



# **School Improvement Plan**

**Central Montcalm Middle School**

**Central Montcalm Public Schools**

Mr. Jason L. Johnston, Principal  
1480 SOUTH SHERIDAN RD  
STANTON, MI 48888-8906

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	7
--	---

Additional Information.....	8
-----------------------------	---

## **Improvement Plan Stakeholder Involvement**

Introduction.....	10
-------------------	----

Improvement Planning Process.....	11
-----------------------------------	----

## **School Data Analysis**

Introduction.....	13
-------------------	----

Demographic Data.....	14
-----------------------	----

Process Data.....	17
-------------------	----

Achievement/Outcome Data.....	19
-------------------------------	----

Perception Data.....	26
----------------------	----

Summary.....	31
--------------	----

**School Additional Requirements Diagnostic**

Introduction ..... 33  
School Additional Requirements Diagnostic ..... 34

**Title I Schoolwide Diagnostic**

Introduction ..... 37  
Component 1: Comprehensive Needs Assessment ..... 38  
Component 2: Schoolwide Reform Strategies ..... 39  
Component 3: Instruction by Highly Qualified Staff ..... 41  
Component 4: Strategies to Attract Highly Qualified Teachers ..... 42  
Component 5: High Quality and Ongoing Professional Development ..... 43  
Component 6: Strategies to Increase Parental Involvement ..... 44  
Component 7: Preschool Transition Strategies ..... 46  
Component 8: Teacher Participation in Making Assessment Decisions ..... 47  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 48  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 49  
Evaluation: ..... 50

**Goals for 2016-17**

Overview ..... 52  
Goals Summary ..... 53  
    Goal 1: All students at Central Montcalm Middle School will increase their science proficiency. .... 54  
    Goal 2: All students at Central Montcalm Middle School will become proficient writers. .... 55

Goal 3: All students at Central Montcalm Middle School will become proficient at meeting Social Studies standards. .	56
Goal 4: All students at Central Montcalm Middle School will increase their math proficiency.....	57
Goal 5: Everyone at Central Montcalm Middle School will demonstrate positive behavior.....	60
Goal 6: All students at Central Montcalm Middle School will become proficient readers.....	64
Activity Summary by Funding Source.....	68

## **Introduction**

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

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Central Montcalm Middle School serves between 430-450 students annually. The school is located in the heart of Montcalm County. The middle school serves the students from the communities of Sheridan, Sydney, Fenwick, Stanton and the surrounding townships. The community is mostly rural with a high incidence of poverty. Montcalm County is one of the poorest counties in Michigan, with very high unemployment rates. The middle school staff is comprised of 14.2 general education teachers, 3 special education teachers, 4 encore teachers, 4 part-time para-pros, 1.5 building secretaries, a part-time counselor, a part-time social worker, and a building principal. The middle school is also served by several ISD personnel to assist with various student needs. All staff meet the requirements of the federal NCLB legislation.

## **School's Purpose**

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

Central Montcalm Middle School's vision is to develop a learning community where all people strive for continuous improvement in everything they do. Our mission is to advance quality learning.

We are committed to the Principle of Caring.

We believe in: establishing an atmosphere that promotes learning, supporting each other, accepting and nurturing everyone, and keeping a safe secure environment.

We are committed to the Principle of Ethics.

We believe in: accepting responsibility for our decisions, actions and reactions, and 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, and 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, and solving problems together.

We are committed to the Principle of Integrity.

We believe in: honesty, high standards, and doing our best.

Central Montcalm Public Schools is a learning organization, built upon basic core values, and to this end:

We are committed to the Principle of Passion.

We believe in: being driven, being motivated, being committed, and having a love of what we are doing.

We are committed to the Principle of Empathy.

We believe in: being open to other points of view and understand the situation of others.

We are committed to the Principle of Honesty.

We believe in: trusting others, keeping our commitments, telling the whole truth, and stating the facts.

We are committed to the Principle of Respect.

We believe in: the self-worth of all people, the "Golden Rule", the appreciation of diversity and differences (including all in the learning community), and the rights of others.

We are committed to the Principle of Fairness.

We believe in: being equitable and consistent.

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

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

During the course of the last five years, Central Montcalm Middle School has successfully completed the process to become a School-wide Title I building. This has allowed us to obtain and apply additional resources to address the needs of our at-risk population. With the additional resources, we have created a middle school reading lab that is staffed by a highly qualified reading teacher. This program utilizes the research-proven READ 180 curriculum developed by Scholastic and serves approximately 75 students a day. We have also been able to develop a middle school mathematics lab that is staffed by a highly qualified math teacher. The program utilizes a variety of online support programs. This intervention serves approximately 60 students a day. Middle school staff have made the shift to using the Common Core in both Language Arts and Mathematics. Science has begun working to unpack the NGSS standards.

## **Additional Information**

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

Central Montcalm Middle School serves 450 students and has a staff of approximately 21 teachers. Due to recent budget cuts we have been forced to increase our class sizes to reduce staff. Average class sizes in the middle school range from 27 to 36. The middle school has also had to eliminate our library and combine it with the high school media center. Central Montcalm Middle School staff also includes one principal, 1.5 secretaries, a counselor three days a week, a school social worker two days a week, and four para-pros to assist special education students five hours a day.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The school improvement plan was developed using feedback from staff, parents and students. Stakeholders were surveyed to assess current concerns. Once the areas needing work were determined, small groups were established to form goals, objectives, strategies and necessary activities. Roles within the groups were determined using each member's strengths.

To accommodate staff, meetings were held to discuss goals and the overall improvement plan during professional development days, PLC meeting days, BSIT meetings, and DSIT member meetings.

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

Development of the school improvement plan utilized staff, parents and students. Staff feedback from professional development discussions and PLC meetings was used to determine specific needs/concerns for the building. Students were surveyed, with certain responses discussed during seminar periods. Parent feedback was also reviewed to be included in the planning process. The staff was responsible for writing goals and researching best practice strategies based on the collection of all of this feedback.

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

Staff were informed about the status of the school improvement plan during staff meetings and professional development throughout the year. Previous goals were discussed and current status of goals was analyzed. Parent meetings are scheduled each year to roll out the new plan and share results of the plan in progress and/or the previous year.

# School Data Analysis

## **Introduction**

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

## **Demographic Data**

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

### **Student Demographic Data**

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

The student population at Central Montcalm Middle School consists of many transient as well as migratory families. This, in part, contributes to a large sub group of economically disadvantaged students. There are many relocations throughout the school year due to seasonal work, unemployment, and other family concerns. Students may have gaps in learning due to instability at home and inconsistency in curriculums. Over the years, a decline in student enrollment has led to a decline in some areas of staffing. However, we have seen enrollment climb back to 2011-12 levels at 440 students. The lack of a full-time counselor to address students' emotional and educational needs negatively effects students' well-being and learning potential.

### **Student Demographic Data**

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

Students who move in and out of the district tend to have a higher absenteeism rate. This, in turn, is directly related to lower scores overall. In addition, gaps are becoming more prevalent with transient students. The majority of students with high absenteeism tend to also be identified as belonging to the economically disadvantaged sub group of students. The home lives of these students may not be conducive to addressing these issues.

### **Student Demographic Data**

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

The number of discipline referrals has stayed even during this school year compared to last year. Suspension and expulsion numbers have followed a similar path. However, discipline issues continue to take away from instructional time.

