



## **School Improvement Plan**

Cass City Jr. and Sr. High School

Cass City Public Schools

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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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

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

Cass City Jr./Sr. High School serves grades 7-12. The building was erected in 1967 and has 27 classrooms, three of which are computer labs, a library with a computer lab also, a cafeteria, a gymnasium and various offices and work rooms.

Cass City Jr./Sr. High School provides a friendly, caring environment for its students. The staff encourages parent involvement and is continually striving to provide outstanding educational services for its students in order to prepare them for today's world.

Last year we consolidated a building and brought the 7th and 8th graders into the high school building.



## School's Purpose

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

### MISSION OF THE SCHOOL

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

### Vision Statement

The continuing goal of our District has been to set forth for Cass City's students to be lifelong learners who are productive members of society. They are expected to communicate effectively, respect others, and develop into tolerant and creative individuals.

### Beliefs Statement

We believe:

- A. All students can learn.
- B. Students are the most important people in the school.
- C. All decisions should be made with the best interest of the student in mind.
- D. Learning is a lifelong process for everyone.
- E. Education is the shared responsibility of the home, school and community.
- F. Cooperation is more valuable to education than competition.
- G. Critical thinking, problem solving and decision making are essential life skills.
- H. Every individual is unique, has value and deserves to be treated with dignity and respect.
- I. Students learn best when they take responsibility for their learning and are actively involved in the learning process.
- J. Every person is entitled to live, work, and learn in a safe and orderly environment.

### VALUE STATEMENTS FOR STUDENTS AND STAFF

The Board of Education believes that good citizenship and ethical behavior are two (2) important manifestations of an effective education.

Both are based on values that have been traditionally held by Americans, regardless of background, religious belief, or political persuasion.

The Board adopts the following value statements as guides to ethical behavior and strongly encourages all members of the staff to do likewise, as a means of setting an example for District students. It also recommends that each student be given the opportunity to pledge himself/herself to demonstrating these ethical behaviors.

### Statement of Values for Board Members and Educators

- A. I will accept responsibility for all my actions.
- B. I will respect the dignity and property of my fellow workers and will never seek to do them harm.
- C. I will keep all the promises I make, fulfilling the trust that other people place in me.
- D. I will complete projects which I have begun.
- E. I will strive for excellence in all my work and will respect achievement in my fellow workers.
- F. I will discipline myself to continue to listen, learn, and study, recognizing that long-run achievement is more important to my happiness than short-run pleasure.
- G. I will not use any substance which will destroy my health and undermine my dignity.
- H. I will respect duly-constituted authority, because that authority is necessary for the welfare of my family, School District, and community.
- I. I will train myself to be useful to others.
- J. I will work together with others to improve my School District, community, and world.

### Statement of Values for Students

- A. I will accept responsibility for all my actions.
- B. I will respect the dignity and property of my fellow students and will never seek to do them harm.
- C. I will keep all the promises I make, fulfilling the trust that other people place in me.
- D. I will complete projects and courses of study which I have begun.
- E. I will strive for excellence in all my work and will respect achievement in my fellow students.
- F. I will discipline myself to listen, learn, and study, recognizing that long-run achievement is more important to my happiness than short-run pleasure.

## School Improvement Plan

Cass City Jr. and Sr. High School

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G. I will not use any substance which will destroy my health and undermine my dignity.

H. I will respect the authority of my parents and teachers, because that authority is necessary for the welfare of my family, school, and community.

I. I will train myself to be useful to others.

J. I will work together with others to improve my school, community, and world.

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

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

Cass City High School was recognized as a high school that is "Beating the Odds".

Cass City High School created an agricultural science program. The community donated the funds to build a barn for the program.

At the Tuscola County Academic Games, held at S.V.S.U., CCHS had another fine showing. The Cass City High School math team finished 1st.

The Cass City High School's Band received straight 1's at the Marching Festival.

We are striving to improve writing, science and social studies scores.

## **Additional Information**

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

None at this time

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The process used to engage a variety of stakeholders was to encourage everyone to be a part of the School Improvement Plan and having the meetings during staff and professional development time, thus giving them all the opportunity to take part. By doing this we did not keep it to a certain group of staff that always puts their opinion on the way things should be done throughout the School. Several community members were asked to be on the SIP team as well, to get the community aspect. The stakeholders were selected through the process of; if a staff or community member wanted to be on the SIP team then they were allowed to do so. The roles of each of the stakeholders are the same, which was to help write the SIP as a whole, yet when writing goals each stakeholder would choose which one they wanted to work on, everyone had input on each of the goals and decisions that were being made when the goals were brought back to the SIP team.

