

**Central Montcalm
Community Education**

Montcalm Academy



**School
Improvement
Plan**

2009-2010

Index

Page #

Mission Statement	1
School Improvement Team Stakeholders	1
Comprehensive Needs Assessment	1
School Wide Reform Strategies	3
Instruction by Highly Qualified Professional Staff	3
Strategies to Attract Highly Qualified Staff	3
Professional Development	3
Parental Involvement	4
Preschool Transition	4
Teacher Participant in Making Assessment Decisions	4
Timely and Additional Assistance to Students Having Difficulty Mastering the Standard	4
Coordination and Integration of Federal, State, and Local Programs and Resources	4
Curriculum Alignment	5
Use of Community Resources and Volunteers	5
Adult Roles in Community Education, Libraries and Community Colleges	6
Methods for Effective Use of Technology	6
On the Job learning	6
Building Level Decision Making	6
Evaluation	6
Appendices	6

Mission Statement

Central Montcalm Community Education will provide the opportunity for total community involvement in life long learning

Stakeholders

Kathryn L. Betts – Director Email: kbetts@cms.maisd.com Phone: (616) 712-6808

Dennis Snow – Teacher Email: dsnow@cms.maisd.com Phone: (616) 712-6808

Danielle Mehney – Student Phone: (616) 824-5767

1. Comprehensive Needs Assessment

In the Fall 2008, the school improvement team worked together to complete a comprehensive needs assessment including EdYes! 40 Indicators. Using the school improvement template for gather data on the school profile, the team compiled data in areas of student achievement data, school programs data, perception data and demographic data. In the sections below, a summary of each type of data including charts and graphs represents the information from this work.

Student, & Staff Demographics

For the 2008-2009 school year, Montcalm Academy is an alternative instructional learning environment for student's age 16 – 19 years of age. We serve students from all over Montcalm County. Our student enrollment was 25 students. One hundred percent of our student population falls within the at-risk population. Daily average attendance did not fall below 85%. Fifteen students completed state and local requirements to receive their high school diploma.

The staff consists of one director and one teacher. The teacher and the director have combined 40 years of alternative education instruction.

Parent/Community Demographics Data:

Montcalm County is an economically depressed area with a 17.8 % poverty rate and an unemployment rate of 16%. Goal area is to implement Parent/teacher conference in the 2009-2010 school year.

Process Data/Resource Integration

EdYes! Results include:

Strand I: Teaching and Learning Area are all Implemented or Exemplary

Strand II: Leadership Area are all Implemented or Exemplary

Strand III: Personnel and Professional Learning- Two areas were rated partially implemented which include:

1. Induction, Mentoring & Coaching
2. Results Driven Alignment

Strand IV: School and Community Relations-Two areas were rated to be getting started or partially implantation which include:

1. Extended Learning Opportunities
2. Decision Making

Strand V: Data Management areas are all partially implemented or exemplary

Parent Perception Data

2009-2010 will develop, implement and analyze a written parent survey to gather input on the program design, implementation and evaluation.

Student Perception Data

2008-2009 Held verbal discussion with students regarding design of adding minutes to the day, summers hours/day design, and 2009-2010 school year design (hour, days & virtual courses)

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

Staff Perception Data

Over the past two years (2007-2008, 2008-2009), Staff completed the Ed Yes! Indicators. Based on these results, we have identified the following area of need to focus on:

1. Extended learning opportunities
2. Parent and Family Involvement

Informal conversation: staff discussion regarding needs in the area of study skills, testing skills, improve Writing and math skills

Student Achievement

Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Math		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2005	0	74,307		20.7		21.2		21.8		21.6		21.4
2006	0	72,751		20.7		21.2		21.8		21.7		21.5
2007	0	78,135		20.7		21.3		21.8		21.7		21.5
2008	6	723,918	13.3	18.7	15.7	19.5	15.8	19.8	17.7	19.9	15.7	19.6
2009	6	121,982	14.2	18.6	14.2	19.6	15.2	19.6	16.3	20.1	15.0	19.6

When looking at State of Michigan MME data for Montcalm Academy-Alternative Education, State results are not published because the aggregate is less than 10 and the same holds true for Sub-groups.

When looking at state and local data:

- MME,
- ACT,
- TABE test for grade level equivalent
- E 20/20
- Compass Learning
- Graduation rate
- Attendance rate
- Report cards

Conclusion Summary of CAN

Based on the data sources reviewed, the following broad goals have been developed for the 2009 – 2010.

2. School Wide Reform Strategies (Goals and Action Plan)

Goal Area #1 *Writing*

Rationale:	Local assessments
Goal:	By fall of 2010, All Montcalm Academy students will improve their writing skills.
Instructional:	Research in fall of 2009. Implement in the winter of 2010
Strategy #1:	An at-risk writing component to remediate non-proficient writers
Research:	Research will begin in the fall of 2009
Professional Development:	To be determine based on research
Parent Involvement:	Invite parents to parent-teacher conferences
At-Risk Student Support:	Weekly student one on one meeting to monitor student learning
Evaluation:	Local assessment Scores will be used to determine if the writing goal was achieved.