### **Student Demographic Data**

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

We are currently partnered with MAISD and MiBLSI to improve our MTSS structure for behavior. We will implement a Positive School Climate program beginning in the Fall of 2016 at Tier 1.

A part-time counseling staff is available to address issues related to the instability of students' home lives.

Student records are studied upon arrival to highlight any special needs that need to be addressed for class placement.

Assessment data continues to be analyzed to determine where specific gaps exist between economically disadvantaged and non-economically disadvantaged student groups to strategize changes in instruction necessary to close that gap.

Attendance concerns are handled on an individual student basis. Students with consistent absenteeism are directed to a consultation with a court official to work together on a plan to improve the student's attendance record.

When a student is unable to attend school for whatever reason, teachers provide missing assignments with a fair amount of time given to complete the required work.

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

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

The building administrator has extensive background in classroom instruction, but is new to administration. This enables him to understand classroom concerns and address them. However, given that this is his first year as a principal he is still in the process of learning to be the leader in the building for curriculum and instruction.

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

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

Central Montcalm Middle School features a mostly veteran staff with only a few teachers having less than 10 years of experience. More experienced teaching staff have the ability necessary to address concerns based on years of experience.

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

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

The school leaders consider very carefully each absence that is taken. It is the belief of school leaders that their presence in the building is important to the daily function. However, our veteran staff is very capable of handling situations as they arise.

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

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

Teacher absences have had no impact on student achievement. Teaching staff provide in-depth plans for qualified guest teachers when necessary.

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

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

Continued budget stability will enable existing staffing to accommodate the number of students in the building. School staff regularly participate in professional development focused on student achievement.

## **Process Data**

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

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

CMMS has an aligned curriculum that was clearly communicated to all stakeholders. Data analyses are used on a consistent basis in making decisions. Communication systems in place to include all stakeholders provide for more clear understanding of expectations and results.

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

Our focus is on fully implementing Strand 1 (teaching for learning; in particular, curriculum alignment), Strand 2 (leadership for learning), and Strand 3 (professional learning culture).

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

A curriculum that is not aligned both vertically and horizontally does not provide students with consistent learning across the grades. Not being fully implemented with educational leadership and professional learning results in an unclear vision for academic success. Without these strands in place, our focus could easily shift from improving instruction and students' achievement.

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

We need to continue working toward an aligned curriculum, making sure to include guidelines for accommodations and modifications. Common planning time for departments will enable a more thorough analysis of assessment data and goal progress. This will also provide the opportunity to identify specific students who require additional assistance in a timely manner. Maintaining fidelity of professional development and consistency with PLC planning time will provide accountability among staff.

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

The establishment, follow-through, and evaluation on individual education plans (IEPs) by all stakeholders (teaching staff, principal, counselors, family, support staff, and student) ensures access to intervention programs.

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

Title reading and math classes are scheduled to assist students in all grades. A mentoring program has been established at Central Montcalm Middle School to assist with students in need of additional one on one work with adult mentors.

Guided Academics classes are scheduled, at all grade levels, into the school day to provide additional assistance for students needing extra time and instruction to complete work.

Seventh and eighth grade students are given the opportunity to take advanced math classes. Eighth grade students can receive high school credit for both Algebra and Spanish.

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

Students are selected for these programs/classes based on academic successes and challenges.

There are two scheduled Title meetings each school year; one at the start of the school year and one near the end. This is to inform parents of students who are eligible for title services of the opportunities available.

Parents are also communicated with through school correspondence and parent meetings.

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

Teachers have created curriculum calendars that indicate the standards being taught in each lesson and accommodations provided for students who do not meet these standards. Daily PLC meetings are held at the grade and department levels to discuss RTI concerns and refer them to the RTI 1 team that meets bi-monthly. Monthly 6 - 12 department meetings assist with the vertical alignment of each department.

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

We use the information from the MiPHY to determine areas of concern with regards to drug usage and sexual activity. These concerns are then incorporated into our Health classes.

## **Achievement/Outcome Data**

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

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

Lexile scores at all three grade levels at CMMS are on track to show an average increase of 5% from September, 2015, to March, 2016. (The expectation criteria were that students were either at grade level or above, or they that increased their lexile by at least 50 points.) Results of the 2015 M-STEP showed strengths in the understanding of word meanings based on context, connotations, and figurative language techniques.

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

The biggest challenge with students and reading levels is getting them to read. There is a strong lack of motivation when it comes to independent reading. Four years ago, the library at the middle school was closed. Students no longer have the opportunity to stop in and get a book whenever they want. They are scheduled to go to the high school library once a week. Occasionally, they are permitted to go on their own but not all students are able to behave appropriately without supervision and must go with the class. Finding time to conference one on one with students in regard to their individual reading needs is not possible without other areas suffering.

According to the results of the 2015 M-STEP results, students showed weaknesses in the areas of analyzing cross text literature, providing support for inferences, and summarizing key/central ideas.

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

We are seeing an upward trend in reading scores, especially among students with disabilities or considered "at risk".  
The majority of students enrolled in the READ 180 program showed a significant increase in their reading lexile.  
Approximately 90% of students with disabilities met their individual reading goals, but are not necessarily at grade level yet.

#### **19d. Reading- Summary**

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

Students will be given additional opportunities to read within the classroom. Reading Counts is recorded as a separate ELA grade and requires students to read books on their own and at their level. Programs such as READ 180 will continue. Additional ELA time in resource room is provided to students with specific disabilities. There are also ELA inclusion classrooms. Students are given a variety of reading materials from different sources so they can experience reading in different genres. The use of the on-line tiered guided instruction site Moby Max is available for use with story comprehension and fluency.  
Specific resources will be used to practice the development and analysis of inferences.

#### **20a. Writing- Strengths**

Students in grades 6 - 8 have been working on composing and analyzing different types of text. Working more in this area has shown positive results with students being able to identify and use textual evidence to support conclusions developed from these readings. The use of a more structured language program that focuses on grammar and vocabulary is assisting students in a better understanding of writing, editing, and revising written work. Moby Max programs in language and reading/writing skills has enabled students to practice reading and writing skills in a self-guided format. According to the 2015 M-STEP, strengths varied across grade levels depending on the type of writing. However, on a daily basis, students' strongest motivation is driven by the opportunity to choose their own topics and type of writing.

#### **20b. Writing- Challenges**

According to the results from the 2015 M-STEP, students show challenges in the areas of applying writing strategies and mechanics in narrative, argumentative, and informational content. Students need to work more on providing supporting evidence for specific types of writing.

### **20c. Writing- Trends**

Students are showing more improvement with structure through editing written pieces with the use of peer-editing and specific guidelines.

### **20d. Writing- Summary**

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

Teachers will guide in-depth instruction on the structure of writing involving argumentative, informative, and narrative writing. The use of the on-line guided instruction site Moby Max has been expanded for use with language, vocabulary, and spelling in the areas of reading and writing.

In addition, students practice and, when necessary, are re-taught language lessons through "Five-A-Day" language sheets.

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

Math scores for the CMMS student population showed a growth from pre-test to post-test scores of 98.6% for the total CMMS 6- 8 population. Students' strengths lie mainly in procedural mathematics.

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

- \* negative attitude toward mathematics
- \* weak in vocabulary content and "action" verbs
- \* trouble with direction verbage, both conjecture and assumptions
- \* application of "book" problems to everyday life
- \* majority of students not performing at grade level

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

Moby Max results indicate a majority of students have made an increase in grade level to some degree but M-STEP scores remain low. (Moby Max is mainly procedural.)

