

School Improvement Plan

Title I - Schoolwide

Archive Date: 08/30/2012, Report Status: Transmitted

School Year: 2012 - 2013

School District: Cass City Public Schools

ISD/RESA: Tuscola ISD

School Name: Cass City Jr. and Sr. High School

Grades Served: 7,8,9,10,11,12

Mr. Chad Daniels

Building Code: 00552

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

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:	Cass City Jr. and Sr. High School
District:	Cass City Public Schools
Public/Non-Public:	Public
Grades:	7,8,9,10,11,12
School Code Number:	00552
City:	CASS CITY
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Cass City Jr./Sr. High School will continue to strive to provide the best educational setting for our students, staff, and community. We have many strategies that we believe have value, and we continue to develop these strategies.

Mission Statement

"All jr./sr. high school personnel will accept the responsibility to ensure that Cass City Jr./Sr. High School is the leader in innovative techniques, programs and ideas to allow all students to be productive in a global society."

Beliefs Statement

The staff of Cass City Jr./Sr. High School believes in the following:

- A commitment to working with the unique needs and characteristics of jr./sr.high school students
- High expectations for all
- Family and community partnerships
- A positive and safe school climate
- A shared vision of success for all

Goals

Name	Development Status	Progress Status
Math Scores	Complete	Open
MME Reading	Complete	Open
MME Science Benchmark	Complete	Open
MME Writing Process	Complete	Open
Positive Behaviors	Complete	Open
Soical Studies	Complete	Open

Goal 1: Math Scores

Content Area: Math

Development Status: Complete

Student Goal Statement: Math teachers will aid students in attaining or exceeding proficiency in math.

Gap Statement: Students scores are not decreasing in math they are the highest scores we have. Yet with the new cut scores it looks as if we are not scoring very high in these areas.

Cause for Gap: According to Student Achievement Model(SAM) competent performance on the Math Probe, trageats will facilitate student success in mathematics.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam, Plan Testing and Explore Testing, also putting into place Science Probes.

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? -Yearly assessments/common assessments/progress monitoring and lesson plans will be kept throughout the year(s) by the department chairs, SAM teacher leaders and teachers that demonstrate the targeted skills.

-Bi-monthly SAM data meetings will monitor student progress.

-Teachers will monitor student progress throughout the year and data will be collected to verify student growth.

-Paraprofessionals will monitor students progress based on pull out sessions and also small group sessions.

-The building principal and department chairs will verify that professional development has been conducted and release time was given.

Contact Name: Math Teachers

List of Objectives:

Name	Objective
Math Improvement	By May 2013, 52% or better of all students will show improvement on the benchmark standards in math.

1.1. Objective: Math Improvement

Measurable Objective Statement to Support Goal: By May 2013, 52% or better of all students will show improvement on the benchmark standards in math.

List of Strategies:

Name	Strategy
Math Instruction	- Traditional instructional strategies of basic mathematical skills including equations, graphs, and applications will be progress monitored and evaluated to improve student abilities and understanding on a schedule. Appropriate technology and materials will be made available to all students.

1.1.1. Strategy: Math Instruction

Strategy Statement: - Traditional instructional strategies of basic mathematical skills including equations, graphs, and applications will be progress monitored and evaluated to improve student abilities and understanding on a schedule. Appropriate technology and materials will be made available to all students.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

- Regular screening on foundational skills that are predictive of future learning success is integral. Early detection of learning difficulties, strong core programs of instruction, and research-based interventions effectively minimize long-term deficiencies in student learning. National Center on Response to Intervention (<http://www.rti4success.org>), What Works Clearinghouse, University of Oregon, National Center on Student Progress Monitoring, Intervention Central.
- "Study Island." Study Island, LLC, 2012. Web. 22 May 2012. <<http://www.studyisland.com>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Professional Development	2012-08-29	2013-06-03	All Math Teachers and Paraprofessionals

1.1.1.1. Activity: Math Professional Development

Activity Type: Professional Development

Activity Description: - Teachers and Paraprofessionals will be allowed release time to attend seminars, workshops or in-service to enhance the understanding and incorporation of instructional strategies.

- Teachers and Paraprofessionals will be granted release time to collaborate and evaluate student needs and monitor progress.

- At staff and departmental meetings, strategies will be formulated to develop and discuss implementation of specific assignments and assessments.

Planned staff responsible for implementing activity: All Math Teachers and Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Professional Development	Title I Part A	50,000.00	

Goal 2: MME Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All staff will aide students in attaining, maintaining, or exceeding grade proficiency in reading.

Gap Statement: In 7th - 12th grade, 70% of all students should be at or above the grade level benchmark in reading (based upon the MEAP, Explore, Plan and P-ACT or other similar MME/NCC type assessment.)

Comprehensive analysis of academic growth has demonstrated that students who do not meet or exceed the reading benchmark are significantly less likely to meet or exceed benchmarks in math, science and English.

Cause for Gap: Lack of grammar skills, comprehension and lack of student drive in the higher grades to read.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam, Plan Testing and Explore Testing, and Practice ACT Reading Exams.

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? SAM Reading, EXPLORE, PLAN, and the Practice ACT measure students' progressive development of knowledge and skills in the same English academic areas from grades 7 through 12. Therefore, the scores from these three programs help educators monitor students' academic growth over time and individual yearly progress.

- In September EXPLORE, PLAN, and the Preliminary ACT is administered to all 9th, 10th, and 11th grade students.
- At the October Professional Development meeting data from each core area: English, mathematics, reading, and science will be shared and analyzed by the entire high school staff.
- At Professional development departmental meetings and monthly staff meetings strategies will be developed to target and improve reading skills in each core and non-core classes.
- At monthly departmental meetings strategies will be developed to target and improve core English and reading skills
- At quarterly SAM Reading benchmark testing Tier 1, Tier 2 and Tier 3 students' skills will be identified.
- At bi-monthly department chair meetings at least four target skills will be identified. Improvement strategies will be developed and then integrated into all classrooms from the first week of the second semester until two weeks prior to the MME testing window.

Contact Name: All Teachers

List of Objectives:

Name	Objective
MME Reading	By May of 2013 all teachers will be provided the release time or professional development time to collaborate and coordinate vertical alignment or reading strategies in core and non-core classes and develop reading probes and assessments to evaluate student growth.

2.1. Objective: MME Reading

Measurable Objective Statement to Support Goal: By May of 2013 all teachers will be provided the release time or professional development time to collaborate and coordinate vertical alignment or reading strategies in core and non-core classes and develop reading probes and assessments to evaluate student growth.

List of Strategies:

Name	Strategy
Reading Skills	- Evaluate curriculum-based tests, along with use of the Standards for Transition and the standards-based reports, curriculum review worksheets, and instructional support materials to implement and support improved reading skills. - Introduce literacy, which is aligned with national standards, to students. - During 7th through 12th grade, students will take 3 probes/assessments which are aligned to and include College and Career Readiness Anchor Standards and Grade Band Standards which will be administered in their English/Language art class. - Using classroom curriculum and/or individualized curriculum within the Study Island program, The Island program, or other instructional programs, students will build reading skills needed to be successful. - Students not meeting or exceeding benchmark, will be placed in an intervention program administered or supervised by a paraprofessional. The paraprofessional will work with students one-on-one or in

small group settings (3-5 students) based upon deficiency. - The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.

2.1.1. Strategy: Reading Skills

Strategy Statement: - Evaluate curriculum-based tests, along with use of the Standards for Transition and the standards-based reports, curriculum review worksheets, and instructional support materials to implement and support improved reading skills.

- Introduce literacy, which is aligned with national standards, to students.
- During 7th - 12th grade, students will take 3 probes/assessments which are aligned to and include College and Career Readiness Anchor Standards and Grade Band Standards which will be administered in their English/Language art class.
- Using classroom curriculum and/or individualized curriculum within the Study Island program, The Island program, or other instructional programs, students will build reading skills needed to be successful.
- Students not meeting or exceeding benchmark, will be placed in an intervention program administered or supervised by a paraprofessional. The paraprofessional will work with students one-on-one or in small group settings (3-5 students) based upon deficiency.
- The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

- Allen, J. & Sconing, J. (2005). Using ACT Assessment Scores to Set Benchmarks for College Readiness. (ACT Research Report 2005-3). Iowa City, IA: ACT.
- Archer, A.L., Gleason, M.M., & Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West.
- Engelmann, S., Johnson, G., Carnine, L., Meyer, L., Becker, W., & Eisele, J. (1999). Corrective reading decoding strategies C. Columbus, OH: SRA.
- Englemann, S., Meyer, L., Johnson, G., & Carnine, L. (1999). Corrective reading decoding skill applications C. Columbus, OH: SRA.
- Auman, Maureen. Step Up to Writing. 3rd. Longmont, CO: Cambium Learning, 2008. Print.
- Toulmin, S. (1964). The Uses of Argument. New York: Cambridge University Press.
- "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.
<<http://www.studyisland.com>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Training	2012-08-29	2013-06-03	Teachers, English department, Paraprofessionals and Principal

2.1.1.1. Activity: Reading Training

Activity Type: Professional Development

Activity Description: Evaluate curriculum-based tests, along with use of the Standards for Transition and the standards-based reports, curriculum review worksheets, and instructional support materials to implement and support improved reading skills.

Planned staff responsible for implementing activity: Teachers, English department, Paraprofessionals and Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Train Staff	General Funds	5,000.00	

Goal 3: MME Science Benchmark

Content Area: Science

Development Status: Complete

Student Goal Statement: Science Teachers will help students increase their MME science scores by focusing on technical reading, charts and graphs and content knowledge.

Gap Statement: Students scores are not increasing in science. The scores are at a low among our core curriculum, being at 28% of the students being at or better than state proficiency with new cut scores in place.

