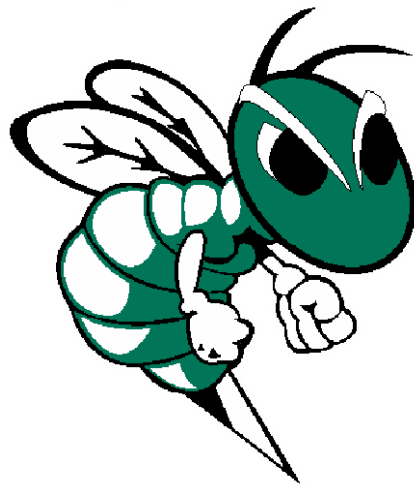


Central Montcalm High School

School Improvement Plan

2009-2010



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A. Mission Statement

“Advance quality learning for all students”

B. Stakeholders

John Kearney- Building Principal	ikearney@cms.maisd.com	989.831.2115
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Corinda Wilcox- Parent	corinda@pathwaynet.com	989.328.2017
Darlene Simpson- Support Staff	dsimpson@cms.maisd.com	989.831.2100
Steve Guikema- Counselor	sguikema@cms.maisd.com	989.831.2121
Jason Johnston- High School Teacher	jjohnston@cms.maisd.com	989.831.2174
Sheena Sanders- High School Teacher	ssanders@cms.maisd.com	989.831-2177

C. Ten Components of the School Wide Plan

1. Comprehensive Needs Assessment

During the 2008-2009 school year, the Central Montcalm High School Building School Improvement team worked to together to complete an extensive comprehensive needs assessment including completion of the ED YES! 90 Indicators. Using the school improvement template for gathering data on the school profile, the team compiled data in areas of student achievement data, school programs data, perception data, and demographic data. In the sections below, a summary of each type of data including charts and graphs represents the information from this work.

In the summer of 2009, the Central Montcalm High School school-wide planning team participated in a district-wide initiative to reexamine multiple sources of data and reevaluate and identify building priority goals to be shared with the entire staff as well as parents.

School, Teacher, & Staff Demographics

Central Montcalm High School is a 9-12 school with a current enrollment of 598 students. Over the past three years enrollment has decreased overall, but has fluctuated from year to year. One trend that is clear is that our Economically Disadvantaged group has increased steadily over the last three years. Further, based on our data we lose roughly 5% of our students from fall to spring. The trend is slightly higher among male students. Our school consists of less than 1% minority staff. The average number of years experience amongst our staff is approximately 11.8 years. Although the principal and assistant principal have several years in education, this is their first year in their current positions. Approximately 20% of our staff missed 10 or more days in the 2007-08 school year.

Pupil Retention Rate

At Central Montcalm High School, we have had a steady decline in students the last three years. The reasons for this decline are: economic status of Michigan and Montcalm County, closing of businesses in Montcalm County and Central Montcalm School District, and for the last three years Montcalm County was in the top two counties in unemployment statewide.

Grade	Numbers of Students Enrolled					
	2006-2007		2007-2008		2008-2009	
	Fall	Spring	Fall	Spring	Fall	Spring
9 th	77/70	76/66	84/85	81/81	79/74	80/66
10 th	84/90	81/81	77/70	75/66	85/79	83/76
11 th	72/74	68/75	80/83	78/80	62/59	59/56
12 th	88/66	85/59	69/86	70/79	81/79	69/74
Totals	622	593	634	610	598	563

Student, Teacher, and Parent Perception Data

In 2009-2010 we will develop, implement and analyze a written student survey to gather input, implementation and evaluation.

School Improvement Process Data/Resource Integration

EdYes! Results include:

Strand I: Teaching and Learning are all Partially Implemented

Strand II: Leadership are all Partially Implemented or Implemented

Strand III: Personnel and Professional Learning: Most benchmarks are Implemented but we need to work on the following benchmarks:

1. Content and Pedagogy
2. Alignment

Strand IV: School and Community Relations are all Partially Implemented and we need to work on this area very hard.

Strand V: Data Management is spread all over the rating chart. We need to work on correcting our data management.

Local and State Achievement Data

The State of Michigan now requires that every student take the Michigan Merit Exam (MME) which includes the ACT and Work Keys by the end of her/his 11th grade year.

The Math and English Language Arts (ELA) Reading MME scores are currently the only scores used to determine Adequate Yearly Progress (AYP) in accordance with the federal No Child Left Behind. AYP is the cornerstone of this federal legislation. It is the measure used to hold schools and districts responsible for student achievement in English Language Arts and Mathematics. In Michigan, AYP is based on ACT/MME tests, participation rates in ACT/MME, and attendance or graduation rates.

