

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Central Montcalm Public Schools

ISD/RESA: Montcalm Area ISD

School Name: Central Montcalm Middle School

Grades Served: 6,7,8

Principal: Mr. Tom Torok

Building Code: 03461

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## Introduction

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

## School Information

School:	Central Montcalm Middle School
District:	Central Montcalm Public Schools
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	03461
City:	STANTON
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## Vision Statement

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

## Mission Statement

To Advance Quality Learning

## Beliefs Statement

We are committed to the Principle of Caring.

We believe in:

- Establishing an atmosphere that promotes learning

- Supporting each other

- Accepting and nurturing everyone

- Keeping a safe and secure environment

We are committed to the Principle of Ethics.

We believe in:

- Accepting responsibility for your decisions, actions and reactions

- Adhering to professional standards of conduct

We are committed to the Principle of Optimism.

We believe in:

- Continuous improvement in all systems and processes

- Expecting all students and staff to be learners

- Creating an outstanding community

- Valuing the intentions and opinions of others

- Knowing everyone can succeed

We are committed to the Principle of Loyalty.

We believe in:

- Fostering a high regard for the whole system

- Supporting the mission and vision

- Building partnerships

- Solving problems together

We are committed to the Principle of Integrity.

We believe in:

- Honesty

- High standards

- Doing our best GUIDING PRINCIPLES

The Central Montcalm Public School district

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
- Having a love of what we are doing

We are committed to the Principle of Empathy.

We believe in:

- Being open to other's point of view
- Understanding the situation of others

We are committed to the Principle of Honesty.

We believe in:

- Trusting others
- Keeping our commitments
- Telling the whole truth
- Stating the facts

We are committed to the Principle of Respect.

We believe in:

- Self-worth of all people
- The "Golden Rule"
- Appreciation of diversity and differences
- Including all into the learning community
- Rights of others

We are committed to the Principle of Fairness.

We believe in:

- Being equitable
- Being consistent

# Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

## Goal 1: Mathematics

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Our goal is to increase math proficiency with all students and with an emphasis on students who are economically disadvantaged and students with disabilities.

**Gap Statement:** 6th grade : Raise proficiency from 78% to 83%. We did not meet our goal for 2010. Our scores did not increase by 4%. This year, 2011, we would like to achieve the 83%.All students exhibited a proficiency of 78%, while economically disadvantaged students showed a proficiency of 69%. Students with disabilities showed a proficiency of 25%. There was a gap in scores of 9% between all students and students categorized as economically disadvantaged. There was also a discrepancy score of 53% between all students and students with disabilities.

7th grade: 2010 goal of raising proficiency from 83% to 85% was met.

New goal for 2011 MEAP is to raise proficiency from 83% to 85%.Scores for all students in 7th grade showed a proficiency level of 82%. Students categorized as economically disadvantaged showed a score of 78%. There was also a discrepancy score of 24% between all students and students with disabilities.

8th grade: 2010 goal of raising proficiency from 66% to 70% was met and surpassed.

New goal for 2011 MEAP is to raise proficiency from 78% to 80%.All students exhibited a proficiency of 78%, while economically disadvantaged students showed a proficiency of 70%. Students with disabilities showed a proficiency of 33%.This data shows the beginning of the closing of the gap between all students and students categorized as economically disadvantaged. Good news! The gap between students with disabilities and all other students was 45%. This gap needs to be focused on and improved.

**Cause for Gap:** The causes for this achievement gap is a combination of factors:

- \*Title 1 intervention classes were not in affect yet
- \*Special education students participating in the general education tests
- \*After school math tutoring was not in affect yet
- \*Compass learning was not in place yet

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

MI-ACCESS

Quarterly Assessments

On-going teacher assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor**

**progress and success of this goal?** MEAP scores, MI-ACCESS scores, quarterly assessments, and teacher observation will be used to monitor improvement of proficiency levels. This will be facilitated through Math recovery classes. For 2011, our goal is to reduce this gap by 3%.

**Contact Name:** Tom Torok

**List of Objectives:**

Name	Objective
Math Proficiency Level	6th grade: All students will increase their math scores by 4% 7th grade: All students will increase their math scores by 2% 8th grade: All students will increase their math scores by 2% We will be working on reducing the gap between all students and students with disabilities. We would like to see this gap reduced by 3% for the 2011 school year.

## 1.1. Objective: Math Proficiency Level

**Measurable Objective Statement to Support Goal:** 6th grade: All students will increase their math scores by 4%

7th grade: All students will increase their math scores by 2%

8th grade: All students will increase their math scores by 2%

We will be working on reducing the gap between all students and students with disabilities. We would like to see this gap reduced by 3% for the 2011 school year.

**List of Strategies:**

Name	Strategy
Continuation of PLCs	During the 2011-2012 school year, teachers will continue with their Professional Learning Communities at least once a month to improve math proficiency levels for all students; this will also increase proficiency levels in targeted groups (Students with Disabilities) as it will focus on interventions for the students who are at risk of failing.
Math Interventions	Staff will continue offering supplemental math re-teaching practice sessions (correctives) for students identified as not having mastered State objectives to provide an intervention for those students who need further learning opportunities to master math standards thus increasing math proficiency.
One to One (1:1) Laptop Initiative	All 6th - 8th grade students are provided with individual laptops and receive daily instruction with these. Teachers assist in providing daily opportunities to bring learning to life through technology while specifically addressing the economically disadvantaged and students with disabilities subgroups. Teachers will incorporate the use of technology into their classrooms with the assistance of an instructional coach.

### 1.1.1. Strategy: Continuation of PLCs

**Strategy Statement:** During the 2011-2012 school year, teachers will continue with their Professional Learning Communities at least once a month to improve math proficiency levels for all students; this will also increase proficiency levels in targeted groups (Students with Disabilities) as it will focus on interventions for the students who are at risk of failing.