Cause for Gap: Lack of reading skills in science due to lack of knowledge of scientific vocabulary, and the critical thinking scores need for full understanding of charts and graphs.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam, Plan Testing and Explore Testing, also putting into place Science Probes.

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? -Yearly assessments/common assessments/progress monitoring and lesson plans will be kept throughout the year(s) by the department chairs, SAM teacher leaders and teachers that demonstrate the targeted skills.

-Bi-monthly SAM data meetings will monitor student progress.

-Teachers will monitor student progress throughout the year and data will be collected to verify student growth.

-Paraprofessionals will monitor students progress based on pull out sessions and also small group sessions.

-The building principal and department chairs will verify that professional development has been conducted and release time was given.

Contact Name: Science Teachers

List of Objectives:

Name	Objective
Science Benchmark	By May 2013, 35% of Cass City students in 7th-12th grade will meet or exceed benchmark standards in science.

3.1. Objective: Science Benchmark

Measurable Objective Statement to Support Goal: By May 2013, 35% of Cass City students in 7th-12th grade will meet or exceed benchmark standards in science.

List of Strategies:

Name	Strategy
Science Content	-Students will be identified using MEAP, Explore, Plan, and P-ACT data. -Students will be tested using 3 Student Achievement Model research-based science probes that will be administered by their science teacher. -Students who are not proficient on science probes will be pulled out by paraprofessionals and worked with in a one-on-one setting or small groups (4-5 students) based on areas they are lacking. -Science teachers will monitor the data from MEAP, Explore, Plan, P-ACT, and science probes to ensure that reinforcement which is being done in the classrooms are aligned with the needs of the majority of the students based on needs. -Science teachers will also use different resources from the Rewards Program to ensure effective vocabulary and reading strategies amongst their students. - Science teachers will use online assessments to monitor progress of students by using computers, electronic tablets, iPads or other media devices. - Increase the MME science scores by focusing on improvement in interpreting and creating of charts and graphs. Æ?Æ Reinforcement will be done within science classes to ensure that the students improve their ability to identify both the focus and purpose of a variety of charts and graphs, applying that knowledge to problem solving, and interpreting relevant and irrelevant material. Æ?Æ Students not meeting or exceeding benchmark, will be placed in an intervention program ran by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency.

3.1.1. Strategy: Science Content

Strategy Statement: -Students will be identified using MEAP, Explore, Plan, and P-ACT data.

-Students will be tested using 3 Student Achievement Model research-based science probes that will be administered by their science teacher.

-Students who are not proficient on science probes will be pulled out by paraprofessionals and worked with in a one-on-one setting or small groups (4-5 students) based on areas they are lacking.

-Science teachers will monitor the data from MEAP, Explore, Plan, P-ACT, and science probes to ensure that reinforcement which is being done in the classrooms are aligned with the needs of the majority of the students based on needs.

-Science teachers will also use different resources from the Rewards Program to ensure effective vocabulary and reading strategies amongst their students.

- Science teachers will use online assessments to monitor progress of students by using computers, electronic tablets, iPads or other media devices.

- Increase the MME science scores by focusing on improvement in interpreting and creating of charts and graphs.

~ Reinforcement will be done within science classes to ensure that the students improve their ability to identify both the focus and purpose of a variety of charts and graphs, applying that knowledge to problem solving, and interpreting relevant and irrelevant material.

~ Students not meeting or exceeding benchmark, will be placed in an intervention program ran by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

- Allen, J. & Sconing, J. (2005). Using ACT Assessment Scores to Set Benchmarks for College Readiness. (ACT Research Report 2005-3). Iowa City, IA: ACT.

- Choi, K., Goldschmidt, P., & Yamashiro, K. (2005). Exploring models of school performance: From theory to practice. In J. L. Herman & E. H. Haertel (Eds.), Uses and misuses of data for educational accountability and improvement (NSSE Yearbook, Vol. 104, Part 2, pp. 119-146). Chicago: National Society for the Study of Education. Distributed by Blackwell Publishing.

- Archer, A.L., Gleason, M.M., & Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West.

- "Study Island." Study Island LLC, 2012. Web.22 May 2012. <<http://www.studyisland.com>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science content and vocabulary	2011-09-06	2012-02-20	Science Department

3.1.1.1. Activity: Science content and vocabulary

Activity Type: Professional Development

Activity Description: - Students will be identified using Explore and Plan data.

- Students will be tested using 3 Student Achievement Model research-based science probes that will be administered by their science teacher.
- Students who are not proficient on science probes will be pulled out by paraprofessionals and worked with in a one-on-one setting and also in small groups (4-5 students) based on areas they are lacking.
- Science teachers will monitor the data from Explore, Plan and science probes to ensure that reinforcement which is being done in the classrooms are aligned with the needs of the majority of the students based on the data.
- Science teachers will also use different resources from the Rewards Program to ensure effective vocabulary and reading strategies amongst their students

Planned staff responsible for implementing activity: Science Department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-02-20

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Pull-Outs and Professional Development	Title I Part A	20,000.00	

Goal 4: MME Writing Process

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: English teachers will ensure growth on MME writing scores by focusing on a strong, organized introductory paragraph that helps students easily write body paragraphs and construct MME type

essays.

Gap Statement: The improvement of student writing scores is essential. The MME scores being at 54% of the students being at or better than state proficiency shows a need for drastic improvement.

Cause for Gap: There is a lack of consistency in the MME writing scores by focusing on a strong, organized introductory paragraph that helps students easily write body paragraphs.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam, Student Achievement Model writing probes and classroom 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? - Yearly assessments/common assessments/progress monitoring and lesson plans will be kept throughout the year(s) by the department chairs, SAM teacher leaders, and teachers that demonstrate the targeted skills.

- Bi-monthly SAM data meetings will monitor student progress.
- Teachers will monitor student progress throughout the year and data will be collected to verify student growth.
- Paraprofessionals will monitor student progress based on pull out sessions and small group sessions.
- The building principal and department chairs will verify that professional development has been conducted and release time is given.

Contact Name: English Teachers

List of Objectives:

Name	Objective
MME Writing Introductory Paragraph	By May 2013, 70% of Cass City students in 7th-12th grade will meet or exceed benchmark college readiness standards in writing.

4.1. Objective: MME Writing Introductory Paragraph

Measurable Objective Statement to Support Goal: By May 2013, 70% of Cass City students in 7th-12th grade will meet or exceed benchmark college readiness standards in writing.

List of Strategies:

Name	Strategy
Paragraph Structure	- Introduce new writing guide, which is aligned with national standards, to students: The Toulmin Method of Argumentation. - During freshmen year, students will take 3 writing probes which include components of Step Up to Writing, which will be administered in their English class. - Using individualized curriculum within the Island program, students will build grammar skills needed to be successful. - The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis. - Students not meeting or exceeding benchmark will be placed in an intervention program administered or supervised by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students)

based deficiency. - Cass City Writing Process will be done across the curriculum. - Reinforcement will be done within English classes to ensure that the Cass City Writing Process is the structure that all students will be accustomed. - Increase the MME writing scores by focusing on improvement in English rhetorical skills. - Reinforcement will be done within English classes to ensure that the students improve their ability to identify both the focus and purpose of a fairly involved paragraph or essay, applying that knowledge to determine the rhetorical effect of a new or existing phrase, clause or sentence, or the need to add supporting detail or delete plausible but irrelevant material. - Students not meeting or exceeding benchmark, will be placed in an intervention program ran by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency. - Using individualized curriculum within the Island program, students will build grammar skills needed to be successful. - With the Island program, writing assessments will be given to monitor progress of each student. Based on scores, further altering of the individualized curriculum will be made. - The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis. - Students not meeting or exceeding benchmark, will be placed in an intervention program ran administered or supervised by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency.

4.1.1. Strategy: Paragraph Structure

Strategy Statement: - Introduce new writing guide, which is aligned with national standards, to students: The Toulmin Method of Argumentation.

- During freshmen year, students will take 3 writing probes which include components of Step Up to Writing, which will be administered in their English class.
- Using individualized curriculum within the Island program, students will build grammar skills needed to be successful.
- The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.
- Students not meeting or exceeding benchmark will be placed in an intervention program administered or supervised by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency.
- Cass City Writing Process will be done across the curriculum.
- Reinforcement will be done within English classes to ensure that the Cass City Writing Process is the structure that all students will be accustomed.
- Increase the MME writing scores by focusing on improvement in English rhetorical skills.
- Reinforcement will be done within English classes to ensure that the students improve their ability to identify both the focus and purpose of a fairly involved paragraph or essay, applying that knowledge to determine the rhetorical effect of a new or existing phrase, clause or sentence, or the need to add supporting detail or delete plausible but irrelevant material.
- Students not meeting or exceeding benchmark, will be placed in an intervention program ran by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency.
- Using individualized curriculum within the Island program, students will build grammar skills needed to be successful.
- With the Island program, writing assessments will be given to monitor progress of each student. Based on scores, further altering of the individualized curriculum will be made.

- The use of on-line assessments as a progress monitoring tool will help guide instruction on a continuous basis.
- Students not meeting or exceeding benchmark, will be placed in an intervention program ran administered or supervised by a paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

- Allen, J. & Sconing, J. (2005). Using ACT Assessment Scores to Set Benchmarks for College Readiness. (ACT Research Report 2005-3). Iowa City, IA: ACT.
- Archer, A.L., Gleason, M.M., & Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West.
- Engelmann, S., Johnson, G., Carnine, L., Meyer, L., Becker, W., & Eisele, J. (1999). Corrective reading decoding strategies C. Columbus, OH: SRA.
- Englemann, S., Meyer, L., Johnson, G., & Carnine, L. (1999). Corrective reading decoding skill applications C. Columbus, OH: SRA.
- Auman, Maureen. Step Up to Writing. 3rd. Longmont, CO: Cambium Learning, 2008. Print.
- Toulmin, S. (1964). The Uses of Argument. New York: Cambridge University Press.
- "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.
<<http://www.studyisland.com>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Paragraph Development	2012-08-29	2013-06-03	English Department initially and supported by entire staff

4.1.1.1. Activity: Paragraph Development

Activity Type: Other

Activity Description: - Introduce new writing guide, which is aligned with national standards, to students: The Toulmin Method of Argumentation.