Central Montcalm High School demographic report indicates that our students in all AYP subgroups need to improve on language arts and math.

Building AYP* Demographic Report										
AYP Student Subgroup	English Language Arts (Reading and Writing)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Graduation Rate Goal: 80%	
	School	State	School	State	School	State	School	State	School	State
All Students	99%		44%		99%		53%			
American Indian/ Native Alaskan										
Asian/ Pacific Islander										
Black, Not of Hispanic Origin	< 10		< 10		< 10		< 10			
Hispanic	< 10		< 10		< 10					
White, Not of Hispanic Origin	98%		43%		98%		54%			
Students with Disabilities	99%		10%		< 10		< 10			
Limited English Proficient	-		-		-		-			
Economically Disadvantaged	99%		32%		99%		46%			

*This data references all students tested. The AYP accreditation status is based on full academic year students only.

MEAP Testing at the High School – Michigan Educational Assessment Program

Beginning in the spring of 2007, all 11th graders took a new state assessment test called the MME, which includes the ACT college entrance test.

In 2005-2006, the MEAP office moved the 8th grade social studies test to the fall semester of 9th grade. The numbers on the chart below indicate the percentage of students scoring at each performance level. Levels 1 and 2 are considered proficient.

Central Montcalm High School students have performed above the state level for the past two years. We will keep on working on improving ourselves to 100%.

Ninth Grade Social Studies Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	77.9%		74%		35.5%	42.4%	12.9%	9.2%
	2008-09	86%				39%	47%	12%	2%
Male	2007-08			70%					
	2008-09	89%			100	49	40	10	1
Female	2007-08			71%					
	2008-09	83%			99	30	53	14	3
Amer. Indian/ Native Alaskan	2007-08								
	2008-09								
Black, Not of Hispanic Origin	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White, Not of Hispanic Origin	2007-08								
	2008-09	86			99	39	47	12	2
Students with Disabilities	2007-08			32%					
	2008-09	47			99	18	29	47	6
Limited English Proficient	2007-08								
	2008-09	-			-	-	-	-	-
Economically Disadvantaged	2007-08			54%					
	2008-09	81			100	30	51	16	3

Central Montcalm High School demographic report indicates that our students in all AYP subgroups need to improve in all areas.

Eleventh Grade Reading Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	59%		62%	99%	0%	59%	20%	21%
	2008-09	57%				0%	57%	28%	15%
Male	2007-08	59%		58%	99%	0%	59%	25%	16%
	2008-09	44%					44%	29%	27%
Female	2007-08	60%		66%	100%	0%	60%	15%	25%
	2008-09	69%				0%	69%	27%	4%
Amer. Indian/ Native Alaskan	2007-08								
	2008-09								
Black, Not of Hispanic Origin	2007-08								
	2008-09	< 10							
Hispanic	2007-08								
	2008-09	< 10							
White, Not of Hispanic Origin	2007-08	60%		68%	98%	0%	60%	19%	21%
	2008-09	57%				0%	57%	28%	15%
Students with Disabilities	2007-08	19%		19%	98%	0%	19%	10%	71%
	2008-09	10%				0%	10%	50%	40%
Limited English Proficient	2007-08								
	2008-09	-			-	-	-	-	-
Economically Disadvantaged	2007-08	49%		43%	99%	0%	49%	27%	24%
	2008-09	51%				0%	51%	29%	20%

Central Montcalm High School students have performed below the state level in writing. We are working in changing this result with our goals and objectives.

Eleventh Grade Writing Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	30%		41	99%	1%	30%	59%	10%
	2008-09	31%					31%	60%	9%
Male	2007-08	29%		36%	99%	0%	29%	62%	10%
	2008-09	25%				0%	25%	63%	12%
Female	2007-08	32%		46%	100%	1%	31%	57%	11%
	2008-09	36%				0%	36%	56%	7%
Amer. Indian/ Native Alaskan	2007-08								
	2008-09								
Black, Not of Hispanic Origin	2007-08								
	2008-09	< 10							
Hispanic	2007-08								
	2008-09	< 10							
White, Not of Hispanic Origin	2007-08	31%		47%	98%	1%	30%	59%	10%
	2008-09	31%				0%	31%	60%	10%
Students with Disabilities	2007-08	5%		7%	98%	0%	5%	71%	24%
	2008-09	0%				0%	0%	60%	40%
Limited English Proficient	2007-08								
	2008-09	-			-	-	-	-	
Economically Disadvantaged	2007-08	27%		21%	99%	0%	27%	62%	11%
	2008-09								

Central Montcalm High School students have performed below the state level for the last two years in language arts. We will be working on changing these results through our goals and objectives.

