

School Improvement Plan for Central Montcalm Middle School

2009-2010

Title I Schoolwide Plan



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CMMS MISSION STATEMENT

Quality Education for All Students

CMMS VISION STATEMENT

The staff of Central Montcalm Middle School understands quality education to include several components. A quality education is up-to-date and challenging. It involves working and learning with students to help them become worthwhile members of society who possess a strong work ethic. Quality education allows for success, builds self-esteem, and develops useful basic skills and a good knowledge base. Finally, a quality education at Central Montcalm Middle School requires commitment and encourages doing one's best in all things.

STAKEHOLDER INVOLVEMENT

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* BSIT: Building School Improvement Team

** DSIT: District School Improvement Team

TEN COMPONENTS OF THE SCHOOL-WIDE PLAN

1. Comprehensive Needs Assessment

The District School Improvement Team (DSIT) representing Central Montcalm Middle School (CMMS) analyzed and compiled conclusions based on an in-depth comprehensive needs assessment, as well as completion of the Ed YES! 40 indicators, in January 2009. Past results were also analyzed and reviewed. Working with the overall school improvement project through guidance by ISD representatives, the DSIT team compiled data in the areas of student achievement, school programs, teacher qualifications, community involvement, student/teacher/parent perceptions, and demographics. Below is a summary of the conclusions derived from this investigation. During the summer of 2009, a school-wide team including professional staff, administrators, support staff, and parents to complete the comprehensive needs assessment as part of the school-wide improvement plan.

Student and Staff Demographic Data

For the 2008-2009 school year, Central Montcalm Middle School was a 7-8 building serving students living in the Stanton, Sidney, and Sheridan, Michigan area. Our student enrollment was 283. This reflects a decrease of 40 students from the 2005-2006 school year. Within this body of students, 52 % are economically-disadvantaged, compared to 29% in 2005-2006. In addition, 22% have learning disabilities, compared to 16% in 2005-2006. Therefore, the trend is rising toward *economically disadvantaged* and *students with disabilities* subgroups. At-risk students are those identified as needing special education services, being eligible for free/reduced lunches, or consistently scoring low on MEAP assessments.

CMMS is home to one principal, 10 core teachers, six encore teachers, three special education teachers, two 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.

In the 2009-2010 school year, CMMS will be transitioning to a 6th, 7th, and 8th grade configuration. We will be staffed with one principal, 16 full-time teachers, four half-time teachers, three special education teachers, two IEP-required paraprofessionals, two clerical staff, one counselor, one media specialist, one part-time social worker, four shared custodians, and three kitchen staff.

We offer a wide array of academic and extra-curricular programs including teaming, student-led conferences, student council, drama and many different types of sports programs.

Parent/Community Demographic Data

The Central Montcalm community is an economically depressed area, with a 17.8% census poverty rate (as of 2007) and an unemployment rate of 19.3% (June 2009). Within the adult population of this school district, 20% of adults do not have a high school diploma and 9.2% hold Bachelor Degrees. The per capita household income in 2007 was \$16,183. To provide better communication between school and families, Central Montcalm Middle School offers a variety of opportunities for parent/community involvement including Education Showcase, Parent Teacher Conferences, Orientation Nights, Awards Night, Assemblies, 8th grade graduation, Field Trips, Music Concerts, Classroom Volunteers, Parent Advisory Committee, Academic/RTC Intervention, Newsletters, Parent Phone Calls, Progress Reports, Educational Development Plans and a Parent Portal. In the 2007-2008 school year, parent participation at conferences was 65%. In the 2008-2009 school year, this number rose to 72%. Although this trend is rising, our goal is to have 100% participation. During the 2009-2010 school year, school staff will record more specific demographics regarding family involvement.

Process Data/Resource Integration

Over the past three years (2007–2009), CMMS completed the Ed YES! Indicators with staff, administration, and parent input. Based on these results, we have identified the following areas of need:

1. extended learning opportunities to enhance parent learning
2. decision-making involving community members

CMMS receives federal and state monies in the form of 31-A. These funds provide a variety of resources and programs to our disadvantaged and at-risk students. Programs include at-risk math, reading, and writing classes.

Parent Perception Data

In January, 2009, a survey was sent home to all of the parents of 7th and 8th grade students at CMMS. Parents were asked to rank on a scale of 1–5 their thoughts on 30 given statements involving perceptions of the school. Parents who responded were white, spoke English as their first language, and felt they visited the school frequently. Those topics which they felt the most positive about included the following statements:

- “I support the goals of the school.”
- “I feel welcome when I visit the school.”
- “The school has a clearly defined purpose and mission.”
- “I have a clear understanding of what the school is trying to accomplish.”
- “The school’s primary emphasis is improving student learning.”
- “My child understands what needs to be learned.”
- “School work is meaningful and made relevant.”
- “Teachers do whatever it takes to help my child meet high academic standards.”
- “Teachers make adjustments to meet individual student’s needs.”
- “Teachers give students extra help if it is needed.”
- “Grades are given in a fair manner.”
- “Discipline problems are handled fairly.”
- “School leaders act fairly and with integrity.”
- “My child feels safe at school.”
- “The school environment helps the learning process.”
- “School staff listens carefully when I express my opinions and concerns.”
- “The teachers and other adults in my school show respect for each other.”
- “The school contacts the families of students who are struggling academically.”
- “There is frequent two-way communication between school staff and families.”