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

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

Application: The new math program is more application and use of tasks in each unit.

Vocabulary: Working with curriculum director to choose content vocabulary.

Direction verbage: Will use levels of Bloom's Taxonomy at the higher level to analyze, evaluate, and create.

Not at grade level: Title I math program for students significantly below grade level.

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

Our students showed strengths in the following areas for science,

1. Constructing charts and graphs
2. Drawing conclusions
3. Evaluating data, claims, and personal knowledge
4. Using tools and equipment
5. Identifying patterns in data
6. Designing solutions to problems using technology
7. Identifying chemical changes/properties
8. Motion
9. Structure of a molecule
10. Physical traits of an organism
11. Plate motion
12. Earth's rotation

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

Our challenges include;

1. Human effects on the world
2. Kinetic and potential energy
3. Transferring light energy into chemical
4. Contact and non-contact forces
5. Relationship patterns
6. Population changes
7. Behavioral traits
8. Sexual vs. asexual reproduction
9. Animal systems
10. Cells and their functions
11. CO<sub>2</sub>, H<sub>2</sub>O are used to make carbs, proteins, and fats
12. Climate vs. weather

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

Science has continually scored below state standards but our scores have been on the rise. With the new M-Step it will take some time to determine new trends.

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

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

Challenging areas will be addressed individually in the appropriate grade levels. Our school continues to address our low state scores and sets a goal to raise our science scores using Marzano's academic vocabulary strategies, utilizing strategies discussed in the book Successful Teacher and attending Michigan Science Teacher's Association annual conference.

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

Social Studies had the following strengths,

1. Identifying rights and responsibilities of citizenship
2. Explaining the impact of European contact
3. Describing how entrepreneurs combine natural, human, and capital resources
4. Explaining why the Framers wanted to limit the power of government
5. Analyzing how Michigan's location/natural resources influence economic development
6. Describing how global competition affects the national economy

7. Describing the relationship between the location of natural resources and industry
8. Using information text and visual data
9. Using maps to describe elevation, climate and population density
10. Describing significant developments in the Southern colonies
11. Identifying situations guaranteed by the constitution and Bill of Rights
12. Explaining specialization and division of labor
13. Distinguishing between the roles of the state and local government
14. Comparing American Indians
15. Identifying questions political scientists ask in examining the United States
16. Using a case study to identify push and pull factors
17. Creating timelines
18. Assessing the positive and negative effects of human activities
19. Describing how people adapt
20. Using cardinal and intermediate directions

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

The challenges in Social Studies include,

1. Describing cause and effects with the Stamp Act, Boston Tea Party, and Boston Massacre
2. Describing importance of Valley Forge, Battle of Saratoga and Battle of Yorktown
3. Using multiple sources to describe interactions between American Indians and the first explorers
4. Giving examples of powers granted to the federal government
5. Comparing human and physical characteristics of regions
6. Describing significant developments in the New England colonies
7. Describing current movements of goods, people, jobs to/from Michigan
8. Describing the separation among branches
9. Explaining how taxes and spending serve the purpose of government
10. Giving examples of Constitutional limits
11. Explaining why public goods are not privately owned
12. Describing the role of the First and Second Continental Congress
13. Explaining how price affects goods and services
14. Using graphic data
15. Giving examples of how conflicts over core democratic values lead people to differ
16. Using primary and secondary sources

### **23c. Social Studies- Trends**

There are no standardized scores on which to base trends. However, it has been shown through quarterly results that students are able to read maps and formulate timelines more accurately; and analyze physical and human characteristics and their effect on civilizations.

**23d. Social Studies- Summary**

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

Students will be given more practice in contrasting and comparing different events through history. there will also be more opportunities to analyze cause and effect relationships.

## Perception Data

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

### 24a. Student Perception Data

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

Our students were highly satisfied in the following areas.

- \* purpose and expectations are clearly explained to me and my family.
- \* student are offered a high quality education
- \* students are treated with respect by teachers
- \* teachers work together to improve student learning
- \* rules are applied equally to all students
- \* teachers and school principal have high expectations
- \* school gives multiple assessments
- \* challenging curriculum
- \* school prepares students for future issues
- \* school motivates students
- \* family involvement opportunities
- \* school makes sure there is at least one adult who knows me well
- \* learning services
- \* teachers use a variety of teaching methods
- \* teachers adjust their teaching
- \* teachers explain their expectations
- \* teachers check for understanding
- \* teachers provide information about student's learning and grades
- \* teachers keep my family informed
- \* teachers grade fairly
- \* students felt our building and grounds are safe and clean
- \* Updated technology
- \* Interesting activities to participate
- \* Access to counseling, career planning and other helpful programs
- \* Considering students' opinions when planning ways to improve the school

### 24b. Student Perception Data

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

Students expressed the lowest satisfaction in the areas of respect. Students felt that their peers do not respect each other, their teachers and each others property.

#### **24c. Student Perception Data**

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

Central Montcalm Middle School will adopt a Positive Behavior Intervention Support System starting with the 2016 school year. SW-PBS is a systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.

Evidence-based features of SW-PBS

- Prevention
- Define and teach positive social expectations
- Monitor, acknowledge, and correct positive behavior
- Define problem behaviors and create a systematic continuum of responses to misbehavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions.
- Administrative leadership - Team-based implementation (Systems that support effective practices)

#### **25a. Parent/Guardian Perception Data**

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

Our parents were highly satisfied with the following areas,

- \* Feeling welcome when they visit
- \* Students feeling safe at school
- \* Adults showing respect for students
- \* Their child has a least one adult advocate
- \* School environment helps the learning process
- \* Parents are proud to be a Hornet
- \* School has high student expectations
- \* Challenging classes
- \* Relationship between what is taught and his/her everyday life

## School Improvement Plan

Central Montcalm Middle School

---

- \* Updated technology
- \* Students understand how to seek academic help
- \* Teachers give students extra help
- \* Students are provided with a variety of helpful resources
- \* School provides quality support
- \* School provides opportunities for students to participate in interesting activities
- \* School leaders care about the students

### 25b. Parent/Guardian Perception Data

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

Our lowest level of satisfaction among parents/guardians was in the areas of handling discipline fairly (19%), communicating upcoming events and dates (19%), and contacting families of students who are struggling academically (18%).

### 25c. Parent/Guardian Perception Data

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

Administrator will review the handbook and continue to follow the steps outlined to ensure fairness. Parents responded that the preferred method of contact was email and phone calls. Teachers will continue to make an effort to keep parents informed about events and academics.

### 26a. Teacher/Staff Perception Data

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

The overall highest level of satisfaction among teachers/staff,

- \*clearly focused on student success
- \*purpose statement is supported by policies and practices adopted by the school governing board
- \*continuous improvement
- \*staff are committed to achieving the school's goals
- \*emphasis on student learning
- \*staff provide leadership
- \*leaders advocate for effective instruction
- \*people act with integrity
- \*administrators consider various viewpoints when making decisions
- \*administrators hold staff accountable and care about the staff
- \*administrators share decision making and discuss teaching issues
- \*staff members work together and trust one another

\*staff members regularly communicate with parents

\*assessment results are used to determine professional development and professional development activities are consistent with school goals

\*teachers view themselves as learners with an environment conducive to learning

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

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

The lowest area of satisfaction among our teachers/staff was in the area of professional growth opportunities, teachers providing feedback to each other, students respecting each other, and having our standards completely aligned.