Eleventh Grade English Language Arts Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	45%		52%	99%	0%	45%	38%	18%
	2008-09	45%				0%	45%	46%	9%
Male	2007-08	48%		48%	99%	0%	48%	38%	14%
	2008-09	40%				0%	40%	42%	17%
Female	2007-08	43%		57%	100%	0%	43%	35%	23%
	2008-09	49%				0%	49%	49%	2%
Amer. Indian/ Native Alaskan	2007-08								
	2008-09								
Black, Not of Hispanic Origin	2007-08								
	2008-09	< 10							
Hispanic	2007-08								
	2008-09	< 10							
White, Not of Hispanic Origin	2007-08	46%		59%	98%	0%	46%	37%	18%
	2008-09	44%				0%	44%	46%	10%
Students with Disabilities	2007-08	5%		11%	98%	0%	5%	24%	71%
	2008-09	10%				0%	10%	40%	50%
Limited English Proficient	2007-08								
	2008-09	-			-	-	-	-	-
Economically Disadvantaged	2007-08	38%		31%	99%	0%	38%	42%	20%
	2008-09	33%				0%	33%	56%	11%

Central Montcalm High School students have performed just below state level for the past two years. We are still working on improving our scores and be above state level.

Eleventh Grade Mathematics Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	40%		46%	99%	3%	37%	17%	43%
	2008-09	55%				7%	48%	17%	28%
Male	2007-08	59%		49%	99%	8%	51%	16%	25%
	2008-09	57%				10%	47%	14%	29%
Female	2007-08	41%		43%	100%	4%	36%	15%	45%
	2008-09	53%				4%	49%	20%	27%
Amer. Indian/ Native Alaskan	2007-08								
	2008-09								
Black, Not of Hispanic Origin	2007-08								
	2008-09	< 10							
Hispanic	2007-08								
	2008-09	< 10							
White, Not of Hispanic Origin	2007-08	50%		53%	98%	6%	44%	16%	34%
	2008-09	55%				7%	49%	17%	28%
Students with Disabilities	2007-08	10%		8%	98%	0%	10%	15%	75%
	2008-09	< 10							
Limited English Proficient	2007-08								
	2008-09	-			-	-	-	-	-
Economically Disadvantaged	2007-08	40%		25%	99%	9%	31%	22%	38%
	2008-09	48%				2%	45%	20%	32%

Central Montcalm High School students have performed at or above state level the last two years. This has been our strong suit with our students.

Eleventh Grade Social Studies Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	78%		80%	99%	31%	47%	15%	7%
	2008-09	85%				36%	49%	9%	6%
Male	2007-08	88%		80%	99%	40%	48%	7%	5%
	2008-09	88%				44%	44%	8%	4%
Female	2007-08	69%		80%	100%	23%	47%	23%	8%
	2008-09	82%				29%	53%	11%	7%
Amer. Indian/ Native Alaskan	2007-08								
	2008-09								
Black, Not of Hispanic Origin	2007-08								
	2008-09	< 10							
Hispanic	2007-08								
	2008-09	< 10							
White, Not of Hispanic Origin	2007-08	79%		85%	98%	31%	48%	14%	7%
	2008-09	85%				38%	47%	10%	6%
Students with Disabilities	2007-08	33%		41%	98%	5%	29%	48%	19%
	2008-09	20%				0%	20%	50%	30%
Limited English Proficient	2007-08								
	2008-09	-			-	-	-	-	-
Economically Disadvantaged	2007-08	76%		65%	99%	27%	49%	16%	9%
	2008-09	87%				29%	58%	9%	4%

Central Montcalm High School students have been just below state level for the past two years. We are working on our goals and objectives to make our students consistently above state levels.

Eleventh Grade Science Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	53%		57%	99%	2%	51%	18%	29%
	2008-09	50%				6%	44%	24%	26%
Male	2007-08	59%		58%	99%	3%	56%	18%	23%
	2008-09	50%				10%	40%	25%	25%
Female	2007-08	48%		55%	100%	1%	47%	17%	35%
	2008-09	49%				2%	47%	24%	27%
Amer. Indian/ Native Alaskan	2007-08								
	2008-09								
Black, Not of Hispanic Origin	2007-08								
	2008-09	< 10							
Hispanic	2007-08								
	2008-09	< 10							
White, Not of Hispanic Origin	2007-08	54%		64%	98%	2%	52%	18%	28%
	2008-09	49%				6%	43%	24%	27%
Students with Disabilities	2007-08	10%		17%	98%	0%	10%	19%	71%
	2008-09	10%				0%	10%	0%	90%
Limited English Proficient	2007-08								
	2008-09	-			-	-	-	-	-
Economically Disadvantaged	2007-08	44%		36%	99%	2%	42%	27%	29%
	2008-09	40%				4%	36%	27%	33%

Graduation and Dropout Rates:

Central Montcalm Public Schools believes that all children can learn and need to graduate from high school. Below are the graduation and dropout rates for the Class of 2009. These rates are calculated by the state for the previous year for school accreditation purposes. The data for the class of 2009 is noted below, but it is possible that a student could graduate after receiving credit from a summer class; therefore, the actual rates might change slightly when calculated in the fall. The graduation rate and dropout rate are based on codes assigned to each student indicating his/her status at the time his/her cohort finished. Some codes subtract students from the numerator and some subtract from the denominator, which means that the graduation rate and the dropout rate will not necessarily equal one hundred percent.