Although these responses were very positive, we are concerned about the lack of surveys returned by families. We are exploring other avenues to involve parents more consistently in classroom and extracurricular activities. As the demographics of CMMS change each school year, additional surveys will be distributed for additional parent responses. CMMS believes the feedback of families is one way to continually gauge the level of effectiveness of our staff and programs.

Staff Perception Data

A survey was conducted in January, 2009, to measure the responses of staff in regard to the topic “What’s best for our kids?” Respondents included members of the administrative and teaching staffs, with a total of over 150 years in the field of education. The majority of these individuals have participated, at one time or another, on a strategic planning committee. Respondents were asked to rank those areas they believed merited the highest priority for development consideration by the district improvement team. These areas included: building re-alignment, kindergarten/pre-kindergarten programming, k-12 curriculum and technology applications, school year alternatives, infrastructure – technology, infrastructure – buildings and grounds, transportation, community service offerings, budgeting process, food service programs, staffing patterns, and extra curricular school activities. Based on the responses, those areas which rated the highest priority by staff members were kindergarten/pre-kindergarten programming, updating buildings for learning in the 21st century, providing technology services to meet curriculum demands, and re-aligning transportation to a single bus run system. As mentioned above, over the past three years (2007–2009), CMMS also completed the Ed YES! Indicators with staff, administration, and parent input. Based on these results, we have identified the following areas of need:

1. extended learning opportunities to enhance parent learning
2. decision-making involving community members

Student Achievement Data (MEAP aggregate and sub-group results)

Results of the Fall 2008 MEAP testing indicate three areas in need of improvement: 7th and 8th grade reading, writing, and mathematics (**Appendix K-1**).

Writing

Among all students in both 7th and 8th grade, writing scores showed no students at an advanced level. In addition, 7th grade writing scores (67%) were 6% points below the target goal. In the subgroup of economically disadvantaged, the target goal was missed by 10% points. Writing scores (69%) for 8th grade students were 3% points below the target; with the economically disadvantaged subgroup scoring 14% points below the target, at 53%. These results indicate a discrepancy of 10% points between all students and those students belonging to the ECD subgroup. Looking at gender differences, in 7th grade, male students exhibited a proficiency level of 56% while females had a proficiency of 77%. In 8th grade, males had a 63% proficiency level in writing while females had a 76% success rate. On a quarterly basis, students are assessed through regular assignments on their ability to use proper writing skills, including writing traits, grammar, spelling, and the use of elements. These assignments may or may not be associated with the literary genre under discussion at the time. The results of these assessments, as well as daily interactions, assist teachers in identifying students who need to be placed in classes the next marking period that will provide additional assistance.

Reading

Reading scores showed similar findings. Although there was only a discrepancy of 6% between all students and the ECD subgroup, scores in both groups represent a 70% or less proficiency in this subject area. The subgroup classified as learning disabled was 29% proficient in reading in 2008, a drop from 31% in 2007 in 7th grade. Eighth grade students in the special education program showed a decrease in reading proficiency from 54% to 28%. In addition, there is a gender discrepancy showing 61% of all boys as being proficient with reading versus 78% of all girls in 7th grade; 59% of 8th grade boys were proficient, with 81% of all 8th grade girls proficient.

Throughout the school year, reading comprehension is assessed through the use of formative and authentic assessments of literary units. The results of these assessments, as well as daily interactions, assist teachers in identifying students who need to be placed in classes the next marking period that will provide additional assistance.

Math

Proficiency levels for students in mathematics were slightly better than those in the ELA category. Scores for all students in 7th grade showed a proficiency level among 78% of all students, but only 69% among those students categorized as economically disadvantaged. This is a discrepancy of 9% points. In 8th grade, all students exhibited a proficiency of 66%, while economically disadvantaged students showed a proficiency of 53%. This difference is 13%. Closing the gap between all students and students within the subgroup of economically disadvantaged is a major target goal to meet. A comparison of scores between genders shows very little discrepancy. In 7th grade, males and females were within 1% point with their results (M78% vs. F79%). In 8th grade, the gap was slightly larger: males 69% and females 63%. Common quarterly assessments are given to students to determine their proficiency at each level based on the State standards and benchmarks. The results of these assessments, as well as daily interactions, assist teachers in identifying students who need to be placed in classes the next marking period that will provide additional assistance.

Science

Eighth grade scores in Science represented a decrease of 13 percentage points from Fall 2007. The largest discrepancy existed between economically disadvantaged and non-economically disadvantaged students (61% vs. 85%). We strongly believe that improvement in reading comprehension and basic math skills will improve assessments in this area. Although Science will not be listed as an immediate goal in our conclusions, it will be looked at closely through the 2009-2010 school year and re-considered for evaluation based on the 2009 MEAP scores and quarterly assessments.