**Selected Target Areas**

I.1.A.2	The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.B.1	Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.2	Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3	A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.2	There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

**Other Required Information for Strategy**

Michael Schmoker's article in Educational leadership, March 1999, Volume 56, Number 6 states, "Every school year the full faculty should conduct a review of assessment result. Teams of teachers should identify the most pronounced patterns of student weakness, then seek absolute clarity of the nature on these problems through staff development and regular, professional collaboration, teachers should focus on these areas while monitoring progress regularly."

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PLC Meeting Time	2011-09-01	2012-06-06	All teachers will participate in professional learning communities for their subject area. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions for each subject area.

#### 1.1.1.1. Activity: PLC Meeting Time

**Activity Description:** Teachers will meet collaboratively by subject area with a Instructional learning coach at least once a month to look at student data from formative and summative assessments. Teachers will make decisions regarding needed interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussions of assessments, instructional plans, and timelines for what will be done with students to improve math proficiency. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the plan and work from previous meeting. The team learning logs will be located in notebooks maintained by subject area team leaders.

**Planned staff responsible for implementing activity:** All teachers will participate in professional learning communities for their subject area. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions for each subject area.

**Actual staff responsible for implementing activity:** Julie Schafer; Instructional Learning coach

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-06

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	5,000.00	0.00

### 1.1.2. Strategy: Math Interventions

**Strategy Statement:** Staff will continue offering supplemental math re-teaching practice sessions (correctives) for students identified as not having mastered State objectives to provide an intervention for those students who need further learning opportunities to master math standards thus increasing math proficiency.

**Selected Target Areas**

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

**Other Required Information for Strategy**

Marzano, Robert J., et al. "Practice," A Handbook for Classroom Instruction that Works p. 130.  
 "It is certain that without practice little learning occurs."

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
After school Title Math	2010-11-08	2012-06-06	Becky Tower
Math Re-teach Exploratory	2011-01-25	2012-06-04	Highly qualified mathematics instructor

**1.1.2.1. Activity: After school Title Math**

**Activity Description:** Highly qualified math instructor will provide an after school supplemental learning course for students who are struggling to master basic skills for their grade level.

**Planned staff responsible for implementing activity:** Becky Tower

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-11-08, End Date - 2012-06-06

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After school Title Math	Title I Schoolwide	2,700.00	

**1.1.2.2. Activity: Math Re-teach Exploratory**

**Activity Description:** A highly qualified math instructor will continue to provide additional math instruction for 60 minutes a day to targeted students. Instruction will include the use of remedial material available online through Compass Learning and intense reteaching of basic math concepts. Re-teaching of basic math skills and facts that will help students to be successful. This is a supplemental class for students not mastering math standards during the regularly scheduled school day.

**Planned staff responsible for implementing activity:** Highly qualified mathematics instructor

**Actual staff responsible for implementing activity:** Highly qualified mathematics instructors

**Planned Timeline:** Begin Date - 2011-01-25, End Date - 2012-06-04

**Actual Timeline:** Begin Date - 01/24/2011, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Re-Teach Instructor	Title I Part A	25,000.00	0.00

### 1.1.3. Strategy: One to One (1:1) Laptop Initiative

**Strategy Statement:** All 6th - 8th grade students are provided with individual laptops and receive daily instruction with these. Teachers assist in providing daily opportunities to bring learning to life through technology while specifically addressing the economically disadvantaged and students with disabilities subgroups.

Teachers will incorporate the use of technology into their classrooms with the assistance of an instructional coach.

**Selected Target Areas**

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

**Other Required Information for Strategy**

Barley, Z. Helping at-risk students meet standars: A synthesis of evidence-based classroom practices, 2002, p.97.

Pitler, Hubbell, Kuhn, Malenoski K. Using Technology with Classroom Instruction that Works.

Reeves, D. Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning, 2007, pp. 167 and 172.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Instruction through laptops	2011-09-07	2012-06-07	All highly qualified math teachers

#### 1.1.3.1. Activity: Instruction through laptops

**Activity Description:** All 6th - 8th grade students are provided with individual laptops and receive daily instruction. Teachers assist in providing daily opportunities to bring learning to life through technology while specifically addressing the economically disadvantaged and students with disability subgroups. Teachers will post I-Can statements and assignments on Edmodo weekly.

**Planned staff responsible for implementing activity:** All highly qualified math teachers

**Actual staff responsible for implementing activity:** All highly qualified math staff

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-07

**Actual Timeline:** Begin Date - 09/07/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	14,000.00	0.00
Technology Instructional Coach	Title II Part A	10,000.00	0.00

## Goal 2: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Students with disabilities at CMMS will become more competent readers.

**Gap Statement:** MEAP scores for the 20010-2012 school year indicate a discrepancy in reading ability between all students and the subgroup of special education students. Less than 50% of these students are proficient in reading. Based on staff perceptions, enjoyment of reading among all students has declined in recent years.

Achievement gaps by grade level for the subgroup students with disabilities compared with all students:

6th grade: 2007 MEAP- 52%

2008 MEAP- 42%

2009 MEAP- 46%

2010 MEAP-68%

7th grade: 2007 MEAP- 59%

2008 MEAP- 47%

2009 MEAP- 50%

2010 MEAP-47%

8th grade: 2007 MEAP- 44%

2008 MEAP- 56%

2009 MEAP- 52%

2010 MEAP-35%

As evidenced, this gap has remained fairly significant and constant over the last several years, however, as we analyze the data more closely it is very evident that this gap decreases from year to year when the same of group of students is studied from 6th grade to 8th grade.