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

We have teachers and principals, and community members that make up the representations of the stakeholders. At the district level we have the Title Director to help guide the process. All stakeholders had equal say in the development of the School Improvement Plan as it was put together as a whole.

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

Once the final improvement plan was complete all stakeholders received a digital copy through their email and if they wanted a hard copy one was provided for them. Stakeholders meet during staff meeting and professional development days throughout the year to review the improvement plan to ensure that strategies were being effective or non-effective and if they were non-effective that changes to the strategies and activities were done so we could obtain our goals.



# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

We have seen a decrease in student enrollment. As a result, when staff retire, a decision is made as to if we can absorb the loss.

### **How do student enrollment trends affect staff recruitment?**

No affect at all.

### **How do student enrollment trends affect budget?**

Our decreased enrollment has led to less money to be spent on supplies.

### **How do student enrollment trends affect resource allocations?**

There has been less money to be spread out. However, I have not received any complaints about needs not being met.

### **How do student enrollment trends affect facility planning and maintenance?**

It has led to the consolidation of the old elementary. This led to the 7th and 8th grades entering the building.

### **How do student enrollment trends affect parent/guardian involvement?**

No affect. We have actually seen an increase in parent involvement.

### **How do student enrollment trends affect professional learning and/or public relations?**

When we absorb staff, it leads to less staff to brainstorm with.

### **What are the challenges you noticed based on the student enrollment data?**

That there are some students who enroll that are highly mobile and have moved from district to district. This often leads to inconsistency in knowledge.

**What action(s) will be taken to address these challenges?**

We try to coordinate with the neighboring districts on strategies and testing.

**What are the challenges you noticed based on student attendance?**

Some of the parents and students do not really see the value of attendance. There are a lot of excuses.

**What action(s) will be taken to address these challenges?**

We have an adopted an exam opt out policy based on attendance. We also consult with the truancy officer.

## **Student Achievement Data for All Students**

This area includes data questions.

**Which content area(s) indicate the highest levels of student achievement?**

Reading

**Which content area(s) show a positive trend in performance?**

Science and Writing

**In which content area(s) is student achievement above the state targets of performance?**

We are above in all content areas and thus making AYP again this year.

**What trends do you notice among the top 30% percent of students in each content area?**

The scores stay consisted with what we have seen over the past couple of years with our top students.

**What factors or causes contributed to improved student achievement?**

Support classes, staff focus on data and motivating the students.

**How do you know the factors made a positive impact on student achievement?**

The scores and data have shown growth since implementation.

**Which content area(s) indicate the lowest levels of student achievement?**

Science and Social Studies is the lowest levels of student achievement in the past year.

**Which content area(s) show a negative trend in achievement?**

Math is starting to have a negative trend in achievement over the past years.

**In which content area(s) is student achievement below the state targets of performance?**

None

**What trends do you notice among the bottom 30% of students in each content area?**

The bottom 30% trend of students in each of the content area is increasing at a steady rate.

**What factors or causes contributed to the decline in student achievement?**

Some of the factors or causes contributing to the decline in student achievement is the lack of support for Science and Social Studies. Also one cause could be the consolidation of buildings and increase of students in one building might have staff in react mode instead of proactive mode.

**How do you know the factors made a negative impact on student achievement?**

We did not offer a support for Science and Social Studies and if there is no support it is tough to ensure students they will get to masterly level of science and social studies.

**What action(s) could be taken to address achievement challenges?**

The action that we will be taking to address achievement challenges is to have support for Science and Social Studies once a week with a staff member that is highly qualified.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- White
- Economically Disadvantaged

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- White
- Economically Disadvantaged

**In what content areas is the achievement gap closing for these subgroups?\***

Reading and Writing

**How do you know the achievement gap is closing?\***

The SEC students are increasing their proficient levels among the two content areas.

**What other data support the findings?**

Other data supporting the finding is ACT, Plan, Explore and MEAP scores are having those positive trend increases.

**What factors or causes contributed to the gap closing? (Internal and External)\***

Internal one of the factors is the pullout program we have implemented in the Jr./Sr. High School and External our food service program and the support it gives to the SEC students such program as Free/Reduce, Back Pack, and Free Lunch during the summer.

**How do you know the factors made a positive impact on student achievement?**

Students are wanting to come to school because they know they will be eating meals each day and when students are at school that is half the battle.

**What actions could be taken to continue this positive trend?**

The same programs we have implemented in the past and also the new support programs to offer more support to those students.