Social Studies

Ninth grade scores in Social Studies represented an increase of 8 percentage points from Fall 2007. Economically disadvantaged students scored, on average, 81%, while non-economically disadvantaged students scored 86%. This is a positive trend we would like to see continue. Improving reading and writing scores will assist students in understanding and presenting information in this subject area.

Local Data

Using 2008-2009 MEAP progress report data, it was determined that 7th and 8th grade special education students' scores lagged behind the State average in both language arts and math an average of 20% points. Common assessments are being used in Math and Science and formulated for Language Arts and Social Studies for both general education as well as special education students.

CNA Conclusions

Based on the results in the data collection above, CMMS has developed the following goals to assist not only **all** students in reaching the State's high academic standards, but also those students in the identified subgroups not mastering the content expectations.

Goal #1 At-risk students at CMMS will become more proficient writers by writing more often during class time.

Goal #2 At-risk students at CMMS will become more competent (and confident) readers.

Goal #3 Increase math proficiency for all students.

2. School Wide Reform Strategies

Goal Area #1 Writing

Rationale

In the 2008-2009 school year, the CMMS MEAP scores showed a discrepancy of 5 – 10 percentage points as compared with State average scores.

Goal

At-risk students at CMMS will become more proficient writers by writing more often during class time.

Objective

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 at-risk students' desire to write by providing more accessibility to computers to provide a more simple and user-friendly opportunity for them to learn.

Strategy

All students will use computers at least once 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. The use of a supplemental re-teaching session (correctives) for students not mastering the State standards.

Research

In-room computer access will provide differentiated instruction to allow at-risk students the opportunity to practice writing skills more often for frequent, timely feedback. With immediate input through writing programs and on-line services, such as GoogleDocs, students' writing can be assessed more promptly and accurately.

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

"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

"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 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.

Professional Development

- All professional staff will be trained in the use of on-line writing tools such as Google Docs and blogging in Fall 2009.
- ELA staff will investigate the most current research-based on-line writing programs throughout the 2009-2010 school year for use in the following school year.
- Instructional staff will meet in learning communities to "unpack" curriculums and incorporate specific technology lessons in early September 2009, November, December, and March.
- Seminar given by Mike Schmoker on professional learning communities and teacher collaboration in December 2009.

Parent Involvement

Parents will be given the opportunity to be trained in the same technology that students will be using in the classrooms. Time will be set aside during February 2010 parent-teacher conferences for parent training. Graded writing assignments will be sent home periodically for parental review.

Timely and Additional Assistance

Providing technology-based programs for learners will engage and enhance the learning for at-risk students. Through MEAP data and regular assignments, specific areas of need for each student will be analyzed. This list of students could change on a regular basis. At risk students will have the opportunity to use computers for writing on a weekly basis.

Evaluation Strategies

Quarterly writing assessments will be developed to measure student growth. Growth will also be measured by the 7th grade writing MEAP scores. The effectiveness of writing programs, professional development, and assessments strategies will also be evaluated and, if necessary, adjusted through surveys completed by students, staff, and parents.

Evidence

Logbooks will be used to keep track of students' computer usage. One folder will be used for at-risk students; one folder will be used for all non-at-risk students. These records will be monitored on a monthly basis to confirm proper computer usage. Agendas, sign-in sheets and follow-up surveys will be recorded for all professional development.

Goal Area #2 Reading

Rationale

MEAP scores for the 2008-2009 school year indicate a decline in reading ability among the subgroups of special education and economically disadvantaged students. Only 30% of these students are proficient in reading. Based on staff perceptions, enjoyment of reading among all students has declined in recent years.

Goal

At-risk students at CMMS will become more competent (and confident) readers.

Strategy

A one-semester long reading class will be offered for students not mastering reading standards set forth by the State of Michigan. The Lexia computer-based program will be used for guided and independent instruction. The use of a supplemental re-teaching session (Correctives) for students not mastering the State standards.

Research

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 and 2007-2008 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.

Professional Development

- Reading teachers, special education teachers, and media specialist will be trained in the Lexia program in Fall 2009.
- Instructional staff will meet in learning communities to “unpack” curriculums and incorporate specific technology lessons in early September 2009, November, December, and March.
- Seminar given by Mike Schmoker on professional learning communities and teacher collaboration in December 2009.

Parent Involvement

There is a parent component with the Lexia program that allows at-home access. Parents of identified student users will be trained on this program during a fall evening session.

Timely and Additional Assistance

Providing technology-based programs for learners with special needs will engage and enhance learning. Those students are identified as needing special education services, being eligible for free/reduced lunches, or consistently scoring low on MEAP assessments. Through MEAP data and regular assignments, specific areas of need for each student will be analyzed. This list of students could change on a regular basis.

Evaluation Strategies

The Lexia program includes regular assessments that allow students and teachers to track their success in reading comprehension and Fluency. MEAP data for students enrolled in this class will be gathered between the current (2009) and future (2010+) MEAP scores. The effectiveness of this class and reading program, will also be evaluated and, if necessary, adjusted through surveys completed by students, staff, and parents.

