

School Improvement Plan

School Year: 2011 - 2012

School District: Central Montcalm Public Schools

ISD/RESA: Montcalm Area ISD

School Name: Central Montcalm High School

Grades Served: 9,10,11,12

Principal: Mr. John Kearney

Building Code: 00610

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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. 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.

School Information

School:	Central Montcalm High School
District:	Central Montcalm Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	00610
City:	STANTON
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

A learning community where all people strive for continuous improvement in everything they do.

Mission Statement

Advance quality learning for all students

Beliefs Statement

We are committed to the Principle of Passion: We believe in: Being Driven, Motivated, Committed

We are committed to the Principle of Empathy: We believe in: Being open to other's point of view, Understanding the situation of others

We are committed to the Principle of Honesty: We believe in: Trusting Others, Keeping our commitments, Telling the whole truth, Stating the facts

We are committed to the Principle of Respect: We believe in: Self-worth of all people, The Golden Rule, Appreciation of diversity and differences, Including all into the learning community, Rights of others

We are committed to the Principle of Fairness: We believe in: Being equitable, Being consistent

We are committed to the Principle of Caring: We believe in: Establishing an atmosphere that promotes learning, Supporting each other, Accepting and nurturing everyone, Keeping a safe and secure environment

We are committed to the Principle of Ethics: We believe in: Accepting responsibility for your decisions, actions and reactions, Adhering to professional standards of conduct

We are committed to the Principle of Optimism: We believe in: Continuous improvement in all systems and processes, Expecting all students and staff to be learners, Creating an outstanding community, Valuing the intentions and opinions of others, Knowing everyone can succeed

We are committed to the Principle of Loyalty: We believe in: Fostering a high regard for the whole system, Supporting the mission and vision, Building partnerships, Solving problems together

We are committed to the Principle of Integrity: We believe in: Honesty, High Standards, Doing our best

Goals

Name	Development Status	Progress Status
Language Arts	Complete	Open
Mathematics	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

Goal 1: Language Arts

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be college and/or career ready in English Language Arts

Gap Statement: Improving reading/writing has always been a goal for the school; however, based on MME and ACT data it was determined that this goal needs more attention.

Our MME scores for reading in 2008-2009 reflect that 43% of our students were not proficient. In 2009-2010, our reading scores showed that our students were not proficient (42%).

The ACT/MME reading scores also indicated achievement gap, in the following subgroup of students with disabilities. In 2008-2009 scores show a gap of 47%, and in 2009-2010 shows a gap of 51%, compared to all students at the high school.

Our ACT/MME scores for writing in 2008-2009 reflect that 69% of our students were not proficient. In 2009-2010, our writing scores showed that our students were still not proficient (69%).

The ACT/MME writing scores also indicate achievement gap in the following subgroup of students with disabilities. In 2008-2009 scores show a gap of 31%, and in 2009-2010 shows a gap of 31%, compared to all students in the high school.

Cause for Gap: Reading skills and strategies are not consistently taught by all staff in all subject areas. Strategies use throughout the writing process are not consistently taught in all content area.

Multiple measures/sources of data you used to identify this gap in student achievement: Spring 2009 ACT/MME Data and Spring 2010 ACT/MME Data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will make progress towards measurable objectives as measured by the ACT/MME, College Readiness Standards, MI-Access and course level assessments.

Contact Name: John Kearney

List of Objectives:

Name	Objective
Language Arts	All students will Increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam. All students with disability will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

1.1. Objective: Language Arts

Measurable Objective Statement to Support Goal: All students will Increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam.

All students with disability will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Inclusion	All staff will be trained in the inclusion model for classroom instruction, including the necessary procedures and accommodations/modifications for the inclusion classroom.
Reading	The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.
Technology	Staff will use laptops to design flexible curricula that reduces barriers to learning and provides supports to meet the needs of all learners.
Writing	All high school teachers will assign and provide instructional support for one process-written, rubric scored piece each semester.

1.1.1. Strategy: Inclusion

Strategy Statement: All staff will be trained in the inclusion model for classroom instruction, including the necessary procedures and accommodations/modifications for the inclusion classroom.

Selected Target Areas

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Other Required Information for Strategy

Classroom Instruction that Works by Robert Marzano

Teaching Students with Special Needs in Inclusive Settings by Tom Smith, Edward Polloway, James Patton & Carol Dowdy

What is Special About Special Education Students with Learning Disabilities by Sharon Vaughn & Sylvia Linan-Thompson

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inclusion	2011-08-30	2014-06-05	All staff and paraprofessionals: One of the three days of professional development for staff on process and procedures of an inclusion classroom. 1. Understanding process of inclusion 2. Activities that need to be address for inclusion: Collaborative teaming, Roles and Responsibilities, Shared Environment, Shared Decisions, Co-planning, Co-teaching, Accommodations/Modifications, Grading and using rubrics, Differentiated Instruction, Lesson Plans, Use of data decision-making, evaluation of process, etc.
Inclusion - Collaboration	2011-09-06	2014-06-06	Inclusion Time: Once a month with instructional coach/principal for time to collaborate on different issues with inclusion from PD day or classroom. Progress monitoring of individual students and data for teachers during staff meetings (class list, lesson plans, assessment results etc.)
Inclusion - Common Assessments	2011-09-06	2014-06-06	Teachers of Specific Department, Special Education Staff and Administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

1.1.1.1. Activity: Inclusion

Activity Description: All teaching staff and paraprofessionals will be provided with professional development in the procedures and accommodations/modification of an inclusion classroom.

Planned staff responsible for implementing activity: All staff and paraprofessionals: One of the three days of professional development for staff on process and procedures of an inclusion classroom.

1. Understanding process of inclusion
2. Activities that need to be address for inclusion: Collaborative teaming, Roles and Responsibilities, Shared Environment, Shared Decisions, Co-planning, Co-teaching, Accommodations/Modifications, Grading and using rubrics, Differentiated Instruction, Lesson Plans, Use of data decision-making, evaluation of process, etc.