**Cause for Gap:** The causes for this achievement gap is a combination of factors. Communication of expectations must be more clear, grade level interventions need to continue to be implemented, fidelity of implementation of expectations must be observed, and finally current and on-going collection of data must continue to drive instruction in the future. These are factors in which we have control and must address as we are currently weak in these areas.

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

On-going teacher assessments  
Scholastic reading program  
Lexia scores

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Decrease the achievement gaps of students with disabilities 5% as measured the annual MEAP testing.

Analysis of Lexia scores.  
Tracking with Scholastic reading programs.  
READ 180 scores

**Contact Name:** Tom Torok

**List of Objectives:**

Name	Objective
Increase Reading Competency	Special education students at CMMS will become more competent (and confident) readers by spring 2012, as measured by the MEAP demonstrating a decrease in the achievement gap compared to all students by 5% at each grade level.

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## 2.1. Objective: Increase Reading Competency

**Measurable Objective Statement to Support Goal:** Special education students at CMMS will become more competent (and confident) readers by spring 2012, as measured by the MEAP demonstrating a decrease in the achievement gap compared to all students by 5% at each grade level.

**List of Strategies:**

Name	Strategy
Continuation of PLCs	During the 2011-2012 school year, teachers will continue with professional learning communities at least once a month to improve reading proficiency levels in all students; this will also increase proficiency levels in targeted groups(SD) as it will focus on interventions for the students who are at risk of failing.
One to One (1:1)	All 6-8th grade students are provided with individual laptops and receive daily instruction.

Laptop Initiative	Teachers assist in providing daily opportunities to bring learning to life through technology while specifically addressing the economically disadvantaged and students with disability subgroups.
Reading Exploratory	Highly qualified reading staff will continue to teach a year - long reading class for students not mastering reading standards set forth by the State of Michigan. The teacher will utilize computer-based reading programs (Lexia and READ 180) to be used for guided and independent instruction.

### 2.1.1. Strategy: Continuation of PLCs

**Strategy Statement:** During the 2011-2012 school year, teachers will continue with professional learning communities at least once a month to improve reading proficiency levels in all students; this will also increase proficiency levels in targeted groups(SD) as it will focus on interventions for the students who are at risk of failing.

#### Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

#### Other Required Information for Strategy

Michael Schmoker's article in Educational Leadership, March 1999, Volume 56, Number 6 states, "Every school year, the full faculty should conduct a review of assessment results. Teams of teachers should identify the most pronounced patterns of student weakness, then seek absolute clarity of the nature of these problems through staff development and regular, professional collaboration, teachers should focus on these areas while monitoring progress regularly.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLC	2010-	2011-	The teachers will participate in professional learning communities for their

Meeting Time	09-01	06-06	subject area(s). The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions for each subject area.
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### 2.1.1.1. Activity: PLC Meeting Time

**Activity Description:** Teachers will meet collaboratively by subject area with a Instructional Learning coach at least once a month to look at student data from formative and summative assessments. Teachers will make decisions regarding needed interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussions of assessments, instructional plans, and timelines for what will be done with students to improve math proficiency. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the plan and work from previous meeting. The team learning logs will be located in notebooks maintained by subject area team leaders.

**Planned staff responsible for implementing activity:** The teachers will participate in professional learning communities for their subject area(s). The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions for each subject area.

**Actual staff responsible for implementing activity:** Julie Schafer; Instructional Learning coach

**Planned Timeline:** Begin Date - 2010-09-01, End Date - 2011-06-06

**Actual Timeline:** Begin Date - 09/07/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part D	5,000.00	0.00

### 2.1.2. Strategy: One to One (1:1) Laptop Initiative

**Strategy Statement:** All 6-8th grade students are provided with individual laptops and receive daily instruction. Teachers assist in providing daily opportunities to bring learning to life through technology while specifically addressing the economically disadvantaged and students with disability subgroups.

**Selected Target Areas**

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best

practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

**Other Required Information for Strategy**

Barley, Z. Helping at-risk students meet standars: A synthesis of evidence-based classroom practices, 2002, p.97.

Pitler, Hubbell, Kuhn, Malenoski K. Using Technology with Classroom Instruction that Works.

Reeves, D. Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning, 2007,pp. 167 and 172.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Instruction through laptops	2010-09-07	2012-06-15	All highly qualified teachers

**2.1.2.1. Activity: Instruction through laptops**

**Activity Description:** All 6-8th grade students are provided with individual laptops and receive daily instruction. Teachers assist in providing daily opportunities to bring learning to life through technology while specifically addressing the economically disadvantaged and students with disability subgroups. ELA teachers will use Scholastic's Reading Inventory and Reading Counts programs on a consistent basis. Reading measurement through SRI will take place three times a year. Measurement though RC will take place quarterly.

**Planned staff responsible for implementing activity:** All highly qualified teachers

**Actual staff responsible for implementing activity:** All highly qualified teachers

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-15

**Actual Timeline:** Begin Date - 09/07/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Scholastic Reading Enterprises Fees	General Funds	900.00	0.00

**2.1.3. Strategy: Reading Exploratory**

**Strategy Statement:** Highly qualified reading staff will continue to teach a year - long reading class for students not mastering reading standards set forth by the State of Michigan. The teacher will utilize computer-based reading programs (Lexia and READ 180) to be used for guided and independent instruction.

**Selected Target Areas**

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.3 School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

**Other Required Information for Strategy**

Based on results from CMMS in recent years, at-risk students who took a specific reading class improved their MEAP scores by an average of 39%. These results were gathered from MEAP scores during the 2006-2007, 2007-2008 and 2009-2010 school years.

Marzano, Robert J., et al. "Practice," A Handbook for Classroom Instruction that Works p. 130.