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

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

Our newly adopted Positive Behavior Intervention Support System will help to address the respect issues. Due to budget constraints personal professional development has been limited.

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

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

We did not conduct a community survey.

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

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

We did not conduct a community survey.

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

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

We did not conduct a community survey.



## Summary

### 28a. Summary

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

Our students, staff and parents were overall very satisfied with the running of our building. All felt that a challenging curriculum was presented with opportunity for all to share. Staff and students felt respect was an area to work on.

### 28b. Summary

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

CMMS has a high poverty student body. Lack of support services could dampen our student growth. Many of our students could benefit from student counseling groups.

### 28c. Summary

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

Teachers have been professional developed in educating high poverty students. Teachers will continue to use these strategies. Our counselor will continue to offer and see as many students as possible and continue to seek outside services. Starting with the 2016 school year, we will begin a Positive Behavior Intervention Support System. This is a systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.

# School Additional Requirements Diagnostic

## **Introduction**

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

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	N/A. We are a 6-8 school building.	

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

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Marty James- (989) 831-2100 Wilberta Witkopp- (989) 831-2500	

## School Improvement Plan

Central Montcalm Middle School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Parent Involvement Plan is on page #4 of the student handbook.  <a href="https://docs.google.com/document/d/13AmdioGABaU45KApeI7xQ7AGW8PiQZ79FrWK4EYPlnY/edit">https://docs.google.com/document/d/13AmdioGABaU45KApeI7xQ7AGW8PiQZ79FrWK4EYPlnY/edit</a>	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	<a href="https://docs.google.com/document/d/1vP1O-yCU-PiFsUrzhRCYw_mQNIJVfyBqzCjWqnDM/edit">https://docs.google.com/document/d/1vP1O-yCU-PiFsUrzhRCYw_mQNIJVfyBqzCjWqnDM/edit</a>	

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

# Title I Schoolwide Diagnostic

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The CNA for Central Montcalm Middle School was evaluated as an all-staff in-service project. Responses were garnered from general ed as well as special ed teachers in grades 6 - 8. Trends were also analyzed to develop additional goals.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

All perception data indicates that our school environment is comfortable and conducive to learning. Students reported that they feel like they are challenged and that they have adults that they can go to when they need help. However, respect (both student-to-student and student-to-staff) was identified as a common area of weakness in the student and staff surveys. Our student referral data also supports this.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

One major goal for the 2016-17 school year is focused on positive school culture. Central Montcalm partnering with MAISD and MiBLSi to create systems to support this initiative. Our behavior goal is designed to directly impact issues of respect and discipline referrals.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

The category respect will be addressed through our adoption of Positive Behavior Intervention Support System. This is a systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

CMMS will use the following strategies to help all students reach State standards:

Math teachers will use Moby Max and performances tasks to incorporate real world situations.

All teachers will adopt the Positive Behavior Intervention Support System which is systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students. All teachers will continue using differentiated instruction techniques learned through 2014-2015 school year. Language Arts teachers will use Moby Max with guided instruction for reading and writing. All teachers will incorporate academic vocabulary strategies discussed during 2016 professional development.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

"Summarizing and note-taking." Focus on Effectiveness: Research-based Strategies. 2005. Northwest Regional Educational Laboratory. [www.netc.org](http://www.netc.org) "What's the Gist? Summary Writing for Struggling Adolescent Writers." Voices From the Middle, Volume 11 Number 2, December 2003. "Strategy 21: Sorting Information Using Patterns and Criteria." Research-Based Strategies, 2009. Payne, Ruby K., Ph.D.

Hall, T., Strangman, N. & Meyer A. (2003). Differentiated Instruction and Implementation for UDL Implementation. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved from:

[http://aim.cast.org.learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org.learn/historyarchive/backgroundpapers/differentiated_instruction_udl)

Reimer, W. & Reimer, L (2005). Historical Connections in Mathematics Volume III: Resources for Using History of Mathematics in the Classroom. AIMS Educational Foundation. Montague, M. & Applegate, B. (1993). Middle School Students' Mathematical Problem Solving: An Analysis of Think-Aloud Protocols. Learning Disability Quarterly, 16, 19-32.

"Comparing Module". A Handbook for Classroom Instruction, 2001. Marzano, Robert. et al. "Strategy 21: Sorting Information Using Patterns and Criteria." Research-Based Strategies, 2009. Payne, Ruby K., Ph.D.

Research Cited: MiBLSi (n.d.). Overview of MiBLSi and Positive Behavioral Interventions and Supports [PowerPoint]. Retrieved from

<http://miblsi.cenmi.org/Conferences/MiBLSiPresentations/tabid/691/articleType/ArticleView/articleId/683/MiBLSi-and-PBIS-Overview.aspx>

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

Perception data showed that an area of need expressed among students was in the area of respect. Teachers plan to employ the use of seminar to help address this need. Teachers will use lesson plans and videos of examples and non-examples of positive behavior strategies to be implemented in and around school grounds.

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Strategies which will be used to provide a level of intervention for students who need the most instructional support include: Additional student work time during the school day is provided through seminar. Staff will work in PLC groups to establish classroom practices and set up structures that support differentiated approaches based on students' skills and modes of learning. Staff will also provide instruction to students that will help them reflect on logical solutions and to examine their work more critically. This program is staffed by a highly qualified math instructor and utilizes both web-based and direct instruction to help students increase their math proficiency. Program incorporates scaffolding of content, explicit instruction, multiple strategies, gradual release, think-pair-share activities and meaningful practice.

**5. Describe how the school determines if these needs of students are being met.**

Data from regular assessments in ELA, math, social studies, and science are analyzed on a regular basis to determine specific interventions necessary to address concerns.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals meet the requirements of NCLB to be highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teaching staff meet the requirements of highly qualified as required by NCLB legislation.	

## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

There was no reduction in teaching staff in the 2015-2016 school year.

### 2. What is the experience level of key teaching and learning personnel?

All teachers have a proper teaching certification from the State of Michigan. In addition to Bachelor Degrees in either Education or a specific subject area over 50 percent of the staff hold advanced degrees in the education field.

### 3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school strives to offer a competitive compensation and benefits package.

### 4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district strives to offer a competitive wage and benefit package.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The school does not have a high turnover rate.

## Component 5: High Quality and Ongoing Professional Development

**1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.**

Our professional development is ongoing and all is aligned with the needs addressed in the CNA. Math, Science, Social Studies and Language Arts teachers participate in monthly meetings related to the Common Core. Our staff will continue to have time to work on the common core. All core areas will have professional development during the 2016-2017 school year to continue this work.

**2. Describe how this professional learning is "sustained and ongoing."**

Our professional development is an ongoing process. Staff members meet daily in core/grade level groups to continue their life long learning.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Our school calendar for the 2016-2017 school year has not been set nor do we have the professional development decided.	

## Component 6: Strategies to Increase Parental Involvement

**1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Feedback was provided by parents through the use of an online parent survey, through meetings, social media and through parent/teacher/student conferences.

**2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

In the beginning of the school year, teachers supplied parents with a class syllabi and curriculum calendars. Parents were invited to attend the Title 1 and SIP informational meetings and provided with grade and subject level study guides.

**3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents were invited to the annual Title 1 review meeting held in the spring. Parents were also provided with an online survey to share their opinions.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Parents are provided with various opportunities to interact with teachers and the decision-making process. These opportunities are outlined in detail in the Central Montcalm Middle School parent involvement policy.	