Actual staff responsible for implementing activity: Staff and administrators

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter	Title II Part A	1,500.00	

1.1.1.2. Activity: Inclusion - Collaboration

Activity Description: All inclusion staff will be provided with meeting time with the instructional coach to collaborate, support, and adjust instructions for the inclusion classrooms.

Planned staff responsible for implementing activity: Inclusion Time: Once a month with instructional coach/principal for time to collaborate on different issues with inclusion from PD day or classroom.

Progress monitoring of individual students and data for teachers during staff meetings (class list, lesson plans, assessment results etc.)

Actual staff responsible for implementing activity: All staff and administration.

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructor Coach/Administrator	No Funds Required		

1.1.1.3. Activity: Inclusion - Common Assessments

Activity Description: All teachers will create and administer common assessments for their students so that teachers can analyze the results and monitor sub-groups. This data will be used to determine future interventions and modifications.

Planned staff responsible for implementing activity: Teachers of Specific Department, Special Education Staff and Administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Actual staff responsible for implementing activity: All staff and administration.

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Administration	No Funds Required		

1.1.2. Strategy: Reading

Strategy Statement: The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.

Selected Target Areas

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Other Required Information for Strategy

Cris Tovani: "I Read It, but I Don't Get It" (Stenhouse 2000), "Do I Really Have to Teach Reading?" (Stenhouse 2004), "Comprehending Content" (Stenhouse 2004)
 Kylene Beers: When Kid's Can't Read/What Teachers Can Do (Heinemann, 2002)
 The Professional Learning Communities Model

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading	2011-08-31	2014-06-06	Professional Development for high school staff on reading and comprehension strategies. Staff sign-in sheet from professional development. Staff lesson plans that include reading strategies. Quarterly assessments of reading strategies. Minutes from meeting with instructional coach.
Reading - Assessment	2011-09-06	2014-06-06	Quarterly assessments of reading strategies Minutes from meeting with instructional coach Lesson plans from staff weekly
Reading - Progress	2011-09-06	2014-06-06	Staff lesson plans that include reading strategies. Quarterly assessments of reading strategies. Minutes from meeting with instructional coach.

1.1.2.1. Activity: Reading

Activity Description: Staff will be provided with professional development in multiple reading comprehension strategies.

Planned staff responsible for implementing activity: Professional Development for high school staff on reading and comprehension strategies.

Staff sign-in sheet from professional development.
 Staff lesson plans that include reading strategies.
 Quarterly assessments of reading strategies.
 Minutes from meeting with instructional coach.

Actual staff responsible for implementing activity: Staff and administrators

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.2. Activity: Reading - Assessment

Activity Description: Using quarterly assessments, staff will analyze data and determine whether sub-groups are improving in reading comprehension.

Planned staff responsible for implementing activity: Quarterly assessments of reading strategies
 Minutes from meeting with instructional coach
 Lesson plans from staff weekly

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter	Title II Part A	1,000.00	

1.1.2.3. Activity: Reading - Progress

Activity Description: Teachers of Specific Department, Special Education Staff and Administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Planned staff responsible for implementing activity: Staff lesson plans that include reading strategies.
 Quarterly assessments of reading strategies.
 Minutes from meeting with instructional coach.

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

1.1.3. Strategy: Technology

Strategy Statement: Staff will use laptops to design flexible curricula that reduces barriers to learning and provides supports to meet the needs of all learners.

Selected Target Areas

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Other Required Information for Strategy

Universal Design for Learning
 Technology that Works by Marzano's

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology - Students	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visit
Technology - Technology Coach	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visit Weekly lesson plans from staff
Technology - Training	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visit. PLC agenda and minutes Staff Meeting agenda and minutes Sign in sheets for all meetings

1.1.3.1. Activity: Technology - Students

Activity Description: The technology coach will be available to train students and teachers in the classroom each month.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit

Actual staff responsible for implementing activity: All students and administrators

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

1.1.3.2. Activity: Technology - Technology Coach

Activity Description: Teachers will meet with the technology coach for collaboration and supports as they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit

Weekly lesson plans from staff

Actual staff responsible for implementing activity: All staff and administrator

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

1.1.3.3. Activity: Technology - Training

Activity Description: Staff will be provided with continued training for using technology as a classroom management and instructional tool.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit.

PLC agenda and minutes

Staff Meeting agenda and minutes

Sign in sheets for all meetings

Actual staff responsible for implementing activity: All staff and administrator

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

1.1.4. Strategy: Writing

Strategy Statement: All high school teachers will assign and provide instructional support for one process-written, rubric scored piece each semester.

Selected Target Areas

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Other Required Information for Strategy

Content-Area Writing: Every Teacher's Guide by Harvey Daniels, Steven Zemelman & Nancy Steineke (2007)

50 Content Area Strategies for Adolescent Literacy by Douglas Fisher, William G. Brozo, Nancy Frey & Gay Ivey (2007)

Tools for Teaching Content Literacy by Janet Allen (2004)

Because Writing Matters: Improving Student Writing in Our Schools by the National Writing Project and Carl Nagin (2006)

Teaching Adolescent Writers by Kelly Gallagher (2006)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing - Activities	2011-11-04	2014-06-06	Staff lesson plans that include writing activities
Writing - Alignment	2011-09-06	2014-06-06	Staff lesson plans that include writing strategies. Staff attendance at professional development.
Writing - Instruction	2011-11-04	2014-06-06	Staff lesson plans that include weekly writing strategies Staff attendance at meetings or PD
Writing -	2011-	2014-	Staff attendance at PLC's. Staff lesson plans that include writing

Instructional Coach	11-04	06-06	activities. Process-writing pieces by students. Minutes from meetings with instructional coach.
Writing - SIMS	2011-11-04	2014-06-06	Staff lesson plans that include writing activities Staff attendance at professional development

1.1.4.1. Activity: Writing - Activities

Activity Description: Staff will include writing activities and instruction in weekly lesson plans.