The graduation rate represents those students who began their high school program four years ago. Students that did not complete the mandatory requirements for graduation will complete their requirements through summer school. Also, some will continue their education next fall, and others will pursue other options. Central Montcalm High School is committed to assuring that all students have every opportunity to complete their education.

CLASS	Graduation/Retention	Dropout
Class of 2009		
Class of 2008	84.67%	6.57%
Class of 2007	82.19%	14.38%

Goal #1:

Improve math proficiency for all students.

Goal #2:

Improve writing for all students.

Goal #3:

Improve school climate for all students.

2. School-wide Reform Strategies:

Based on the student achievement results and the Ed Yes Process Data the CMHS team has developed the following broad goals:

Goal Area #1: Math

Rationale of Need: Central Montcalm students are 6% below the state average for proficiency on the MME test. Further, only 40% of students scored proficient on the state test.

Goal: Improve math proficiency for all students

Objective: By fall of 2011 student math proficiency on the MME will be at or above the state average.

Strategies: Continue to develop and implement power standards and common assessments in all math classes in order to use achievement results to drive curricular decisions. For example, students will be identified who have not mastered the content expectations and placed in a guided academic class or other assistance will be provided.

Research Used: Common formative assessments: how to connect standards-based instruction and assessment. Larry Ainsworth & Donald Viegut

“Both types of assessment are necessary. When they are aligned with each other, formative assessment data can be used to improve summative assessment results. Both of these assessments, working together, provide the information educators need to improve instruction and student learning.” p. 2

“Common formative assessments are principally designed to provide teachers with information about how their students are progressing toward understanding of the power standards.” p. 32

Professional Development Needed: Michelle Goodwin; Assessment for learning.

Parent Involvement Needed: Parental support for students who are identified by the math department.

Timely and Additional Assistance: A guided academic period will be implemented in 2009-10 to assist students not yet mastering the core expectations in math. Also, tutoring and peer assistance will be available.

Evaluation Strategies: Provide teacher collaboration time to compare and analyze assessment results after each unit.

Evidence: Common assessment results and comparison data.

Goal Area #2: Writing

Rationale (Need): 70% of students are below proficiency in writing on the state assessment. Further, students at Central Montcalm are 11% below the state average for proficiency.

Goal: Improve writing for all students.

Objective: By fall of 2011 student writing proficiency on the MME will be at or above the state average.

Strategies: Provide teacher collaboration time to share and develop writing expectations in each core area.

Research Used: *Teaching Adolescent Writers* by Kelly Gallagher.

“Teachers are often at a loss when it comes to getting a handle on 3 key elements: 1.) How to design assessments that drive better teaching 2.) How to provide meaningful feedback that helps students learn 3.) How to handle the paper load.”

“Writing, like swimming, is a skill, and as such, only improves with much (guided) practice...this is particularly true in content areas other than language arts...To significantly improve their writing skills, our students need to swim in the writing “pool” much more frequently.”

Professional Development Needed: In the fall of 2009, ELA teachers will share the 3-4 priority writing expectations with all staff for classroom writing across the curriculum implementation. Also, in December Mike Schmoker will be presenting the importance of writing across the curriculum.

Parent Involvement Needed: Parent information night at the end of September to create awareness of student writing expectations.

Timely and Additional Assistance: A guided academic period will be implemented in 2009-10 to assist students not yet mastering the core expectations in writing.

Evaluation Strategies: Provide teacher collaboration time to share and analyze writing assignments in each core area at least once a month.

Evidence: Sign-in sheets, an agenda from the meeting, teacher survey results, student achievement data.

Goal Area #3:

Rationale of Need: MiPhy results show a need for improved school climate. 39% of students surveyed reported that they “often or almost always hated being at school during the past year”. Further, only 37% of students report being praised by teachers for hard work in the classroom.

Goal: Improve school climate for all students

Objective: To improve student and staff attitudes about school.

Strategies: Create student focus groups across all grade levels and demographic groups. The focus group can interpret survey data and suggest changes for improvement.