**5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

Activities and opportunities for Central Montcalm parents are scheduled throughout the year. The schedule is created in conjunction with the school improvement plan. These include, but are not limited to, open houses, conferences, parent activity nights, and policy information meetings.

**6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

The School Leadership Team (SLT) teams will determine the number of participants and evaluate their feedback in parent activities. Then they will decide if additional steps are needed for future involvement.

**7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

Evaluation results will be used to increase the opportunities for parents to participate in school wide activities

**8. Describe how the school-parent compact is developed.**

A state-provided template was used as a framework but adjusted to meet the needs of our school and community. Input was provided by school staff and parents.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

Not applicable

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Parents are introduced to this compact on orientation night. The school principal outlines the compact with parents. Parents are requested to study over the document on their own, sign it and return it to the school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		parent compact

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

The school provides scheduled conferences, monthly progress reports, and state assessment results. If a parent needs to communicate in a language other than English, information is provided in their language. We are alerted to parents who communicate in a language other than English on our native language survey that is part of the involvement forms.

## **Component 7: Preschool Transition Strategies**

**1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

N/A

**2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Teachers meet in daily PLC groups to improve instructional practices for all students. At least once a week PLC meetings will be devoted to subject area groups. The focus of these PLC teams will be on data analysis and the improvement of classroom instruction.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Data collected from assessments is desegregated among department teaching staff. If necessary, supplemental instruction and strategies for improvement are provided.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Results from standardized tests as well as quarterly grades are used to identify students in need of additional services. In addition, teacher referrals through RTI are taken into consideration.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

In addition to direct teacher instruction, reading and math programs have been established through Title I to target specific students' needs.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Assignments and assessments are accommodated to meet individual student's needs.

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

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Programs at school 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, and district general funds.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Schoolwide Components Funding Sources Programs

1. Comprehensive Needs Assessment-General Fund

-Title I, Part A

-Title I, ARRA

2. Schoolwide Reform Strategies

-General Fund

-Title II A

-Title I, Part A

-Title I, ARRA

3. Instruction by Highly Qualified Professional Staff-Title II A first then General Fund-All staff are currently highly qualified.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The State and Federal Programs coordinator completes coordination of funds with staff, administration, and Central Office. Before 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-Counselor/School Social Workers

Head Start at Central Montcalm Elementary-Eight Cap

Technical and Vocational Programs-Montcalm Area Career Center

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

DSIT, school leadership team and staff meetings are held to evaluate the current school improvement plan, make any revisions, and make a plan for the upcoming school year.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

PLC groups meet to break down the data from state and local assessments. Members use the data to find out the student's current level and to determine if gains have been made. State data is also analyzed to find out common areas in which a group struggles. PLC meetings will take these common areas and develop common lessons and assessments to address these needs.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

PLC groups meet to break down the data from state and local assessments. Members use the data to find out the student's current level and to determine if gains have been made. State data is also analyzed to find out common areas that a group struggles. PLCs will take these common areas and develop common lessons and assessments to address these needs. Teachers have also sorted their data on local assessments so that specific groups of students can be analyzed.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Following state and local assessments, DSIT, school leadership team and staff members meet in groups to analyze local and state data. Groups discuss the current interventions in place and determine if more time is needed for the intervention or if the intervention is not working.

## **Goals for 2016-17**

## Overview

### Plan Name

Goals for 2016-17

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Central Montcalm Middle School will increase their science proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$700
2	All students at Central Montcalm Middle School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$500
3	All students at Central Montcalm Middle School will become proficient at meeting Social Studies standards.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$15000
4	All students at Central Montcalm Middle School will increase their math proficiency.	Objectives: 2 Strategies: 5 Activities: 7	Academic	\$101146
5	Everyone at Central Montcalm Middle School will demonstrate positive behavior.	Objectives: 1 Strategies: 1 Activities: 14	Organizational	\$350
6	All students at Central Montcalm Middle School will become proficient readers.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$1500

## Goal 1: All students at Central Montcalm Middle School will increase their science proficiency.

### Measurable Objective 1:

14% of All Students will demonstrate a proficiency on M-STEP in Science by 06/02/2017 as measured by 2017 M-STEP.

### Strategy 1:

Tiers I and II Pyramid of Intervention - All Science staff will use differentiated instruction techniques learned through professional development provided during the 2014-2015 school year.

Category: Science

Research Cited: Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009). > Response to Intervention and the Pyramid > Model. Tampa, Florida: University of South Florida, Technical Assistance > Center on Social Emotional Intervention > for Young Children. > > Eaker, R., DuFour, R., & Burnette, R. (2002). Getting started: > Reculturing schools > to become professional learning communities. Bloomington, Indiana: > National Education Service.

Tier: Tier 1

Activity - Science Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science staff will utilize vocabulary strategies outlined in Marzano's Vocabulary for the New Science Standards.	Academic Support Program	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$90	Title II Part A	All highly qualified science teachers
Activity - Successful Science Teacher Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize strategies discussed in the book What Successful Science Teachers Do: 75 Research-Based Strategies.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/02/2017	\$110	Title II Part A	All highly qualified science teachers
Activity - Michigan Science Teacher Teacher's Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn from science experts from both Michigan and the United States regarding STEM initiatives and the new NGSS standards.	Professional Learning	Tier 1	Getting Ready	09/02/2016	06/02/2017	\$500	Title II Part A	All highly qualified science staff

## Goal 2: All students at Central Montcalm Middle School will become proficient writers.

### Measurable Objective 1:

60% of All Students will demonstrate a proficiency when responding to a writing prompt in English Language Arts by 06/02/2017 as measured by a score of at least 70% based on a 10-point rubric..

### Strategy 1:

Grammar Usage and Spelling - Our MEAP and M-STEP data shows that a weakness for students exists in identifying and applying proper grammar and spelling in a written passage. Staff will provide instruction and guided practice specifically geared toward improving student proficiency in this area. Teachers will compile, deliver, and collect data quarterly based on "Hair on Fire" assessments. These results will be discussed at PLC meetings and instructional practices will be adjusted as indicated by the data collected.

Category: English/Language Arts

Research Cited: The Role Of Grammar In Improving Student's Writing by Beverly Ann Chin, Professor Of English University of Montana. Copyright ©2000 by William H. Sadlier, Inc.,

<http://www.uwplatt.edu/~ciesield/graminwriting.htm>

"Grammar Gallery: The Research Basis" by Roberta Stathis and Patrice Gotsch, The Teaching Writing Center, a Division of SG Consulting, Inc., copyright 2013.

Tier: Tier 1

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional practice in proper grammar and spelling through quided instruction with Moby Max.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/02/2017	\$500	Other	All teachers of Language Arts.

Activity - Drafting and editing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comparing students' writing with an established rubric, teachers will guide discussion and instruction of the drafting and editing process as it relates to grammar and spelling concerns in students' work.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/02/2017	\$0	No Funding Required	All Language Arts instructors

### Strategy 2:

Response to Intervention - The staff will collaborate to develop a monthly RTI to utilize at CMMS.

Category: English/Language Arts

Research Cited: Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009). Response to Intervention and the Pyramid Model. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention

## School Improvement Plan

Central Montcalm Middle School

for Young Children.

Eaker, R., DuFour, R., & Burnette, R. (2002). Getting started: Reculturing schools to become professional learning communities. Bloomington, Indiana: National Education Service.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA staff will use differentiated instruction strategies learned through the professional development provided during the 2014-2015 school year.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$0	No Funding Required	Mr. Jason Johnston BSIT Team

### Goal 3: All students at Central Montcalm Middle School will become proficient at meeting Social Studies standards.

#### Measurable Objective 1:

25% of Eighth grade students will demonstrate a proficiency in Social Studies in Social Studies by 06/02/2017 as measured by the 2017 M-STEP..