Planned staff responsible for implementing activity: Staff lesson plans that include writing activities

Actual staff responsible for implementing activity: All staff and administrators

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Administration	No Funds Required		

1.1.4.2. Activity: Writing - Alignment

Activity Description: Staff will be provided with professional development and time to align Common Core State Standards with current curriculum. (Common Core Coaches)

Planned staff responsible for implementing activity: Staff lesson plans that include writing strategies. Staff attendance at professional development.

Actual staff responsible for implementing activity: All staff and administrators

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter	Title II Part A	1,000.00	

1.1.4.3. Activity: Writing - Instruction

Activity Description: Staff will be provided with professional development in writing process instruction and rubric development during scheduled professional development and weekly staff meetings.

Planned staff responsible for implementing activity: Staff lesson plans that include weekly writing strategies
Staff attendance at meetings or PD

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Administration	No Funds Required		

1.1.4.4. Activity: Writing - Instructional Coach

Activity Description: Teachers will meet with the instructional coach for collaboration and support as they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Staff attendance at PLC's.
Staff lesson plans that include writing activities.
Process-writing pieces by students.
Minutes from meetings with instructional coach.

Actual staff responsible for implementing activity: All staff and administrator

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	No Funds Required		

1.1.4.5. Activity: Writing - SIMS

Activity Description: All staff will be provided with professional development in Strategic Instruction Model (SIM, a model for reading and writing intervention) by trained teachers.

Planned staff responsible for implementing activity: Staff lesson plans that include writing activities
Staff attendance at professional development

Actual staff responsible for implementing activity: All staff and administrators

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELA trainers	No Funds Required		

Goal 2: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be college and /or career ready in Mathematics

Gap Statement: Improving math has always been a goal for our school; however, based on MME and ACT data, it was determined that this goal needs more attention.

Our ACT/MME scores for math in 2008-2009 reflect 45% of our students were not proficient. In 2009-2010, our math scores showed that our students were still not proficient (53%).

The ACT/MME scores also indicate achievement gaps in the following subgroups: economically disadvantage and students with disabilities. In 2009-2010 scores show a gap for economically disadvantaged students at 12% and students with disabilities at 27%, compared to all students at the high school.

Our ACT/MME scores for reading in 2008-2009 reflect that 43% of our students were not proficient. In 2009-2010, our reading scores showed that our students were not proficient (42%).

The ACT/MME reading scores also indicated achievement, in the following subgroup of students with disabilities. In 2008-2009 scores show a gap of 47%, and in 2009-2010 shows a gap of 51%, compared to all students at the high school level.

Cause for Gap: Student achievement data is not consistently collected, analyzed, and disaggregated by subgroups in order to drive instruction.

Reading skills and strategies are not consistently taught by all staff in all subject areas.

Students from low socio-economic households often experience a lower level of support from home in their learning activities.

Multiple measures/sources of data you used to identify this gap in student achievement: Spring 2009 ACT/MME Data and Spring 2010 ACT/MME Data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will make progress towards measurable objectives as measured by the ACT/MME, College Readiness Standards, MI-Access and course level assessments.

Contact Name: John Kearney

List of Objectives:

Name	Objective
Mathematics	All students will increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam. All economically disadvantaged students will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam. All students with disabilities will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

2.1. Objective: Mathematics

Measurable Objective Statement to Support Goal: All students will increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam.

All economically disadvantaged students will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

All students with disabilities will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Inclusion	All teaching staff and paraprofessionals will be provided with professional development in the procedures and accommodations/modification of an inclusion classroom.
Mathematics	The math department will provide formative and summative assessment that will drive classroom instructions
Reading	The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.
Technology	Staff will use laptops to design flexible curricula that reduces barriers to learning and provide supports to meet the need of all learners.
Writing	All high school teachers will assign and provide instructional support for one process-writing, rubric scored piece each semester.

2.1.1. Strategy: Inclusion

Strategy Statement: All teaching staff and paraprofessionals will be provided with professional development in the procedures and accommodations/modification of an inclusion classroom.

Selected Target Areas

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Other Required Information for Strategy

Professional Development for staff on process and procedure of an inclusion classroom

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inclusion -	2011-08-30	2014-06-06	Understanding process of inclusion. Areas that need to be addressed: Collaborative teaming, Roles and Responsibilities, Shared Environment and Decisions, Co-planning and teaching, Accommodations/Modifications, Grading and using rubrics, etc.
Inclusion - Collaboration	2011-09-06	2014-06-06	Once a month with instructional coach/principal for time to collaborate on different issues with inclusion from PD day or classroom. Progress monitoring of individual students and data for teachers during staff meetings (class list, lesson plans, assessment results etc.)
Inclusion - Common Assessments	2011-09-06	2014-06-06	Teachers of Specific Department, Special Education Staff and Administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

2.1.1.1. Activity: Inclusion -

Activity Description: All teaching staff and paraprofessionals will be provided with professional development in the procedures and accommodations/modification of an inclusion classroom.

Planned staff responsible for implementing activity: Understanding process of inclusion. Areas that need to be addressed: Collaborative teaming, Roles and Responsibilities, Shared Environment and Decisions, Co-planning and teaching, Accommodations/Modifications, Grading and using rubrics, etc.

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	Title II Part A	1,500.00	

2.1.1.2. Activity: Inclusion - Collaboration

Activity Description: All inclusion staff will be provided with meeting time with the instructional coach to collaborate, support, and adjust instructions for the inclusion classrooms.

Planned staff responsible for implementing activity: Once a month with instructional coach/principal for time to collaborate on different issues with inclusion from PD day or classroom.

Progress monitoring of individual students and data for teachers during staff meetings (class list, lesson plans, assessment results etc.)

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	No Funds Required		

2.1.1.3. Activity: Inclusion - Common Assessments

Activity Description: All teachers will create and administer common assessments for their students so that teachers can analyze the results and monitor sub-groups. This data will be used to determine future interventions and modifications.