Evidence

Folders tracking students’ progress will be maintained by the student and monitored on a weekly basis by the teachers. These folders will include test scores as well as any reading and writing assignments included in the class. Agendas, sign-in sheets and follow-up surveys will be recorded for all professional development.

Goal Area #3 Math

Rationale

Student math proficiency at CMMS is not yet at 100%. In both 7th and 8th grade, proficiency levels are below the state level.

Goal

Increase math proficiency for all students.

Objective

Increase proficiency levels as follows: 7th grade from 79% to 83%; 8th grade from 66% to 70% by Fall 2010.

Strategy

Implement a supplemental math re-teaching practice session (correctives) for students identified as not having mastered State objectives.

Research

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

"It is certain that without practice little learning occurs."

Professional Development

- Review A Handbook for Classroom Instruction that Works pp. 130-139, Marzano, Robert J., et al, 2001.
- In Fall 2009, math department staff will investigate research-based computer programs and hands-on manipulatives for classroom use in the second semester of the current school year.
- Instructional staff will meet in learning communities to "unpack" curriculums and incorporate specific technology lessons in early September 2009, November, December, and March.
- Seminar given by Mike Schmoker on professional learning communities and teacher collaboration in December 2009.

Parental Involvement

Communicate math objectives with parents in the fall and explain the process by which their children would be selected for the re-teaching and practice sessions.

Timely and Additional Assistance

Timely use of re-teaching and practice sessions.

Evaluation Strategies

- Proficient score on formative and summative assessments
- Parent and teacher surveys

Evidence

Sign in sheets, agendas, and surveys from Professional Development, copy of handout for parents, and student achievement results.

3. Instruction by highly qualified professional staff (teachers and instructional paraprofessionals)

One hundred percent of the CMMS teaching staff is highly qualified and 100% of the paraprofessional staff is highly qualified at Central Montcalm Middle School. Evidence supporting this statement is available at the CMPS Board office and is a result of the Mi-TAP audit that was completed during the 2007-2008 school year.

4. Strategies to attract high-quality highly qualified teachers to 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 portable computer carts are available 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.

5. High-Quality and On-Going Professional Developments

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

Goal	What is the PD	Who's involved	When is it	Evidence	Completed
#1, #2, #3	Curriculum alignment and technology	All Professional Staff	September 2009 November 2009 March 2010	Staff surveys Signing sheets Agendas	
#1	Research on-line writing programs	All ELA Staff	Fall 2009	Staff surveys Signing sheets Agendas	
#2	Training in Lexia program	All ELA Staff	Fall 2009	Staff surveys Signing sheets Agendas	
#3	Research on-line computer programs and hands-on manipulatives	All math Staff	October 2009 January 2010	Signing sheets Agendas	
#1, #2, #3	Mike Schmoker (Professional Learning Communities)	All Professional Staff	December 2009	Staff surveys Signing sheets Agendas	
#1, #2, #3	Discussion groups on parental involvement	All Professional Staff	Monthly Staff Meetings	Signing sheets Agendas Copies of professional articles	

6. Strategies to Increase Parental Involvement

Parents were clearly involved in the design of the schoolwide plan by volunteering to participate on the Title I Transitioning team in the summer of 2009. Parents 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 (**Appendix K-2**).

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.

Professional Development

During staff meetings throughout the school year, staff will participate in training regarding building effective parent involvement at CMMS.

Collaboration

CMMS works closely with the Montcalm Area Intermediate School District (MAISD) and Community Education to provide parenting workshops. The Montcalm County Health Department also teams with CMMS to offer behavioral skills training for parents and children.

Communication

Some of the afore-mentioned state documents will be available in Spanish for our non-English-speaking families. Professional language is modified for easier understanding by families when written explanations are desired. (i.e. student handbook, student athletic handbook, district newsletters)

Additional Support

CMMS provides other reasonable means of support when requested by parents. This includes alternate conference times, allowing the check-out of textbooks, and providing individual homework support for long-term absences.

Other Opportunities

In addition to accommodations made for non-English speaking parents mentioned above, CMMS is handicap accessible for disabled parents and students. Assistance through a countywide migrant program is available for teachers to work with parents and students.

Evaluation of Parent Involvement

CMMS evaluates parental involvement at the end of each school year. The BSIT 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.

School-Parent Compact

The parent compact (**Appendix K-4**) addresses the responsibilities of all stakeholders (parents, students, and teachers) in the educational process. Each stakeholder signs the compact to indicate that they will engage in activities to enhance and increase student achievement. The parent compact was developed during the summer of 2009. Parent and staff representatives contributed feedback. 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.

Student Academic Assessment

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, student planners, 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.

7. Preschool Transition Strategies

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.

Staff Transitions

For brand new teachers, we have a mentoring program and team teaching to provide cooperative teaching strategies. For incoming experienced teachers, we invite them to staff and team meetings prior to the new school year.