"Everyone knows the old saying 'practice makes perfect.' Practice may not always make perfect, but it is certain that without practice, little learning occurs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Reading Exploratory	2010-09-07	2012-06-03	Highly qualified Language Arts instructors

**2.1.3.1. Activity: Reading Exploratory**

**Activity Description:** A year-long reading class will be offered for students not mastering reading standards set forth by the State of Michigan. The

Lexia computer-based program as well as Scholastic's READ 180 will be used for guided and independent instruction.

**Planned staff responsible for implementing activity:** Highly qualified Language Arts instructors

**Actual staff responsible for implementing activity:** Highly qualified Language Arts instructors  
Title 1 reading instructor

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-03

**Actual Timeline:** Begin Date - 09/07/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading Exploratory Instructor	Title I Part A	75,000.00	0.00
Scholastic Read180 Annual Fee	Title I Part A	1,000.00	

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## Goal 3: Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Students with disabilities as well as economically disadvantaged students at CMMS will become more proficient writers by writing more often during class time.

**Gap Statement:** On the 2007 MEAP assessment there was a gap of 14% in our economically disadvantaged students and a gap of 39% for students with disabilities. 2008 MEAP writing results, reveal a 13% gap between our economically disadvantaged students as compare to our non-economically disadvantaged students. The 2009 MEAP assessment results, reveal a 4% gap between our economically disadvantaged students as compare to our non-economically disadvantaged students. Results were not available for our learning disabled students. Increase writing proficiency at levels 1 and 2 by at least 6%, including closing the gap between all students and the subgroup of economically disadvantaged by a minimum of 5%. Enhance the desire of students with disabilities to write by providing more accessibility to computers to provide a more simple and user-friendly opportunity for them to learn.

**Cause for Gap:** Based on this analysis, current intervention strategies are beginning to show success. However, continuing to provide students with clear expectations, students' use of laptops on a daily basis, and the READ 180 should continue to raise scores.

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

On-going teacher assessments

READ 180 scores

Lexia

Title 1 reading class assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor**

**progress and success of this goal?** Writing scores increased by at least 5%.  
 Diagnosing of writing difficulties through curriculum-based measuring assessment.

**Contact Name:** Tom Torok

**List of Objectives:**

Name	Objective
Writing Objective	Students' proficiency scores in writing will improve by 6% in grades 6, 7, and 8 by Spring of 2012.

### 3.1. Objective: Writing Objective

**Measurable Objective Statement to Support Goal:** Students' proficiency scores in writing will improve by 6% in grades 6, 7, and 8 by Spring of 2012.

**List of Strategies:**

Name	Strategy
One to One (1:1) Laptop Initiative	All students will use computers at least twice a month to complete writing assignments for guided practice, independent practice, or published work. At-risk students will have the opportunity to use computers for writing on a weekly basis.
PLC Meeting Time	Professional Learning Communities were implemented during the 2010-2011 school year. These monthly meetings will continue through the 2011-2012 school year. An assessment schedule has been implemented for thrice yearly writing assessments in grades 6 - 8. This will focus on proficiency gains in all students and, specifically, on determining additional intervention strategies necessary for at-risk students.
Writing Across the Curriculum	Highly qualified teaching staff in science and social studies will assess students thrice yearly on writing in their content area using a common rubric.

#### 3.1.1. Strategy: One to One (1:1) Laptop Initiative

**Strategy Statement:** All students will use computers at least twice a month to complete writing assignments for guided practice, independent practice, or published work. At-risk students will have the opportunity to use computers for writing on a weekly basis.

**Selected Target Areas**

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.
III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

**Other Required Information for Strategy**

1) Gillis, Philip D. "Using Computer Technology to Teach and Evaluate Pre-Writing," Computers and The Humanities V. 21, No.1, March, 1987.

"The purpose of this research was to determine whether computer-aided instruction (CAI) may be effectively

utilized in stimulating pre-writing composition. One class was exposed to a CAI. The other two classes used either a human tutor or classroom instruction. Results showed the CAI group demonstrated gains in every measurement utilized in this study that were significantly better than both other groups."

2) Peha, Steve. "There's No Practice Like Best Practice: Making Sense of the Research Recommendations and Rhetoric of Professional Teaching," Teaching That Makes Sense [www.ttms.org](http://www.ttms.org)

"Best practices in writing: increase class time on writing whole, original pieces by establishing real purposes for writing and student involvement in the task; increase teacher modeling writing as a fellow author and as a demonstration of process; and increase study of grammar and mechanics in context, at the editing stage, and as items are needed."

3.) "What Works: Enhancing the Process of Writing Through Technology,"

[www.ncrel.org/engagedresource/whatworks](http://www.ncrel.org/engagedresource/whatworks)

"The impact of technology on the notion of text offers new genres and conventions for writing and does not adhere to a linear sequential organization and confuse graphics video, audio, and the written word to make a message more vivid and compelling."

4.) Graham, Steve. "Researched-Based Best Practices for Teaching Writing: A Discussion with Steve Graham on How to Effectively Teach Writing," [www.thewritingteacher.org](http://www.thewritingteacher.org) October 1, 2008.

"These practices have all been tested under controlled conditions multiple times and have been scientifically proven to improve students' writing skills: teach writing processes, have students work together, create clear expectations, use word processors, teach complex sentences, and establish a writing workshop.

5.) Marzano, Robert J., et al. "Practice," A Handbook for Classroom Instruction that Works p. 130.

"Everyone knows the old saying 'practice makes perfect.' Practice may not always make perfect, but it is certain that without practice,

little learning occurs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Computer Usage	2010-09-08	2012-06-04	Highly qualified Language Arts Instructors

**3.1.1.1. Activity: Computer Usage**

**Activity Description:** Increased computer access time during all core and applicable exploratory classes. Thrice yearly writing assessments will be competed using student laptops, equipped with spelling and grammar tools.