Planned staff responsible for implementing activity: Teachers of Specific Department, Special Education Staff and Administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Actual staff responsible for implementing activity: All staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

2.1.2. Strategy: Mathematics

Strategy Statement: The math department will provide formative and summative assessment that will drive classroom instructions

Selected Target Areas

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Other Required Information for Strategy

Common formative assessment: How to Connect Standard-Based Instruction and Assessment by Larry Ainsworth & Donald Viegut

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math - Project	2011-09-06	2014-06-06	Staff lesson plans that include MAP lessons Meetings with instructional coach Analyze data from assessment to see if improvement of sub-groups towards proficiency

2.1.2.1. Activity: Math - Project

Activity Description: Math staff will give the Mathematics Assessment Project lessons (4 in Algebra 1, 4 in Geometry, and 2 in Algebra 2) to increase application awareness and ability with mathematical concepts

Planned staff responsible for implementing activity: Staff lesson plans that include MAP lessons Meetings with instructional coach
Analyze data from assessment to see if improvement of sub-groups towards proficiency

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	No Funds Required		

2.1.3. Strategy: Reading

Strategy Statement: The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.

Selected Target Areas

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Other Required Information for Strategy

Cris Tovani: I Read It, But I Don't Get It (Stenhouse 2000), Do I Really Have To Teach Reading (Stenhouse 2004)

Comprehending Content (Stenhouse 2004)

Kylene Beers: When Kid's Can't Read/What Teachers Can Do (Heinemann 2002)

The Professional Learning Communities Model

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading	2011-08-31	2014-06-06	Professional Development for high school staff on reading and comprehension strategies. Staff sign-in sheet from professional development Staff lesson plans that include reading strategies Quarterly assessments of reading strategies Minutes from meeting with instructional coach
Reading - Assessment	2011-09-06	2014-06-06	Quarterly assessments of reading strategies Minutes from meeting with instructional coach
Reading - Progress	2011-09-06	2014-06-06	Staff lesson plans that include reading strategies. Quarterly assessments of reading strategies Minutes form meeting with instructional coach

2.1.3.1. Activity: Reading

Activity Description: Staff will be provided with professional development in multiple reading comprehension strategies.

Planned staff responsible for implementing activity: Professional Development for high school staff on reading and comprehension strategies.

Staff sign-in sheet from professional development

Staff lesson plans that include reading strategies

Quarterly assessments of reading strategies

Minutes from meeting with instructional coach

Actual staff responsible for implementing activity: Staff and administrator

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	Title II Part A	1,000.00	

2.1.3.2. Activity: Reading - Assessment

Activity Description: Using quarterly assessments, staff will analyze data and determine whether sub-groups are improving in reading comprehension.

Planned staff responsible for implementing activity: Quarterly assessments of reading strategies
Minutes from meeting with instructional coach

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	No Funds Required		

2.1.3.3. Activity: Reading - Progress

Activity Description: Teachers of Specific Department, Special Education Staff and Administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Planned staff responsible for implementing activity: Staff lesson plans that include reading strategies.
 Quarterly assessments of reading strategies
 Minutes form meeting with instructional coach

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	No Funds Required		

2.1.4. Strategy: Technology

Strategy Statement: Staff will use laptops to design flexible curricula that reduces barriers to learning and provide supports to meet the need of all learners.

Selected Target Areas

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Other Required Information for Strategy

Universal Design for Learners
 Technology That Works by Robert J Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology - Students	2011-09-06	2014-06-06	Amy Meinhardt's high school log for classroom visit
Technology - Tech Coach	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visit. Weekly lesson plans from staff.
Technology - Training	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visits PLC agenda and minutes Staff Meeting agenda and minutes Sign in sheet for all meetings Training in TI technology in classroom with laptops for math staff Training in Geometry Sketchpads for math staff

2.1.4.1. Activity: Technology - Students

Activity Description: The technology coach will be available to train students and teachers in the classroom each month.

Planned staff responsible for implementing activity: Amy Meinhardt's high school log for classroom visit

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

2.1.4.2. Activity: Technology - Tech Coach

Activity Description: Teachers will meet with the technology coach for collaboration and supports as they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit.

Weekly lesson plans from staff.

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

2.1.4.3. Activity: Technology - Training

Activity Description: Staff will be provided with continued training for using technology as a classroom management and instructional tool.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visits

PLC agenda and minutes

Staff Meeting agenda and minutes

Sign in sheet for all meetings

Training in TI technology in classroom with laptops for math staff

Training in Geometry Sketchpads for math staff

Actual staff responsible for implementing activity: Math Staff

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

2.1.5. Strategy: Writing

Strategy Statement: All high school teachers will assign and provide instructional support for one process-writing, rubric scored piece each semester.

Selected Target Areas

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Other Required Information for Strategy

Content-Area Writing: Every Teacher's Guide by Harvey Daniels, Steven Zemelman & Nancy Steineke (2007)

50 Content Area Strategies for Adolescent Literacy by Douglas Fisher, William G Brozo, Nancy Frey & Gay Ivey (2007)

Tools for Teaching Content Literacy by Janet Allen (2004)

Because Writing Matters: Improving Student Writing in Our Schools by the National Writing Project and Carl Nagin (2006)

Teaching Adolescent Writers by Kelly Gallagher (2006)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing - Activities	2011-11-04	2014-06-06	Staff weekly lesson plans that include writing activities
Writing - Alignment	2011-11-04	2014-06-06	Staff lesson plans that include writing strategies Staff attendance at professional development
Writing - Instruction	2011-11-04	2014-06-06	Staff lesson plans that include weekly writing strategies Staff attendance at meeting or PD
Writing - Instructional Coach	2011-11-04	2014-06-06	Staff attendance at PLC's Staff lesson plans that include writing activities Process-writing pieces by students Minutes from meetings with instructional coach
Writing - SIMS	2011-11-04	2014-06-06	Staff lesson plans that included writing activities Staff attendance at professional development

2.1.5.1. Activity: Writing - Activities

Activity Description: Staff will include writing activities and instruction in weekly lesson plans

Planned staff responsible for implementing activity: Staff weekly lesson plans that include writing activities

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

2.1.5.2. Activity: Writing - Alignment

Activity Description: Staff will be provided with professional development and time to align Common Core State Standards with current curriculum. (Common Core Coaches)

Planned staff responsible for implementing activity: Staff lesson plans that include writing strategies Staff attendance at professional development

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	No Funds Required		

2.1.5.3. Activity: Writing - Instruction

Activity Description: Staff will be provided with professional development in writing process instruction and rubric development during scheduled professional development and weekly staff meetings.