Student Transitions to Middle School

A tour of the building is given the previous spring semester by student peer coaches and the counseling staff. Peer coaches go to the Upper Elementary in the previous spring semester to provide a question/answer session with small groups of incoming students. The peer coaches work with the counseling staff to put together a "welcome packet" for each incoming student. An orientation is held for students and families during opening week of fall semester. In the 2009-2010 school year, there will be a separate orientation for incoming 6th graders. There will be an open house for 7th and 8th grade students on a different day.

Student Transitions to High School

A freshman orientation and high school orientation are held during the spring previous to starting high school. The freshman orientation is an evening session including families. High school students put on the high school orientation during the school day. A specific day in August is set aside for freshman to visit the high school, pick up their schedules, and tour the areas where their lockers and classrooms are located. During 7th and 8th grade, students participate in a life management class each student creates an educational development plan (EDP) to help them establish a career path. This, along with visits from the high school counselor, helps the students develop a schedule of courses for their high school time.

Parent Transitions

In addition to the fall open houses, parents are able to keep up to date with students' progress through an on-line parent portal. Families are kept informed of school events through an on-line daily posting. There is also a monthly district communicator available on line. All teachers have email addresses and parents receive regular newsletters via email as well as hard copies.

8. Teachers Making Assessment Decisions/Authentic Assessments

In mathematics and science, both the 7th and 8th grade have common quarterly assessments. Currently, quarterly grades in ELA and Social Studies are used to determine student eligibility for at-risk programs. However, plans are in place for Language Arts and Social Studies to meet in their learning communities to develop assessments over the 2009-2010 school year. 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.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Our school has a process in place to identify students who are experiencing difficulty. Our staff conducts ongoing reviews of students' testing data and uses this information to flag students who need additional help math, writing, and reading. 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 group 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. To assist in this endeavor, the hiring of a professional learning community facilitator is being considered.

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

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

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> • General Fund • Title I, Part A • Title I, ARRA 	<ul style="list-style-type: none"> • [School] Schoolwide Transition Process
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> • General Fund • Title II A • Title I, Part A • Title I, ARRA 	<ul style="list-style-type: none"> • [School] School Improvement/ Schoolwide Plan
3. Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Title II A first then General Fund 	<ul style="list-style-type: none"> • All staff (teachers and paraprofessionals) are currently highly qualified
4. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> • General Fund • Title II A 	<ul style="list-style-type: none"> • New Teacher Orientation Program • District Professional Development • Conferences to support continual learning • Money for Classroom use
5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Title II A • Title II D (District Level) • General Fund • Title I, Part A • Title I, ARRA 	<ul style="list-style-type: none"> • Rick Stiggins Assessment for Learning • IGOR – data warehouse • Common Assessments • Lexia Software • Dr. Mike Schmoker Results Now
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> • Title I, Part A • Title I, ARRA • GSRP 	<ul style="list-style-type: none"> • Parent Involvement Family Literacy Night(s)
7. Preschool Transition Strategies	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Kindergarten Round-Up • Open Houses
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> • General Fund • Title II A 	<ul style="list-style-type: none"> • Curriculum Meetings • Grade Level Meetings • IGOR Data Warehouse training • Professional Development

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> • Title I, Part A • Title I, ARRA • Title IIA • Section 31a (at-risk funds) • General Fund 	<ul style="list-style-type: none"> • Read Naturally • The Herman Method • Lexia Reading • Summer School • Paraprofessionals
10. Coordination and Integration of Federal, State, and Local Programs and Resources	<ul style="list-style-type: none"> • General Fund 	The Special Project Coordinator completes coordination of funds with staff, administration, and Central Office

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

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

Curriculum Alignment

Central Montcalm Public Schools developed a five-year curriculum cycle in 2006 (**Appendix K-6**), running from the 2007-2008 school year through the 2011-2012 school year. Each content area, both core and elective, is reviewed and, if necessary, revised in this process. The cycle includes time and resources for all staff to review and revise curriculum in the core content areas.

Implementation

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.)

Assessment

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.

Use of Community Resources and Volunteers

CMMS collaborates with the community on a variety of events focusing on health, life skills, and academics.

Life Skills

In some instances, community members contact the school to provide assistance with awareness programs for students (i.e. “making good choices” via the local ministerial council). At other times, the school contacts community partners to assist with school activities (i.e. Reality Store, organized and implemented through the counseling office).

Health

Outside health organizations provide free hearing and vision testing to identify students with potential impairments in these areas. Local physicians' offices also provide free health physicals for student athletes.

Academics

VFW organizations sponsor a *Patriot Pen* competition for students to participate in an essay-writing contest for monetary awards.

Adult Roles in Community Education, Libraries, and Community Colleges

Community Education

Although adult roles in the community education are primarily a focus at the high school level, there are courses available through this program in which CMMS students may participate. These programs include athletics, East Coast trip, dance, babysitting classes, and etiquette.

Community College

Montcalm Community College offers a brief MCC orientation to 8th grade students. The music department at MCC sponsors a choral festival each year that our choirs participate. The MCC drama department offers theatrical presentations geared toward middle school-age students once a year, with daytime performances so classes can attend as a group learning activity.