#### Strategy 1:

interpreting information from multiple sources - Our local and state data show that students are having difficulties interpreting data on charts, graphs, maps, timelines, etc. Staff will provide instruction and guided practice specifically geared toward improving student proficiency with this skill. Teachers will compile, deliver, and collect data on a quarterly basis. These results will be discussed at PLC meetings and instructional practices will be adjusted as indicated by the data collected.

Category: Social Studies

Research Cited: "Comparing Module". A Handbook for Classroom Instruction, 2001. Marzano, Robert. et al. "Strategy 21: Sorting Information Using Patterns and Criteria." Research-Based Strategies, 2009. Payne, Ruby K., Ph.D.

Tier: Tier 1

Activity - Interpreting data from multiple sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Central Montcalm Middle School

Teachers will provide instruction on comparing and interpreting data from charts, maps, graphs, and timelines. This instruction is based on data assessment results and will be followed up by students working with these graphics in their regular assignments.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/02/2017	\$0	General Fund	All highly qualified Social Studies teaching staff and building principal.
---	--------------------------	--------	---------	------------	------------	-----	--------------	--

### Strategy 2:

Tiers I and II Pyramid of Intervention - All Social Studies staff will use differentiated instruction techniques learned through professional development provided during the 2014-2015 school year.

Category: Learning Support Systems

Research Cited: > Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009).

> Response to Intervention and the Pyramid

> Model. Tampa, Florida: University of South Florida, Technical Assistance

> Center on Social Emotional Intervention

> for Young Children.

>

> Eaker, R., DuFour, R., & Burnette, R. (2002). Getting started:

> Reculturing schools

> to become professional learning communities. Bloomington, Indiana:

> National Education Service.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social Studies staff will use differentiated instruction techniques learned through professional development training provided during the 2014-2015 school year.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$15000	Title II Part A	CMMS principal and BSIT members

## Goal 4: All students at Central Montcalm Middle School will increase their math proficiency.

### Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency of skills and problem-solving in Mathematics by 06/02/2017 as measured by the 2016 MSTEP Assessment.

## School Improvement Plan

Central Montcalm Middle School

### Strategy 1:

Real World Application - Provide application problems that relate directly to real-life. Staff will have students complete performance tasks once a unit. Students will receive instruction on application of concepts in real-world situations. Staff will also provide instruction to students that will help them reflect on logical solutions and to examine their work more critically. Students will also receive instruction and will practice interpreting results of these tasks. New math program focuses more on application and the use of tasks in each unit.

Category: Mathematics

Research Cited: Reimer, W. & Reimer, L (2005). Historical Connections in Mathematics Volume III: Resources for Using History of Mathematics in the Classroom.

AIMS Educational Foundation. Montague, M. & Applegate, B. (1993). Middle School Students' Mathematical Problem Solving: An Analysis of Think-Aloud Protocols.

Learning Disability Quarterly, 16, 19-32.

Tier: Tier 1

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have students complete performance tasks once a unit. Students will receive instruction on application of concepts in real-world situations. Staff will also provide instruction to students that will help them reflect on logical solutions and to examine their work more critically. Students will also receive instruction and will practice interpreting results of these tasks.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/02/2017	\$100646	Title I Part A	All highly qualified Mathematics instructors
Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max shows majority of students have made an increase in grade level to some degree. However, M-STEP scores remain low. Students will receive additional math practice support in all areas of Common Core state standards using guided instruction through the Moby Max system. Moby Max is mainly procedural.	Academic Support Program, Technology	Tier 1	Monitor	02/02/2015	06/02/2017	\$500	Other	All highly qualified Mathematics Instructors
Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will examine the new online math resource.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$0	Title II Part A	All highly qualified math teachers

### Strategy 2:

Title I Math Lab - This program is staffed by a highly qualified math instructor and utilizes both web based and direct instruction to help students increase their math proficiency. Program incorporates scaffolding of content, explicit instruction, multiple strategies, gradual release, think-pair-share activities and meaningful practice.

## School Improvement Plan

Central Montcalm Middle School

Category: Mathematics

Research Cited: Institute of Education Sciences. (2009). Assisting Students Struggling with Mathematics: Response to intervention (RtI) for Elementary and Middle Schools.

Tier: Tier 2

Activity - Continued Implementation of Math Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I mathematics lab utilizing software. Instruction is geared to individual student needs through the use of SMI and Moby Max.	Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/03/2013	06/02/2017	\$0	No Funding Required	Principal, title I Math instructor and Title I Program Director

### Strategy 3:

Vocabulary - Teachers will integrate vocabulary instruction into the mathematics classroom. This will include content vocabulary as well as "direction vocabulary" focusing on Bloom's higher order questioning strategy.

Category: Mathematics

Research Cited: Reimer, W. & Reimer, L (2005). Historical Connections in Mathematics Volume III: Resources for Using History of Mathematics in the Classroom. AIMS Educational Foundation. Montague, M. & Applegate, B. (1993). Middle School Students' Mathematical Problem Solving: An Analysis of Think-Aloud Protocols. Learning Disability Quarterly, 16, 19-32.

Tier: Tier 1

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with curriculum director to choose content vocabulary. For direction verbage use levels of Bloom's Taxonomy (higher level: analyze, evaluate, create.) Focus will be on content and "action" verbs including direction verbage pertaining to conjecture and assumptions.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$0	Other	All highly qualified mathematics instructors

### Measurable Objective 2:

A 3% increase of Students with Disabilities students will demonstrate a proficiency of basic skills and problem solving in Mathematics by 06/02/2017 as measured by 2016 M-STEP Assessment..

### Strategy 1:

Inclusion - All resource room students will be included in general education classrooms. Instruction provided by highly qualified math instructors.

Category:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Central Montcalm Middle School

Research Cited: Kochhar, C.A., West, L.L., & Taymans.J.M. (2000). Successful inclusion: Practical Strategies for a Shared Responsibility. Upper Saddle River, NJ: Prentice-Hall.

Tier: Tier 3

Activity - General Education Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will receive mathematics instruction in the general education classrooms. Classes will be scheduled to allow team teaching to occur with both the general education and special education teachers. Students with disabilities will be given modified assignments and assessments but will be exposed to the same course content as the general education students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/02/2017	\$0	No Funding Required	Building principal and all instructional staff.

### Strategy 2:

Tier I and II Pyramid of Intervention - All math staff will provide differentiated instruction.

Category: Mathematics

Research Cited: > Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009).

> Response to Intervention and the Pyramid

> Model. Tampa, Florida: University of South Florida, Technical Assistance

> Center on Social Emotional Intervention

> for Young Children.

>

> Eaker, R., DuFour, R., & Burnette, R. (2002). Getting started:

> Reculturing schools

> to become professional learning communities. Bloomington, Indiana:

> National Education Service.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math staff will receive professional development on implementation of new math materials in the area of differentiation. Work will be done with both print and on-line materials.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$0	No Funding Required	All highly qualified math instructors

## Goal 5: Everyone at Central Montcalm Middle School will demonstrate positive behavior.

### Measurable Objective 1:

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

### Strategy 1:

MTSS/MiBLSi - The MiBLSi model is an integrated model of behavior and reading support. - Positive Behavior Intervention Support System - School-wide PBS is:

- A systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.

