



# **School Improvement Plan**

Central Montcalm High School

Central Montcalm Public Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Central Montcalm High School is a rural high school located in the center of Montcalm County. The schools enrollment has fluctuated between 500 and 560 students over the past three years. We have a district wide free and reduced student rate of 79%. Over the last three years the high school has seen schedule changes, staff reductions due to budget constraints, and a declining enrollment. We have focused intensely on at-risk students and providing interventions for struggling students. Intervention programs such as workshop classes, to provide one to one support for struggling students and credit recovery, foundations of math classes to provide small group reteaching instruction and math skill building, Read 180 to build reading comprehension skills, and a school within a school program to provide credit recovery opportunities for students in grades 10-12. The high school has also implemented the inclusion model with a focus on co-teaching to address the needs of our students with disabilities. This model allows for first best instruction to occur in the general education classroom with the support of a second teacher with expertise in how students with disabilities best learn. In addition to the at-risk and inclusion programs that we offer, we also have a 1:1 initiative in which each of our students is assigned a laptop. We are currently in the third year of the initiative. The technology has been utilized to increase collaboration, create blended learning opportunities, reduce the amount of paper used by the high school, collect assessment data, enhance classroom instruction, and much more.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### CENTRAL MONTCALM MISSION STATEMENT

The staff of Central Montcalm High School accepts the responsibility to provide all students a safe and orderly climate and a maximum opportunity to grow intellectually, socially, and emotionally in order to become productive and responsible citizens.

### THE EDUCATIONAL PHILOSOPHY OF CENTRAL MONTCALM HIGH SCHOOL

We believe that Central Montcalm High School has the responsibility of preparing students for life in a complex, fast-changing society. Through a broad curriculum and extracurricular activities, we should help students develop intellectually, physically, and socially to the best of their abilities. Helping students develop a positive sense of self-esteem should be the foundation of the educational process.

Education should be stressed as the job of youth as work is of adults. Therefore, emphasis should be placed on citizenship, good attendance, promptness, neatness, accuracy, self-control, and the ability to function in groups. In the development of these characteristics and in the educational plans of their children, we continue to encourage the participation of parents.

We recognize the necessity of preparing students for the world of work through vocationally-oriented classes both on campus and in the community; we also recognize the danger of preparing students too narrowly in an age when change is inevitable.

Equal educational opportunity should be available to all students. We should also recognize the needs of mathematics, which will enable them to lead self-sufficient lives. Students also need to recognize and understand the influence of computer technology in our society. In order to help students prepare intelligently for the future, it is also our responsibility to help them understand the past. Finally, we believe that students need preparation for becoming responsible members of the ecosystem.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Central Montcalm High School has been named as a bronze school for the past two years by the US News. The high school has been striving to reduce achievement gaps through the implementation of intervention programs, utilizing data dialogue to enhance instruction, and focusing on relationship building through seminar. We are a part of a county wide initiative to align our curriculum to the common core. In addition, we are working with the other schools in the county on an initiative to enhance school climate. We are pleased with the progress we are beginning to see, and excited for the future of Central Montcalm High School. Over the next three years it is our goal to close the achievement gaps, create a more positive school climate, exceed the state average in all content areas, increase parent involvement, and become a model school in the state of michigan.

## **Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

We had stakeholders involvement in the development of this plan through the participation of surveys. We are working on a plan to increase stakeholder involvement in the school improvement process starting in the 2016-17 school year. A student representative was chosen to participate on our School Leadership Team as well as a parent representative. We understand the need for involvement from all stakeholders in this process and will strive to achieve this goal to ensure the understanding, implementation, and analysis of our improvement plan.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

We did not have stakeholders involved in the development of this plan other than through the participation of surveys. We are working on a plan to increase stakeholder involvement in the school improvement process starting in the 2016-17 school year. We understand the need for involvement from all stakeholders in this process and will strive to achieve this goal to ensure the understanding, implementation, and analysis of our improvement plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final plan will be posted on the website, communicated in the newsletter, shared in the classrooms and posted in the school.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

The three year trend in student enrollment data shows that enrollments over that time period have stabilized with even a slight increase. No challenges have been identified

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

In looking at the three year trend in student attendance data, the trend shows a roughly 4% decrease in student attendance over that time period. A challenge we have identified is a 13% decrease in attendance for students who are chronically absent. Furthermore, we have experienced a 30 student increase in those who are identified as chronically absent.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Minority students are being suspended at a higher rate than non-minority students.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

Central Montcalm High School is in the beginning stages of implementing MTSS (MiBLSi) in a partnership with the Montcalm Area Intermediate School District to improve student behavior. Furthermore, the staff is looking at policies and procedures to promote positive school attendance.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

At Central Montcalm High School we have a blend of veteran teachers and those with less than 10 years of teaching experience. We also have an administrator in his second year. This new administration should bring about new and fresh ideas as well as the experienced classroom leadership should produce a higher level of student achievement.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

At Central Montcalm High School we have a blend of veteran teachers and those with less than 10 years of teaching experience. This experienced classroom leadership should produce a higher level of student achievement.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

No data available to assess this impact.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

The more that teachers are out of the building the more instructional time is lost. Even with good substitutes, quality instruction can be lost. This in-turn can effect how students perform on assessments and their ability to understand material.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

In regards to teacher/leadership absences, those due to illness can not be predicted. Those due to professional development can be organized and contained by a district vision and proactive planning.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Areas of strength are: Assessment - Shared understanding; Instructional Leadership - A vision for learning; Instructional Leadership - Guidance and support for teaching and learning; A culture for learning - Safe and supportive environment; Organizational Management - Intentional practices

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Our challenges are: Communication - Approaches and Tools; Communication - Cultural Responsiveness; Engagement - Learning opportunities; Engagement - Partnerships

### **12. How might these challenges impact student achievement?**

If communication with all stakeholders is low, stakeholders may miss opportunities to enhance their educational experience. Furthermore, we need to invite and involve family and community in the support of student success opportunities.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

To look for data based strategies to improve stakeholder communication and involvement.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Students with disabilities have access to the full array of Central Montcalm High School intervention programs specifically related to our RTI, MTSS, School Within a School and Co-Teaching inclusion programs.

### **15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Early College - 10th grade; Dual Enrollment - 9th grade and Summer School - All students.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Students are identified based on credit deficiency for summer school and for early college and dual enrollment they are identified by a combination of application and standardized (PSAT, SAT, MStep, etc) scores.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Lesson plans and curriculum documents are in the process of being aligned to state and common core standards by September 1, 2015

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

Curriculum development (Health and Sciences) as well as health screeners (vision, etc.)

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

- Working as a team & communication with other members of the department
- Identifying areas of improvement
- Consulting with each other about specific student needs and issues
- Reading across the curriculum
- Read 180 program
- MiBLSi reading intervention program

### **19b. Reading- Challenges**

- Read 180 professional development.
- Reading (need Newsela and professional development on reading comprehension)

### **19c. Reading- Trends**

The trend in reading scores for Central Montcalm High School is that we have 89% of our students who are reading at their grade level lexile or they have increased their lexile score 50 points or more over the course of the school year.

**19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The English Department would like to utilize the eGUMPP program in order to improve mechanics, usage, and grammar skills. In addition, we would like to improve reading skills by using Newsela and receiving professional development on reading comprehension.

**20a. Writing- Strengths**

- Working as a team & communication with other members of the department
- Identifying areas of improvement
- Consulting with each other about specific student needs and issues
- Writing across the curriculum
- DBQ writing assessment in all social studies classes.