Research Used:

The Mentor: An Academic Advising Journal

Beyond Student Satisfaction Surveys: Designing a Student Focus Group to Assess Academic Advising. Cynthia Demetriou, Adelphi University

“While each campus is unique, thinking about assessment as a way to improve the overall student experience, both in and out of the classroom, can strengthen any institution’s advising program” (Light, 2004).

Professional Development Needed: None

Parent Involvement Needed: Parental support for the focus group.

Timely and Additional Assistance: Our first meeting will occur following the Human Relations Retreat including the students who are trained in communication model used at the retreat.

Evaluation Strategies: Surveys will be conducted twice in December, before and after the Human Relations Retreat. Further, a third survey will be completed at the beginning of March to assess the results.

Evidence: Survey results and sign-in sheets.

3. Highly Qualified Staff:

One hundred percent of the teaching staff members and instructional paraprofessionals are highly qualified at Central Montcalm High School. Evidence supporting this statement is available at the Board Office and is a result of the Mi-TAP audit, which was completed during the 2007-2008 school year.

District and building administrators recruit only highly qualified educators. During the interview process only highly qualified candidates, per state and federal requirements are selected. All references and academic records are reviewed for accuracy.

4. Strategies to Attract Highly Qualified Staff:

Our school district website provides adequate information about our school and staff. Further, it is currently being updated to better serve our community. In order to retain highly qualified staff we offer school, district and outside professional development opportunities.

Technology is another attractive feature of our district. Our technology department strives to be on the cutting edge of the latest technology. Computer labs and portable labs are available for instructional use. Training is provided to staff members to assist them in implementing technology into their curriculum.

Finally, our facilities are updated as much as possible to best serve our students. In 2001 our district added new buildings and a large addition was added to the high school. Further, we have a gymnasium

large enough to host all state tournaments. Currently, we are working on “Project Pride” which is providing a facelift to the rest of our facilities.

5. Professional Development:

Central Montcalm staff will participate in a variety of professional development activities in the 2009-2010 school year. Below is a calendar of professional development activities.

Tuesday, September 1, 2009

- a. School Improvement Plan
- b. Lotus Diagram and Quarterly Plans: Why These Make Sense
- c. Lotus Diagram work in academic areas

Wednesday, September 2, 2009

- a. Why? Schmoker? Buy in, focus, year plan
- b. Assessment of Learning
 - Unpacking curriculum
 - Understanding curriculum
 - Guided practice in unpacking

Thursday, September 3, 2009

- a. Assessment of Learning – completing unpacking curriculum and lotus
- b. Technology updates

November 2, 2009

- a. Continue working on Lotus, Quarterly and Unpacking

December 2, 2009

- a. Dr. Michael Schmoker: Results Now!

March 5, 2010

- a. Dr. Michael Schomer – follow up
- b. Work on goals and objectives for the high school

6. Parental Involvement:

High School Parental Involvement Guideline

At Central Montcalm High School, we encourage and support parental involvement in their child’s education. To assist parents in the process of educating their child, we offer the following:

1. A guidance counseling department to assist students and parents in the scheduling of courses, college and career planning, and referrals to outside agencies.
2. A highly qualified staff in each content subject matter course taught at Central Montcalm High School. Staff are available on a regular basis to assist parents and students throughout the high school journey. Parents are encouraged to attend parent conferences each semester.
3. School activities such as athletics and extra-curricular events are aimed at developing and maintaining partnerships with parents. Students benefit from outside activities both academically and socially.
4. An extensive collaboration with the community allows Central Montcalm High School to integrate resources and services to strengthen our school programs. Service learning projects, and other programs link to learning skills and talents for a more successful young adult in the post-secondary world.

Expectations:

Parents and schools must work together to help students achieve high academic standards. Through a process that includes teachers, parents, students and community individuals, the following are agreed upon roles and expectations that we as partners will carry out to support student success in school and in life.

Staff Expectations:

- * Provide a safe and supportive learning environment.
- * Teach classes with an interesting and challenging curriculum that promotes student achievement.
- * Motivate my students to learn.
- * Set high expectations and help every child be successful in meeting the Michigan Content Expectations.
- * Communicate frequently and meet annually with families about student progress and the school-parent expectations.
- * Provide opportunities for parents to volunteer, participate, and observe in my classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- * Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- * Respect the school, students, staff and families.

Student Expectations:

- * Come to school ready to learn and work hard.
- * Bring necessary materials, completed assignments and homework.
- * Know and follow school and class expectations/procedures.
- * Communicate regularly with my parents, and teachers about school experiences so that they can help me to be successful in school.
- * Study or read every day after school.
- * Respect the school, classmates, staff and families.