**Planned staff responsible for implementing activity:** Highly qualified Language Arts Instructors

**Actual staff responsible for implementing activity:** All highly qualified instructors

**Planned Timeline:** Begin Date - 2010-09-08, End Date - 2012-06-04

**Actual Timeline:** Begin Date - 09/07/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Fund	General Funds	0.00	0.00

**3.1.2. Strategy: PLC Meeting Time**

**Strategy Statement:** Professional Learning Communities were implemented during the 2010-2011 school year. These monthly meetings will continue through the 2011-2012 school year. An assessment schedule has been implemented for thrice yearly writing assessments in grades 6 - 8. This will focus on proficiency gains in all students and, specifically, on determining additional intervention strategies necessary for at-risk students.

**Selected Target Areas**

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction.

Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

**Other Required Information for Strategy**

Michael Schmoker's article in Educational leadership, March 1999, Volume 56, Number 6 states, "Every school year, the full faculty should conduct a review of assessment results. Teams of teachers should identify the most pronounced patterns of student weakness, then seek absolute clarity of the nature of these problems through staff development and regular, professional collaboration, teachers should focus on these areas while monitoring progress regularly."

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PLC Meeting Time	2010-09-01	2012-06-06	All teachers will participate in professional learning communities for their subject area(s). The Principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions for each subject area.
Writing Assessments	2010-03-07	2012-06-03	All highly qualified Language Arts instructors

**3.1.2.1. Activity: PLC Meeting Time**

**Activity Description:** Teachers will meet collaboratively by subject area with a PLC coach at least once a month to look at student data from formative and summative assessments. Teachers will make decisions regarding needed interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussions of assessments, instructional plans, and timelines for what will be done with students to improve math proficiency. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the plan and work from previous meeting. The team learning logs will be located in notebooks maintained by subject area team leaders.

**Planned staff responsible for implementing activity:** All teachers will participate in professional learning communities for their subject area(s). The Principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions for each subject area.

**Actual staff responsible for implementing activity:** Highly qualified Language Arts Instructors

**Planned Timeline:** Begin Date - 2010-09-01, End Date - 2012-06-06

**Actual Timeline:** Begin Date - 09/07/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	Title II Part A	10,000.00	0.00

**3.1.2.2. Activity: Writing Assessments**

**Activity Description:** An assessment schedule has been implemented for thrice yearly writing assessments in Language Arts grades 6 - 8. This will focus on proficiency gains in all students and, specifically, on determining additional intervention strategies necessary for at-risk student. These results will be analyzed at PLC meetings. This will be scored using a common 6 traits writing rubric.

**Planned staff responsible for implementing activity:** All highly qualified Language Arts instructors

**Actual staff responsible for implementing activity:** All highly qualified Language Arts instructors

**Planned Timeline:** Begin Date - 2010-03-07, End Date - 2012-06-03

**Actual Timeline:** Begin Date - 09/07/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**3.1.3. Strategy: Writing Across the Curriculum**

**Strategy Statement:** Highly qualified teaching staff in science and social studies will assess students thrice yearly on writing in their content area using a common rubric.

**Selected Target Areas**

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**Other Required Information for Strategy**

- Gillis, Philip D. "Using Computer Technology to Teach and Evaluate Pre-Writing," Computers and The Humanities V. 21, No.1, March, 1987.  
 "The purpose of this research was to determine whether computer-aided instruction (CAI) may be effectively utilized in stimulating pre-writing composition. One class was exposed to a CAI. The other two classes used

either a human tutor or classroom instruction. Results showed the CAI group demonstrated gains in every measurement utilized in this study that were significantly better than both other groups."

2) Peha, Steve. "There's No Practice Like Best Practice: Making Sense of the Research Recommendations and Rhetoric of Professional Teaching," Teaching That Makes Sense [www.ttms.org](http://www.ttms.org)

"Best practices in writing: increase class time on writing whole, original pieces by establishing real purposes for writing and student involvement in the task; increase teacher modeling writing as a fellow author and as a demonstration of process; and increase study of grammar and mechanics in context, at the editing stage, and as items are needed."

3.) "What Works: Enhancing the Process of Writing Through Technology,"

[www.ncrel.org/engagedresource/whatworks](http://www.ncrel.org/engagedresource/whatworks)

"The impact of technology on the notion of text offers new genres and conventions for writing and does not adhere to a linear sequential organization and confuse graphics video, audio, and the written word to make a message more vivid and compelling."

4.) Graham, Steve. "Researched-Based Best Practices for Teaching Writing: A Discussion with Steve Graham on How to Effectively Teach Writing," [www.thewritingteacher.org](http://www.thewritingteacher.org) October 1, 2008.

"These practices have all been tested under controlled conditions multiple times and have been scientifically proven to improve students' writing skills: teach writing processes, have students work together, create clear expectations, use word processors, teach complex sentences, and establish a writing workshop.

5.) Marzano, Robert J., et al. "Practice," A Handbook for Classroom Instruction that Works p. 130.

"Everyone knows the old saying 'practice makes perfect.' Practice may not always make perfect, but it is certain that without practice, little learning occurs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Rubric Development	2011-08-24	2012-06-08	Highly qualified science and social studies instructors

**3.1.3.1. Activity: Rubric Development**

**Activity Type:** Professional Development

**Activity Description:** Professional development time will be allocated toward common core groups developing common rubric.