Libraries

White Pine Library (Stanton) provides a variety of resources as well as Internet access to all students. Participation of families is strongly encouraged by CMMS staff.

Methods of Effective Use of Technology

The school has a technology plan approved by the State in May 2009. This is valid through June 30, 2012. A copy of this plan may be found on the CMPS district website at www.cms.maisd.com.

CMMS staff utilizes technology in a variety of ways to enhance learning as well as teaching:

- ❑ Laptop computer carts available for classroom use.
- ❑ Some classrooms have ceiling-mounted projectors.
- ❑ All staff and students have Internet access in order to research educational topics.
- ❑ Through the Parent Portal website, parents can access student grades and teacher comments.
- ❑ The *Golden Package* data analysis program is used to analyze student data to inform instruction and remediation.
- ❑ Digital cameras, video cameras, and palm pilots are also available for limited use.
- ❑ All classroom teachers have individual laptop computers.

On the Job Learning

On the job learning is a primary focus for our secondary schools. Students in seventh grade begin their EDP planning and continue working on it into their eighth grade year. Students spend time in their Life Management classes working on the website *Career Cruising*. Reality Store provides 8th grade students the opportunity to manage adult finances in a life skills simulation.

Building Level Decision Making

Whenever possible, decisions are made in a collaborative manner. This may take the form of full staff meeting discussions that lead to consensus, passing the decision on to the school building improvement team (BSIT) for final consideration. Grade level or department teams make decisions involving specific grades or subject areas teams. There are also situations where collaboration is not necessary (or possible) and a staff member or administrator will make a decision on his/her own.

BSIT Involvement

Through the use of the state required Ed YES! reporting system, CMMS has established the process of having the school improvement team (BSIT) complete the self-assessment and share their reflections with the greater staff for input. BSIT meets once a month to review tasks as they arise.

Evaluation

The CMMS Building School Improvement Team (BSIT) will meet monthly to evaluate the implementation of the school-wide plan and programs through the school improvement process. The staff will use trend data from the state's annual assessment (MEAP) and the Ed YES! Comprehensive Needs Assessment to determine if the building level goals were met. Periodic surveys are provided to families, students, and staff members to gather perception data. As this data is studied, a determination is made as to whether or not our school-wide initiatives have been successful in improving student achievement. Based on these reviews, our plan will be revised annually, as needed.

Appendices

1. MEAP Results
2. Parental Involvement Policy
3. Sample cover page of parent guide
4. School-Family Compact
5. Pyramid of Intervention
6. Five-year curriculum cycle
7. School improvement calendar of events

Appendix K-1

Central Montcalm Middle School

MEAP Results 2005-2006

Grade	Reading	Writing	Total ELA	Math	Science
7	77	72	76	NA	NA
8	74	57	69	63	79

MEAP Results 2006-2007

Grade	Reading	Writing	Total ELA	Math	Science
7	83	74	81	79	NA
8	78	60	73	68	73

MEAP Results 2007-2008

Grade	Reading	Writing	Total ELA	Math	Science
7	72	77	74	75	NA
8	90	69	85	85	85

At-Risk Math Class MEAP Results

Grade	Number of students who increased on the MEAP	Number of Students in the class	Percent Increase
8th grade 07-08 MEAP	11	16	69%

At-Risk Reading Exploration MEAP Results

Grade	Number of students who increased on the MEAP	Number of Students in the class	Percent Increase
8th grade	6	15	40%
7th grade	7	12	58%
7th grade	4	18	22%
7th grade	4	11	36%

At-Risk Writing Exploration MEAP Results

Grade	Number of students who increased on the MEAP	Number of Students in the class	Percent Increase
7th grade	12	17	71%
8th grade	8	17	47%

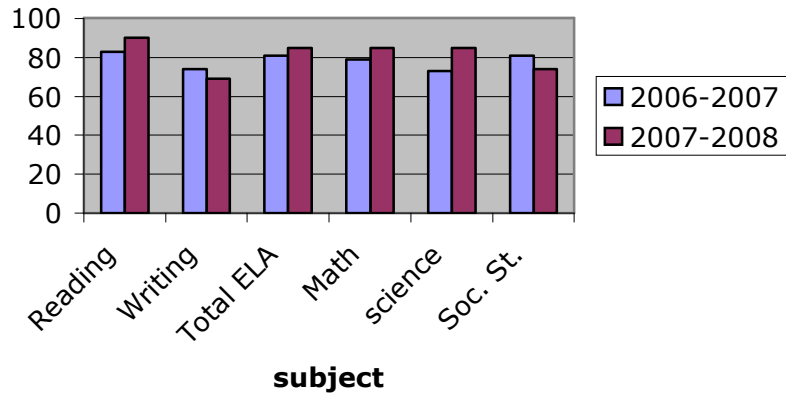
At-Risk Exploratory Class Results

7th grade math	Pre-test score	Post-test score	Results
2nd quarter	44.8	62	+17.2
3rd quarter	52	62	+10
4th quarter			

8th grade math	Pre-test score	Post-test score	Results
2nd quarter	42.75	56.0	+13 points