**20b. Writing- Challenges**

Individualizing instruction of mechanics, usage, and grammar with increasing class sizes (need to purchase eGUMPP program)

**20c. Writing- Trends**

Writing scores have fluctuated over the last 3 years. 55% of our 11th grade students scored as college ready or approaching college readiness on the SAT test in the spring of 2016.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The English Department would like to utilize the eGUMPP program in order to improve mechanics, usage, and grammar skills. In addition, we would like to improve reading skills by using Newsela and receiving professional development on reading comprehension.

#### **21a. Math- Strengths**

Co-teaching is a strength for the math department. Teachers are used effectively to identify and respond to struggling students. Teachers also collaborate well which leads to positive student results. A new math curriculum was purchased for the start of the 2016 - 2017 school year.

#### **21b. Math- Challenges**

The math department is struggling to know what students know and where their strengths & weaknesses are. A universal screener is needed to assess where students are and what they need.

#### **21c. Math- Trends**

78% of our math students scored at their grade level quantile or increased their beginning quantile by 50 points over the course of the 2015-16 school year. SAT data showed that 18% of our 11th grade students are approaching or exceeding the SAT college readiness standard.

#### **21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The math department is researching different screener tools that could be used to assess students in order to more effectively plan instruction and remediation.

### **22a. Science- Strengths**

Reading informational texts, problem-solving/POGILS, and applying new information to solve problems.

### **22b. Science- Challenges**

One of our weaknesses is using multiple sources of information to answer questions. According to question analysis from the MStep, students struggle when they have to look at more than 1 chart or graph to determine an answer. Differing view-point analysis is also a weakness for students.

### **22c. Science- Trends**

Trends in science have not been established yet due to the newness of the MStep test.

### **22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We are going to address our weaknesses through curriculum alignment to Next Generation Science Standards.

### **23a. Social Studies- Strengths**

According to local data, students strengths lie in the areas of interpreting a single chart or graph to answer a question when the answer comes directly from the graphic.

### **23b. Social Studies- Challenges**

Challenges facing the social studies department include primary and secondary source analysis and reading text for information. According

to past MME results, students struggled on the "Social Science" passage of the Reading test. Further, students had difficulty when answering questions on the Social Studies test that required the analysis of primary and secondary sources.

**23c. Social Studies- Trends**

Trends in social studies have not been established yet due to the newness of the MStep test.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our challenges are going to be addressed through the implementation of the Common Core standards, specifically using the DBQ Project writing program to address most of them. This program requires students to analyze primary and secondary sources and use them to answer an analysis question in essay form. We have been using this program for the last 4 years and we are seeing consistent improvement in our student's writing and use of sources. This program also supports our school-wide initiative of writing across the curriculum.

## Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### 24a. Student Perception Data

**Which area(s) indicate the overall highest level of satisfaction among students?**

Our highest area of satisfaction amongst students is that they believe they are expected to follow the school's behavior expectations. 3 out of every 4 students surveyed believe that our school has diversity in activities offered and also that same ratio believe that the teachers and administration have high expectations of them. Furthermore, over 75% of students surveyed believe that their teachers grade and evaluate their work fairly. Finally, 3 out of 4 students surveyed have a belief that they have access to counseling, career planning and other programs to help them in school.

### 24b. Student Perception Data

**Which area(s) indicate the overall lowest level of satisfaction among students?**

That all students are not treated with respect. Furthermore, Almost 50% of students surveyed agree that our school struggles with respect of others and their property.

### 24c. Student Perception Data

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

We will continue our efforts towards positive school culture and our new MiBLSi (PSC) initiative will roll out at the beginning of the second semester in 2017.

### 25a. Parent/Guardian Perception Data

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Parents indicate that they feel safe with their children at our school. Also, parents unanimously agreed that students have up-to-date technology to use in the learning process.

**25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Parents do not believe that our school's purpose statement is formally reviewed & revised with regard to parents.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

We need to get more parents involved in the process. We need to have an open meeting where parents can give input on school issues and our vision.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Our highest areas of satisfaction are related to the principal creating a welcoming environment and being accessible to students, staff and parents. Other areas of high satisfaction include the monitoring of school improvement data and using it to drive decision making. Finally, the staff feels comfortable in raising issues and concerns with administration.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

The lowest areas of satisfaction amongst our staff fell in the areas of vision and goal setting by school leadership.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Even in the lowest area of vision and goal setting 3 out of 4 staff surveyed felt like the school leadership was communicating a clear and coherent vision. Therefore we need to continue to refine and work hard to get even better at what we are doing to effectively communicate our vision and goals.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

We do not currently give a community survey.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

We do not currently give a community survey.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

We do not currently give a community survey.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Demographic:

Strengths- We have stability in the teaching staff. Most members have been at Central Montcalm for more than 5 years.

Weaknesses- Student attendance is a struggle.

Process:

Strengths- Students with disabilities have equal access to the full array of classroom activities and interventions.

Weaknesses- We lack a true universal screener for all subject areas except reading.

Achievement/Outcome:

Strengths- Writing is improving due to our Writing-Across-the-Curriculum initiative.

Weaknesses- challenges in reading in the content area need to be addressed.

Perception:

Strengths- Our evaluation process is based off the Danielson model and the majority of staff feel like it is accurate, fair, and effective.

Weaknesses- Lack of resources to sufficiently address student needs.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

All of our weaknesses create instability in learning and lead to challenges for student success. Absences, reading struggles, and lack of funds all negatively impact education.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

MiBILSi is aimed at addressing behavior and we plan to use to work on our attendance issues. Also, we will continue to use SRI to monitor student reading ability.



# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	We are a 9-12 building.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.central-montcalm.org/aer.php">http://www.central-montcalm.org/aer.php</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A 9-12 building	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDP's are updated through Seminar	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Marty James Central Montcalm High School Principal 1480 S. Sheridan Rd., PO Box 9 Stanton, MI 48888 989-831-2100	

## School Improvement Plan

Central Montcalm High School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We are not a Title I building	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We are a non Title I building	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **2016-2017 School Improvement Plan**

## Overview

### Plan Name

2016-2017 School Improvement Plan

### Plan Description

Created on 6-13-2016

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Mathematics.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$14660
2	All students will be proficient in English Language Arts	Objectives: 3 Strategies: 5 Activities: 14	Academic	\$13100
3	All students will be proficient in writing.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$7125
4	All students will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 10	Academic	\$1250
5	All students will be proficient in Social Studies.	Objectives: 2 Strategies: 2 Activities: 13	Academic	\$0
6	All student will demonstrate appropriate behaviors.	Objectives: 1 Strategies: 1 Activities: 14	Organizational	\$350

## Goal 1: All students will be proficient in Mathematics.

### Measurable Objective 1:

100% of All Students will increase student growth by 5% in Mathematics by 06/30/2019 as measured by Scholastic Math Inventory.

