/or password to other users, or use another’s account.
- Use for commercial purposes or political lobbying is prohibited
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users; or misrepresent other users on the network; nor should they upload, create, or introduce a virus.
- Transmission or reception of any material in violation of any U.S. or state regulation is sexist, pornographic, and obscene material; or information protected by trade secret.
- Abusive or otherwise objectionable language is forbidden.
- No use of the network shall server to disrupt the use of the network by others: hardware or software shall not be destroyed, modified, or abused in any way.

Students must have an Acceptable Use Policy (AUP) signed by parents on file at NSA in order to use the Internet. If you want your student to have this opportunity, please sign the form, have your son/daughter sign it, and return it. He/She will then be given permission to use the Internet at NSA.

Netiquette – Users are expected to abide by the generally accepted rules of etiquette. These include, but are not limited to, the following:

- Assume that E-mail is NOT secure or confidential. Never send anything that you would hesitate to have viewed by others.
- Use upper and lowercase letters (all caps is considered the equivalent of shouting) and be mindful of spelling.
- Keep paragraphs and messages short and to the point.
- Check E-mail regularly and delete unwanted messages as quickly as possible.
- Respect other people’s privacy regarding mail or files.
- Log off quickly during peak hours.
- Only use your school address, phone number or E-mail in any communication.
- Avoid use of sarcasm in electronic communication.
- *The use of the Internet is a privilege, not a right*, and inappropriate use will result in a cancellation of these privileges. The system administrators will deem what is inappropriate and their decision is final. The administration and staff on NSA may request the system administrator to deny, revoke, or suspend specific user privileges. In addition, NSA will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruption caused by its own negligence or your errors or omissions. NSA denies any responsibility for the accuracy or quality of information obtained through the Internet.

Internet Use Agreement (Must be completed and signed on file)

I understand and will abide by the above NSA Internet Acceptable Use Policy. I further understand that if I commit any violation of these regulations, my access privileges may be revoked, school disciplinary action may be taken, and/or possible restitution be required. I hereby release NSA from any liability arising from my use of the network and/or telecommunications.

User – Print Name _____

User I.D.# _____ Grade _____

As a parent or guardian of this student, I give permission for his/her use of the Internet in accordance with this policy.

Parent Signature _____ Date _____

Phone Number _____

When this form is completed and turned in, permission will be given to use the Internet. Use of Technology will be limited until this time.

District Web Pages (Policy #7540.02)

The Board of Directors authorizes the creation of web sites by employees and students of the School District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the School District’s Mission Statement. The purpose of the web site is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

Educate - Content provided in the web site should be useable by students and teachers to support the curriculum and School District Objectives as listed in the District’s Strategic Plan.

Inform – Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

Communicate – Content may provide an avenue to communicate with the community.

- The information contained on the web site should reflect and support the District’s Mission Statement, Educational Philosophy, and the School Improvement Process.
- When the content includes a photograph or information relating to the student, the District will abide by the provisions of Policy 8330-Student Records. All links included on the pages must also meet the above criteria.
- Under no circumstances is a web site to be used for commercial purposes or to provide financial gains for any individual.
- Pages should reflect an understanding that both internal and external audiences will be viewing the information. School web sites must be located on District-affiliated servers
- The CEO shall prepare administrative guidelines defining the standards permissible for web-site use.

Internet, Online Course Work

NSA has purchased access to courses or ‘seats’ offered in the MI Virtual High School (MIVHS) and other on-line course services. **Because the ‘seats’ are costly, we must insure that they are used by students who are motivated and can earn the credit on line.** Students will access courses through NSA’s membership in the Michigan Virtual High School. Students may also access coursework offered by trained NSA staff. In either case, students may choose from a multitude of core and non core content credit courses. A student may take up to 2 courses per trimester (12 weeks) and this avenue can provide new options under the right circumstances. *Offering a wide variety of coursework in a small high school is critical – students must be:*

1. Self-motivated and self-disciplined.
2. Committed to the course. Online courses are just as rigorous and as time-consuming as face-to-face courses.
3. Active communicators. Expect to log on daily for updates, messages and communication among participants.
4. Honest about their work style. If the student is a procrastinator, these courses are not for him/her.
5. Diligent about creating a private space where they can work for at least 30 minutes at a time.
6. Online at a computer for extended amounts of time. If Internet access is not available at home, this means going to a place where it is – a library, a coffee house, etc.
7. Vocal and take responsibility for their learning. They need to speak up immediately when having technical difficulties or problems.
8. Thoughtful. Practicing good “netiquette” often requires thinking before hitting “send”.
9. Active class participants. Engaging in classroom discussions involves extensive typing.
10. Able to read and follow written directions. At this time, reading is a critical skill in online learning.

ADDITIONALLY

- Students must abide by all MIVHS and NSA technology policies, failure to do so will result in immediately dismissal from the program.
- Students must have access to the Internet either at home or be willing to go to a place where they can sign on daily.
- Students must follow the MIVHS course calendar
- Once enrolled students have a two-week window to drop an on-line course, without penalty.
- Students who voluntarily/involuntarily are removed from North Star Academy will immediately be dismissed from the program and not earn credit.
- Student work will be graded by MIVHS and a final grade will be issued by NSA, using the following scale:

100-92%	= A	77-72%	= C
91-90%	= A-	71-70%	= C-
89-88%	= B+	69-68%	= D+
87-82%	= B	67-62%	= D
81-80%	= B-	61-60%	= D-
79-78%	= C+	Below 60%	= No Credit
- Students must contact the on-site mentor regarding any technical or content questions. The on-site mentor will monitor student’s on-line progress and log on attendance.
- Every student will be assigned an NSA Mentor and classroom teacher to assist in on line learning.