Goal Area #2 *Math*

Rationale:	Local assessments
Goal:	By fall of 2010, All Montcalm Academy students will improve their math skills.
Instructional:	Research in fall of 2009. Implement in the winter of 2010
Strategy #1:	An at-risk math component to remediate non-proficient writers
Research:	Research will begin in the fall of 2009
Professional Development:	To be determine based on research
Parent Involvement:	Invite parents to parent-teacher conferences
At-Risk Student Support:	Weekly student one on one meeting to monitor student learning
Evaluation:	Local assessment Scores will be used to determine if the writing goal was achieved.

3. Instruction by Highly Qualified Professional Staff

One hundred percent of the teaching staff members are highly qualified at Montcalm Academy. Evidence supporting this statement is available at the Board Office and is a result of the Mi-TAP audit which was completed during the 2007-08 school year.

4. Strategies to Attract High-Qualified Professional

Central Montcalm Public School –Montcalm Academy does not have a high turn over- rate. The teacher has twenty one years of alternative education instructional experience.

The teacher is provided:

- Good salaries/benefits
- Access to quality technology (software & hardware)
- Involvement staff meetings, school improvement, curriculum and professional development

5. Professional Development

Montcalm Academy staff will participate in a variety of professional development activities at the district and building level.

6. Parental Involvement

Parents and students are required to attend an enrollment interview to:

1. Understand academic, behavioral, and attendance expectation
2. Understand program design

2009-2010 Implementation of Parent/Teacher Conferences

Goal	When	Activity	Who	Completed	Evidence
Math/Reading	Aug. 13, 09	Hands on Strategies For students with learning difficulties	Denny Snow Kath Betts	Aug. 13, 09 Aug. 13, 09	Sign in sheet
Online learning	Aug. 13, 09	E 20/20	Denny Snow	Aug. 14, 09	Sign in sheet
Online learning	Aug. 27, 09	Compass Learning	Denny Snow	Aug. 27, 09	Sign in sheet

Central Montcalm Public school has a district wide policy for Parental Involvement.

7. Preschool Transition Strategies

Montcalm Academy serves only high school grades and does not address preschool transitioning. However, we do offer information and services to incoming students. The following is a list of some of the opportunities offered:

- Enrollment interview/orientation
- Community, Agencies and Post Secondary Awareness

8. Teacher Participation in Making Assessment Decisions

The staff has a structured environment that creates common assessments that assess common standards in a common format from the Michigan Merit Curriculum for each student in each course taken. Results are reviewed to revise instruction.

Assessments include:

- TABE Test – Pre and Post Test Grade Equivalent
- NovaNet – Assessment for each Module
- E 20/20 – Assessment for each Module
- Compass Learning – Assessment for each Module

9. Timely and Additional Assistance to Students having Difficulty Mastering the standards

Timely and Additional Assistance:

Identification Process

- Analyze High School Transcripts and MEAP/MME Scores
- Administer and Analyze TABE Test Scores

Action Steps

- Weekly teacher –student meeting
- Student progress reports and teacher contact to parent
- Intervention meetings – academic/behavior
- Parent/Administrative Meeting
- Summer School
- Credit Recovery classes and testing
- Differentiated Instruction

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] School-wide 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 / School-wide 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 	<ul style="list-style-type: none"> • 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

Montcalm Academy is aligned with State of Michigan Curriculum and Graduation Requirements. Central Montcalm Public Schools has developed a five-year curriculum cycle for all students.

Use of Community Resources and Volunteers

Montcalm Academy utilizes a variety of partnerships to support staff, students and parents. The community Helps in the following ways.

- Montcalm Community Foundation
- Local business
- Michigan Works!
- Cherry Street Clinic
- Montcalm Health Department & Dental Clinic

Adult Roles in Community Education, Libraries, and Community Colleges

- Montcalm Academy is a program of the Community Education program.
- Students are made aware of the services available at the local libraries.
- Students have access to the local community college services (Admission, Career Counseling, and Financial Aid Office). For more information contact: Kathy Betts at 616-712-6808 or kbetts@cms.maisd.com

Methods for Effective Use of Technology

Central Montcalm Public School has a Technology Plan approved by the Board of Education on July 1, 2009 and will expire on June 30, 2012. The plan can be found on the Central Montcalm Public School website www.qualityschool.org. Montcalm Academy has available desktop and laptop computers with a variety of approved internet sites that include.

- Online learning: E 20/20
- Compass Learning
- Nova Net

On the Job Learning

Central Montcalm Public School offers School to Work Program and for additional please contact: John Kearney, Central Montcalm High School Principal at 989-831-2100 or jkearney@cms.maisd.com

Building Level Decision Making

Through the use of state required EdYes! Reporting system, the staff has established the process of having completing the self-assessment and share their reflections annually.

Evaluation

Montcalm Academy will meet annually to review the level of success in achieving our goals outlined in our School Improvement Plan. Using MME Data and EdYes! indicators we will evaluate the effectiveness of our programs.

Appendices

Technology Plan

Parent Involvement Policy