### (shared) Strategy 1:

Math Intervention Support - Math Intervention Support - CMPS will implement a Tier 2 and Tier 3 math intervention support system to increase the intensity of math instructional support. "Increase intensity includes increased, supplemental time to the core curriculum, decrease group size, more feedback and meaningful practice opportunities." Students will be provided with the necessary skills "to be successful within Tier 1 core instruction. An strong math intervention program includes the following 8 recommendations:

1. Screen all students to identify those at-risk
2. Instructional materials for students in Tier 2 and Tier 3 should focus on whole numbers in K-5 and on rational numbers in grades 4-12
3. Instruction during intervention should be explicit and systematic including clear models, teacher think-alouds, provide students with opportunities to solve problems in a group and communicate problem-solving strategies, and cumulative review in each session.
4. Include instruction based on structure, and how to determine appropriate solutions for each problem type.
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.
6. Interventions should devote about 10 minutes in each session to building fluent of basic arithmetic facts
7. Progress monitor at least 1 time per month and curriculum-embedded assessments
8. Includes motivational strategies

Category: Mathematics

Research Cited: Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R., & Staiger, D. O. (2016, February). Teaching Higher: Educator's Perspectives on Common Core Implementation. Retrieved March 5, 2016, from <http://www.hmhco.com/~media/sites/home/education/disciplines/mathematics/elementary/go-math/teaching-higher-report.pdf?la=en>

Tier: Tier 2

Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
the high school RTI team will work with the high school staff in developing and implementing our school wide system of support.	Direct Instruction	Tier 1		09/02/2014	06/30/2016	\$0	No Funding Required	All teachers and administrators.
Activity - EL and Migrant Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Central Montcalm High School

The district will seek support from the Mid-Michigan Migrant and English Learner Consortium. We will use general fund dollars to provide Tier I language acquisition program within the classroom through the use of high-qualified bi-lingual instructors and paraprofessionals. After Tier I language acquisition has been provided, the Title I interventionist or general fund paraprofessional program will provide 1:1 or small group instruction to the identified Migrant and EL students needed additional needing additional assistance with content standards	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	General Fund	Mid-Michigan Migrant Association support staff and district curriculum director
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Activity - Math Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math curriculum team, interventionists, and building leaders will research, select, and utilize and math screener for students 6-12. Schools: Central Montcalm High School, Central Montcalm Middle School	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/01/2017	\$0	No Funding Required	Math Department , Principal, and Curriculum Director

Activity - Scholastic Math Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SMI will be administered each quarter. The data will be collected and reviewed to progress monitor each individual student and groups of students.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$4000	Section 31a	All math staff, principal, and curriculum director

### Strategy 2:

Tier I Math Program 9-12 - GO Math! 6-8 and AGA f

GO Math!® is the first K–8 math program written to fully support new standards. GO Math! provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.

GO Math! at both middle school level combines 21st-century educational technology with modern content, dynamic interactivities, and a variety of instructional videos to engage today’s digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Whether using the innovative Online Student Edition or Write-in Student Edition, students have all the resources they need to succeed.

GO Math! supports teachers through every stage of their instruction, from planning and implementation to assessment and remediation. The Digital Teacher Experience gives teachers access to a full suite of instructional resources—online or offline—on a variety of mobile devices. With HMH Player™, teachers can customize content and present interactive lessons to the entire class right from the app.

Category: Mathematics

Research Cited: Houghton Mifflin Harcourt (2015) GO Math! K-8. Retrieved from <http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8>

## School Improvement Plan

Central Montcalm High School

Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R., & Staiger, D. O. (2016, February). Teaching Higher: Educator's Perspectives on Common Core Implementation. Retrieved March 5, 2016, from <http://www.hmhco.com/~media/sites/home/education/disciplines/mathematics/elementary/go-math/teaching-higher-report.pdf?la=en>

Tier: Tier 1

Activity - HMH AGA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6-12 mathematics teachers will be trained in their new resource Go Math! grades 6-8 and AGA grades 9-12 over three days of DPPD during the 2016-2017 school year. Topics include: Getting Started, Differentiation, Progress Monitoring. Schools: Central Montcalm High School, Central Montcalm Middle School	Professional Learning	Tier 1	Getting Ready	08/24/2016	03/03/2017	\$8850	Title II Part A	All math teachers
Activity - Co-Teaching Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will be provided a substitute teacher to allow for 2 full days of planning per semester to be used for development, planning, and reflection with each co-teacher	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Teacher and Principals
Activity - Co-Teaching Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teachers will provide administration with notes from each co-teacher meeting that is held using the co-teacher planning worksheet.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and Principal
Activity - MCTM Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five CMHS Math Teachers will attend the MCTM Fall Conference at Washtenaw Community College. This year's topic is Making Mathematics Meaningful through Collaboration. Keynote speaker is Dr. Valarie Faulkner discussin Equity, Math and the Opprotunity Gap. Cost for registration = \$650, Subs = \$442, Mileage = \$718	Professional Learning	Tier 1		10/03/2016	10/03/2016	\$1810	General Fund	Mathematics Teachers

### Measurable Objective 2:

100% of Economically Disadvantaged and Students with Disabilities students will increase student growth by 5% in Mathematics by 06/30/2017 as measured by SMI grades 6-12.

### (shared) Strategy 1:

Math Intervention Support - Math Intervention Support - CMPS will implement a Tier 2 and Tier 3 math intervention support system to increase the intensity of math instructional support. "Increase

intensity includes increased, supplemental time to the core curriculum, decrease group size, more feedback and meaningful practice opportunities." Students will be

SY 2016-2017

## School Improvement Plan

Central Montcalm High School

provided with the necessary skills “to be successful within Tier 1 core instruction. An strong math intervention program includes the following 8 recommendations:

1. Screen all students to identify those at-risk
2. Instructional materials for students in Tier 2 and Tier 3 should focus on whole numbers in K-5 and on rational numbers in grades 4-12
3. Instruction during intervention should be explicit and systematic including clear models, teacher think-alouds, provide students with opportunities to solve problems in a group and communicate problem-solving strategies, and cumulative review in each session.
4. Include instruction based on structure, and how to determine appropriate solutions for each problem type.
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.
6. Interventions should devote about 10 minutes in each session to building fluent of basic arithmetic facts
7. Progress monitor at least 1 time per month and curriculum-embedded assessments
8. Includes motivational strategies

Category: Mathematics

Research Cited: Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R., & Staiger, D. O. (2016, February). Teaching Higher: Educator's Perspectives on Common Core Implementation. Retrieved March 5, 2016, from <http://www.hmhco.com/~media/sites/home/education/disciplines/mathematics/elementary/go-math/teaching-higher-report.pdf?la=en>

Tier: Tier 2

Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
the high school RTI team will work with the high school staff in developing and implementing our school wide system of support.	Direct Instruction	Tier 1		09/02/2014	06/30/2016	\$0	No Funding Required	All teachers and administrators.

Activity - EL and Migrant Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will seek support from the Mid-Michigan Migrant and English Learner Consortium. We will use general fund dollars to provide Tier I language acquisition program within the classroom through the use of high-qualified bi-lingual instructors and paraprofessionals. After Tier I language acquisition has been provided, the Title I interventionist or general fund paraprofessional program will provide 1:1 or small group instruction to the identified Migrant and EL students needed additional needing additional assistance with content standards	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	General Fund	Mid-Michigan Migrant Association support staff and district curriculum director

Activity - Math Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Central Montcalm High School

The math curriculum team, interventionists, and building leaders will research, select, and utilize and math screener for students 6-12. Schools: Central Montcalm High School, Central Montcalm Middle School	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/01/2017	\$0	No Funding Required	Math Department, Principal, and Curriculum Director
Activity - Scholastic Math Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SMI will be administered each quarter. The data will be collected and reviewed to progress monitor each individual student and groups of students.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$4000	Section 31a	All math staff, principal, and curriculum director

## Goal 2: All students will be proficient in English Language Arts

### Measurable Objective 1:

100% of All Students will increase student growth by 10% as indicated in English Language Arts by 06/30/2021 as measured by The Scholastic Reading Inventory.