Planned staff responsible for implementing activity: Staff lesson plans that include weekly writing strategies
Staff attendance at meeting or PD

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

2.1.5.4. Activity: Writing - Instructional Coach

Activity Description: Teachers will meet with the instructional coach for collaboration and support as they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Staff attendance at PLC's
Staff lesson plans that include writing activities
Process-writing pieces by students
Minutes from meetings with instructional coach

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	No Funds Required		

2.1.5.5. Activity: Writing - SIMS

Activity Description: All staff will be provided with professional development in Strategic Instruction Model (SIM, a model for reading and writing interventions) by trained teachers.

Planned staff responsible for implementing activity: Staff lesson plans that included writing activities
Staff attendance at professional development

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIM ELA staff trainers	No Funds Required		

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be college and/or career ready in Science

Gap Statement: Our MME scores for science in 2008-2009 reflect that 50% of our students were not proficient. In 2009-2010, our science scores showed that our students were still not proficient (49%).

The ACT/MME scores also indicate achievement gaps in the following subgroups: economically disadvantaged and students with disabilities. In 2008-2009 scores show a gap for economically disadvantaged students at 10%, and students with disabilities at 40%. The 2009-2010 scores indicate a 44% achievement gap for students with disabilities, compared to all students in the high school.

Our ACT/MME for reading in 2008-2009 reflect that 43% of our students were not proficient. In 2009-2010, our

reading scores showed that our students were not proficient (42%).

The ACT/MME reading scores also indicated achievement gap, in the following subgroups of students with disabilities. In 2008-2009 scores show a gap of 47%, and in 2009-2010 shows a gap of 51%, compared to all students at the high school.

Cause for Gap: Student achievement is not consistently collected, analyzed, and disaggregated by sub-groups in order to drive instruction.

Reading skills and strategies are not consistently taught by all staff in all subject areas.

Students from low socio-economic households often experience a lower level of support from home in their learning activities.

Multiple measures/sources of data you used to identify this gap in student achievement: MME/ACT and classroom assessment

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will make progress towards measurable objectives by the ACT/MME, College Readiness Standards, MI-Access and course level assessments.

Contact Name: John Kearney

List of Objectives:

Name	Objective
Science	All students will Increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam. All economically disadvantaged students will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam. All students with disabilities will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

3.1. Objective: Science

Measurable Objective Statement to Support Goal: All students will Increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam.

All economically disadvantaged students will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

All students with disabilities will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Inclusion	All staff will be trained in the inclusion model for classroom instruction, including the necessary procedures and accommodations/modifications for the inclusion classroom.
Reading	The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.
Technology	Staff will use laptops to design flexible curricula that reduces barriers to learning and provides supports to meet the needs of all learners.
Writing	All high school teachers will assign and provide instructional support for one process-written, rubric scored piece each semester.

3.1.1. Strategy: Inclusion

Strategy Statement: All staff will be trained in the inclusion model for classroom instruction, including the necessary procedures and accommodations/modifications for the inclusion classroom.

Selected Target Areas

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Other Required Information for Strategy

Classroom Instruction that Works by Robert Marzano
 Teaching Students with Special Needs in Inclusive Settings by Tom EG Smith, Edward A. Polloway, James R. Patton and Carol A. Dowdy

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inclusion	2011-08-30	2014-06-06	All staff and paraprofessionals: One of the three days of professional development for staff on process and procedures of an inclusion classroom. Understanding the process
Inclusion - Collaboration	2011-08-30	2014-06-06	Inclusion Time: Once a month with instructional coach/principal for time to collaborate on different issues with inclusion from PD day or classroom.
Inclusion - Common Assessments	2011-08-30	2014-06-06	Teachers of specific department, special education staff and administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

3.1.1.1. Activity: Inclusion

Activity Description: All teaching staff and paraprofessionals will be provided with professional development in the procedures and accommodations/modification of an inclusion classroom.

Planned staff responsible for implementing activity: All staff and paraprofessionals: One of the three days of professional development for staff on process and procedures of an inclusion classroom.

Understanding the process

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	Title II Part A	1,500.00	

3.1.1.2. Activity: Inclusion - Collaboration

Activity Description: All inclusion staff will be provided with meeting time with the instructional coach to collaborate, support, and adjust instruction for the inclusion classrooms.

Planned staff responsible for implementing activity: Inclusion Time: Once a month with instructional coach/principal for time to collaborate on different issues with inclusion from PD day or classroom.

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach and Administration	No Funds Required		

3.1.1.3. Activity: Inclusion - Common Assessments

Activity Description: All teachers will create and administer common assessments for their students so that teachers can analyze the results and monitor sub-groups. This data will be used to determine future interventions and modifications.

Planned staff responsible for implementing activity: Teachers of specific department, special education staff and administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

3.1.2. Strategy: Reading

Strategy Statement: The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.

Selected Target Areas

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Other Required Information for Strategy

Cris Tovani: I Read It, but I Don;t Get it (Stenhouse 2000), Do I Really Have to Teach Reading? (Stenhouse 2004)
 Comprehending Content (Stenhouse 2004)

Kylene Beers: When Kid's Can't Read/What Teachers Can Do (Heinemann 2002)

The Professional Learning Communities Model

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading	2011-08-31	2014-06-06	Professional Development for high school staff on reading and comprehension strategies. Staff sign in sheet from professional development Staff lesson plans that include reading strategies Quarterly assessments of

			reading strategies Minutes from meeting with instructional coach
Reading - Assessment	2011-09-06	2014-06-06	Quarterly assessment of reading strategies Minutes for meetings Weekly lesson plans from staff
Reading - Progress	2011-09-06	2014-06-06	Staff lesson plans that include reading strategies Quarterly assessment of reading strategies Minutes from meeting with instructional coach

3.1.2.1. Activity: Reading

Activity Description: Staff will be provided with professional development in multiple reading comprehension strategies.