Evidence-based features of SW-PBS

- Prevention
- Define and teach positive social expectations
- Monitor, acknowledge, and correct positive behavior
- Define problem behaviors and create a systematic continuum of responses to misbehavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions.
- Administrative leadership – Team-based implementation (Systems that support effective practices)

Category: School Culture

Research Cited: Research Cited: MiBLSi (n.d.). Overview of MiBLSi and Positive Behavioral Interventions and Supports [PowerPoint]. Retrieved from <http://miblsi.cenmi.org/MiBLSiModel.aspx>

<http://miblsi.cenmi.org/Conferences/MiBLSiPresentations/tabid/691/articleType/ArticleView/articleId/683/MiBLSi-and-PBIS-Overview.aspx>

Tier: Tier 1

## School Improvement Plan

Central Montcalm Middle School

Activity - School Leadership Team- PSC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. (TFI Item #1)	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	09/30/2016	\$0	No Funding Required	CMMS SLT
Activity - Team Operating Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. (TFI Item #2)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	CMMS SLT
Activity - Behavioral Expectations and Definitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SLT-Behavior will develop stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. After the behavior expectations have been identified then they will develop clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. (TFI Item #s 3 & 5)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	No Funding Required	CMMS SLT-Behavior Team
Activity - Teaching of Behavior Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SLT-Behavior team will develop lesson plans for all staff in order to ensure that expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. (TFI Item # 4)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Discipline Policies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SLT-Behavior Team will develop school policies and procedures which describe and emphasize proactive, instructive, and/ or restorative approaches to student behavior that are implemented consistently. (TFI Item # 6)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	CMMS SLT

## School Improvement Plan

Central Montcalm Middle School

Activity - School Wide PBIS Kick-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An action plan will be developed in order to orient all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. (TFI Item # 7)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	CMMS SLT & all staff
Activity - Classroom Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will ensure that Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. (TFI Item #8)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	All Staff
Activity - Feedback and Acknowledgement System (Hornet H.E.R.O)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A formal system (i.e., written set of procedures for specific behavior feedback) will be developed that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. (TFI Item #9)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT
Activity - Faculty Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to classroom instruction, staff will directly monitor, analyze, and report out observations on student behavior. These observations will be used to re-evaluate and re-teach strategies as necessary. Faculty will be shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. (TFI Item #10)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT
Activity - Student/Family/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Central Montcalm Middle School

Stakeholders (students, families, and community members) will be given the opportunity to provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. (TFI Item #11)	Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT
<b>Activity - School-Wide Information System (SWIS)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Tier I team will use SWIS in order to have instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. (TFI Item #12)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$350	General Fund	SLT-Behavior Team
<b>Activity - Data-Based Decision Making</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school leadership team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. (TFI #13)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT
<b>Activity - Tiered Fidelity Inventory Data</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school leadership team reviews and uses SWPBIS fidelity (e.g., Tiered Fidelity Inventory) data at least annually. (TFI Item #14)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT
<b>Activity - Annual Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The School Leadership Team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including year-to-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. (TFI Item #15)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	No Funding Required	SLT

**Goal 6: All students at Central Montcalm Middle School will become proficient readers.**

## School Improvement Plan

Central Montcalm Middle School

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/02/2017 as measured by M-STEP and SRI scores..

### Strategy 1:

Paired Text Analysis - Students will compare and contrast informational and narrative texts which share a common theme.

Category: English/Language Arts

Research Cited: "Comparing Module". A Handbook for Classroom Instruction, 2001.

Marzano, Robert. et al.

"Strategy 21: Sorting Information Using Patterns and Criteria." Research-Based Strategies, 2009. Payne, Ruby K., Ph.D.

Tier: Tier 1

Activity - Analysis of reading content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explore with students the different types of reading genre to which they will be exposed, both fiction and non-fiction. The importance of textual evidence as well as primary and secondary sources will be included in classroom instruction as well. Students will read and analyze two high-interest passages. Each is written at grade level with appropriate vocabulary and sentence structure, and are tied together by a common theme. A series of multiple choice and written response questions pertaining to the given texts follow.	Academic Support Program	Tier 1	Monitor	02/15/2013	06/02/2017	\$0	General Fund	All English Language Arts teachers.

### Strategy 2:

All Purpose Reading - Teachers will integrate a variety of reading types during direct classroom instruction. This will include teachers reading to students, students reading silently, students participating in reader's theater, students reading out loud to classmates, paired reading between students, and students following written text while listening to taped stories. Assorted literary types will reflect different grade level curriculums including, but not limited to, fiction, non-fiction, news articles, historical documents, poetry, narratives, and biographies.

Category: English/Language Arts

Research Cited: "Building Reading Proficiency at the Secondary Level," SEDL:Advancing Research, Improving Education. Compiled by Cynthia L. Peterson, Pd.D., David C. Caverly, Ph.D., Sheila A. Nicholson, M.S.Ed., Sharon O'Neal, Ph.D., Susan Cusenbary, M.Ed., Southwest Texas State University, 2013.

Tier: Tier 1

Activity - All Purpose Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Central Montcalm Middle School

Teachers provide a variety of opportunities for students to be actively involved with reading an assortment of text at varying levels and types. Teachers will monitor students' progress through the Scholastic Reading Counts and SRI programs in September, January, and May.	Academic Support Program	Tier 1	Monitor	09/04/2012	06/02/2017	\$0	General Fund	All highly qualified English Language Arts teaching staff.
--	--------------------------	--------	---------	------------	------------	-----	--------------	--

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use guided instruction to practice fluency and comprehension skills to enhance reading capabilities.	Academic Support Program	Tier 1	Implement	02/01/2015	06/02/2017	\$500	Other	All highly qualified ELA staff.

### Strategy 3:

READ 180 - Scholastic's READ 180 program is designed as an intervention strategy to increase reading proficiency for struggling students. A specially-trained instructor monitors, instructs, and assesses students' reading progress through individualized reading plans based on lexile levels. Students work to progress to their grade level reading lexile.

Category: English/Language Arts

Research Cited: "FOUR YEARS OF U.S. DEPARTMENT OF EDUCATION RESEARCH SHOWS READ 180®

EFFECTIVE IN COMBATING ADOLESCENT ILLITERACY," US Department of Education: Striving Readers Report. 2011.

Tier: Tier 2

Activity - READ 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Scholastic-trained reading specialist instructs, monitors, and assesses students' reading progress through daily interaction in an individualized program.	Academic Support Program	Tier 2	Monitor	09/04/2012	06/02/2017	\$1000	Title I Schoolwide	Highly Qualified Reading Specialist

### Strategy 4:

Tier I and Tier II Pyramid of Intervention - All ELA staff will provide differentiated instruction learned through professional development obtained during the 2014-2015 school year.

Category: English/Language Arts

Research Cited: > Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009).

> Response to Intervention and the Pyramid

> Model. Tampa, Florida: University of South Florida, Technical Assistance

> Center on Social Emotional Intervention

> for Young Children.