### Strategy 1:

Tier 1 Reading - Through a partnership with Montcalm Area ISD (MAISD) and Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), CMPS will build a Tier 1 Elementary and Secondary Reading System. This model will:

1. Build an infrastructure to help individual schools build the capacity to support the adoption and sustained use of researchvalidated instructional design and delivery, curriculum and assessment for ALL students.
2. Ensure ongoing progress monitoring and instructional adjustments that allow for differentiated and individualized instruction for EACH student
3. Improves reading achievement and prevents reading problems

The characteristics of an Elementary School Based Reading Model include: Routinely connected phonemic awareness instruction to other big ideas, versus teaching in isolation

Go beyond the notion of phonics as the simple relationship between letters and sounds Build fluency in underlying reading skills and the reading of connected text Build vocabulary from the earliest levels by using a rich curriculum Support reading comprehension by focusing on the deep understanding of topics and themes rather than just a set of strategies

The essential components of reading for adolescents means that all students direct and explicit instruction in vocabulary, comprehension, and motivation and engagement. SOME students will

## School Improvement Plan

Central Montcalm High School

need support with fluency to improve word study and comprehension.

Category: English/Language Arts

Research Cited: MiBLSi (n.d.). Tier 1 Elementary Reading Systems [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/Tier1ElementaryReadingSystems.aspx>

equence/Tier1ElementaryReadingSystems.aspx

Tier: Tier 1

Activity - Tier 1 Reading PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The DIT and BIT Reading Teams will attend 2 days of Tier 1 Secondary Content Area Reading Strategies at the Kent ISD beginning in the fall of 2016	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$1000	General Fund	Teachers and Principal

Activity - Monitor Implementation of Co-Teaching Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will provide administration with notes from each co-teacher meeting that is held using a planning worksheet that can be found in Google Drive.	Professional Learning	Tier 1	Monitor	09/03/2013	06/02/2014	\$0	No Funding Required	Teachers and Principal

Activity - Monitor Implementation of Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the co-teaching process through classroom walkthroughs and co-teacher collaboration meeting notes.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/02/2014	\$0	No Funding Required	Teachers and Principal

Activity - K-12 ELA Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-12 ELA curriculum committee will meet for three 1/2 days during the school year to continue horizontally and vertically aligning the Michigan Reading Standards	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$1000	General Fund	All High School ELA teachers

### Measurable Objective 2:

A 5% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth in their reading proficiency level in English Language Arts by 06/30/2021 as measured by The Scholastic Reading Inventory.

### Strategy 1:

Inclusion - Teachers will utilize the inclusion method with a focus on co-teaching to close the gaps between students with disabilities and all students in the high school.

## School Improvement Plan

Central Montcalm High School

Category:

Research Cited: Co-Teaching Connection, Dr. Marylin Friend

Tier:

Activity - Co-Teaching Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teachers will be provided 3 full days per semester for reflection, planning, and reviewing data.	Teacher Collaboration	Tier 1	Implement	08/29/2016	06/30/2017	\$1600	General Fund	Teachers and Principal
Activity - Monitor Implementation of Co-Teaching Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will provide administration with notes from each co-teacher meeting that is held and report those notes via a google folder specifically for the purpose of recording these meeting notes.	Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/30/2017	\$0	No Funding Required	Teachers and Principal
Activity - Monitor Implementation of Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the co-teaching process through classroom walkthroughs and co-teacher collaboration meeting notes.	Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/30/2017	\$0	No Funding Required	Teachers and Principal

### Strategy 2:

Reading Accross the Curriculum - Newsela will be utilized to expose students to informational text in the science classrooms. The program will be used to strengthen students reading comprehension and develop strategies to assist struggling readers. The common core literacy standards will be incorporated into the Science and Social Studies classes, and teachers will continue to implement reading strategies to assist struggling readers across the curriculum. The Scholastic Reading Inventory will be used to assess all students quarterly. In addition the READ180 program will be implemented to address the needs of our at-risk students who are reading below their grade level.

Category:

Research Cited: Comprehending Content, Reading Across the Curriculum, Grades 6–12 by Chris Tovani,

Do I Really Have to Teach Reading? Content Comprehension, Grades 6–12 by Chris Tovani

Tier: Tier 1

Activity - Newsela	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Central Montcalm High School

All science and social studies teachers will implement the NewsELA program into their curriculum for all 9-11 grade students to address the common core literacy standards. Articles will be given to students based on their Lexile score once per week in science and once per month in ELA. Student's comprehension will be measured and data will be tracked through the online program. This data will be reviewed each quarter to determine the strategy's effectiveness.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$6000	Title II Part A	Science and Social Studies Teachers and Principal
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Activity - Purchase Newsela	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school will purchase licenses for all 9-11 grade students to access the newsela online content.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$3500	General Fund	High School Principal

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 program will continue to be implemented to assist at-risk students who are below grade level in reading.	Academic Support Program			09/03/2013	06/02/2014	\$0	Section 31a	Tony Petersen, Kristi Teall

Activity - Scholastic Reading Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Scholastic Reading Inventory will be utilized to assess all students each quarter. The data will be collected and analyzed to determine the effectiveness of reading strategies and to identify students for intervention.	Monitor			09/03/2013	06/02/2014	\$0	General Fund	Teachers and Principal

### Strategy 3:

Tier 2 and Tier 3 Reading Intervention - CMPS will implement a Tier 2 and Tier 3 Reading Intervention support system by increasing the intensity of instructional support. "Increased intensity includes increased, supplemental time to the core curriculum, decreased group size, more feedback and meaningful practice opportunities." Students will be provided with the necessary skills "to be successful within Tier 1 core instruction." Proficient readers need:

- Skills and knowledge to understand how speech sounds are related to print
- Ability to decode and decipher unfamiliar words
- Ability to read fluidly and effortlessly
- Sufficient background information and vocabulary to foster understanding
- Development of comprehension strategies to extract meaning from text
- Motivation to read

Category: English/Language Arts

## School Improvement Plan

Central Montcalm High School

Research Cited: MiBLSi (n.d.). Tier 2/Tier 3 Managing Reading Interventions [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx>

Daly, E.J., Chafouleas, S., & Skinner, C.H. (2005). Interventions for Reading Problems: Designing and evaluating effective strategies. NY: Guilford Press.

Tier: Tier 2

Activity - Explicit Instruction PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students identified as needing reading intervention will receive 50 minutes/day, 5 days/week or reading intervention support by a certified reading teacher. Funded at the district level under Title II A	Professional Learning	Tier 2	Implement	11/01/2016	11/30/2016	\$0	General Fund	All 31a interventionist

### Measurable Objective 3:

A 5% increase of English Learners students will increase student growth in English language proficiency in English Language Arts by 06/30/2021 as measured by WIDA.

### Strategy 1:

Tier 2 and Tier 3 Intervention - CMPS will implement a Tier 2 and Tier 3 Reading Intervention support system by increasing the intensity of instructional support.

“Increased intensity includes increased, supplemental time to the core curriculum, decreased group size, more feedback and meaningful practice opportunities.”

Students will be provided with the necessary skills “to be successful within Tier 1 core instruction.” Proficient readers need:

- Skills and knowledge to understand how speech sounds are related to print
- Ability to decode and decipher unfamiliar words
- Ability to read fluidly and effortlessly
- Sufficient background information and vocabulary to foster understanding
- Development of comprehension strategies to extract meaning from text
- Motivation to read

Category: English/Language Arts

Research Cited: MiBLSi (n.d.). Tier 2/Tier 3 Managing Reading Interventions [PowerPoint Slides]. Retrieved from

<http://miblsi.cenmi.org/MiBLSiModel/ProfessionalDevelopment/DistrictTrainingScopeSequence/ManagingTier2Tier3LiteracyInterventions.aspx>

Daly, E.J., Chafouleas, S., & Skinner, C.H. (2005). Interventions for Reading Problems: Designing and evaluating effective strategies. NY: Guilford Press.