- During freshmen year, students will take 3 writing probes which include components of Step Up to Writing, which will be administered in their English class.
- Students not meeting or exceeding benchmark, will be placed in an intervention program ran by a

paraprofessional. The paraprofessional will work with students one-on-one and in small group settings (4-5 students) based deficiency.

- Cass City Writing Process will be done across the curriculum.
- Reinforcement will be done within all classes to ensure that the Cass City Writing Process is the structure that all students will be accustomed.

Planned staff responsible for implementing activity: English Department initially and supported by entire staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	5,000.00	

Goal 5: Positive Behaviors

Content Area: Other

Development Status: Complete

Student Goal Statement: The goal of the SRC program is to instill in students that everyone has the right to a safe environment in which teaching & learning are ensured and that their behavior impacts that environment.

Gap Statement: Utilize the SRC room more frequently to decrease the number of students that are written up and given ISS.

Cause for Gap: Students will be placed into the SRC program to alleviate events that will not be conducive to a learning environment. This allows a student to stay in school and maintain their learning rather than out of school where learning will not occur and homework will not be completed. Research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviors.

Multiple measures/sources of data you used to identify this gap in student achievement: There is no measureable data that will indicate that the students will be in this program. Yet because of the PBS program that we have in place this is an outlet for students that have trouble staying on task in the classroom without getting written up. The data that will be collected will be Swiss data that tells us what areas and types we are having trouble with the students.

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? The criterion for success is the increase in student behavior with the school, which it turn will be less write-ups and less ISS and OSS. We will be collecting the data in SWISS software program.

Contact Name: Sandy Taylor

List of Objectives:

Name	Objective
Positive Behaviors	Utilize the SRC room more frequently to decrease the number of students that are written up and given ISS and OSS.

5.1. Objective: Positive Behaviors

Measurable Objective Statement to Support Goal: Utilize the SRC room more frequently to decrease the number of students that are written up and given ISS and OSS.

List of Strategies:

Name	Strategy
Positive Role Model	- Discuss with students what happened in the classroom to try and prevent frequent uses by each individual, to discuss proper behavior and how to fix things before they get sent to ISS. -Develop a vision & purpose with students in order for them to understand the use of the SRC Room. - Increase the amount of quality and learning time while the students are in the SRC room. -Emphasize that points are reduced every 30 days for good behavior.

5.1.1. Strategy: Positive Role Model

Strategy Statement: - Discuss with students what happened in the classroom to try and prevent frequent uses by each individual, to discuss proper behavior and how to fix things before they get sent to ISS. -Develop a vision & purpose with students in order for them to understand the use of the SRC Room. - Increase the amount of quality and learning time while the students are in the SRC room. -Emphasize that points are reduced every 30 days for good behavior.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

-Marzano, Robert J. (2001). Classroom Instruction That Works. (Strategies that have positive effects on student learning)

- Frelberg (1998) Feeling of safeness and school size
- Mc Evoy and Welker,(2000) Positive Interpersonal Relationships

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Support in SRC and ISS	2012-09-04	2013-06-04	SRC and ISS Coordinator Para Professionals Staff

5.1.1.1. Activity: Support in SRC and ISS

Activity Type: Other

Activity Description: - The students are required to complete an explanation paper as to why they have been assigned to ISS and better choices they could have made.

- A paraprofessional will be available to aid students in completing their work.
- In addition students will have access to laptops, computers, and all classwork/homework the student is in need of completing.

Planned staff responsible for implementing activity: SRC and ISS Coordinator
Para Professionals
Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-04

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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Goal 6: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: Social Studies teachers will continue to produce and refine Social Studies' probes to increase students reading, knowledge, critical reading skills, content knowledge and skills.

Gap Statement: Students scores are decreasing in social studies, yet with the new cut scores it looks as if we are not scoring very high in this areas.

Cause for Gap: According to the Social Studies MME data for the previous three years there has been a decrease in performance and the probes should help students be successful in reading and comprehension as well as critical thinking in the area of Social Studies.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam, Plan Testing and Explore Testing, also putting into place Science Probes.

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? -Yearly assessments/common assessments/progress monitoring and lesson plans will be kept throughout the year(s) by the department chairs, SAM teacher leaders and teachers that demonstrate the targeted skills.

-Bi-monthly SAM data meetings will monitor student progress.

-Teachers will monitor student progress throughout the year and data will be collected to verify student growth.

-Paraprofessionals will monitor students progress based on pull out sessions and also small group sessions.

-The building principal and department chairs will verify that professional development has been conducted and release time was given.

Contact Name: Social Studies Teachers

List of Objectives:

Name	Objective
Social Studies	By May, 2013, 55% of students will show improvement on three benchmark screenings.

6.1. Objective: Social Studies

Measurable Objective Statement to Support Goal: By May, 2013, 55% of students will show improvement on three benchmark screenings.

List of Strategies:

Name	Strategy
Social Studies Online Assessments	- Instruction with monthly evaluation of skills including reading comprehension, graphs, charts, political cartoons, primary sources, maps. Appropriate technology and materials will be made available to all students. - Reinforcement will take place in Social Studies classes through the use of online assessments such as Skyward Tests, Study Island, probes and so on will be used to increase MME scores. - In planning we will evolve our instruction to include the National CORE Curriculum on Literacy that is coming in 2013.

6.1.1. Strategy: Social Studies Online Assessments

Strategy Statement: - Instruction with monthly evaluation of skills including reading comprehension, graphs, charts, political cartoons, primary sources, maps. Appropriate technology and materials will be made available to all students.

- Reinforcement will take place in Social Studies classes through the use of online assessments such as Skyward Tests, Study Island , probes and so on will be used to increase MME scores.

- In planning we will evolve our instruction to include the National CORE Curriculum on Literacy that is coming in 2013.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

- Archer, A.L., Gleason, M.M. ,& Vachon, V. (2000) REWARDS: READING EXCELLENCE: WORD ATTACK AND RATE DEVELOPMENT STRATEGIES, Longmont, CO : Sopris West

- Toulmin, S. (1964). The Use of Argument, New York: Cambridge University Press
Auman, Maureen. Step Up To Writing, 3rd . Longmont CO: Cambium Learning , 2008 Print.

- "Study Island." Study Island, LLC, 2012. Web. 22 May 2012.
<<http://www.studyisland.com>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Soical Studies Professional Development	2012-08-29	2013-06-03	Social Studies Teachers and Paraprofessional

6.1.1.1. Activity: Soical Studies Professional Development

Activity Type: Professional Development

Activity Description: - Teachers will be released to attend workshop, in service or seminars to enhance understanding of the Rewards program.

- At staff, department, and department chair meetings, strategies will be formulated to develop and discuss implementations of specific assignments, templates, and assessments based on data gathered about student needs.

Planned staff responsible for implementing activity: Social Studies Teachers and Paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	2,000.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$12,000.00	\$0.00
Title I Part A	\$70,000.00	\$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?

In April and May of 2012, the Cass City Jr./Sr. High School Improvement team worked together to complete an extensive comprehensive needs assessment. Using the school improvement template for gathering data on the school profile, the team compiled data in the areas of student achievement data, school programs/process data, student/teacher/parent perception data, and demographic data. Student Achievement data is gathered by using state assessments, student probes as well as purchased assessments such as Explore and Plan Testing. These assessments are administered throughout the year in order for the staff to progress monitor student growth. Programs/process data was completed and examined by the school improvement team to examine current processes and programs in an attempt to monitor their effectiveness. Perception data was gathered from all groups by way of email survey links. The data was gathered from each group. The school improvement team then examined the data and comments to assess the concerns and positives that were mentioned. Finally, demographic data was examined by the school improvement team to explore the sub group scores as well as needs.

The Process of Gathering Information for CNA

1. Student Achievement Data

-Student Achievement Data is looked at each grade level based on a test or probe designated for each grade level. When data is sent back to the school, the data is looked at by our data analysis person which takes the information and puts it in readable graphs and charts. Looking at each of the core areas in each level we then meet with department heads to have them get with their department and write a goal based on the information gathered from each grade level.

2. School Programs/Process Data

-School Programs and Process Data is gathered by looking at our schools process rubrics(40) and talking to the staff if we feel that we are being graded fairly; good or bad. The focus of this area is to make sure the process that we have in place are meeting the needs of the students and if they are not they are being changed to meet those needs.

3. Perception Data

-Perception Data is gathered by using surveys in which students, teachers, parents, and the community. The surveys are sent out to teachers and parents via the e-mail address that have given the school to be able to reach them. Students surveys are done on-line with in all support classes, support classes was chosen because the hit the widest range of students grade wise. A week time frame was giving to get the surveys complete and submit. Then the answers are compiled and graphed, while being looked at be members of staff and administration.

4. Demographic Data

-Demographic Data is gathered using our skyward Software. We use the software to compile reports showing what type of students that we have in our community and also what subgroups that we need to pay attention to when looking at the other types of 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.

Summary of CNA:

After reviewing all four types of data from the years 2009, 2010, and 2011 the school improvement team determined that all scores had shown a marked increase in 2011 on assessments. After reviewing the assessments from the same year, the team noted that the students are having issues with reading comprehension as well as topic development in English. The data from these assessments are revealing that there is progress, but at the current pace, these groups have the potential of not making the state targets if these areas are not reinforced. It was also noted that we are seeing a lot of improvement in math and writing scores. This has been attributed to a focused curriculum as well as the support classes that assist students with these skills. This has led the team to develop the goals as shown below.