Parent Expectations:

- * Provide a quiet time and place for homework and monitor TV viewing, video game playing, and internet usage.
- * Encourage my child to read for 30 minutes each and every day.
- * Ensure that my child attends school every day and gets adequate sleep, regular medical attention, and proper nutrition.
- * Regularly monitor my child's progress in school by parent portal or communicating with instructors.
- * Attend parent-teacher conferences.
- * Communicate the importance of education and learning to my child.
- * Respect the school, staff, students, and parents.

Six Types of Parent Involvement

1. Parenting: Help all families establish home environments to support children as students.

Active:

- a. Intervention:
 - Academically
 - Behaviorally
 - Emotionally
- b. Financial Aid Workshop
- c. Freshmen Orientation
- d. Class specific recommendations for education progress (written/verbal)

Improvements:

- a. Class specific recommendations for academic progress in all classes (written).
- b. Central Issue: Inform parents of important dates for their children.
- c. Parent Meeting: Conduct 3 or 4 times a year an important information and educational meeting for parents

2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.**Active:**

- a. Conferences with every parent at least once a year, with follow-ups as needed.
- b. Language translators to assist families as needed.
- c. Parent/student mailed or pickup of report card, with conferences on improving grades when needed.
- d. Regular schedule of useful notices, memos, phone calls, newsletter, and other communications.
- e. Provide information on choosing schools or courses, programs, and activities within schools.
- f. Provide information on all school policies, programs, reforms, and transitions.

Improvements:

- a. Review the quality of major communications (newsletters, report cards, conference schedules, and so on).
- b. Establish clear two-way channels for communications from home to school and from school to home.
- c. Education information on TV monitors in commons, during home events.
- d. Expand language translators to assist families as needed.
- e. Graduation progress report.
- f. Train staff in building effective parent involvement.

3. Volunteering: Recruit and organize parent help and support.**Active:**

- a. School and classroom volunteer program to help teachers, administrators, students, and other parents.
- b. Class parent, telephone tree, or other structures to provide all families with needed information.
- c. Job interviews.
- d. Chaperones from home dances and events.
- e. Parent portal.
- f. Website.

Improvements:

- a. Develop a procedure for recruiting volunteers at the high school.
- b. Develop a list of needs for volunteers at the high school.

4. Learning At Home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.**Active:**

- a. Information on homework policies and how to monitor and discuss schoolwork at home.
- b. Information on how to assist students to improve skills on various class and school assessments.
- c. Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.
- d. Education Showcase provides activities at school.
- e. Family participation in setting student goals each year and in planning for college or work (EDP/IEP)

Improvements:

- a. Parents informed about registrations for next school year.
- b. Class registration online for certain time period.

5. Decision Making: Include parents in school decisions, developing parent leaders and representatives.

Active:

- a. Active boosters (Athletic/Band) and other committees for parent leadership and participation.
- b. Information on school or local elections for school representatives.
- c. School Improvement Plan team.

Improvements:

- a. Start an Academic Boosters group.
- b. Networks to link all families with parent representatives on our district website.
- c. Students involved on decision making process.

6. Collaborating With Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Active:

- a. Information for students and families on community health, cultural, recreational, social support, and other programs or services.
- b. Information on community activities that link to learning skills and talents, including summer programs for students.
- c. Services integration through partnerships involving school.
- d. Service t the community by students, families, and school.
- e. Speakers from community (individuals or businesses).

Improvements:

- a. Alumni to help with different programs throughout the high school.
- b. Scholarship document that provides a write up, deadline and placed on district website. Have binder with hard copy available in the counseling office.

7. Preschool Transition Strategies:

This school serves only high school grades and does not need to address preschool transitioning.

However, we do offer information and services to incoming and exiting students. The following is a list of some of the opportunities offered.

- Freshman Orientation
- Transition Day
- NCA Education Center (Clearing House)
- Education Showcase
- Financial Aid Workshop
- Student Career Counseling Services

8. Teacher Participation in Making Assessment Decisions:

Teacher created assessments are used throughout our building. Common assessments are given for each course and administered to all students regardless of instructor (assessing common standards, common format and common assessment tools). Further, results are reviewed to revise instruction if necessary. In 2009-10 teachers will have a common planning time to better address student needs based on student results. Review and revise assessments if and when necessary.

Professional development will provide gathering, analyzing and interpreting data for our staff.

9. Timely and Additional Assistance:

Identification process of students not mastering state standards:

- * Analyze Middle School MEAP scores
- * Middle School counselor referrals
- * High School teachers make recommendations for foundations classes

Action Steps:

- * Student Assistance Team – monitoring progress of identified students
- * Mandatory ZAP (Zero Aren't Permitted)
- * Correctives from teacher recommendations
- * Foundations classes assigned during the school year
- * Student progress reports and teacher contact to parents
- * Intervention meetings- academic/behavior
- * Parent/Administrative meetings
- * Summer School
- * Credit Recovery
- * Adjusting student schedules for the following year

Differentiated Instruction:

Some teachers utilize differentiated instruction to address student needs. However, we know that professional development is needed in this area. We plan to address this in the 2009-10 school year.