Tier: Tier 2

Activity - MMMEP Consortium Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Central Montcalm High School

MMMEP Consortium Instructional Support using REACH and Inside edge supporting Michigan ELA Standards in conjunction with WIDA ELP Standards	Academic Support Program	Tier 2	Getting Ready	08/29/2016	06/30/2021	\$0	General Fund	ELA Teachers in conjunction with MMMEP Consortium
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Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will attend Sheltered Instruction Observation Protocol (SIOP) professional development to help them learn strategies around lesson preparation, building background knowledge, comprehension, interaction, practice and application, lesson delivery, and review and assessment. Teachers will be provided with a sub or stipend to attend the training.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$0	Title II Part A	All Teachers of EL students.

## Goal 3: All students will be proficient in writing.

### Measurable Objective 1:

A 5% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency level of 1 or 2 in English Language Arts by 11/30/2016 as measured by M-STEP.

### Strategy 1:

RTI - Teachers will be trained to develop a school wide system of support for students. The focus will be on creating the RTI process and focus on tier one strategies to assist struggling learners.

Category:

Research Cited: Simplifying Response to Intervention- Four Essential Guiding Principles by Austin Buffum, Mike Mattos, and Chris Webber.

Tier: Tier 1

Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school RTI team will work with the high school staff in developing and implementing our school wide system of support.	Professional Learning	Tier 1	Implement	09/03/2013	06/02/2014	\$0	No Funding Required	Teachers and Principal

Activity - EL and Migrant Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Central Montcalm High School

<p>The district will seek support from the Mid-Michigan Migrant and English Learner Consortium. We will use general fund dollars to provide Tier I language acquisition program within the classroom through the use of high-qualified bi-lingual instructors and paraprofessionals.</p> <p>After Tier I language acquisition has been provided, the Title I interventionist or general fund paraprofessional program will provide 1:1 or small group instruction to the identified Migrant and EL students needed additional needing additional assistance with content standards</p> <p>Funding amount can be found under the reading goal. This is actually a district level service.</p>	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	General Fund	Mid-Michigan Migrant Association support staff and district curriculum director.
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### Measurable Objective 2:

48% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level of 1 or 2 in English Language Arts by 06/02/2015 as measured by MME.

### Strategy 1:

Writing Across the Curriculum - All teachers will incorporate one persuasive and one informational writing piece each semester. Furthermore, the teachers will develop a common language around writing utilizing the 6+1 traits. The common writing rubrics will be adjusted to reflect this language. The English teachers will also incorporate daily oral language activities to increase exposure and instruction with sentence structure, grammar, usage, and punctuation. The Social Studies department will utilize the DBQ method to address both types of writing in their curriculum.

#### Category:

Research Cited: National Council of Teachers of English, Reference Guide to Writing Across the Curriculum by Charles Bazerman, 6+1 Traits of Writing by Ruth Culham, and The DBQ Method by Phil Roden and Chip Brady

#### Tier:

Activity - eGUMPP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ELAC teachers will implement and monitor eGUMPP. EGUMPP is an innovative and engaging web-based solution for teaching English grammar, usage, punctuation and writing mechanics.</p> <p>EGUMPP consists of four independent modules that use a building-block approach to present and teach the lesson concepts. In each lesson, the lesson concepts are applied through practical, interactive exercises that promote authentic learning and genuine understanding. Student progress will be monitored through the instructor portal.</p>	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$7125	General Fund	All ELAC Teachers

## **Goal 4: All students will be proficient in Science.**

### **Measurable Objective 1:**

100% of All Students will increase student growth of 10% in Science by 06/30/2021 as measured by M-STEP and local data.

### **Strategy 1:**

Curriculum Alignment - Learning is enhanced when teachers think purposefully about curricular planning.

The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

Category:

Research Cited: Wiggins, G. and McTighe, J. (2009) *Understanding by Design*. Association for Supervision and Curriculum Development: Alexandria, VA.

Tier: Tier 1

## School Improvement Plan

Central Montcalm High School

Activity - Guided Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
POGIL uses guided inquiry – a learning cycle of exploration, concept invention and application is the basis for many of the carefully designed materials that students use to guide them to construct new knowledge. POGIL is a student-centered strategy; students work in small groups with individual roles to ensure that all students are fully engaged in the learning process. POGIL activities focus on core concepts and encourage a deep understanding of the course material while developing higher-order thinking skills. POGIL develops process skills such as critical thinking, problem solving, and communication through cooperation and reflection, helping students become lifelong learners and preparing them to be more competitive in a global market. All science teachers will implement two guided inquiry activities per quarter.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/30/2021	\$0	No Funding Required	All Science Department teachers
Activity - Monitor Implementation of Guided Inquiry Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of guided inquiry activities through walk through and department meeting notes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/30/2021	\$0	No Funding Required	All Science department teachers and building principal
Activity - GVSU Fall Science Update	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn how to make the integration of Science, Technology, Engineering, and Mathematics (STEM) a reality in the classroom.	Professional Learning	Tier 1	Getting Ready	11/16/2016	11/16/2016	\$600	General Fund	All science department teachers
Activity - Michigan Science Teachers Association State Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn from science experts from both Michigan and the United States regarding STEM initiatives.	Professional Learning	Tier 1	Getting Ready	03/23/2017	03/25/2017	\$650	General Fund	All science department teachers
Activity - Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will meet as part of a district wide science curriculum team for 3 full days during the 2016-2017 school year to continue developing an aligned curriculum based on the Michigan Science Standards.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school science staff

## School Improvement Plan

Central Montcalm High School

Activity - Unpacking the Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district science curriculum team will continue to develop Standard Clarification Documents around the Michigan Science Standards. The team will indicate which standards are "priority standards".	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/30/2017	\$0	General Fund	all high school science staff
Activity - Science Curriculum Mapping and Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science curriculum committee will update their curriculum maps and pacing guides based on reflection of the 2015-2016 school year and the needs of students.	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/30/2017	\$0	General Fund	all high school science staff
Activity - Academic Vocabulary Identification and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science curriculum committee with input from their colleagues will identify critical academic vocabulary terms, learn the steps for teaching academic vocabulary, and teach academic vocabulary to all students.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school science staff
Activity - NGSX Facilitator Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preparation of a science teacher to coach the implementation of the new Michigan Science Standards.	Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$0	General Fund	April Holman
Activity - Michigan Science Standards Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Michigan has adopted the Next Generation Science Standards. All high school staff will be trained on how to teach the new science standards including the crosscutting concepts and science engineering practices.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school science staff

## Goal 5: All students will be proficient in Social Studies.

### Measurable Objective 1:

100% of All Students will increase student growth 10% in Social Studies by 06/30/2021 as measured by MSTEP and local data.

**Strategy 1:**

Curriculum Alignment - Learning is enhanced when teachers think purposefully about curricular planning.

The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

Category:

Research Cited: Wiggins, G. and McTighe, J. (2009) Understanding by Design. Association for Supervision and Curriculum Development: Alexandria, VA.