Goals

- 1. English teachers will ensure growth on MME writing scores by focusing on a strong, organized introductory paragraph that helps students easily write body paragraphs and construct MME type essays.*
- 2. Science teachers will help students increase their MME science scores by focusing on technical reading, charts and graphs, and content knowledge.*
- 3. All staff will aide students in attaining, maintaining, or exceeding grade proficiency in reading.*
- 4. Math teachers will aide students in attaining or exceeding proficiency in math.*
- 5. Social Studies teachers will continue to produce and refine Social Studies?? probes to increase student reading, knowledge, critical reading skills, content knowledge and skills.*

Schoolwide 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.

a. Student Achievement Model (SAM) is a process that improves the reading, behavior, math, and writing skills of students.

-Training is provided to teachers to illustrate highly effective teaching techniques/instructional strategies, as well as instructional programs and materials. Using only those proven to increase student learning is essential.

-Local school teacher leaders are identified. They participate in training sessions and share this information with their colleagues.

-Students in need of extra help are identified by giving short screening tests to all students in reading, math, and writing.

-Additional intervention is given to such students and we collect data to determine if its helping or if changes are needed.

-Bringing together superintendents, principals, and teacher leaders from across the region allows us to collaborate to get the very best plans and resources in place without having to re-invent the wheel.

b. Along with the SAM we will be doing a modified intervention program which we will be doing one on one intervention, small group(3-5), and also some in class intervention.

a. Reading/Writing

-Students are taught vocabulary strategies to help increase reading comprehension. This increase in vocabulary also helps in the writing process. One strategy used in a required English course is to focus on bottom 40% of students, while continuing growth and enrichment for tier 1 students.

-Everyday Words from Classic Origins is a research based tool that helps focus on comprehension and word choice by focusing on expanding student knowledge and understanding of morphology. Individual lessons and units are structured to develop a tiered expansion using Latin and Greek base words and skills. Instructional strategies such as those from REWARDS and Step Up to Writing are utilized to provide basic, enhanced and advanced vocabulary development.

b. Math

-All students enrolled in a mathematics course will be assessed three times during the school year as a means to determine whether they are meeting benchmark for their grade level. Those students determined not to be at benchmark will then be provided additional support to improve their knowledge base and help them reach benchmark. This is done through additional assistance in support class or after school homework support.

-We provide homework support to all students in our school. Students have the opportunity to complete homework, make up quizzes or tests to prevent a loss of class time, or receive additional help from a certified mathematics teacher.

-Teachers differentiate instruction with the use of McDougal Littell Notetaking Guide for lecture notes, The Island for additional practice, and Kahn Academy for additional instruction.

-The use of Step Up to Writing is used to help all students become more successful on constructive response questions.

c. Science

-All students will be exposed to a wide variety of differentiated learning strategies and the opportunity to enroll in a science support class. On a weekly basis, the science courses utilize programs and methods such as the Island, Khan Academy, Cornell Note-Taking System, Step Up to Writing, and ACT test practice guides.

-In the event that a student performs below benchmark or in the bottom 40%, these students will receive individualized remediation. If a student is low performing on the science probe, ACT assessments or reading level assessments, students will be placed in a paraprofessional pull-out program until they are exited. When below-benchmark performance occurs on individual classroom assessments, students will receive remediation packets or an individualized program on the Island to assist them in their low performing areas. Students may also at any time, receive additional assistance with their science homework or remediation in after-school homework support that is offered to all students, four days a week.

-Because our MME data indicates a low level of reading comprehension in the area of science, we have implemented the research-based Cornell Note-Taking System within our science courses for all students. This system assists students in finding key concepts and guides them as they are reading content specific materials.

d. Social Studies

-A variety of activities that will allow them to learn skills that will enable them to reach the states standards. They will be instructed in writing, reading, analysis and critical thinking skills.

-They will be tested either using probes or standardized tests to identify those students who do not reach benchmark.

-Students who are academically disadvantaged will receive additional enrichment activities. These activities will be done in partner or small groups with the teacher, paraprofessional, inclusion teachers and/or other students leading the enrichment.

-As for the students who need no remediation they will be required to master their skills by using a number of online sites.

-There will be follow up testing using the pre-test to measure student growth toward benchmarks.

a. Reading/Writing

-Building grammar skills and continually advancing those skills is emphasized. One required English course utilizes Write Source coupled with The Island. The Island also reinforces grammar lessons in the classroom and helps to monitor growth in all tiers. The Island is a program that is used for both reading and writing. Tier 3 students will work on reinforcement activities to help build their skills, while Tier 1 students can continue to advance their skills.

b. Math

-If a student fails a summative assessment they will be peer tutored by another student who scored above a 90%. A remediation worksheet with three problems for each important concept from the unit will be given to the pair; the tutor will demonstrate how to do the problem, then the student being tutored will attempt the second problem being guided by the tutor, and finally the student will attempt the third problem on their own. When finished with the peer worksheet, the student will then complete another assessment to see if they now understand the content.

C & D Science & Social Studies

-Study Island " this allows for student to review, practice and master skills through testing, worksheets and review with games as a reward.

-Gaggle.net " allows students to complete online activities and send to teacher for review and or grading.

-Moodle " allows students to complete online work and to also set up discussion boards so that students can show their understanding of concepts being studied.

-Rewards assists students to break down words for better comprehension.

-Reading rockets " is a site for struggling readers.

- Classroom

Who- Teachers, Para Professional

When- During Support Classes and Core Class

Where- In the classroom, small group settings and one-on-one.

What- Students that are not being accelerated, will be working on individualized On-line programs.

-Pull-Out Program

Who- Para Professional

When- During support and non-core classes

Where- In one-on-one setting and also small group settings

What- Students will be doing their core curriculum within their core class. Students that are not being accelerated in core curriculum will be doing daily task.

Analyze and evaluate students performance with others on a local, regional, state and nationwide basis and make decisions about students future academic growth. The reports will be used to interpret and then use students test scores to connect the test results to classroom practices, class scheduling, pull-out instruction, reinforcement activities and interventions.

All students are also given the appropriate grade level MEAP and ACT assessments (Explore, Plan, or Practice ACT) at the beginning of the school year to help identify any gaps that may be present. In addition to the ACT screenings, all students receive at a minimum, a quarterly probe to follow individual progress monitoring.

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

Cass City Jr./Sr. high School provides a variety of opportunities for parent/community involvement including Title I Parent Meetings, Parent Teacher Conferences, financial aid workshops, orientations, Skyward computer access and requests for volunteers for field trips. In the past, there was not a way to collect demographic data for some of these events. During the fall 2012 Parent Teacher Conferences, the staff will utilize a computer database that allows them to collect the demographic data needed, parents in attendance and document interventions utilized for the students. Based on the data gathered during these settings, committee members adopted the current reform strategy.

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.

Cass City Public Schools has developed a five year curriculum cycle. This cycle includes time and resources for all staff to review and revise curriculum in the core content areas. The district adopted "Marzano Classroom Instruction that Works" in the fall of 2008, based on research from Robert Marzano. This program assists staff in creating student learning targets, developing common formative and summative assessments, and aligning instructional resources with teaching practices. As the Michigan Department of Education roles out new content expectations, staff participates in the state, regional, and local development cycles. Staff are given time on a monthly basis to have departmental discussions and five days of Professional Development to develop and assess curriculum annually.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all

stakeholders are involved in the process.

Cass City Jr./Sr. High School believes in providing other reasonable support for parent involvement as parents may request. This is accomplished with the following:

- Cass City Jr./Sr. High School will develop an annual evaluation of the parental involvement plan. This will be conducted with parents, identifying any barriers to greater parental involvement (such as economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.*
- Cass City School District has a parent involvement policy that meets the NCLB requirements of Section 1118. See Appendix A Cass City School District Parent(s)/Guardians(s) Involvement Policy.*
- The plan includes a school-parent compact that addresses all parents, students and teachers and describes a true partnership for learning between the home and school. This plan is given to all incoming freshmen at freshmen orientation and is part of the enrollment packet for all new students. See Appendix B The Cass City Jr./Sr. High School Parent Compact.*
- In the spring of each year, a Get Set For College Night is held which is open to all parents to assist parents in how to read assessment, charting areas of concern and preparing them for how the information applies to what the student will need to be admitted as well as successful in college.*
- In the spring of each year, a FAFSA workshop is held which is open to all parents to assist parents in how to apply to college and assist them in explaining how to apply for financial aid.*

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.

One hundred percent of the Cass City Jr./Sr. High School's teaching staff and paraprofessionals are highly qualified. All teachers possess a minimum of a Bachelor's degree and full state certification. Teachers show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), or a graduate degree or course work that is equivalent to an undergraduate major in any subject area directly related to a secondary teacher, or achieve National Board Certification, or credentials in any subject(s) or an appropriate development level(s), or the high objective uniform state standard of evaluation (H.O.U.S.S.E). All paraprofessionals possess a minimum of an Associate's degree or have successfully completed the WorKeys Assessment Proficiency in Reading, Writing and Math.

Title I Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance - Principal Attestations

The Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001, states in ESEA Section 1119(h) that each local educational agency shall require that the principal of each school operating a program under ESEA Section 1114 - Schoolwide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, copies of attestations shall be:

- 1. Maintained at each school operating a Schoolwide or Targeted Assistance program, and*
- 2. Maintained at the main office of the school district, and*
- 3. Available to any member of the general public on request*

Requirements of ESEA Section 1119 - Teachers

- Teachers hired and teaching in a program supported with Title I, Part A funds are highly qualified.
- A plan has been developed to ensure all teachers are highly qualified. (Exception to this requirement is available to small rural schools identified in the flexibility provisions of March 2004.) Components of the plan shall include annual measurable objectives to:
 - increase the percentage of highly qualified teachers, and
 - increase the percentage of teachers who are receiving high-quality professional development, and
 - such plan may include other measures determined by the school and/or district
- Progress to meet annual measurable objectives must be publicly reported. This requirement may be met through reports to OSPI and used for data posting on the OSPI website for state, district, and building report cards.