8th grade Writing	Pre-scores	Post-scores	Results
3rd quarter prompt 1	2.6	4.0	+1.4
3rd quarter prompt 2	2.7	3.2	+ . 5

Comparing 06/07



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

v.7.05

www.michigan.gov/mde

Office of School Improvement

**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**

Teachers:

As a professional educator, I will do the following, along with all other CMMS staff:

- _____ provide an environment conducive to learning.
- _____ have high expectations for my students and myself.
- _____ demonstrate care and concern by accepting them as important and worthwhile.
- _____ make efficient use of academic learning time.
- _____ provide an environment that allows for positive communication with parents.
- _____ encourage students and parents by providing information about student progress.
- _____ give students strategies to increase competence.
- _____ enforce the rules and policies of the school consistently and fairly.
- _____ maintain open lines of communication with students and parents in order to support student learning.
- _____ provide enriched, challenging instruction that is aligned with state core curriculum.

_____ : **Teacher Signature**

Parents:

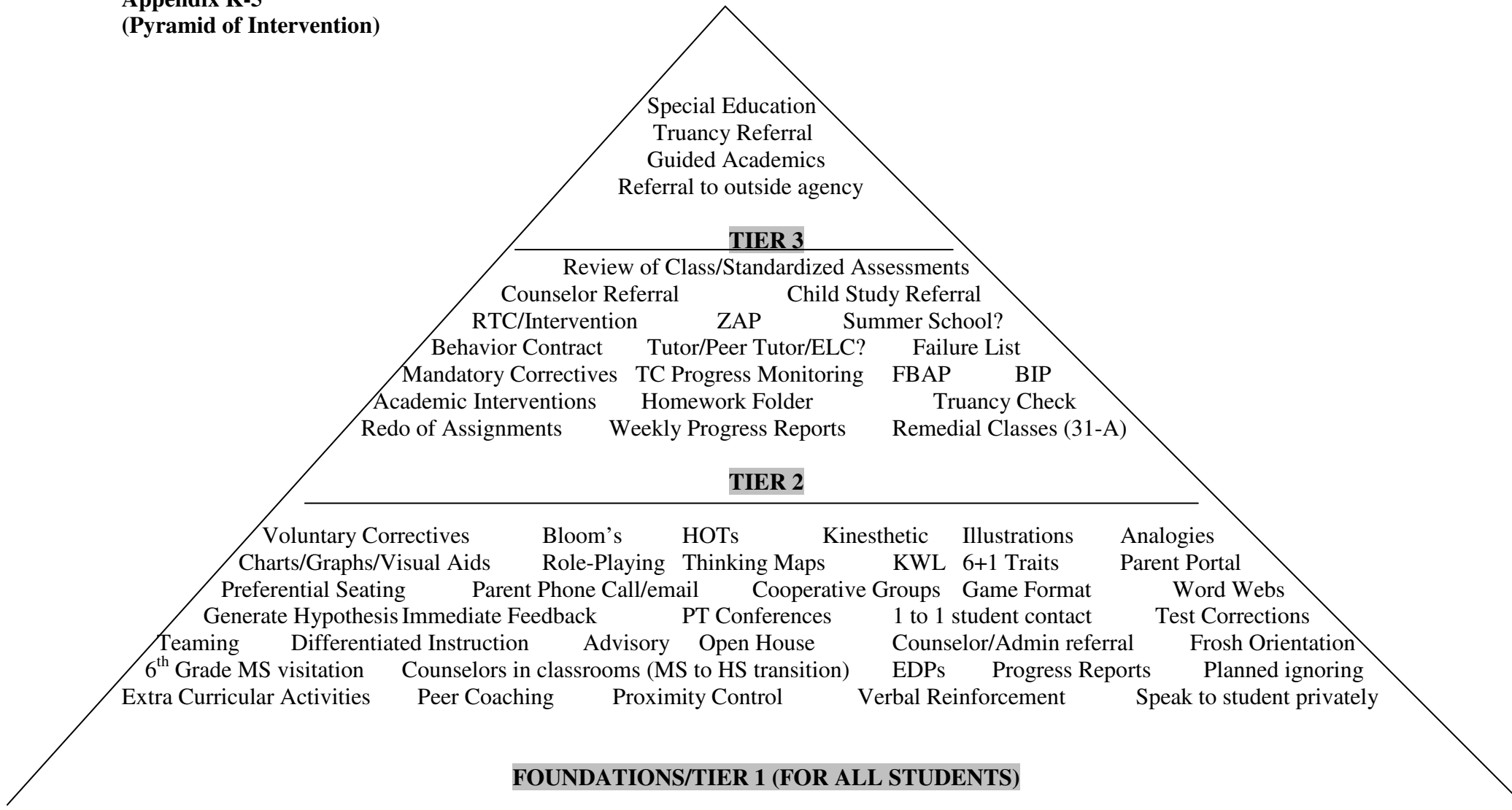
- _____ ensure that my child attends school daily and arrives to school on time.
- _____ encourage my child to follow the rules and regulations of the school.
- _____ establish a time and a place for my child's homework and supervise its completion.
- _____ attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
- _____ communicate positive information regarding teachers, principals, coaches, and other campus personnel when discussing school with my child.
- _____ seek information regarding my child's progress by conferencing with teachers, principals, and other district personnel.
- _____ limit and monitor the time my child spends watching TV, texting, playing video games, etc.
- _____ encourage daily reading at home.
- _____ model respect by going to the teacher first about any concerns, trying to keep lines of communication open, and understanding that there are two sides to every issue.