## School Improvement Plan

Central Montcalm Middle School

---

- >
  - > Eaker, R., DuFour, R., & Burnette, R. (2002). Getting started:
  - > Reculturing schools
  - > to become professional learning communities. Bloomington, Indiana:
  - > National Education Service.
- Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA staff will use differentiated instruction techniques learned through professional development training provided during the 2014-2015 school year.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$0	No Funding Required	CMMS principal and BSIT members.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max	Students will use guided instruction to practice fluency and comprehension skills to enhance reading capabilities.	Academic Support Program	Tier 1	Implement	02/01/2015	06/02/2017	\$500	All highly qualified ELA staff.
Moby Max	Students will receive additional practice in proper grammar and spelling through quided instruction with Moby Max.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/02/2017	\$500	All teachers of Language Arts.
Moby Max	Moby Max shows majority of students have made an increase in grade level to some degree. However, M-STEP scores remain low. Students will receive additional math practice support in all areas of Common Core state standards using guided instruction through the Moby Max system. Moby Max is mainly procedural.	Academic Support Program, Technology	Tier 1	Monitor	02/02/2015	06/02/2017	\$500	All highly qualified Mathematics Instructors
Vocabulary	Working with curriculum director to choose content vocabulary. For direction verbage use levels of Bloom's Taxonomy (higher level: analyze, evaluate, create.) Focus will be on content and "action" verbs including direction verbage pertaining to conjecture and assumptions.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$0	All highly qualified mathematics instructors

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
READ 180	A Scholastic-trained reading specialist instructs, monitors, and assesses students' reading progress through daily interaction in an individualized program.	Academic Support Program	Tier 2	Monitor	09/04/2012	06/02/2017	\$1000	Highly Qualified Reading Specialist

### No Funding Required

## School Improvement Plan

Central Montcalm Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Procedures	All staff will ensure that Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. (TFI Item #8)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	All Staff
Feedback and Acknowledgement System (Hornet H.E.R.O)	A formal system (i.e., written set of procedures for specific behavior feedback) will be developed that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. (TFI Item #9)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT
Differentiated Instruction	All ELA staff will use differentiated instruction strategies learned through the professional development provided during the 2014-2015 school year.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$0	Mr. Jason Johnston BSIT Team
Discipline Policies	The SLT-Behavior Team will develop school policies and procedures which describe and emphasize proactive, instructive, and/ or restorative approaches to student behavior that are implemented consistently. (TFI Item # 6)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	CMMS SLT
Teaching of Behavior Expectations	The SLT-Behavior team will develop lesson plans for all staff in order to ensure that expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. (TFI Item # 4)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	All Staff
Drafting and editing	Comparing students' writing with an established rubric, teachers will guide discussion and instruction of the drafting and editing process as it relates to grammar and spelling concerns in students' work.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/02/2017	\$0	All Language Arts instructors
Data-Based Decision Making	The school leadership team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. (TFI #13)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT
Behavioral Expectations and Definitions	The SLT-Behavior will develop stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. After the behavior expectations have been identified then they will develop clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. (TFI Item #s 3 & 5)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	CMMS SLT-Behavior Team

## School Improvement Plan

Central Montcalm Middle School

General Education Inclusion	All middle school students will receive mathematics instruction in the general education classrooms. Classes will be scheduled to allow team teaching to occur with both the general education and special education teachers. Students with disabilities will be given modified assignments and assessments but will be exposed to the same course content as the general education students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/02/2017	\$0	Building principal and all instructional staff.
Continued Implementation of Math Programs	Title I mathematics lab utilizing software. Instruction is geared to individual student needs through the use of SMI and Moby Max.	Academic Support Program, Technology, Direct Instruction	Tier 2	Monitor	09/03/2013	06/02/2017	\$0	Principal, title I Math instructor and Title I Program Director
Student/Family/Community Involvement	Stakeholders (students, families, and community members) will be given the opportunity to provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. (TFI Item #11)	Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT
Differentiated Instruction	All ELA staff will use differentiated instruction techniques learned through professional development training provided during the 2014-2015 school year.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$0	CMMS principal and BSIT members.
Differentiated Instruction	All math staff will receive professional development on implementation of new math materials in the area of differentiation. Work will be done with both print and on-line materials.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$0	All highly qualified math instructors
School Wide PBIS Kick-Off	An action plan will be developed in order to orient all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. (TFI Item # 7)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	CMMS SLT & all staff
School Leadership Team- PSC	School Leadership team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. (TFI Item #1)	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	09/30/2016	\$0	CMMS SLT

## School Improvement Plan

Central Montcalm Middle School

Faculty Involvement	In addition to classroom instruction, staff will directly monitor, analyze, and report out observations on student behavior. These observations will be used to re-evaluate and re-teach strategies as necessary. Faculty will be shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. (TFI Item #10)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT
Team Operating Procedures	Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. (TFI Item #2)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	CMMS SLT
Tiered Fidelity Inventory Data	The school leadership team reviews and uses SWPBIS fidelity (e.g., Tiered Fidelity Inventory) data at least annually. (TFI Item #14)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT
Annual Evaluation	The School Leadership Team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including year-to-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. (TFI Item #15)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$0	SLT

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving	Staff will have students complete performance tasks once a unit. Students will receive instruction on application of concepts in real-world situations. Staff will also provide instruction to students that will help them reflect on logical solutions and to examine their work more critically. Students will also receive instruction and will practice interpreting results of these tasks.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/03/2013	06/02/2017	\$100646	All highly qualified Mathematics instructors

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Central Montcalm Middle School

Analysis of reading content	Teachers will explore with students the different types of reading genre to which they will be exposed, both fiction and non-fiction. The importance of textual evidence as well as primary and secondary sources will be included in classroom instruction as well. Students will read and analyze two high-interest passages. Each is written at grade level with appropriate vocabulary and sentence structure, and are tied together by a common theme. A series of multiple choice and written response questions pertaining to the given texts follow.	Academic Support Program	Tier 1	Monitor	02/15/2013	06/02/2017	\$0	All English Language Arts teachers.
Interpreting data from multiple sources	Teachers will provide instruction on comparing and interpreting data from charts, maps, graphs, and timelines. This instruction is based on data assessment results and will be followed up by students working with these graphics in their regular assignments.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/02/2017	\$0	All highly qualified Social Studies teaching staff and building principal.
School-Wide Information System (SWIS)	The Tier I team will use SWIS in order to have instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. (TFI Item #12)	Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$350	SLT-Behavior Team
All Purpose Reading	Teachers provide a variety of opportunities for students to be actively involved with reading an assortment of text at varying levels and types. Teachers will monitor students' progress through the Scholastic Reading Counts and SRI programs in September, January, and May.	Academic Support Program	Tier 1	Monitor	09/04/2012	06/02/2017	\$0	All highly qualified English Language Arts teaching staff.

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Professional Development	Staff will examine the new online math resource.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/02/2017	\$0	All highly qualified mathematic teachers
Successful Science Teacher Strategies	Teachers will utilize strategies discussed in the book <i>What Successful Science Teachers Do: 75 Research-Based Strategies</i> .	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/02/2017	\$110	All highly qualified science teachers

**School Improvement Plan**

Central Montcalm Middle School

Science Vocabulary	All science staff will utilize vocabulary strategies outlined in Marzano's Vocabulary for the New Science Standards.	Academic Support Program	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$90	All highly qualified science teachers
Michigan Science Teacher Teacher's Conference	Teachers will learn from science experts from both Michigan and the United States regarding STEM initiatives and the new NGSS standards.	Professional Learning	Tier 1	Getting Ready	09/02/2016	06/02/2017	\$500	All highly qualified science staff
Differentiated Instruction	All social Studies staff will use differentiated instruction techniques learned through professional development training provided during the 2014-2015 school year.	Academic Support Program	Tier 1	Monitor	07/07/2014	06/02/2017	\$15000	CMMS principal and BSIT members