**Planned staff responsible for implementing activity:** Highly qualified science and social studies instructors

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-24, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Schoolwide	\$2,700.00	\$0.00
Title II Part D	\$5,000.00	\$0.00
Title II Part A	\$39,000.00	\$0.00
General Funds	\$900.00	\$0.00
Title I Part A	\$101,000.00	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*Members of the BSIT team worked together to gather and interpret the data.*

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

*Student Achievement: We have improved in the four core areas over the last five years. The gap between our low and high SES students has been reduced especially in mathematics.*

*School Programs/process: We have added a Title One teacher for both mathematics and reading. We also have an after school math program three times per week.*

*Perception:*

*Demographics: We have had little change change in our student population over the last three years.*

*However, there are still some over sized grade level groups. The population of Montcalm County continues to represent families living at or below the average state poverty level.*

### Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

*Our school has implemented specific programs in reading and mathematics to assist with remedial learners. These include the hiring of Title-One teachers as well as an after school math program and a guided academics class at each grade level. Through these measures, educational gaps are closing.*

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

*In the summer of 2009 a group of stakeholders representing school and district staff as well as community*

*members compiled a Title-One reform package. This entailed analyzing strengths and weakness to determine the needs of the building and, from this data, compiled goals in language arts and mathematics.*

### **Curriculum Alignment that Corresponds to the Goals**

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

*\*Monthly Professional Learning Communities (PLCs), both grade level and department*

*\*Following curriculum review timeline*

*\*The use of Lotus documents and Power Standards*

*\*Curriculum meetings*

*\*Professional learning development*

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

*Decisions about curriculum, instruction and assessment are first discussed by the stakeholders during staff meetings. Decisions made at these meetings are then sent onto BSIT. BSIT will evaluate the situation and make a decision to present to DSIT.*

### **Instruction by Highly Qualified Professional Staff**

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*CMMS is home to one principal, 16 core teachers, 5 encore teachers, three special education teachers, one IEP-required paraprofessionals, one and one half clerical staff, one counselor, one media specialist, one part-time social worker, four shared custodians, and three kitchen staff. All faculty members are highly qualified as required by NCLB standards.*

### **Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools**

1. Identify the experience level of key teaching and learning personnel.

*On average, the teachers have 10.8 years of teaching experience. The average number of years this group has been assigned to CMMS is 8.1.*

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

*The turnover rate for teachers at CMMS has been very consistent over the years. However, between the*

2007-2008 and 2008-2009 school years, three teaching staff members accepted administrative positions in other districts. One teacher left to work in his home district; while another teacher retired. On average, the teachers have 10.8 years of teaching experience. The average number of years this group has been assigned to CMMS is 8.1.

Central Montcalm Public Schools and CMMS participate in programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: mentors for new teachers, new teacher orientation, scheduled professional development, and mentor/new teacher meetings. The wages and benefits offered to incoming teachers are competitive with nearby districts. A high priority for the district is assuring teachers are kept up to date with training in technology to enhance students' learning experiences. As an example, all teachers are given laptop computers, all classrooms and common areas are wireless, and students have his/her own laptop computer for classroom use. In recent years, many upgrades have been made to the CMMS facilities. The eighth grade wing is completely new, science labs have been updated, and the gymnasium and cafeteria are separate rooms, with the cafeteria also serving as an auditorium with a stage.

3. Describe the rate of teacher turnover for the school.

*In the last three years CMMS has had five educators leave for other positions.*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*Not applicable*

### **High-Quality and Ongoing Professional Development**

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

### **Strategies to Increase Parental Involvement**

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

*Parents were clearly involved in the design of the school-wide plan by volunteering to participate on the Title I Transitioning team in the summer of 2009. Parents are and will be involved in future meetings to review the completion of set goals, implementation, and evaluation of the school plan. Central Montcalm Middle School has a policy in place to guide strategies for parental involvement.*

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

*Appendix K-2*

*Central Montcalm Middle School  
2261.01 Parent Participation in Title I Programs*

*In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.*

*The Principal shall ensure that the Title I plan contains a written statement of guidelines that has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:*

*A. CMMS expects the parents to be involved in the program. Parent representation was used to develop this plan;*

*B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the CMMS may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;*

*C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;*

*D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;*

*E. parents will be involved in the planning, review, and improvement of the Title I program;*

*F. information concerning school performance profiles and their child's individual performance will be communicated to parents;*

*G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;*

*H. timely responses will be given to parental questions, concerns, and recommendations;*

*I. the CMMS will provide coordination, technical assistance and other support necessary to develop effective parental participation activities to improve academic achievement;*

*J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and*

*devising  
strategies to improve parental involvement;*

*K. other activities will be conducted as appropriate to the plan and State or Federal requirements.*

*The Principal shall also assure that CMMS develops a specific plan, with parental involvement, which:*

*1. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;*

*2. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;*

*3. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;*

*4. will provide students' parents with:*

*a. timely information about the Title I programs;*

*b. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;*

*c. regular meetings, upon request, to make suggestions and receive response regarding their student's education;*

*5. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents*

*and the student for academic improvement, including:*

*a. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;*

*b. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive*

*television watching; volunteering in the classroom;*

*c. the importance of parent teacher communication on an on-going basis through at least annual parent teacher*

*conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access*

*to the staff and opportunities to observe and participate in classroom activities.*

*20 U.S.C. 6318 et seq., Elementary and Secondary Education Act of 1965*

*34 C.F.R. Part 200 et seq.*

*Developed 7/13/09*

## 2b. Implementation

### *Section 1118 Activities*

*To assist in parents' understanding of the State's standards and assessments, families will be provided with a parent's guide to understanding the grade level content expectations for each area of study as issued by the State (Appendix K-3). A syllabus is provided by each classroom teacher that states classroom goals and expectations. To monitor students' progress throughout the school year, parents have access to the on-line parent portal, receive regular progress reports (hard copies), and are invited to join in with regularly*