Planned staff responsible for implementing activity: Professional Development for high school staff on reading and comprehension strategies.

Staff sign in sheet from professional development
 Staff lesson plans that include reading strategies
 Quarterly assessments of reading strategies
 Minutes from meeting with instructional coach

Actual staff responsible for implementing activity: Staff and administrators

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	No Funds Required		

3.1.2.2. Activity: Reading - Assessment

Activity Description: Using quarterly assessments, staff will analyze data and determine whether sub-groups are improving in reading comprehension.

Planned staff responsible for implementing activity: Quarterly assessment of reading strategies
 Minutes for meetings
 Weekly lesson plans from staff

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

3.1.2.3. Activity: Reading - Progress

Activity Description: Teachers of specific department, special education staff and administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Planned staff responsible for implementing activity: Staff lesson plans that include reading strategies
 Quarterly assessment of reading strategies
 Minutes from meeting with instructional coach

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

3.1.3. Strategy: Technology

Strategy Statement: Staff will use laptops to design flexible curricula that reduces barriers to learning and provides supports to meet the needs of all learners.

Selected Target Areas

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Other Required Information for Strategy

Universal Design for Learning
 Technology That Works by Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology - Students	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visit
Technology - Tech Coach	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visit Staff weekly lesson plans
Technology - Training	2011-09-06	2014-06-06	Amy Meinhardt high school log for classroom visit PLC agenda and minutes Staff Meetings agenda and minutes Sign in sheets for all meetings

3.1.3.1. Activity: Technology - Students

Activity Description: The technology coach will be available to train students and teachers in the classroom each month.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

3.1.3.2. Activity: Technology - Tech Coach

Activity Description: Teachers will meet with the technology coach for collaborations and supports as they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit
Staff weekly lesson plans

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

3.1.3.3. Activity: Technology - Training

Activity Description: Staff will be provided with continued training for using technology as a classroom management and instructional tool.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit
 PLC agenda and minutes
 Staff Meetings agenda and minutes
 Sign in sheets for all meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-09-06, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

3.1.4. Strategy: Writing

Strategy Statement: All high school teachers will assign and provide instructional support for one process-written, rubric scored piece each semester.

Selected Target Areas

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Other Required Information for Strategy

Content-Area Writing: Every Teacher's Guide by Harvey Daniels, Steven Zemelman & Nancy Steineke (2007)

50 Content Area Strategies for Adolescent Literacy by Douglas Fisher, William G Brozo, Nancy Frey & Gay Ivey (2007)

Tools for Teaching Content Literacy by Janet Allen (2004)

Because Writing Matters: Improving Student Writing in Our School by the National Writing Project & Carl Nagin (2006)

Teaching Adolescent Writers by Kelly Gallagher (2006)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing - Activities	2011-11-04	2014-06-06	Staff lesson plans that include writing activities
Writing - Alignment	2011-11-04	2014-06-06	Staff lesson plans that include writing strategies Staff attendance as professional development
Writing - Instruction	2011-11-04	2014-06-06	Staff lesson plans that include writing process Staff sign in at meetings
Writing - Instructional Coach	2011-11-04	2014-06-06	Staff attendance at PLC's Staff lesson plans that include writing strategies Process-writing by students Minutes from meetings with instructional coach
Writing - SIMS	2011-11-04	2014-06-06	Staff lesson plans that include writing strategies Staff sign in sheets at PD or meetings

3.1.4.1. Activity: Writing - Activities

Activity Description: Staff will include writing activities and instruction in weekly lesson plans.

Planned staff responsible for implementing activity: Staff lesson plans that include writing activities

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

3.1.4.2. Activity: Writing - Alignment

Activity Description: Staff will be provided with professional development and time to align Common Core State Standards with current curriculum. (Common Core Coach)

Planned staff responsible for implementing activity: Staff lesson plans that include writing strategies
Staff attendance as professional development

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	No Funds Required		

3.1.4.3. Activity: Writing - Instruction

Activity Description: Staff will be provided with professional development in writing process instruction and rubric development during scheduled PD and weekly staff meetings.

Planned staff responsible for implementing activity: Staff lesson plans that include writing process
Staff sign in at meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

3.1.4.4. Activity: Writing - Instructional Coach

Activity Description: Teachers will meet with the instructional coach for collaboration, and support as they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Staff attendance at PLC's
 Staff lesson plans that include writing strategies
 Process-writing by students
 Minutes from meetings with instructional coach

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach and Administration	No Funds Required		

3.1.4.5. Activity: Writing - SIMS

Activity Description: All staff will be provided with professional development in Strategic Instruction Model (SIM, a model for reading and writing interventions) by trained staff

Planned staff responsible for implementing activity: Staff lesson plans that include writing strategies
 Staff sign in sheets at PD or meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIM ELA staff trainers	No Funds Required		

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be college and/or career ready in Social Studies

Gap Statement: Our MME scores for social studies in 2008-2009 reflect that 15% of our student were not proficient. In 2009-2010, our social studies scores showed that our students were still not proficient (25%).

The ACT/MME scores also indicate achievement gaps in the following subgroup students with disabilities. In 2008-2009 score show a gap for students with disabilities at 65%. The 2009-2010 scores indicate a 48% achievement gap for students with disabilities, compared to all students in the high school.

Our MME scores for reading in 2008-2009 reflect that 43% of our students were not proficient. In 2009-2010, our reading scores showed that our students were not proficient (42%).

The ACT/MME reading scores also indicate achievement gap, in the following subgroup of students with disabilities. In 2008-2009 scores show a gap of 47%, and in 2009-2010 shows a gap of 51%, compared to all students at the high school.

Cause for Gap: Students lack the ability to apply concept knowledge to a variety of modern world situations.

Reading skills and strategies are not consistently taught by all staff in all subject areas.