Requirements of Section ESEA 1119 - Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I, Part A funds or employed in a Title I, Part A schoolwide program and assisting with instruction must meet one of the following requirements prior to hire:
 1. Completed at least 2 years of study at an institution of higher education.
 2. Obtained an associate degree (or higher).
 3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment, the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
- All paraprofessionals working in a Title I, Part A funded program, including a Title I, Part A schoolwide program, shall have earned a secondary school diploma or its recognized equivalent.
- Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119.
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Statement

I attest that the provisions of ESEA Section 1119 - Qualifications for Teachers and Paraprofessionals, are met in this Title I school for school year_____.

(Cass City Jr./Sr. High School) (Cass City Public Schools)

(Principal's Signature) (Date Signed)

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

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

Teachers 0-3 yrs. 4-8 yrs. 9-15 yrs. >15 yrs.

1. *Indicate how long teachers have been teaching.*

26 4 6 6 10

2. Indicate the number of years, each of the teachers has been assigned to this school.

26 12 6 3 5

3. Indicate how long paraprofessionals have been assisting students.

4 3 0 0 1

4. Indicate the number of years, each of the paraprofessionals has been assigned to this school.

4 4 0 0 0

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.

Initiatives in Place to Attract and Keep Highly Quality and Highly Qualified Teachers

District Level-

- Offers competitive salaries and benefits
- Conducive teaching environment
- One of the most technological Districts in the Area
- Training on all new Technologies Implemented while having continued training on updates of the existing systems.
- Abundant opportunities for professional development.
- Merit Pay Program

School Level-

1. Collaborative decision making in each department and school-wide
2. New Teacher Mentor Program
3. Offsite Team Building Events
4. New Teacher Academy

Why High Turnover Rate (If Any)

- **Not Applicable* (Due to building closures and retirement we are able to retain and fill all Highly Qualified positions.)*

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

Teachers 0-3 yrs 4-8 yrs 9-15 yrs >15 years

Indicate the number of years, each of the teachers has been assigned to this school.

26 12 9 1 4

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.

-A Title I Informational meeting is held in the fall which explains Title I, how students are identified, what interventions are utilized and how parents are contacted by phone and mail, as well with Skyward family access, to monitor progress.

-Prior to the school year beginning, a required freshmen student and parent orientation meeting is held at which teachers and administrators distribute and explain curriculum guides, parent-school compact, State's content standards and their implications on the parents and students.

-Parent/Teacher conferences are held in the fall which enables the parents to monitor their child's progress.

-Teachers provide students and parents with course syllabuses that detail and outline State content standards and assessments which will be utilized.

-All Parents are encourages to register for Skyward computer access which enables the parent to monitor their child's progress.

-Quarterly report cards and regular progress reports are mailed home which enables the parent to monitor their child's progress.

-In the spring of each year, a Get Set For College Night is held which is open to all parents to assist parents in how to read assessment, charting areas of concern and preparing them for how the information applies to what the student will need to be admitted as well as successful in college.

-Parents are involved in the design, implementation, and evaluation of the school wide plan.

-Prior to the beginning of the school year, a required freshmen student and parent orientation meeting is held. At this meeting teachers and administrators explain and provide materials and services that are available to them which include additional textbooks for home use, parent-school compact, reinforcement materials for their classes, explanation of the workings of the Skyward parent program, homework support basics and school improvement meeting dates which they are invited to attend. The orientation is evaluated by a survey which is evaluated by the school improvement team.

-In November, Parent/Teacher conferences are held at which parents are updated on the status of their student's educational progress. The conference is evaluated by a sign in sheet which is evaluated by the school improvement team.

- In the English classes, parents are trained to proofread and evaluate selected student-generated material following a course content rubric. The training is evaluated by a survey which is evaluated by the English department.*
- In the spring of each year, a Get Set for College Night is held which is open to all parents to assist parents in how to read assessment, charting areas of concern and preparing them for how the information applies to what the student will need to be admitted as well as successful in college.*
- Extra copies of textbooks are made available upon request to parents.*
- Skyward family access has up to date listings of assignments for students to assist with their child's education.*
- Professional development sessions on parental involvement are attended by all staff in the high school. In the fall, the staff assisted in interpreting assessment data and instructed on how to clarifying the data to parents at Parent/Teacher conferences, individual meetings and in the scheduled sessions where the information is presented. In the spring, the staff are assisted in interpreting assessment data and instructed on how to clarifying the data to parents at individual meetings and in the scheduled sessions where the information is presented. Attendance is evaluated by a sign in sheet. Content of the presentations is evaluated by a staff survey which is evaluated by the school improvement team.*
- Monthly staff meetings are held which have components highlighting parental involvement strategies and techniques based upon examples from the various book study's that the staff engages in. This is evaluated by sign in sheets as well as parental contact logs which are submitted to the principal.*
- Staff are required to contact the parents of all students who are having academic achievement issues in their classrooms. These contacts are made via letter, phone and/or email.*
- There is an active Parent Teacher Organization that includes parents and staff to provide additional support to the students.*
- There is an active Athletic Boosters Group which is comprised of parents, community members and staff which work hand in hand with the school.*
- Cass City Jr./Sr. High School has an active Band Boosters Group which is comprised of parents, community members and staff which work hand in hand with the school.*
- There is an active American Association of University Women chapter which is comprised of parents, community members and staff which work hand in hand with the school.*
- There is an active Health Advisory Committee which is comprised of parents, community members and staff which work hand in hand with the school.*
- There is an active group of volunteer tutors which is comprised of parents, community members and staff which work hand in hand with the school.*
- Para-professionals make personal contacts with parents highlighting Title 1 services that are available and why their child qualifies. The call results in a formal plan with strategies and interventions for the child.*
- Reports are made to the Public Board of Education meeting by the High School Principal highlighting test scores and trends in assessment data.*
- an automated phone system that immediately calls all parents to inform them about messages and emergencies at the school.*
- the local newspaper is utilized in keeping the parents informed of happenings in the school. This is accomplished in a student authored weekly article as well as general school announcements.*
- an annual evaluation of the parental involvement plan will be developed. This will be conducted with parents, identifying any barriers to greater parental involvement (such as economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.*
- The parent involvement policy meets the NCLB requirements of Section 1118. See Appendix A Cass City School District Parent(s)/Guardians(s) Involvement Policy.*
- The plan includes a school-parent compact that addresses all parents, students and teachers and describes a true partnership for learning between the home and school. This plan is given to all incoming freshmen at freshmen orientation and is part of the enrollment packet for all new students.*

-a Get Set For College Night is held which is open to all parents to assist parents in how to read assessment, charting areas of concern and preparing them for how the information applies to what the student will need to be admitted as well as successful in college.

-a FAFSA workshop is held which is open to all parents to assist parents in how to apply to college and assist them in explaining how to apply for financial aid.

-Cass City Jr./Sr.High School does not have any Limited English Proficiency students.

If we did we would contact our local ISD and get services through them to enable that student to be successful.

-Cass City Jr./Sr. High School does not have any migratory students.

If we did we would contact our local ISD and get services through them to enable that student to be successful and develop an individualized plan.

-Cass City Jr./Sr. High School provides opportunities for the parents of the students with disabilities. All parents of special education students receive a copy of the student's I.E.P., I.E.P. progress reports.

-an automated phone system that immediately calls all parents to inform them about messages and emergencies at the school is utilized. This program allows the option to send the message in various languages other than English.

-Cass City Jr./Sr. High School has on staff certified instructors in foreign languages which are available for translation purposes. Also foreign ex-change student are utilized when applicable.

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

2a. Design

Parents are members of the school improvement team as well as any other major initiatives of the school. Examples would be for the Student Achievement Model Team as well as the Agricultural Committee. Parents are also involved in the committee meetings to examine compact data, perception data as well as making any modifications as needed based on data.

2b. Implementation

Parents are active members when programs are proposed or evaluated. They sit on the committee and provided essential feedback.

Parents are also randomly contacted to receive feedback on the program.

2c. Evaluation

- Cass City Jr./Sr. High School will develop an annual evaluation of the parental involvement plan. This will be conducted with parents, identifying any barriers to greater parental involvement (such as economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.

Surveys are conducted with randomly selected parents after a program has been implemented. The purpose

of the survey is to gain an idea of practice of the program as well as any ideas for improvement in the program.

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

Cass City Jr./Sr. High School believes in providing information in a format and language that parents can understand. This is accomplished with the following:

- A yearly Title 1 meeting is held which explains Title 1 as well as answering questions about Title 1.*
- Para-professionals make personal contacts with parents highlighting Title 1 services that are available and why their child qualifies. The call results in a formal plan with strategies and interventions for the child.*
- Reports are made to the Public Board of Education meeting by the High School Principal highlighting test scores and trends in assessment data.*
- The Cass City Skyward computer system allows teachers to email all of the parents of their student's current assignments, lesson plans and messages from the teachers.*
- Cass City Jr./Sr. High School utilizes an automated phone system that immediately calls all parents to inform them about messages and emergencies at the school.*
- Cass City Jr./Sr. High School utilizes the local newspaper in keeping the parents informed of happenings in the school. This is accomplished in a student authored weekly article as well as general school announcements.*
- Prior to the beginning of the school year, a required freshmen student and parent orientation meeting is held. At this meeting teachers and administrators explain and provide materials and services that are available to them which include additional textbooks for home use, reinforcement materials for their classes, explanation of the workings of the Skyward parent program, homework support basics and school improvement meeting dates which they are invited to attend. The orientation is evaluated by a survey which is evaluated by the school improvement team.*

Describe how the school plans to assist parents in understanding the test results of their students. Test results dealing with state test each parent will be issued a results sheet and also a booklet that will explain those results to the parent that will show the different levels their students are on in each academic area. Also the test results will show if their child are on track to be college ready once the level Cass City Schools. Parents that are having trouble understand test results that are given throughout the year will be able to talk to teachers for a better understanding during:

- Parent/Teacher Conferences*
- One-on-One Meeting*
- Through E-mails*
- Skyward*

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

- In the spring, parents are invited to a special meeting to examine, review and edit the School-Parent Compact. Prior to the school year beginning, a required freshmen student and parent orientation meeting is held at which teachers and administrators distribute and explain curriculum guides, parent-school compact,

State's content standards and their implications on the parents and students.