Tier: Tier 1

Activity - Implementation of DBQ	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Central Montcalm High School

All Social Studies teachers will administer at least 1 DBQ assessment per semester. Scores will be logged and tracked over time to measure growth. The final DBQ assessment will be analyzed to determine the success of the strategy and the classroom instruction provided.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	No Funding Required	Social Studies Department members, building principal
<b>Activity - Monitor Implementation of DBQ</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monitor the implementation of the DBQ activities through walk through, grade book entries, and department meeting notes.	Direct Instruction	Tier 1		09/03/2013	06/30/2016	\$0	No Funding Required	Social Studies Department Teaches and Principal
<b>Activity - DBQ Analysis &amp; Writing</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will analyze primary and secondary sources to answer questions and develop arguments. This strategy will expose students to charts, graphs, maps, and readings on a quarterly basis. This extended exposure and practice will address many of our areas of weakness on standardized testing. It will also assist in our writing across the curriculum initiative. Further, DBQ addresses most of the Common Core curriculum.	Direct Instruction	Tier 1	Monitor	05/26/2015	11/30/2016	\$0	No Funding Required	Social Studies Department & building principal.
<b>Activity - Curriculum Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All high school social studies staff will meet as part of a district wide curriculum team for 3 full days during the 2016-17 school year to continue developing an aligned curriculum based on the Michigan Social Studies Standards.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school social studies staff
<b>Activity - Unpacking the Michigan Social Studies Standards</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district social studies curriculum team will continue to develop the Standard Clarification Documents around the Michigan Social Studies Standards. The team will indicate which standards are "priority standards".	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school social studies staff

## School Improvement Plan

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Activity - Professional Development on Common Summative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies curriculum team will be trained in how to write aligned standards based common summative assessments.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school social studies staff
Activity - C3 Framework Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies curriculum team will be trained in the use of the College, Career, and Civic Life Framework in order to strengthen the current Michigan social studies standards.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school social studies staff
Activity - Social Studies Curriculum Mapping and Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies curriculum committee will update their curriculum maps and pacing guides based on reflection of the 2015-2016 school year and the needs of students.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school social studies staff
Activity - Academic Vocabulary Identification and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies curriculum committee with input from their colleagues will identify critical academic vocabulary terms, learn the steps for teaching academic vocabulary, and teach academic vocabulary to all students.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school social studies staff
Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies will determine whether or not the district should continue using Curriculum Crafter for social studies. The determination will be made by the EI Alignment, Review, and Selection process.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	General Fund	all high school social studies staff

### Measurable Objective 2:

A 5% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency level of 1 or 2 in Science by 11/30/2016 as measured by MME.

## School Improvement Plan

Central Montcalm High School

### Strategy 1:

RTI - Teachers will be trained to develop a school wide system of support for students. The focus will be on creating the RTI process and focus on tier one strategies to assist struggling learners.

Category:

Research Cited: Simplifying Response to Intervention- Four Essential Guiding Principles by Austin Buffum, Mike Mattos, and Chris Webber.

Tier: Tier 1

Activity - RTI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to develop a school wide system of support for students. The focus will be on creating the RTI process and focus on tier one strategies to assist struggling learners.	Professional Learning	Tier 1	Getting Ready	07/07/2014	07/11/2014	\$0	No Funding Required	Teachers and Principal
Activity - RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school RTI team will work with the high school staff in developing and implementing our school wide system of support.	Professional Learning	Tier 1	Implement	09/02/2014	06/02/2015	\$0	No Funding Required	Teachers and Principal
Activity - EL and Migrant Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will seek support from the Mid-Michigan Migrant and English Learner Consortium. We will use general fund dollars to provide Tier I language acquisition program within the classroom through the use of high-qualified bi-lingual instructors and paraprofessionals. After Tier I language acquisition has been provided, the Title I interventionist or general fund paraprofessional program will provide 1:1 or small group instruction to the identified Migrant and EL students needed additional needing additional assistance with content standards	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	General Fund	Mid-Michigan Migrant Association support staff and district curriculum director.

## Goal 6: All student will demonstrate appropriate behaviors.

### Measurable Objective 1:

collaborate to fully implement a Multi-Tiered System of Support aligned to MiBLSi. by 06/30/2020 as measured by School-Wide Information System.

## School Improvement Plan

Central Montcalm High School

### Strategy 1:

MTSS/MiBLSi - The MiBLSi model is an integrated model of behavior and reading support.

This section of the Web site describes the multi-tiered model of behavior and reading supports.

Throughout these pages, you will find a framework of Practices, Systems, and Information (Sugai and Horner, 2002).

The practices are provided by staff to improve student outcomes. The systems are the structures created to support staff in implementing successful practices.

Information is used for successful decision making, identifying appropriate (evidence-based) practices that meet student need, evaluation of student outcomes as a result of the practices, and evaluation of the structure to support staff implementation efforts.

Category: School Culture

Research Cited: <http://miblsi.cenmi.org/MiBLSiModel.aspx>

Tier: Tier 1

Activity - School Leadership Team - PSC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. (TFI Item #1)	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	09/30/2016	\$0	No Funding Required	CMHS SLT

Activity - Team Operating Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. (TFI Item #2)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	CMHS SLT

## School Improvement Plan

Central Montcalm High School

Activity - Behavioral Expectations and Definitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SLT-Behavior will develop stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. After the behavior expectations have been identified then they will develop clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. (TFI Item #s 3 & 5)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	No Funding Required	CMHS SLT - Behavior
Activity - Teacher of Behavior Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SLT-Behavior team will develop lesson plans for all staff in order to ensure that expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. (TFI Item # 4)	Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	No Funding Required	All staff
Activity - Discipline Policies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SLT-Behavior Team will develop school policies and procedures which describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. (TFI Item # 6)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT
Activity - Staff SW-PBIS Kick-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An action plan will be developed in order to orient all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. (TFI Item # 7)	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	No Funding Required	SLT and All staff

## School Improvement Plan

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Activity - Classroom Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will ensure that Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. (TFI Item #8)	Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	No Funding Required	All Staff
Activity - Feedback and Acknowledgment System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A formal system (i.e., written set of procedures for specific behavior feedback) will be developed that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. (TFI Item #9)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT
Activity - Faculty Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will be shown schoolwide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. (TFI Item #10)	Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	No Funding Required	School Leadership Team
Activity - Student/Family/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders (students, families, and community members) will be given the opportunity to provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. (TFI Item #11)	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	School Leadership Team

## School Improvement Plan

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Activity - School-Wide Information System (SWIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tier I team will use SWIS in order to have instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. (TFI Item #12)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$350	General Fund	School Leadership Team for Behavior
Activity - Data-Based Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. (TFI #13)	Behavioral Support Program	Tier 1	Monitor	01/16/2017	06/09/2017	\$0	No Funding Required	School Leadership Team
Activity - Tiered Fidelity Inventory Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team reviews and uses SWPBIS fidelity (e.g., Tiered Fidelity Inventory) data at least annually. (TFI Item #14)	Behavioral Support Program	Tier 1	Evaluate	01/16/2017	06/09/2017	\$0	No Funding Required	MTSS Coordinator and School Leadership Team
Activity - Annual Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leadership Team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including yearly-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. (TFI Item #15)	Behavioral Support Program	Tier 1	Evaluate	01/16/2017	06/09/2017	\$0	No Funding Required	School Leadership Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scholastic Reading Inventory	The Scholastic Reading Inventory will be utilized to assess all students each quarter. The data will be collected and analyzed to determine the effectiveness of reading strategies and to identify students for intervention.	Monitor			09/03/2013	06/02/2014	\$0	Teachers and Principal
Academic Vocabulary Identification and Instruction	The social studies curriculum committee with input from their colleagues will identify critical academic vocabulary terms, learn the steps for teaching academic vocabulary, and teach academic vocabulary to all students.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school social studies staff
Curriculum Meetings	All high school social studies staff will meet as part of a district wide curriculum team for 3 full days during the 2016-17 school year to continue developing an aligned curriculum based on the Michigan Social Studies Standards.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school social studies staff
Michigan Science Standards Professional Development	Michigan has adopted the Next Generation Science Standards. All high school staff will be trained on how to teach the new science standards including the crosscutting concepts and science engineering practices.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school science staff
Unpacking the Michigan Science Standards	The district science curriculum team will continue to develop Standard Clarification Documents around the Michigan Science Standards. The team will indicate which standards are "priority standards".	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/30/2017	\$0	all high school science staff
Science Curriculum Mapping and Pacing Guides	The science curriculum committee will update their curriculum maps and pacing guides based on reflection of the 2015-2016 school year and the needs of students.	Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/30/2017	\$0	all high school science staff