*scheduled conferences.*

*Parent Assistance*

*To provide additional assistance at home, parents are provided with a copy of the State-backed "EduGuide" education magazine. This provides worthwhile and timely information for parents to better understand the difficulties that middle school students face on a social level as well as tips to help families with their students' homework. Regular communication between staff and parents is a mainstay at CMMS, utilizing email and hard copy newsletters, a district communicator, and an on line daily bulletin.*

2c. Evaluation

*CMMS evaluates parental involvement at the end of each school year. The BSIT team looks at attendance rates from parent-teacher conferences, open houses, honors nights, and 8th grade graduation. In addition, parent portal usage is analyzed, as are results of parent perception surveys. The results of this data are used to monitor and increase parental participation.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*The school will provide individual student academic assessment results in a language parents can understand. Those results will come through the use of the parent portal, progress reports, MEAP results, and report cards. Concerns and questions regarding these results can be addressed at any time, including conferences, scheduled personal meetings, email, and phone conversations.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Teachers will review the school's portion of the compact at a staff meeting at the start of the new year. Students will complete their portion of the compact during grade level Advisory classes in the early Fall marking period. The parent portion will be completed during the Fall parent-teacher conferences. Completed and signed compacts will be re-evaluated by all stakeholders at each subsequent conference or parent meeting.*

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

*Parent involvement components will be evaluated during BSIT and at staff meetings. BSIT representatives will review and summarize the results that will be presented to the stakeholders.*

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

*Parents, students, and staff all agree that they understood the goals of the school; that the school work is challenging yet achievable; and that the grading system is not only fair, but also conducted in an equitable way.*

*Students are not as secure in the safety of the school as much as staff and parents perceive it to be, although students do that teachers, overall, are fair and treat them with respect and caring.*

*Parents feel that discipline is not always handled in a consistently fair manner, but they believe, as their students do, that staff treats them and their family members with respect.*

*Staff needs to investigate the reasons behind parents' concerns with discipline as well as students' concerns with safety.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*CMMS serves only middle school grades and does not need to address preschool transitioning. This plan addresses transitions between the other grade spans/building levels.*

### **Teacher Participation in Making Assessment Decisions**

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

*In mathematics, Language Arts, Social Studies and science, the 6th, 7th and 8th grade have common quarterly assessments. Teachers are also involved in analyzing test data to determine our strengths and weaknesses. This analysis helps teachers identify classroom needs and changes necessary in daily lesson plans.*

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

*Teachers are also involved in analyzing test data to determine our strengths and weaknesses. This analysis helps teachers identify classroom needs and changes necessary in daily lesson plans.*

*As the Michigan Department of Education rolls out new content expectations in grades K-12, staff participates in the state, regional, and local development cycles. Although this is a five-year cycle, department members meet on a monthly basis to implement any immediate changes deemed necessary (i.e. time constrictions, MEAP data, resource changes.)*

*Department members develop periodic common assessments during these reviews. These reflect not only the MDE GLCEs, but also any changes that may be needed to fit into the curriculum. Not all departments have*

*common assessments developed, but these should be completed and ready for implementation at the start of the 2012-2013 school year.*

### **Alternative Measures of Assessment**

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

*Teachers use many varieties of authentic assessment to measure pupils' achievements:*

- \*pod casts*
- \*student created videos*
- \*drawings*
- \*science laboratory experiments*
- \*web quests*
- \*skits/plays*
- \*quarterly/unit common assessments*

### **Timely and Additional Assistance**

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

*We also provide timely, effective, and additional assistance through our Pyramid of Intervention Strategies (Appendix K-5). Strategies include but are not limited to: remedial reading classes, correctives, guided academics, academic interventions, mentors and a variety of strategies used to encourage differentiated learning. Students who have been observed by their teachers to be struggling can also be recommended to the child study team for evaluation. This team includes school psychologist, social worker, counselor, teacher consultant and the principal. This groups meets to discuss the child's academic history. This group meets twice a month.*

#### *Differentiated Instruction*

*CMMS is dedicated to differentiated learning in the classroom. To this end, the use of twentieth century tools (i.e. laptop carts, graphing calculators, visual aids) is being expanded throughout the building. Teachers have had professional development in the art of differentiated learning and Thinking Maps. The CMMS staff has some inadequacies in the consistent use of differentiated instruction. Regular staff and team meeting agendas will include discussion on these classroom procedures. This is an on-going process.*

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

*Our school has a process in place to identify students who are experiencing difficulty. Our school conducts an annual review of students' testing data and uses this information to flag students who need additional help math, writing, and reading. The CMMS staff has addressed the inadequacies in the consistent use of differentiated instruction. Regular staff and team meeting agendas include discussion on these classroom*

*procedures. This is an on-going process. CMMS has a professional learning community facilitator that supervises the Professional Learning Communities.*

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

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*State educational agency, local educational agency and Federal programs that will be coordinated with our Schoolwide program:*

*\*Title I*

*\*Title II A*

*\*Title II D*

*\* Section 31-a*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

*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.*

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*Schoolwide Components Funding Sources Programs*

*1. Comprehensive Needs Assessment - General Fund*

*- Title I, Part A*

*- Title I, ARRA - [School] Schoolwide Transition Process*

*2. Schoolwide Reform Strategies*

*- General Fund*

*- Title II A*

*- Title I, Part A*

*Title I, ARRA - [School] School Improvement/*

*Schoolwide Plan*

*3. Instruction by Highly Qualified Professional Staff - Title II A first then*

*General Fund - All staff (teachers and paraprofessionals) are currently highly qualified*

*4. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools - General Fund*

*- Title II A*

*- New Teacher Orientation Program*

*- District Professional Development*

*- Conferences to support continual learning*

*- Money for Classroom use*

*5. High-Quality and Ongoing Professional*

*Development - Title II A*

- *Title II D (District Level)*
- *General Fund*
- *Title I, Part A*
- *Title I, ARRA - Rick Stiggins Assessment for Learning*
- *IGOR - data warehouse*
- *Common Assessments*
- *Lexia Software*
- *Dr. Mike Schmoker Results Now*