Multiple measures/sources of data you used to identify this gap in student achievement: Spring 2009 ACT/MME Data and Spring ACT/MME Data.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will make progress towards measurable objectives as measured by the ACT/MME, College Readiness Standards, MI-Access and course level assessment.

Contact Name: John Kearney

List of Objectives:

Name	Objective
Social Studies	All students will increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam. All students with disabilities will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

4.1. Objective: Social Studies

Measurable Objective Statement to Support Goal: All students will increase their performance by 3% proficiency, as measured by the 2012 Michigan Merit Exam.

All students with disabilities will increase their performance by 5% proficiency, as measured by the 2012 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Inclusion	All staff will be trained in the inclusion model for classroom instruction, including the necessary procedures and accommodations/modifications for the inclusion classroom.

Reading	The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.
Technology	Staff will use laptops to design flexible curricula that reduces barriers to learning and provides supports to meet the needs of all learners.
Writing	All high school teachers will assign and provide instructional support for one process-writing rubric scored piece each semester.

4.1.1. Strategy: Inclusion

Strategy Statement: All staff will be trained in the inclusion model for classroom instruction, including the necessary procedures and accommodations/modifications for the inclusion classroom.

Selected Target Areas

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Other Required Information for Strategy

Classroom Instructions that Works by Robert Marzano
 Teaching Students with Special Needs in Inclusive Settings by Tom E.C. Smith

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inclusion	2011-08-30	2014-06-06	PD for staff on process and procedures of an inclusion classroom Understand process of inclusion Weekly lesson plans from staff Sign in sheets for PD and staff meetings
Inclusion - Collaboration	2011-08-30	2014-06-06	Weekly lesson plans by staff Sign in sheets from PD or staff meetings
Inclusion - Common Assessments	2011-08-30	2014-06-06	Teachers of specific departments, special education staff and administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

4.1.1.1. Activity: Inclusion

Activity Description: All teaching staff and paraprofessionals will be provided with professional development in the procedures and accommodations/modifications of an inclusion classroom.

Planned staff responsible for implementing activity: PD for staff on process and procedures of an

inclusion classroom
 Understand process of inclusion
 Weekly lesson plans from staff
 Sign in sheets for PD and staff meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	No Funds Required		

4.1.1.2. Activity: Inclusion - Collaboration

Activity Description: All inclusion Time: Once a month with instructional coach/principal for time to collaborate on different issues from PD day or classroom.

Planned staff responsible for implementing activity: Weekly lesson plans by staff
 Sign in sheets from PD or staff meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach and Administration	No Funds Required		

4.1.1.3. Activity: Inclusion - Common Assessments

Activity Description: All teachers will create and administer common assessments for their students so that teachers can analyze the results and monitor sub-groups. This data will be used to determine future interventions and modifications.

Planned staff responsible for implementing activity: Teachers of specific departments, special education staff and administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

4.1.2. Strategy: Reading

Strategy Statement: The high school staff will all use 1 or 2 reading strategies per month to improve student reading comprehension.

Selected Target Areas

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Other Required Information for Strategy

Cris Tovani: "I Read It, but I Don't Get It" (Stenhouse 2000), "Do I Really Have to Teach Reading?" (Stenhouse 2004)

"Comprehending Content" (Stenhouse 2004)

Kylene Beers: When Kid's Can't Read/What Teachers Can Do (Heinemann, 2002)

The Professional Learning Communities Model

Michael Smoker's article in Education Leadership, March 1999 Volume 56

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading	2011-08-31	2014-06-06	PD for high school staff on reading and comprehension strategies Staff sign in sheet from PD Staff lesson plans that include reading strategies Quarterly assessments of reading strategies Minutes from meetings with staff
Reading - Assessment	2011-08-31	2014-06-06	Quarterly assessment of reading strategies Minutes from meetings
Reading - Progress	2011-08-31	2014-06-06	Lesson plans that include reading strategies Quarterly assessments of reading strategies Minutes from meetings

4.1.2.1. Activity: Reading

Activity Description: Staff will be provided with professional development in multiple reading comprehension strategies.

Planned staff responsible for implementing activity: PD for high school staff on reading and comprehension strategies

Staff sign in sheet from PD

Staff lesson plans that include reading strategies

Quarterly assessments of reading strategies

Minutes from meetings with staff

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	No Funds Required		

4.1.2.2. Activity: Reading - Assessment

Activity Description: Using quarterly assessments, staff will analyze data and determine whether sub-groups are improving in reading comprehension.

Planned staff responsible for implementing activity: Quarterly assessment of reading strategies
Minutes from meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

4.1.2.3. Activity: Reading - Progress

Activity Description: Teachers of specific department, special education staff and administrators will look at the progress of sub-groups not meeting proficiency and if additional interventions are needed.

Planned staff responsible for implementing activity: Lesson plans that include reading strategies
 Quarterly assessments of reading strategies
 Minutes from meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Administration	No Funds Required		

4.1.3. Strategy: Technology

Strategy Statement: Staff will use laptops to design flexible curricula that reduces barriers to learning and provides supports to meet the needs of all learners.

Selected Target Areas

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Other Required Information for Strategy

Universal Design for Learning
 Technology that Works by Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology - Students	2010-09-01	2014-06-06	Amy Meinhardt high school log for classroom visit
Technology - Technology Coach	2010-09-01	2014-06-06	Amy Meinhardt high school log for classroom visit Minutes from meetings

Technology - Training	2010-09-01	2014-06-06	Amy Meinhardt high school log for classroom visit. Sign in sheets
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4.1.3.1. Activity: Technology - Students

Activity Description: The technology coach will be available to train students and teachers in the classroom each month

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2010-09-01, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

4.1.3.2. Activity: Technology - Technology Coach

Activity Description: Teachers will meet with the technology coach for collaboration and supports s they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit

Minutes from meetings

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2010-09-01, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

4.1.3.3. Activity: Technology - Training

Activity Description: Staff will be provided with continued training for using technology as a classroom management and instructional tool

Planned staff responsible for implementing activity: Amy Meinhardt high school log for classroom visit.