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

The programs at [school], as depicted in the chart below, are intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational process. These programs receive funding from Title I, Title II A, Title II D, Section 31-a, Parent Teacher Organization funds, and district general funds.

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> • General Fund • Title I, Part A • Title I, ARRA 	• [School] Schoolwide Transition Process
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> • General Fund • Title II A • Title I, Part A • Title I, ARRA 	• [School] School Improvement/ Schoolwide Plan
3. Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Title II A first then General Fund 	• All staff (teachers and paraprofessionals) are currently highly qualified

4. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> • General Fund • Title II A 	<ul style="list-style-type: none"> • New Teacher Orientation Program • District Professional Development • Conferences to support continual learning • Money for Classroom use
5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Title II A • Title II D (District Level) • General Fund • Title I, Part A • Title I, ARRA 	<ul style="list-style-type: none"> • Rick Stiggins Assessment for Learning • IGOR – data warehouse • Common Assessments • Lexia Software • Dr. Mike Schmoker Results Now
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> • Title I, Part A • Title I, ARRA • GSRP 	<ul style="list-style-type: none"> • Parent Involvement Family Literacy Night(s)
7. Preschool Transition Strategies	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Kindergarten Round-Up • Open Houses
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> • General Fund • Title II A 	<ul style="list-style-type: none"> • Curriculum Meetings • Grade Level Meetings • IGOR Data Warehouse training • Professional Development
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> • Title I, Part A • Title I, ARRA • Title IIA • Section 31a (at-risk funds) • General Fund 	<ul style="list-style-type: none"> • Read Naturally • The Herman Method • Lexia Reading • Summer School • Paraprofessionals
10. Coordination and Integration of Federal, State, and Local Programs and Resources	<ul style="list-style-type: none"> • General Fund 	The Special Project Coordinator completes coordination of funds with staff, administration, and Central Office

Beyond the federal, state, local and coordination listed in the above chart, this district also coordinates the following programs to meet the needs of the schoolwide reform for ALL students:

- National School Lunch Program in all buildings – Free and Reduced Meals
- Violence Prevention Program in all buildings – Counselors/School Social Workers
- Head Start at Stanton Elementary – Eight Cap
- Technical & Vocational Programs – Montcalm Area Career Center

D. Curriculum Alignment

Teachers are included in making decisions regarding the district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together in building curriculum to create activities and common assessment for classroom use. Each academic area is creating a curriculum guide and working on unpacking benchmarks for core classes.

E. Use of Community Resources and Volunteers

Central Montcalm High School utilizes a variety of partnerships to support staff, students, and parents. The community helps in the following ways:

- * Central Montcalm Public School – City businesses
- * Central Montcalm Community Foundation – grants
- * Service Groups
- * Montcalm/Ionia Community Services
- * Montcalm/Ionia ISD's
- * Individuals throughout the community in many different ways.

F. Adult Roles in Community Education, Libraries, and Community College

Adult roles in community education, libraries, and community colleges are primarily a resource at the secondary level for all students.

Community Education:

Provides students the ability to complete graduation requirements through programs supported by community education.

White Pine Library:

Services are provided for all students through the public library. Not only through the use of books or periodicals, but also the use of technology. Many students do not have access to technology at home and the library provides this for the students.

Montcalm Community College:

Provides students with dual enrollment and a change to earn college credit for courses. During the summer, the community college provides programs for students to help strengthen their weaknesses.

Montcalm Career Center:

Provides students with courses that will help them gain skills for trade and/or also prepare for a college in a selected field. It helps students with developing life long job opportunities.

G. Methods for Effective Use of Technology

Central Montcalm Public School has Technology Plan approved by the Board of Education on July 1, 2009 and will expire on June 30, 2012. The plan can be found on the Central Montcalm Public School website www.qualityschool.org. Our students have the use of laptops and desktop computers in the classroom, plus a variety of approved online courses that provide credit recovery and AP classes.

* Compass Learning

* e20/20

H. On the Job Learning

Central Montcalm High School offers school to work program for high school students.

I. Building Level Decision Making

Through the use of the state required Ed. Yes! reporting system, Central Montcalm High School has established the process of having the school the school improvement team complete the self assessment and share their reflections with the greater staff for input.