*6. Strategies to Increase Parental Involvement - Title I, Part A*

- *Title I, ARRA*
  - *GSRP - Parent Involvement*
- Family Literacy Night(s)*

*7. Preschool Transition Strategies - General Fund - Kindergarten Round-Up*

- *Open Houses*

*8. Teacher Participation in Making Assessment Decisions*

- *General Fund*
- *Title II A - Curriculum Meetings*
- *Grade Level Meetings*
- *IGOR Data Warehouse training*
- *Professional Development*

*9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title I, Part A*

- *Title I, ARRA*
- *Title IIA*
- *Section 31a (at-risk funds)*
- *General Fund - Read Naturally*
- *The Herman Method*
- *Lexia Reading*
- *Summer School*
- *Paraprofessionals*
- *READ 180*

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*10. Coordination and Integration of Federal, State, and Local Programs and Resources - General Fund The Special Project Coordinator completes coordination of funds with staff, administration, and Central Office Beyond the federal, state, local and coordination listed in the above chart, this district also coordinates the following programs to meet the needs of the schoolwide reform for ALL students:*

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

**Effective Use of Technology**

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

*The district has purchased laptops for all students in the middle school. Through the use of one on one computers, the use of technology has been integrated into all subject areas. Regular technology professional development occurs throughout the school year. Some teachers also take technology classes during the summer to up date teacher certification.*

### **Evaluation of the School Improvement Plan**

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

*BSIT representatives meet to process the data received from the State's annual assessments. PLCs are conducted to SIP goals with assessment results. Common assessments are analyzed on a regular basis to determine best teaching practices to use.*

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

*Through analyzing MEAP and other assessment results the team and colleagues are able to determine gaps and future goals.*

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

*After studying the previous goal it is determined whether or not this goal needs to be adjusted for the future. We have found this past year that the goals we have hoped to strive for were unattainable and, therefore, need to be adjusted in more realistic terms.*

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

*Notes and minutes taken at staff, DSIT, BSIT, and PLC meetings are disseminated to all stakeholders.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*All named stakeholders were involved in the creation of this plan. Members of the Building School Improvement Team meet on a monthly basis to update progress with goals and guarantee that all requirements are on schedule as laid out by the plan.*

## Assurances

### EdYES!

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

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

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).  
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

### Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

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

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Thomas	Torok	Principal	ttorok@cms.maisd.com
Mrs.	Barbara	Christensen	Teacher	bchristensen@cms.maisd.com
Mrs.	Karen	Hazekamp	Teacher	karhazekamp@cms.maisd.com
Mr.	Ken	Crane	Teacher	kcrane@cms.maisd.com
Mrs.	Angela	Breese	Counselor	anbreese@cms.maisd.co
Mrs.	Kris	Thwaites	Para Professional	kthwaites@cms.maisd.com
Ms.	Deb	Dieckman	Teacher	ddieckman@cms.maisd.com
Mrs.	Karla	Everingham	Parent	kaeveringham@montcalm.co.us.mi
Mrs.	Amy	Meinhardt	Technology Specialist	ameinhardt@cms.maisd.com

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

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

Name/Position:	Thomas Torok, Principal
Address:	CMMS
Telephone Number:	989-831-2215

## References

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

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

## Appendix K-2

### Central Montcalm Middle School 2261.01 Parent Participation in Title I Programs

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Principal shall ensure that the Title I plan contains a written statement of guidelines that has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. CMMS expects the parents to be involved in the program. Parent representation was used to develop this plan;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the CMMS may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the CMMS will provide coordination, technical assistance and other support necessary to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

K. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Principal shall also assure that CMMS develops a specific plan, with parental involvement, which:

1. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
2. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
3. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
4. will provide students' parents with:
  - a. timely information about the Title I programs;
  - b. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
  - c. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
5. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
  - a. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
  - b. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
  - c. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318 et seq., Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200 et seq.

Developed 7/13/09

**Appendix K-3**  
**(Sample cover page of MDE publication)**

# A

# Parent's Guide

to  
WHAT YOUR CHILD NEEDS TO KNOW BY THE END OF  
**SEVENTH GRADE**  
ENGLISH LANGUAGE ARTS  
GRADE LEVEL CONTENT EXPECTATIONS

**Contact:**

Michigan Department of Education  
Office of School Improvement  
Dr. Yvonne Caamal Canul, Director  
(517) 241-3147

[www.michigan.gov/mde](http://www.michigan.gov/mde)  
v.7.05

**Office of School Improvement**

[www.michigan.gov/mde](http://www.michigan.gov/mde)

**Central Montcalm Middle School  
School-Parent Compact**

We, the CMMS staff, parents, and community guide each student in achieving his or her greatest potential by providing a diversity of experiences which integrates excellence in education with the child's individual abilities and unique talents. We share the responsibility in a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members. We strive to enhance each child's experience at CMMS by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

**Student Responsibility:**

I believe it is important that I work to the best of my ability. Therefore, I will:

- \_\_\_\_\_ attend school regularly.
- \_\_\_\_\_ complete and turn in all classroom and homework assignments on time.
- \_\_\_\_\_ accept responsibility for my own actions.
- \_\_\_\_\_ show respect for myself, other people, and property at school and at home.
- \_\_\_\_\_ make the effort to do my best to learn.
- \_\_\_\_\_ resolve conflicts peacefully.
- \_\_\_\_\_ bring the material that I need to every class.
- \_\_\_\_\_ believe that I can learn and I will learn.
- \_\_\_\_\_ make my learning and school work a priority over TV, texting, video games, etc.,

\_\_\_\_\_ : **Student Signature**