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

Cass City Jr./Sr. High School staff and parents will annually 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 (MME) and the Ed YES! Comprehensive Needs Assessment to determine if the building level goals were met. The staff will identify students with the greatest need and use data to determine whether or not those students are achieving the standards. The school improvement process at Cass City Jr./Sr. High School is ongoing, and as the team meets throughout the year, school improvement plan components are reviewed and revised as needed to ensure continuous student improvement. The entire staff shares in the evaluation process through timely discussions at staff meetings and day-to-day conversations. A plan review process will be used at Cass City Jr./Sr. High School by inviting an outside resource to review the plan and building school improvement process annually each spring.

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

More parents need to be involved at the grass roots level. The School Improvement team is trying to find ways to make the school improvement process more parent friendly. Many parents seem overwhelmed at the amount of data.

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".

Cass City Jr./Sr. High School serves grades 7th through 12th and does not need to address preschool transitioning. Below is our transition strategy for middle school to high school.

Our plan includes an (EDP) Educational Development Plan. This plan begins in the middle school and is updated every year and assists the high school counselor in providing students with the proper career path information. During their high school career, the school invites various career professionals to visit and introduce different career paths to our students.

Cass City Jr./Sr. High School offers a freshman orientation to help the students' transition into high school. This includes a tour of the building and breakout sessions:

- Scheduling

- *Counseling*
- *Michigan Merit Curriculum*
- *Skills testing (Explorer - 9th grade, Plan - 10th grade, Practice ACT - 11th grade)*
- *Student Responsibilities*
- *On-line Handbook Highlights*
- *Extra Curricular/Eligibility*
- *Skyward/Parental Responsibility*
- *Question and Answer*

College transition

Cass City Jr./Sr. High School offers a variety of different college representatives to visit and educate our students about university life and everyday living as well as answer any questions. We also provide visits with military recruitment professionals to give students a broader view of future options.

Parents are welcome to attend the in-house college visits. Cass City Jr./Sr. High School also offers a Get Set for College program (11th grade - college preparation, building resumes, etc., 12th grade - reaffirming established information). Also available are financial aid workshops to include FAFSA registration with parental involvement as well as seminars for junior students and their parents to help decide which college to attend.

Teacher Participation in Making Assessment Decisions

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

The Cass City Jr./Sr. High School staff have input into the decisions regarding the use of school-based academic assessments.

- *Staff is actively involved with departmental teams in the building. These teams will be developing common assessments next year.*
- *Staff is actively involved in SAM meetings.*
- *Staff is involved with district curriculum teams which develop, implement and evaluate assessments.*
- *Assessments and interventions are created by the math and science support teachers for use in math and science support classes.*

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

Teachers at Cass City Jr./Sr. High School are involved in student achievement data analysis to improve the academic achievement of all students.

- *Staff is actively involved with the desegregation of state, local, and national assessment scores in order to help drive instruction.*
- *Staff reviews both 8th grade and 9th grade MEAP scores.*
- *Staff reviews 9th grade Explore scores*
- *Staff reviews 10th grade Plan scores*
- *Staff reviews 11th grade Practice ACT scores*
- *Staff reviews 11th grade MME scores and ACT scores*

The Cass City Jr./Sr. High School provides teachers professional development on how to analyze student achievement data and this information is used to drive classroom instruction.

- Staff attend ACT Data Analysis workshop.*
- Staff participates in Step Up to Writing Program implementation, attend workshops, and work with consultants.*
- Staff participates in SAM Program implementation, attend workshops, and work with consultants.*
- Staff participates in Autism Meetings and work with consultants.*
- Staff will continue with professional development on Differentiated Instruction.*
- Data personnel in the district will hold meetings to teach or review ways to disaggregate and analyze academic assessment results, in order to apply the information to curriculum.*

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.

Alternative measures of assessment are created by joint teacher and principal task forces supervised by the ISD. This task force is referred to our Student Achievement Model. The Student Achievement Model team examines data and searches for researched based interventions and progress monitoring techniques that in turn are shared with the teachers in the school districts. The assessments are administered quarterly and there are quarterly data review teams in place to examine the data.

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.

Process for identifying students experiencing difficulty in mastering academic standards. (In the description the differences in instructional delivery, materials used, classroom, environment or organization, grouping of students, variety of ways students demonstrate learning as examples of differentiating in the classroom) Processes of identifying students that have are experiencing difficulty in mastering academic standards is done in many ways.

- 1. The first way is having all students 9th-11th take a practice ACT reading three times a year and hold of them to a Junior level benchmark. If at any point they do not meet benchmark they will be placed into the reading pull out program. Once they meet the benchmark they must maintain or exceed the benchmark or they will be place back into the program.*
- 2. Probe testing is done is Math, Science and within the next year Social Studies. These Probes are done three times a year, continuing the progress monitor of the students throughout the year.*
- 3. The 7th and 8th grade will be tested 3 times a year as well but will have assessments that are appropriate to the grade levels.*

We do a wide range of different assessment in the different academic area to ensure that we are addressing all areas of the goals as stated before.

Differences in instructional delivery are a major concern for our staff. Each teacher on staff has been trained during professional development in different strategies in reach all students. Some examples might include would be small group, student lead discussion, video presentation, lectures, hands on projects, and critical thinking skills. With the examples we have just given there are many more aspects to how a student learning besides getting the information, the way that room is set up can help students connect with what they are learning. Such as having a court room set up in the room when talking about the judicial branch to give them the better feel. Materials you could use would be video's, handouts, student researched handouts, software programs (Kahn Academy and The Island), and different technologies. One way we are starting to group different levels of students is by getting them to tutor one another. We will take the Tier 1 students and have them help the Tier 2 and Tier 3 students, this give the extra support the lower tier students will need and then also giving the Tier 1 students reinforcement on the skills they are teaching.

What assistance is provided in the classroom to assist the identified students?

Starting with the 7th and 8th grade classes, if there is a class that is being identified as a class with the majority of the student as tier 2 or tier 3 the paraprofessionals will be going in that class to help the students during that time. Also students who have been identified in math and science will be able to be place into a support class that will run after their core class and will give them more opportunity to better understand the material and information given in the regular class.

What assistance is provided beyond the classroom?

Assistance that is provided beyond the classroom would include but not limited to homework support, that is ran with a highly qualified teacher. E2020 program if a credit recovery program. Before and after school appointments with teachers based on teacher availability. A number of on-line activities to reinforce student learning which can be used in school library and also public library.

How is the school providing additional time for these students to master the state's academic standards?

The main way in which the High School provides additional time for student to master the state standard is by providing them the opportunity to have a support class for the students, to ensure they are meeting those mastery levels. Also devoting more time in the classroom on review of a subject until it is mastered.

What are the other students doing while the targeted students are receiving additional time and assistance?

Students that are not in the tier 2 and tier 3 will have the opportunity to work with the lower tier student in which reinforcing there level of mastery of the subject. Also they will be able to use different types of software to continue to learn and continue ahead with their education.

How do you know that these interventions are effective?

Interventions are tested three times a year to see what students are making progress. By having groups of one-on-one and small group interventions it is easier to tell if the interventions are effective or if they need to be modified based on the students needs. SAM meetings are held every other month to see as a whole if the program is effective and modification are made based on what the data is reading.

How does the school rank-order eligible students for services?

Based on Title on we need to work on with the bottom forty percent on the eligible students based on our assessment we give the students. We then go a step further and brake down of those students into grade level and work backwards so that the juniors are having interventions first the sophomores' then, freshman. This is because of the MME testing that all Juniors take in the spring we wish to hit them first to make sure they are ready for that assessment and then after they test out we move to down to sophomores and so on. The 7th and 8th grade students are alone by themselves when it comes to eligible students; their grade level is done by forty percent of their assessments.

Differentiated instruction is articulated in the plan and it clearly states that individual needs are being addressed in the classroom.

We as the stakeholders for the school-wide improvement plan feel as if we have gave sufficient amount of

detail on the differentiated instruction in this plan, and shows that we pride ourselves on meeting the need of the individual needs of the students and not just a group as a whole.

Strategies and activities that indicate how cross-curriculum activities are used to engage students of various learning styles.

Strategies that would indicate how cross-curriculum activities are used to engage students of various learning styles would include things such as in art class using different properties of math to teach math in a different angle than the see in math class. Having all staff members across all curriculums use the new writing process in their classrooms to engage the students that might not understand English that well, but can take off in Science, if the like that subject better.

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

Process for identifying students experiencing difficulty in mastering academic standards. (In the description the differences in instructional delivery, materials used, classroom, environment or organization, grouping of students, variety of ways students demonstrate learning as examples of differentiating in the classroom) Processes of identifying students that have are experiencing difficulty in mastering academic standards is done in many ways.

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We as the stakeholders for the school-wide improvement plan feel as if we have gave sufficient amount of detail on the differentiated instruction in this plan, and shows that we pride ourselves on meeting the need of the individual needs of the students and not just a group as a whole.

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.