J. Evaluation

Central Montcalm High School will meet annually to review the level of success in achieving our goals outlined in our School Improvement Plan. Using MEAP data and the EdYes indicators we will evaluate the effectiveness of our programs. Further, teacher input will be used to identify students with the greatest needs and interventions will be employed to better serve them. Teachers will also be welcomed to make recommendations for other methods of school improvement. A schedule has been developed for our Building School Improvement team to meet twice a month and teachers can make recommendations and contributions at our regular staff meeting each Monday.

K. Appendices

**School Calendar
2009-10**

August

Thursday	27	New teachers
Friday	28	New teachers
Monday	31	Welcome/Work day
Monday	31	Parent Meeting

September

Tuesday	1	All teachers – Professional Development
Wednesday	2	All teachers – Professional Development
Thursday	3	All teachers – Professional Development
Friday	4	No school – Labor Day weekend
Tuesday	8	School Begins
Friday	18	Fire Drill 8:45 am
Monday	28	Fire Drill 9:45 am

October

Tuesday	6	P/T Conferences 4:30 – 7:30 pm
Friday	9	Lockdown Drill – Controlled 8:40 am
Tuesday	20	Fire Drill 2:15 pm
Thursday	22	MEAP – 9 th Grade Students

November

Monday	2	No school – Professional Development
Thursday	5	End of marking period – early release all buildings
Friday	6	No school – P/T conferences
Thursday	26	No school – Thanksgiving recess
Friday	27	No school – Thanksgiving recess

December

Wednesday	9	P/T Conference 4:00 – 7:00 pm
Monday	21	No school – Winter recess begins

January

Monday	4	School resumes
Thursday	21	End of semester – early release 4-12
Friday	22	No school – Records day
Friday	29	Lockdown Drill – Uncontrolled 12:15 pm

February

Wednesday	24	P/T Conferences 4:00 – 7:00 pm
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March

Friday	5	No school – Professional Development
Monday	8	Tornado Drill 9:45 am
Tuesday	9	ACT plus Writing
Wednesday	10	Workkeys
Thursday	11	Michigan Test
Thursday	25	Education Showcase MS/HS 5 – 8 pm
Friday	26	End of marking period – early release all buildings

April

Friday	2	No school – Good Friday
Monday	5	No school – Spring recess begins
Monday	12	School resumes
Monday	12	Fire Drill 10:45 am
Thursday	22	Tornado Drill 2 :15 pm
Thursday	29	Fire Drill 8:45 am

May

Saturday	1	PROM
Friday	7	MCC Graduation
Wednesday	12	MS Honors Night
Thursday	13	Fire Drill – 1:15 pm
Thursday	13	HS Honors Night 6:00 pm
Wednesday	19	Seniors Last Day
Friday	21	Senior graduation practice 8:00 am
Sunday	23	Graduation Day 2:00 pm
Monday	31	No school – Memorial Day

June

Thursday	3	Last day for students – early release all buildings
Friday	4	Last day for teachers

Staff Meetings

First and Third Monday of each month from 7:10 am – 7:45 am

Department Meetings

Second and Fourth Monday of each month from 7:10 am – 7:45 am

Student Assistant Team

Second and Fourth Tuesdays of each month from 8:00 am – 10:00 am

District Parent Involvement Policy

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes.
- B. Providing a mutually supportive school and home environment, which encourages learning.
- C. Supporting a consistent and shared approach to child guidance and discipline.
- D. Providing for the proper health, safety, and well-being for their child.
- E. Supporting the development of English language proficiency skills.

The Board is committed to communicating with parents at a level and in a language they can understand. The Board, through this policy, directs the establishment of a parent involvement plan, which can be communicated to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parent Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District, which may include, among others, the following strategies:

- A. Provide parents with their child's individual assessment results, reading results, progress reports, report cards and parent conferences.
- B. Provide parents with the school's Code of Conduct.
- C. Arrange flexibly scheduled parent/teacher conferences and parent requested conferences.
- D. Publish in the District's school newsletter(s) information regarding the Parent Involvement Plan and parent involvement opportunities.
- E. Encourage home reading programs. Books may be provided for students to read at home.
- F. Maintain a consistent District wide effort to communicate regularly with parents.
- G. Distribute periodic newsletters from teachers informing parents of upcoming District events and curriculum being taught.
- H. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- I. Encourage active faculty participation in PTA or similar school parent groups.
- J. Have students perform for parents and community.
- K. Encourage parents to serve as chaperones for class field trips and other school activities.
- L. Recognize parents and volunteers who have helped throughout the year.
- M. Provide opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. Participating in school functions, organizations and committees;
- B. Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. Requiring their child to observe all school rules and regulations;
- D. Supporting and enforcing consequences for their child's willful misbehavior in school;
- E. Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. Reading all communications from the school, signing, and returning them promptly when required;
- H. Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.