**Statement or Question:**Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:**For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

None I do not see a trend for a larger gap for any subgroups that we have.

**How do you know the achievement gap is becoming greater?\***

None I do not see a trend for a larger gap for any subgroups that we have.

**What other data support the findings?\***

None I do not see a trend for a larger gap for any subgroups that we have.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

None I do not see a trend for a larger gap for any subgroups that we have.

**How do you know the factors lead to the gap increasing?\***

There is no factors that are leading to a gap increasing.

**What actions could be taken to close the achievement gap for these students?\***



There is no action to be taken to close the achievement gap.

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

N/A

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

The Special Education Director monitors the students in there parent meetings and these services are evaluated.

**How are students designated 'at risk of failing' identified for support services?**

They are identified based on the assessment scores that they receive.

**What Extended Learning Opportunities are available for students (all grade configurations respond)?**

E2020, After school homework support and dual enrollment.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	10.0

**What is the school doing to inform students and parents of Extended Learning Opportunities?**

It is explained at orientations, school bulletins and in classroom visits.

Label	Question	Value
	What is the total FTE count of teachers in your school?	24.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	8.0

**What impact might this data have on student achievement?**

None. The experience level is high with low turnover.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	84.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	167.0

**What impact might this data have on student achievement?**

With teachers not being in the classroom is a direct link to student achievement the more teacher are out the lower student achievement will be.

## **Perception Data - Students**

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

The highest level of satisfaction among students is that they believe that things that they are learning at school will help them later in life. Also the teachers at Cass City Jr./Sr. High School display a care atmosphere for the students making the students feel confident in asking question when needed and also the students thing they can do well in classes because teachers know if they try they will do well.

### **Which area(s) show a positive trend toward increasing student satisfaction?**

One of the areas that are showing a positive trend toward increasing student satisfaction is that students are feeling that classroom and school rules are being enforced fairly among students.

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

One of the lowest levels of satisfaction among the students is that the students believe that once school is done for the day teachers don't really care about what they are doing outside of school.

### **Which area(s) show a trend toward decreasing student satisfaction?**

Nothing is really showing a trend toward decreasing student satisfaction.

### **What are possible causes for the patterns you have identified in student perception data?**

The possible causes for the patterns of increased satisfaction among of the students is the wonderful staff that we have at Cass City Jr./Sr. High School.

### **What actions will be taken to improve student satisfaction in the lowest areas?**

Trying to make the teachers more aware of understanding the students outside lives, because when a child comes to school we need to understand what they are going through so we can open them up to learn for the day.

## **Perception Data – Parents/Guardians**

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

The highest level of satisfaction among parents/guardian is the communication with school and the parents/guardians and the increase of communication.

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

The highest level of satisfaction among parents/guardian is the communication with school and the parents/guardians and the increase of communication.

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

The overall lowest levels of satisfaction among parents/guardians are the increase of harassment and bullying among students.

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

The trend toward decreasing of satisfaction among parents/guardians are the increase of harassment and bullying among students.

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

The increase of bullying within the school.

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

An anti-bullying program for students and parents are being put together for the fall.

## **Perception Data – Teachers/Staff**

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

The overall highest level of satisfaction among teachers/staff is that there are effective opportunities for professional growth at this school.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

An area that is showing a trend toward increasing teacher/staff satisfaction is the Principal our protecting teacher instructional time from unnecessary interruption.

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

The lowest overall level of satisfaction among teachers/staff is the administration not being seen throughout the school building throughout the day.

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

A trend toward decreasing teacher/staff is how the staff views administration and their roles when it comes to staff differences and being proactive with external relationships, i.e. parents, community, etc.

**What are possible causes for the patterns you have identified in staff perception data?**

One cause might be the consolidation of building within the district from three to two buildings.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

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

Decisions about curriculum, instruction and assessment are made with all the stakeholders being involved in the process, which the stakeholders are the entire staff. This is done because we want everyone to be informed about the decisions that are being made on curriculum, instruction and assessment because they are the ones doing it and having to implement and evaluated it, so they should have say and it is not a top down affect.

**What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?**

We have many of the curriculums already being realigned to the common core and being placed in the instruction of those subject areas, we are still waiting on some of the common core standards to be finalized so that we can realign those as well.