Cass City Jr./Sr. High School coordinates and integrates funds from Title I, Title IIA, Title VI B, 31A, Parent-Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

School-Wide Components Funding Sources Programs

1. Comprehensive

Needs Assessment - General Fund - CCHS School-wide Transition Process

2. School-wide Reform Strategies - General Fund - CCHS Improvement /School-wide Plan

3. Instruction by Highly- Qualified Professional Staff - General Fund

- Title Funds - All staff (teachers and para-professional) are currently highly qualified.

4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools - General Fund - New Teacher Orientation Program

- Mentoring and Training

- District Professional Development

- Conferences to support continual learning

- Appreciation Gifts

- Breakfast during awards morning

- Money for Classroom use

5. High-Quality and Ongoing Professional Development - Title Funds

- General Fund - Student Achievement Model Training

- Mentoring and Training

- Professional Development

6. Strategies to Increase Parental Involvement - Title Funds - Systematic Training for Effective Parenting Workshop

- Parent Involvement Evening Educational Programs

7. Preschool Transition Strategies - General Fund - Open Houses

- Freshmen Orientation

- College Visits
 - 8. *Teacher Participation in Making Assessment Decisions - General Fund - Assessment For Learning Trainings*
 - Curriculum Meetings
 - Grade Level Meetings
 - 9. *Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title Funds*
 - Special Ed. Funding from Tuscola ISD
 - 31A
 - General Fund - Extended Day
 - Summer School
 - Paraprofessionals
 - Structured Language materials
 - E2020
 - Social Work Services
 - Conflict Management
 - Support Classes
 - 10. *Coordination and Integration of Federal, State, and Local Programs and Resources - General Fund*
Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office.
2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

School-Wide Components Funding Sources Programs

1. Comprehensive Needs - General Fund -CCHS School-wide Assessment Transition Process

2. School-wide Reform Strategies - General Fund -CCHS Improvement/School-wide Plan

3. Instruction by Highly- -General Fund -All staff (teachers Qualified Professional -Title Funds and para-professiols are Staff currently highly qualified.

4. Strategies to Attract -General Fund -New Teacher Orientation High-Quality,Highly Program Qualified Teachers -Mentoring and Training to High Needs Schools -District Professional Development

- Conferences to support c continual learning
- Appreciation Gifts
- Breakfast during awards morning
- Money for Classroom use

5. *High-Quality and -Title Funds -Student Achievement
Ongoing Professional Model Training
Development -General Fund -Mentoring and Training
-Professional Development*

6. *Strategies to Increase -Title Funds -Systematic Training for
Parental Involvement Effective Parenting
Workshop
-Parent Involvement
Evening Educational
Programs*

7. *Preschool Transition -General Fund -Open Houses
Strategies -Freshmen Orientation
-College Visits*

8. *Teacher Participation -General Fund -Assessment for
Making Assessment Learning Trainings
Decisions -Curriculum Meetings
-Grade Level Meetings*

9. *Timely and Additional -Title Funds -Extended Day
Assistance to Students -Special Ed. -Summer School
Having Difficulty Funding from -Paraprofessionals
Mastering the Tuscola ISD -Structured Language
Standards -31A materials
-General Fund -E2020
-Social Work Services
-Conflict Management
-Support Classes*

10. *Coordination
and Integration -General Fund -Coordination of funds
of Federal, State, is completed by the
and Local Programs State and Federal
and Resources Programs Coordinator
with staff,
administration, and
Central Office.*

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

School-Wide Components Funding Sources Programs

1. *Comprehensive Needs - General Fund -CCHS School-wide
Assessment Transition*

Process

2. School-wide Reform

Strategies - General Fund -CCHS Improvement/School-wide Plan

3. Instruction by Highly- -General Fund -All staff (teachers Qualified Professional -Title Funds and para-professiols are Staff currently highly qualified.

4. Strategies to Attract -General Fund -New Teacher Orientation High-Quality, Highly Program

Qualified Teachers -Mentoring and Training to High Needs Schools -District Professional Development

*-Conferences to support c
continual learning*

-Appreciation Gifts

*-Breakfast during awards
morning*

-Money for Classroom use

5. High-Quality and -Title Funds -Student Achievement Ongoing Professional Model Training

Development -General Fund -Mentoring and Training -Professional Development

6. Strategies to Increase -Title Funds -Systematic Training for Parental Involvement Effective Parenting

Workshop

-Parent Involvement

*Evening Educational
Programs*

7. Preschool Transition -General Fund -Open Houses

Strategies -Freshmen Orientation

-College Visits

8. Teacher Participation -General Fund -Assessment for Making Assessment Learning Trainings

Decisions -Curriculum Meetings

-Grade Level Meetings

9. Timely and Additional -Title Funds -Extended Day

Assistance to Students -Special Ed. -Summer School

Having Difficulty Funding from -Paraprofessionals

*Mastering the Tuscola ISD -Structured Language
Standards -31A materials*

*-General Fund -E2020
-Social Work Services
-Conflict Management
-Support Classes*

*10. Coordination
and Integration -General Fund -Coordination of funds
of Federal, State, is completed by the
and Local Programs State and Federal
and Resources Programs Coordinator
with staff,
administration, and
Central Office.*

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.

School-Wide Components Funding Sources Programs

*1. Comprehensive Needs - General Fund -CCHS School-wide
Assessment Transition
Process*

*2. School-wide Reform
Strategies - General Fund -CCHS Improvement/School-
wide Plan*

*3. Instruction by Highly- -General Fund -All staff (teachers
Qualified Professional -Title Funds and para-professiols are
Staff currently highly
qualified.*

*4. Strategies to Attract -General Fund -New Teacher Orientation
High-Quality, Highly Program
Qualified Teachers -Mentoring and Training
to High Needs Schools -District Professional
Development
-Conferences to support c
continual learning
-Appreciation Gifts
-Breakfast during awards
morning
-Money for Classroom use*

*5. High-Quality and -Title Funds -Student Achievement
Ongoing Professional Model Training
Development -General Fund -Mentoring and Training*

-Professional Development

6. Strategies to Increase -Title Funds -Systematic Training for Parental Involvement Effective Parenting

Workshop

-Parent Involvement

Evening Educational

Programs

7. Preschool Transition -General Fund -Open Houses

Strategies -Freshmen Orientation

-College Visits

8. Teacher Participation -General Fund -Assessment for

Making Assessment Learning Trainings

Decisions -Curriculum Meetings

-Grade Level Meetings

9. Timely and Additional -Title Funds -Extended Day

Assistance to Students -Special Ed. -Summer School

Having Difficulty Funding from -Paraprofessionals

Mastering the Tuscola ISD -Structured Language

Standards -31A materials

-General Fund -E2020

-Social Work Services

-Conflict Management

-Support Classes

10. Coordination

and Integration -General Fund -Coordination of funds

of Federal, State, is completed by the

and Local Programs State and Federal

and Resources Programs Coordinator

with staff,

administration, and

Central Office.

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 Cass City Public School district has a current technology plan on file with the Michigan Department of Education. The plan is contained in the school board policy handbook. Current uses of technology at the high school include three computer labs for computer technology courses (Computer Applications, ACT Prep, Photography and Publications) and access for general education courses. All labs have web access, scanners and printers. The district recently purchased a mobile technology cart for the high school which is

made up of an LCD projector and an Elmo. The mobile lab is being implemented for use in all departments. In addition to general education, the labs are used for software based credit recovery and tutoring programs. The software used in these programs is E2020 and Compass Learning. The programs are researched based and allow students to self-pace their learning. The social studies department classrooms have interactive Smartboards for visual presentation of social studies concepts. Each of the classrooms are equipped with LCD data projectors for use with the CPS systems and to integrate web based instructional material such as United Streaming. In order to communicate student performance with parents, the district uses web-based gradebook software called Skyward. The software allows teachers to communicate with both parents and students about classroom performance. All students have an in-school email through Gaggles and are restricted to using this during the school day. An automated computer phone system is used to notify parents of student absences, school closings, schedule changes, etc..

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.

Cass City Jr./Sr. High School staff will annually 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 (MME) and the Ed YES! Comprehensive Needs Assessment to determine if the building level goals were met. The staff will identify students with the greatest need and use data to determine whether or not those students are achieving the standards. The school improvement process at Cass City Jr./Sr. High School is ongoing, and as the team meets throughout the year, school improvement plan components are reviewed and revised as needed to ensure continuous student improvement. The entire staff shares in the evaluation process through timely discussions at staff meetings and day-to-day conversations. A plan review process will be used at Cass City Jr./Sr. High School by inviting an outside resource to review the plan and building school improvement process annually each spring.

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.

Surveys and test results are examined and discussed. Growth or lack thereof is examined and decisions are made as to whether to continue or not continue with components of the plan.

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.

The team meets, examines data and evaluates the plan from the previous year. The plan is examined section by section. Discussion takes place utilizing data as to whether the plan needs to be modified and in what direction.

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

Cass City Jr./Sr. High School believes in providing information in a format and language that parents can understand. This is accomplished with the following:

- A yearly Title 1 meeting is held which explains Title 1 as well as answering questions about Title 1.
- Para-professionals make personal contacts with parents highlighting Title 1 services that are available and why their child qualifies. The call results in a formal plan with strategies and interventions for the child.
- Reports are made to the Public Board of Education meeting by the High School Principal highlighting test scores and trends in assessment data.
- The Cass City Skyward computer system allows teachers to email all of the parents of their student's current assignments, lesson plans and messages from the teachers.
- Cass City Jr./Sr. High School utilizes an automated phone system that immediately calls all parents to inform them about messages and emergencies at the school.
- Cass City Jr./Sr. High School utilizes the local newspaper in keeping the parents informed of happenings in the school. This is accomplished in a student authored weekly article as well as general school announcements.
- Prior to the beginning of the school year, a required freshmen student and parent orientation meeting is held. At this meeting teachers and administrators explain and provide materials and services that are available to them which include additional textbooks for home use, reinforcement materials for their classes, explanation of the workings of the Skyward parent program, homework support basics and school improvement meeting dates which they are invited to attend. The orientation is evaluated by a survey which is evaluated by the school improvement team.