_____ : **Parent Signature**

Tom Torok
989-831-2200

MS Middle School
ttorok@cms.maisd.com

**Appendix K-5
(Pyramid of Intervention)**



*ZAP=Zeroes Aren't Permitted, FBAP=Functional Behavioral Assessment, BIP=Behavior Intervention Plan, HOTS=Higher Order Thinking Skills, KWL=what do you know, want to know, what have you learned....

**Appendix K-6
(Five-Year Curriculum Cycle)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Year 1	Social Studies ----- Science	Music, Art, PE/Health, Life Skills	English Language Arts Foreign Language	Mathematics	Early Childhood Program ----- AP Classes, Dual Enrollment	Science	Social Studies	Music, Art, PE/Health, Foreign Language, Media, Life Skills
Year 2	Mathematics	Social Studies ----- Science	Music, Art, PE/Health, Life Skills	English Language Arts Foreign Language	Mathematics	Early Childhood Program ----- AP Classes, Dual Enrollment	Science	Social Studies
Year 3	English Language Arts	Mathematics	Social Studies ----- Science	Music, Art, PE/Health, Life Skills	English Language Arts Foreign Language	Mathematics	Early Childhood Program ----- AP Classes, Dual Enrollment	Science
Year 4	Science	English Language Arts	Mathematics	Social Studies ----- Science	Music, Art, PE/Health, Life Skills	English Language Arts Foreign Language	Mathematics	Early Childhood Program ----- AP Classes, Dual Enrollment
Year 5	Social Studies	Science	English Language Arts	Mathematics	Social Studies ----- Science	Music, Art, PE/Health, Life Skills	English Language Arts Foreign Language	Mathematics
Year 6	Music, Art, PE/Health, Foreign Language, Media, Life Skills	Social Studies	Science	English Language Arts	Mathematics	Social Studies ----- Science	Music, Art, PE/Health, Life Skills	English Language Arts Foreign Language

Year 1 = Review of the Michigan Content Expectations, review assessment data (MEAP, other), review research. Begin initial revision of formal curriculum.

Year 2 = Secure/Pilot resources and begin initial implementation of revised curriculum. Begin developing assessments. Begin developing implementation curriculum guides.

Year 3 = Continue developing assessments and curriculum guides.

Year 4 = Implement, evaluate, monitor, modify and make adjustments as needed.

Years 5-6 = Continue with full implementation with assessments, monitor and adjust.

*Cycle may be adjusted as needed in response to changing state requirements and financial reasons.

(Technology/Multi-Media, Special Education, Title I/At-Risk programs are integrated across all curricular areas)

Appendix K-7

(Calendar of Events)

September 2009 (Ken)

- Professional Development (unpacking the curriculum)
- Lexia Training
- Orientations
- Parent Compact
- Staff Meeting (2nd Monday)
 Effective Parent Involvement
- BSIT Meeting (3rd Monday)

October 2009 (Ken)

- Parent Conferences
- Parent Lexia Training
- Research Math Programs
- Communicate Math Objectives and Criteria for Correctives
- MEAP testing
- Staff Meeting (2nd Monday)
- BSIT Meeting (3rd Monday)

November 2009 (Barb)

- Professional Development (curriculum)
- 1st Quarter Assessments
- On-line Writing Tools
- Staff Meeting (2nd Monday)
 Effective Parent Involvement
- BSIT Meeting (3rd Monday)

December 2009 (Barb)

- Professional Development (Mike Schmoker)
- Staff Meeting (2nd Monday)
- BSIT Meeting (TBA due to break)

January 2010 (Deb)

- Ed Yes! Re-evaluated
- 2nd Quarter Assessments
- Staff Meeting (2nd Monday)
 Effective Parent Involvement
- BSIT Meeting (3rd Monday)

February 2010 (Deb)

- Parent Conferences
- Parent Technology Training
- Staff Meeting (2nd Monday)
- BSIT Meeting (3rd Monday)

March 2010 (Tom)

- Professional Development (curriculum/technology)
- 3rd Quarter Assessments
- Staff Meeting (2nd Monday)
 Effective Parent Involvement
- BSIT Meeting (3rd Monday)
- MEAP Analysis

April 2010 (Tom)

- Analyze and Update Title I Goal Progress
- Staff Meeting (2nd Monday)
- BSIT Meeting (3rd Monday)

May 2010 (Kris)

- 4th Quarter Assessments
- Finalize goals for 2010-2011 school year
- Sixth Grade Orientation
- High School Orientation
- Reality Store
- Staff Meeting (2nd Monday)
- BSIT Meeting (3rd Monday)

June – August 2010

- Review school year progress