## School Improvement Plan

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EL and Migrant Student Support	The district will seek support from the Mid-Michigan Migrant and English Learner Consortium. We will use general fund dollars to provide Tier I language acquisition program within the classroom through the use of high-qualified bilingual instructors and paraprofessionals. After Tier I language acquisition has been provided, the Title I interventionist or general fund paraprofessional program will provide 1:1 or small group instruction to the identified Migrant and EL students needed additional needing additional assistance with content standards	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	Mid-Michigan Migrant Association support staff and district curriculum director.
Tier 1 Reading PD	The DIT and BIT Reading Teams will attend 2 days of Tier 1 Secondary Content Area Reading Strategies at the Kent ISD beginning in the fall of 2016	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$1000	Teachers and Principal
NGSX Facilitator Preparation	Preparation of a science teacher to coach the implementation of the new Michigan Science Standards.	Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$0	April Holman
EL and Migrant Support	The district will seek support from the Mid-Michigan Migrant and English Learner Consortium. We will use general fund dollars to provide Tier I language acquisition program within the classroom through the use of high-qualified bilingual instructors and paraprofessionals. After Tier I language acquisition has been provided, the Title I interventionist or general fund paraprofessional program will provide 1:1 or small group instruction to the identified Migrant and EL students needed additional needing additional assistance with content standards Funding amount can be found under the reading goal. This is actually a district level service.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	Mid-Michigan Migrant Association support staff and district curriculum director.
Explicit Instruction PD	All students identified as needing reading intervention will receive 50 minutes/day, 5 days/week or reading intervention support by a certified reading teacher. Funded at the district level under Title II A	Professional Learning	Tier 2	Implement	11/01/2016	11/30/2016	\$0	All 31a interventionist
Academic Vocabulary Identification and Instruction	The science curriculum committee with input from their colleagues will identify critical academic vocabulary terms, learn the steps for teaching academic vocabulary, and teach academic vocabulary to all students.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school science staff

## School Improvement Plan

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MCTM Conference	Five CMHS Math Teachers will attend the MCTM Fall Conference at Washtenaw Community College. This year's topic is Making Mathematics Meaningful through Collaboration. Keynote speaker is Dr. Valarie Faulkner discussin Equity, Math and the Opprotunity Gap. Cost for registration = \$650, Subs = \$442, Mileage = \$718	Professional Learning	Tier 1		10/03/2016	10/03/2016	\$1810	Mathematics Teachers
Professional Development on Common Summative Assessment	The social studies curriculum team will be trained in how to write aligned standards based common summative assessments.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school social studies staff
Curriculum Meetings	All science teachers will meet as part of a district wide science curriculum team for 3 full days during the 2016-2017 school year to continue developing an aligned curriculum based on the Michigan Science Standards.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school science staff
GVSU Fall Science Update	Participants will learn how to make the integration of Science, Technology, Engineering, and Mathematics (STEM) a reality in the classroom.	Professional Learning	Tier 1	Getting Ready	11/16/2016	11/16/2016	\$600	All science department teachers
Co-Teaching Collaboration	Co-Teachers will be provided 3 full days per semester for reflection, planning, and reviewing data.	Teacher Collaboration	Tier 1	Implement	08/29/2016	06/30/2017	\$1600	Teachers and Principal
Unpacking the Michigan Social Studies Standards	The district social studies curriculum team will continue to develop the Standard Clarification Documents around the Michigan Social Studies Standards. The team will indicate which standards are "priority standards".	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school social studies staff
Purchase Newsela	The high school will purchase licenses for all 9-11 grade students to access the newsela online content.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$3500	High School Principal
Curriculum Crafter	Social studies will determine whether or not the district should continue using Curriculum Crafter for social studies. The determination will be made by the EI Alignment, Review, and Selection process.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school social studies staff
C3 Framework Professional Development	The social studies curriculum team will be trained in the use of the College, Career, and Civic Life Framework in order to strengthen the current Michigan social studies standards.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school social studies staff
K-12 ELA Curriculum Alignment	The K-12 ELA curriculum committee will meet for three 1/2 days during the school year to continue horizontally and vertically aligning the Michigan Reading Standards	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$1000	All High School ELA teachers

## School Improvement Plan

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MMMEP Consortium Support	MMMEP Consortium Instructional Support using REACH and Inside edge supporting Michigan ELA Standards in conjunction with WIDA ELP Standards	Academic Support Program	Tier 2	Getting Ready	08/29/2016	06/30/2021	\$0	ELA Teachers in conjunction with MMMEP Consortium
Michigan Science Teachers Association State Conference	Teachers will learn from science experts from both Michigan and the United States regarding STEM initiatives.	Professional Learning	Tier 1	Getting Ready	03/23/2017	03/25/2017	\$650	All science department teachers
School-Wide Information System (SWIS)	The Tier I team will use SWIS in order to have instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. (TFI Item #12)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$350	School Leadership Team for Behavior
Social Studies Curriculum Mapping and Pacing Guides	The social studies curriculum committee will update their curriculum maps and pacing guides based on reflection of the 2015-2016 school year and the needs of students.	Curriculum Development	Tier 1		08/22/2016	06/30/2017	\$0	all high school social studies staff
EL and Migrant Student Support	The district will seek support from the Mid-Michigan Migrant and English Learner Consortium. We will use general fund dollars to provide Tier I language acquisition program within the classroom through the use of high-qualified bilingual instructors and paraprofessionals. After Tier I language acquisition has been provided, the Title I interventionist or general fund paraprofessional program will provide 1:1 or small group instruction to the identified Migrant and EL students needed additional needing additional assistance with content standards	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	Mid-Michigan Migrant Association support staff and district curriculum director
eGUMPP	ELAC teachers will implement and monitor eGUMPP. EGUMPP is an innovative and engaging web-based solution for teaching English grammar, usage, punctuation and writing mechanics.  EGUMPP consists of four independent modules that use a building-block approach to present and teach the lesson concepts. In each lesson, the lesson concepts are applied through practical, interactive exercises that promote authentic learning and genuine understanding. Student progress will be monitored through the instructor portal.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$7125	All ELAC Teachers