# **School Additional Requirements Diagnostic**

## **Introduction**

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



## School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	No	We are a 7-12 building	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		Cass City Jr./Sr High School 2011-2012 AER

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

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This is done annually by the Dean of Students and Teachers	

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Name: Jeff Hartel Position: Superintendent Phone Number: 989-872-2200	

## School Improvement Plan

Cass City Jr. and Sr. High School

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Cass City Jr.-Sr. High School Parent Involvement Policy

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Moyer get later	Cass City Jr./Sr. High School Compact

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	See School Improvement Plan	Cass City Jr./Sr. High School School Improvement Plan 2013-2014

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), 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 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. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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

### **How was the comprehensive needs assessment conducted?**

In May of 2013, the Cass City 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. In the sections below, a summary of each type of data including charts and graphs represents the information derived from this work.

### **What were the results of the comprehensive needs assessment?**

After reviewing Michigan Merit Exam data from the years 2010, 2011, and 2012 the school improvement team determined that all scores had not shown a marked increase in 2012 on assessment such as Social Studies, Math and Science. 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. This has led the team to develop the goals as shown below.

### **What conclusions were drawn from the results?**

#### Science Data Analysis

Upon careful review of science scores and data, it was decided that with full science departmental participation with the current goals number 1 and 3 the science scores will be improved. This is believed accurate because upon further review, it was decided that most student issues revolved around reading, writing, and comprehension on the tests. Also with the focus as the Science Power Hour to have a science help students with additional help with just science in mind will help students have master those proficiency

#### Social Studies Data Analysis

Upon careful review of social studies scores and data, it was decided that with full social studies departmental participation with the current goals the social studies scores will be improved. This is believed accurate because upon further review, it was decided that most student issues revolved around reading, writing, and comprehension on the tests. If the goals are followed, there should be an increase in the social studies area as a result of a focus in these areas. Also with the focus as the Social Studies Power Hour to have a social studies help students with additional help with just social studies in mind will help students have master those proficiency

#### Math Data Analysis

Upon careful review of math scores and data, it was decided that with full math departmental participation with the current goals, and support class and along with in class interventions the math scores will be improved. This is believed accurate because upon further review, it was decided that most student issues revolved around reading, and comprehension on the tests. If the goals are followed, there should be an increase and maintain in the math area as a result of a focus in these areas.

#### Writing Data Analysis

Upon careful review of writing scores and data, it was decided that because of full staff participation with last year's goal of introducing a new writing template to have a strong introductory paragraph we were able to see growth among the students on their writing scores. If the trend is continued with the current modified goal, we are sure to see an increase in student writing scores when the goals are followed.

#### Reading Analysis

Upon careful review of reading scores and data, it was decided that because of non-full staff participation two years in a row, with reading invention in class and also pull-out program scores are starting to drop off. With updated goal requirement to include all staff to participate in the reading invention with in their class. We believe the current goal will increase reading data.

#### School Programs/Process Data

##### Process Data, Resource Integration:

Cass City High School receives federal and state grant funds in the form of Title I, Title II A, Title VI , and Section 31A. These funds provide a variety of resources and programs to our disadvantaged and at-risk students. Programs include: homework support, summer school, and interventions done by paraprofessionals. The School Improvement Team reviewed programs and resources used at Cass City High School in May of 2013. Two areas of need identified include the training of teachers and Para-professionals in research based interventions and the training of all staff in better identification, implementation and progress monitoring for all goal area targets.

#### ED YES Indicators Analysis

After careful review of the Ed YES Indicators, the team decided that an emphasis needs to be placed on collaborative inquiry and time for collaborative inquiry. It was decided that even though it is difficult to implement common planning time in a school our size, all attempts will be made to get as many of the same department teachers as possible on the same prep time. It was further discussed that a higher priority will be placed on departmental meeting times before and after school to collaboratively plan in each department. Furthermore, it was decided that an attempt will be made to set aside time at all staff meetings and professional development days for collaborative inquiry.

#### Discipline Data

In the past years, discipline referrals were split into categories based on level of severity of the infraction. A level one infraction is of low severity, where warnings only were given. A level two infraction is of mild severity, such as dress code violations or cell phone violations. A level three infraction is of moderate severity, such as skipping class or insubordination. A level four infraction is severe, such as fighting or tobacco. A level five infraction is highly severe, such as threats or weapons. Yet starting this past year, we moved to new software where we record and analysis the data and make reports. In this software, we have used what our lower schools are using and we now have two categories. A minor referral is one that would be link to the first three levels of our old program. A major referral would be the two highest severities. Since we have moved to the new software, we are not able to compare over the last 3 years. This year, the referrals were higher in the lower grades compared to the higher grades based on the chart above. On the other hand, the 7th and 8th grade was on the high schools point system, causing referrals to go up because of the move to the high school. Many of the young students felt if they had a little more freedom and referrals went up faster.