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.

Cass City Jr./Sr. High School believes in providing other reasonable support for parent involvement as parents may request. This is accomplished with the following:

- Cass City Jr./Sr. High School will develop an annual evaluation of the parental involvement plan. This will be conducted with parents, identifying any barriers to greater parental involvement (such as economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.
- Cass City School District has a parent involvement policy that meets the NCLB requirements of Section 1118. See Appendix A Cass City School District Parent(s)/Guardians(s) Involvement Policy.
- The plan includes a school-parent compact that addresses all parents, students and teachers and describes a true partnership for learning between the home and school. This plan is given to all incoming freshmen at freshmen orientation and is part of the enrollment packet for all new students. See Appendix B The Cass City Jr./Sr. High School Parent Compact.
- In the spring of each year, a Get Set For College Night is held which is open to all parents to assist parents in how to read assessment, charting areas of concern and preparing them for how the information applies to what the student will need to be admitted as well as successful in college.
- In the spring of each year, a FAFSA workshop is held which is open to all parents to assist parents in how to apply to college and assist them in explaining how to apply for financial aid.

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 you please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *<http://www.casscityschools.org/LinkClick.aspx?fileticket=qSQ9TWsYpYk%3d&tabid=913&mid=>*

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: *Yes*

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: *Yes*

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: *Yes*

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, but we do not 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: *Adopted policy, fully implemented*

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: *Yes*

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: *No*

Comments:

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

Response: *Yes*

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: *Written policy, fully implemented*

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 all 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.	Chad	Daniels	Principal	cdaniels@casscity.k12.mi.us
Mrs.	Jane	Reif	Teacher	jreif@casscity.k12.mi.us
Mrs.	Nichole	Maurer	Teacher	nmaurer@casscity.k12.mi.us
Mrs.	Sean	Zawilinski	Teacher	szawilinski@casscity.k12.mi.us
Mrs.	Stephanie	Champagne	Administrative Assistant	schampagne@casscity.k12.mi.us
Mrs.	Sandy	Taylor	Para Professional	staylor@casscity.k12.mi.us
Mr.	Nick	Moyer	Para Pro	nmoyer@casscity.k12.mi.us
Mrs.	Alice	Zaleski	Parent	azaleski@casscity.k12.mi.us
Mrs.	Amy	Tamlyn	Teacher	atamlyn@casscityschools.org
Mrs.	Christin	Hempton	Dean of Students	chempton@casscityschools.org

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:	Principal
Address:	4868 North Seeger Street Cass City, MI 48726
Telephone Number:	989-872-2148

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

Cass City Jr./Sr.High School Parent Involvement Policy

Cass City Jr. /Sr. High School is committed to creating an exceptional learning environment through the shared responsibility of the school and parents/guardians. This partnership is derived from a mutual commitment towards developing and implementing each student's educational goals. Therefore, the school and parents together will take the following actions:

For the benefit of all students, Cass City Jr. /Sr. High School will:

- Utilize a wide variety of strategies to educate diverse learners.
- Provide assessments to parents including report cards, standardized test results and parent-teacher conferences.
- Maintain an educational environment that promotes safety and security.
- Develop curriculum that is consistent with the State of Michigan's standards and graduation requirements, and provide it to the community in a curriculum guide in which it will be accessible in different formats to all parents such as, Limited English speaking and seeing impaired .
- Provide each teacher with a school e-mail address for communicating with parents.
- Enlist parents to work collaboratively with the staff on School Improvement/Title I and Crisis Response Teams.
- Inform the community of after school programs such as tutoring, athletics, plays and sponsored clubs.
- Educate staff members on the value of parental contributions and how to communicate with parents as partners in the education of the student.

For the benefit of all students, parents will:

- Actively participate in and support school functions and committees.
- Support the high school staff in maintaining a safe and exceptional learning environment through the enforcement of the dress code and code of conduct, as well as subsequent discipline resulting from misbehavior.
- Return all necessary communications back to the school in a timely manner.
- Attend parent-teacher conferences and open house events.
- Foster a healthy attitude towards education by providing a suitable home environment for studying and taking a personal interest in student's daily assignments and projects.

Responses from the school as to how the following activities will be implemented:

- **Convene an annual Title I meeting-** This meeting will take place during the summer school kick off picnic, two weeks before school starts. The students, parents, and staff will be invited to attend, the picnic in order to inform them of their rights to be involved in the child's education.

- **Offer Flexible number of meetings-** There will be a number of meetings that will go on during the school year taking place in the morning and the evening and different location in order to accommodate parents and their schedules.
- **Involve parents, in organized, ongoing, and timely way, in the planning, review, and improvement of programs-** Parents will seat on the stakeholders committee in order to help with the ongoing task of keep parents informed about what is going on and change at the school building levels having to deal with Parent Involvement. These parents will also help write/edit surveys, compacts, and policies in order to meet requirements.
- **Provide parents of participating Title I children a description and explanation of the curriculum-** When student's assessment data is back to the school the school will send the parents a copy of the results and also a copy of benchmark levels of that assessment in order to tell where that child is in relationship with standard for college readiness. If parents have further questions they are encouraged to contact the guidance counselor or teacher to set a one-on-one meeting.
- **Provide parents of participating Title I children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate-** This will be addressed at the annual meeting to cover if at any time a parent feels or has suggestions to better the student education they should set up a meeting with the Title I Director, Administration, and/or Teachers. This will also be set via e-mail and newsletter.
- **Ensure that if the school-wide program plan is NOT satisfactory to parents-** Parents will have the opportunity to give any comments or concerns about the school-wide plan throughout the year in survey from, phone calls, parent/teacher conferences, and e-mails.
- **Jointly develop a compact-** Parents will have the opportunity to seat on the stakeholders committee and jointly come up with new ideas or suggestion to improve the student/parent/teacher compact.
- **Provide frequent reports-** This will be done on all assessments and also parents will be able to access their child's grade book online through our skyward program. Also test failure notices and remediation packets will be sent home with students.
- **Afford parents reasonable access to staff opportunities to volunteer-** Parents will be affording the opportunity to partake in any field trips their children may be involved in. Also classroom activities, career days, job fair, and community service projects are all great opportunities we have to offer parents willing to volunteer.
- **Provide assistance to parents in understanding such topics as the stat's academic content standards and state student academic achievement standards, state and local academic assessments-** Helping parents understand content standards and state student academic achievement is done by e-mailing parents syllabus for each of the classes that their children have to help guide them through what is required of the child in each of the class and if parents may not understand something there are able to set up a meeting in advance of their students reaching that content area. Also parents working directly with skyward

will be able to track the local and state assessment and show the progress of the students.

- **Shall Provide materials and training-** training that will be made available to all parents will be Skyward training, which will detail how the parents will be able to access grades, assessment results, behavior issues, and attendance. Also if students and guardians have low literacy rates we make books available on tapes, CD's and on-line when possible.
- **With the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions-** Training on building effective parent involvement and relationships between teachers and parents will be done several times during the year, yet at the begin of the year it will be the most intense to build these strong bonds off the bat.
- **Ensure that information activities is sent to the parents of participating children in a format, to extent practicable, in a language that parents can understand-** Information that will be sent home will be done in several ways such as letter form, e-mail, and phone messages encouraging parental involvement.
- **Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children-** If at any time parents that fall into one of the categories stated above want to participated working or volunteering with their child's education, accommodations will be made through the ISD and their services to ensure ability to do so.

CASS CITY HIGH SCHOOL PARENT/STUDENT/TEACHER COMPACT

The Cass City Jr. /Sr. High School staff, parents, and community guide each child in achieving his or her greatest potential. We provide 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 Cass City Jr. / Sr. High Schools by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following items that are checked:

- ☐ See that my child attends school regularly and is punctual.
- ☐ Establish a time and a place for homework.
- ☐ Supervise the completion of homework and home activities with my child.
- ☐ Support the school staff and respect the learning environment of others.
- ☐ Promote an environment at home so my child understands that living in a group, whether it be a family or classroom, requires standards of behavior and cooperation, and that one must accept the consequences of one's actions.
- ☐ 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.
- ☐ Limit and monitor my child's TV and movie watching.
- ☐ Encourage daily reading at home.

Comments:

Parent/Guardian

Signature _____

Student Agreement

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

- ☐ Come to school every day and be in class on time.
- ☐ Have quality homework completed and turned in on time.
- 55
- ☐ Bring the materials that I need to every class.
- ☐ Always try to work to the best of my ability and ask for help when I need it.

- ☐ Show respect for myself, my school, other students, and their belongings.
- ☐ Follow the rules at my home and school.
- ☐ Believe that I can learn and I will learn.

Student Signature_____

Professional Educator

As a professional educator, I will do the following (along with all other Cass City staff):

- ☐ Provide an environment conducive to learning.
- ☐ Have high expectations for me and my students by using methods and techniques that work for my classroom.
- ☐ Maintain open lines of effective communication with my students and their parents in order to support student learning.
- ☐ Seek ways to involve parents in classroom activities.
- ☐ Provide enriched and challenging instruction that is aligned with state core curriculum.
- ☐ Respect the students, their parents, and the learning culture of the school.

Professional Educator

Signature_____

Administrator

Signature_____

The School Improvement Team will evaluate the quality of parent involvement at the end of each school year. The team will look at attendance rates at parent/teacher conferences, collect a count of the number of parents volunteering at the school, and collect parent perception surveys each year. Data will be compared to the previous school year and strategies for improvement formulated.

Date Sent: _____

Date Received: _____