## School Improvement Plan

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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Co-Teaching Collaboration	Co-teachers will provide administration with notes from each co-teacher meeting that is held using a planning worksheet that can be found in Google Drive.	Professional Learning	Tier 1	Monitor	09/03/2013	06/02/2014	\$0	Teachers and Principal
Co-Teaching Collaboration	Co-Teachers will provide administration with notes from each co-teacher meeting that is held using the co-teacher planning worksheet.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Teachers and Principal
School Leadership Team - PSC	School Leadership team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. (TFI Item #1)	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	09/30/2016	\$0	CMHS SLT
DBQ Analysis & Writing	Students will analyze primary and secondary sources to answer questions and develop arguments. This strategy will expose students to charts, graphs, maps, and readings on a quarterly basis. This extended exposure and practice will address many of our areas of weakness on standardized testing. It will also assist in our writing across the curriculum initiative. Further, DBQ addresses most of the Common Core curriculum.	Direct Instruction	Tier 1	Monitor	05/26/2015	11/30/2016	\$0	Social Studies Department & building principal.
Monitor Implementation of DBQ	Monitor the implementation of the DBQ activities through walk through, grade book entries, and department meeting notes.	Direct Instruction	Tier 1		09/03/2013	06/30/2016	\$0	Social Studies Department Teaches and Principal
Co-Teaching Collaboration	Co-teachers will be provided a substitute teacher to allow for 2 full days of planning per semester to be used for development, planning, and reflection with each co-teacher	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Teacher and Principals
Monitor Implementation of Co-Teaching Collaboration	Co-teachers will provide administration with notes from each co-teacher meeting that is held and report those notes via a google folder specifically for the purpose of recording these meeting notes.	Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/30/2017	\$0	Teachers and Principal

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Monitor Implementation of Guided Inquiry Activities	Monitor the implementation of guided inquiry activities through walk through and department meeting notes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/30/2021	\$0	All Science department teachers and building principal
RTI Implementation	The high school RTI team will work with the high school staff in developing and implementing our school wide system of support.	Professional Learning	Tier 1	Implement	09/02/2014	06/02/2015	\$0	Teachers and Principal
Data-Based Decision Making	The school leadership team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. (TFI #13)	Behavioral Support Program	Tier 1	Monitor	01/16/2017	06/09/2017	\$0	School Leadership Team
Discipline Policies	The SLT-Behavior Team will develop school policies and procedures which describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. (TFI Item # 6)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT
Implementation of DBQ	All Social Studies teachers will administer at least 1 DBQ assessment per semester. Scores will be logged and tracked over time to measure growth. The final DBQ assessment will be analyzed to determine the success of the strategy and the classroom instruction provided.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	Social Studies Department members, building principal
Monitor Implementation of Co-Teaching	Monitor the implementation of the co-teaching process through classroom walkthroughs and co-teacher collaboration meeting notes.	Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/30/2017	\$0	Teachers and Principal
Student/Family/Community Involvement	Stakeholders (students, families, and community members) will be given the opportunity to provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. (TFI Item #11)	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	School Leadership Team
Tiered Fidelity Inventory Data	The school leadership team reviews and uses SWPBIS fidelity (e.g., Tiered Fidelity Inventory) data at least annually. (TFI Item #14)	Behavioral Support Program	Tier 1	Evaluate	01/16/2017	06/09/2017	\$0	MTSS Coordinator and School Leadership Team

## School Improvement Plan

Central Montcalm High School

Annual Evaluation	The School Leadership Team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including yearly-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. (TFI Item #15)	Behavioral Support Program	Tier 1	Evaluate	01/16/2017	06/09/2017	\$0	School Leadership Team
RTI Implementation	the high school RTI team will work with the high school staff in developing and implementing our school wide system of support.	Direct Instruction	Tier 1		09/02/2014	06/30/2016	\$0	All teachers and administrators.
Staff SW-PBIS Kick-Off	An action plan will be developed in order to orient all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. (TFI Item # 7)	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	SLT and All staff
Feedback and Acknowledgment System	A formal system (i.e., written set of procedures for specific behavior feedback) will be developed that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. (TFI Item #9)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT
Faculty Involvement	Faculty will be shown schoolwide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. (TFI Item #10)	Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	School Leadership Team
Team Operating Procedures	Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. (TFI Item #2)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	CMHS SLT

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Guided Inquiry	POGIL uses guided inquiry – a learning cycle of exploration, concept invention and application is the basis for many of the carefully designed materials that students use to guide them to construct new knowledge. POGIL is a student-centered strategy; students work in small groups with individual roles to ensure that all students are fully engaged in the learning process. POGIL activities focus on core concepts and encourage a deep understanding of the course material while developing higher-order thinking skills. POGIL develops process skills such as critical thinking, problem solving, and communication through cooperation and reflection, helping students become lifelong learners and preparing them to be more competitive in a global market. All science teachers will implement two guided inquiry activities per quarter.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/30/2021	\$0	All Science Department teachers
Math Screener	The math curriculum team, interventionists, and building leaders will research, select, and utilize a math screener for students 6-12. Schools: Central Montcalm High School, Central Montcalm Middle School	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/01/2017	\$0	Math Department, Principal, and Curriculum Director
RTI Training	Teachers will be trained to develop a school wide system of support for students. The focus will be on creating the RTI process and focus on tier one strategies to assist struggling learners.	Professional Learning	Tier 1	Getting Ready	07/07/2014	07/11/2014	\$0	Teachers and Principal
Classroom Procedures	All staff will ensure that Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. (TFI Item #8)	Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	All Staff

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Behavioral Expectations and Definitions	The SLT-Behavior will develop stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. After the behavior expectations have been identified then they will develop clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. (TFI Item #s 3 & 5)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	CMHS SLT - Behavior
RTI Implementation	The high school RTI team will work with the high school staff in developing and implementing our school wide system of support.	Professional Learning	Tier 1	Implement	09/03/2013	06/02/2014	\$0	Teachers and Principal
Teacher of Behavior Expectations	The SLT-Behavior team will develop lesson plans for all staff in order to ensure that expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. (TFI Item # 4)	Behavioral Support Program	Tier 1	Getting Ready	01/16/2017	06/09/2017	\$0	All staff
Monitor Implementation of Co-Teaching	Monitor the implementation of the co-teaching process through classroom walkthroughs and co-teacher collaboration meeting notes.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/02/2014	\$0	Teachers and Principal

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Newsela	All science and social studies teachers will implement the NewsELA program into their curriculum for all 9-11 grade students to address the common core literacy standards. Articles will be given to students based on their Lexile score once per week in science and once per month in ELA. Student's comprehension will be measured and data will be tracked through the online program. This data will be reviewed each quarter to determine the strategy's effectiveness.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$6000	Science and Social Studies Teachers and Principal

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HMH AGA Professional Development	All 6-12 mathematics teachers will be trained in their new resource Go Math! grades 6-8 and AGA grades 9-12 over three days of DPPD during the 2016-2017 school year. Topics include: Getting Started, Differentiation, Progress Monitoring. Schools: Central Montcalm High School, Central Montcalm Middle School	Professional Learning	Tier 1	Getting Ready	08/24/2016	03/03/2017	\$8850	All math teachers
SIOP Training	Teachers of EL students will attend Sheltered Instruction Observation Protocol (SIOP) professional development to help them learn strategies around lesson preparation, building background knowledge, comprehension, interaction, practice and application, lesson delivery, and review and assessment. Teachers will be provided with a sub or stipend to attend the training.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$0	All Teachers of EL students.

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scholastic Math Inventory	SMI will be administered each quarter. The data will be collected and reviewed to progress monitor each individual student and groups of students.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$4000	All math staff, principal, and curriculum director
Read 180	The Read 180 program will continue to be implemented to assist at-risk students who are below grade level in reading.	Academic Support Program			09/03/2013	06/02/2014	\$0	Tony Petersen, Kristi Teall