Sign in sheets

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2010-09-01, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	No Funds Required		

4.1.4. Strategy: Writing

Strategy Statement: All high school teachers will assign and provide instructional support for one process-writing rubric scored piece each semester.

Selected Target Areas

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Other Required Information for Strategy

Content-Area Writing: Every Teacher's Guide by Harvey Daniels, Steven Zemelman & Nancy Steineke (2007)

50 Content Area Strategies for Adolescent Literacy by Douglas Fisher, William G Brozo, Nancy Frey & Gay Ivey (2007)

Tools for Teaching Content Literacy by Janet Allen (2004)

Because Writing Matters: Improving Student Writing in Our Schools by the National Writing Project and Carl Nagin (2006)

Teaching Adolescent Writers by Kelly Gallagher (2006)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing - Activities	2011-11-04	2014-06-06	Staff lesson plans that include writing activities
Writing - Alignment	2011-11-04	2014-06-06	Staff lesson plan that include writing strategies. Staff attendance at professional development
Writing - Instruction	2011-11-04	2014-06-06	Staff lesson plans that include writing strategies.
Writing - Instructional Coach	2011-11-04	2014-06-06	Staff attendance at PLC's Staff lesson plans that include writing activities Process writing pieces by students Minutes from meetings with instructional coach
Writing - SIMS	2011-11-04	2014-06-06	Staff lesson plans that include writing activities Staff attendance at PD

4.1.4.1. Activity: Writing - Activities

Activity Description: Staff will include writing activities and instruction in weekly lesson plan.

Planned staff responsible for implementing activity: Staff lesson plans that include writing activities

Actual staff responsible for implementing activity: Staff and administrators

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Administration	No Funds Required		

4.1.4.2. Activity: Writing - Alignment

Activity Description: Staff will be provided with professional development and time to align Common Core State Standards with current curriculum. (Common Core Coaches)

Planned staff responsible for implementing activity: Staff lesson plan that include writing strategies. Staff attendance at professional development

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	Title II Part A	1,000.00	

4.1.4.3. Activity: Writing - Instruction

Activity Description: Staff will be provided with professional development in writing process instruction and rubric development during scheduled professional development and weekly staff meetings.

Planned staff responsible for implementing activity: Staff lesson plans that include writing strategies.

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter Needed	Title II Part A	1,000.00	

4.1.4.4. Activity: Writing - Instructional Coach

Activity Description: Teachers will meet with the instructional coach for collaboration and support as they plan lessons, collect data, and adjust instructional strategies.

Planned staff responsible for implementing activity: Staff attendance at PLC's
 Staff lesson plans that include writing activities
 Process writing pieces by students
 Minutes from meetings with instructional coach

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach and Administration	No Funds Required		

4.1.4.5. Activity: Writing - SIMS

Activity Description: All staff will be provided with professional development in Strategic Instruction Model (SIM, a model for reading and writing intervention) by trained teachers.

Planned staff responsible for implementing activity: Staff lesson plans that include writing activities
Staff attendance at PD

Actual staff responsible for implementing activity: Staff and administration

Planned Timeline: Begin Date - 2011-11-04, End Date - 2014-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELA trainers for SIM	No Funds Required		

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$9,500.00	\$0.00
No Funds Required	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The CNA was conducted with our building school improvement team and staff during meetings held during the school year. They were held during staff meetings and PLC's.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Our school uses a 5 year curriculum cycle to align the State standards and Common Core standards. We look at our curriculum yearly to make any revisions that need to take place. On our revisions of the curriculum, we also make sure changes are being made for formative and summative assessments.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

The high school curriculum is being aligned with the Michigan Department of Education's core-area content standards and benchmarks. Decisions in revising the curriculum to meet these mandates are done within each subject (core) area by the teachers and building administrators in a site-based format. We are currently forming PLC's looking at our data to devise appropriate instructional strategies to improve test scores. We are specifically trying to expand our usage of formative and summative assessments in each subject area to help improve student performance.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level

Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Individual teacher develops their own alternative measure of assessment, beyond the department common assessment. Different authentic assessment examples are: oral, written, and projects assessment/evaluation.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

At CMHS technology is very important tool used by staff and students. The staff have laptops, while the students use five different lap carts, computer lab and media center for computer technology. Central Montcalm Public Schools has two full time technology specialist as hardware and software individuals. Promethean boards are also in two of our classes which will help integrate technology resources on a daily basis. High School will be involved in a one on one computer initiative that all high school students will have their own laptop starting in January 2011.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Our school evaluates the implementation and results of the SIP by: standard data assessments during PLC's, common assessments by department during staff meeting and PLC's, and professional development we look at how the implementation is making an impact on student success/achievement.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Each year, we, as a district publish an annual report that shares cumulative data with all stakeholders. At the building level achievement data is shared with parents of individual students and assessment data and scores are discussed in a professional matter by building staff.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the

school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

The staff and parents listed above are all involved with different programs, strategies, and initiatives that relate to school improvement goals at Central Montcalm High School.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

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 on your website in the comments field (if applicable).

Response: *Yes*

Comments: *Our website address is: <http://central-montcalm.org>*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments: *We use career cruising during test week in March every year.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, but not fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, but not fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments: *We have one school nurse for the district.*

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, but not fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
	John	Kearney	HS Principle	jkearney@cms.maisd.com
	David	McLoughlin	HS Assistant Principle	damcloughlin@cms.maisd.com
	Corinda	Wilcox	Parent	corinda@pathwaynet.com
	Darlene	Simpson	Support Staff	dsimpson@cms.maisd.com
	Tammy	Miller	HS Counselor	tmiller@cms.maisd.com
	Jason	Johnston	HS Social Studies Teacher	jjohnston@cms.maisd.com
	Sheena	Sanders	HS Language Arts Teacher	ssanders@cms.maisd.com
	Jamie	Hopkins	HS Language Arts Teacher	jhopkins@central-montcalm.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Kathy Betts - Community of Education
Address:	P.O. Box 9
Telephone Number:	989-831-2001

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.