#### Overall Perception Data:

Cass City Jr./Sr. High School Improvement Survey Results: A survey of staff, parents and students was conducted to find any key areas of concern within the Cass City High School Community. The school climate surveys revealed that the majority of the students have respect for their peers and instructors. Teachers, parents, and students felt that the

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majority of the students do care about their achievement.

Unique Local Insights: The local insights survey of parents and staff displayed results stating that a majority of staff and parents felt that the school was competent in creating and reaching attainable goals, coordinating and organizing for necessary tasks, maintaining an environment that motivates adults and children to do their best, and successfully adapting to work with parents and the community. One of the aspects the staff is focusing on is the communication with parents and one way of doing that is a new software emailing software.

### Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities? Annual surveys of students, parents, and staff are used to inform decisions about student programming, including behavior, transportation, academics, parent involvement opportunities, communication tools, and food services. They are reviewed by administration, building staff, and parents.

2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions? One of the biggest challenges that have been identified is the bullying increase among the Jr./Sr. High School students. By putting in the anti-bullying program into effect it will decrease the problem.

### Demographic Data

#### Student and Staff Demographic Data

Cass City High School is a 7th - 12th grade building. There are 24 teachers who have been teaching an average of 14.8 years. There are approximately 501 students. The school is seeing a steady decrease in student population. At Cass City High School, the majority of the population is Caucasian.

### Summary of School Demographic Data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? Yes

2. If yes, what are the areas of concern? Our total number for parent/teacher contacts is not accurate. The number does not take into account other arranged conferences in the place of parent/teacher conferences we are trying to get a better system in place to account for the contacts more accurately.

3. After discussion about these areas of concern, what possible causes for the problems were identified? We are putting together a plan in place to identify these numbers. However, our computer tech department is modifying a system of documentation in our computer system, in order to pull better numbers.

### **What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

#### Science Data Analysis

Upon careful review of science scores and data, it was decided that with full science departmental participation with the current goals number

1 and 3 the science scores will be improved. This is believed accurate because upon further review, it was decided that most student issues revolved around reading, writing, and comprehension on the tests. Also with the focus as the Science Power Hour to have a science help students with additional help with just science in mind will help students have master those proficiency

**How are the school goals connected to priority needs and the needs assessment?**

The goals are connected to priority needs and the needs assessment in that we had some issues with student achievement in which we took our goals and made sure that there was academic support and behavior supports because what the perception data showed a need for from the parents and students.

**How do the goals portray a clear and detailed analysis of multiple types of data?**

All goals portray a clear and detailed analysis of multiple types of data which would include National, State, and Local assessments.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

The goals address the needs of the whole school population to ensure that everyone in the building (staff, students, and administration) are on the same page, yet we pay special recognition to children who are disadvantaged with support classes, Power Hours, homework support and programs available for them to master skills.



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

### **Which strategies in the schoolwide plan focus on helping all students reach the State's standards?**

- Introduce new introductory writing process, 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 (3-5 students) based deficiency.
- Students will be identified using assessment 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 assessment data, 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.
- 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.

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-Science Power Hour of intervention to master different aspects of science.

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.

-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.

-Social Studies Power Hour of intervention to master different aspects of social studies.

### **Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?**

-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. Longmont, 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.

-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, 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>>.

### **Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?**

-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. Longmont, CO: Sopris West.

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- 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.
- 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.
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- 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>>.

### **Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?**

- 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.
- 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.
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- 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>>.

### Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

- 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. Longmont, CO: Sopris West.
- Engelmann, S., Johnson, G., Carnine, L., Meyer, L., Becker, W., & Eisele, J. (1999). Corrective reading decoding strategies C. Columbus, OH: SRA.
- Engelmann, 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.
- 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, 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>>.

### **Component 3: Instruction by Highly Qualified Staff**

**Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?**

Yes, one hundred percent of the Cass City High School's teaching staff and para-professionals 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 coursework that is equivalent to an undergraduate major in any subject area directly related to a secondary teacher, or achieve National Board Certification, or credentialing 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 para-professionals possess a minimum of an Associate's degree or have successfully completed the WorKeys Assessment Proficiency in Reading, Writing and Math.

**Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?**

Yes, one hundred percent of the Cass City High School's teaching staff and para-professionals 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 coursework that is equivalent to an undergraduate major in any subject area directly related to a secondary teacher, or achieve National Board Certification, or credentialing 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 para-professionals possess a minimum of an Associate's degree or have successfully completed the WorKeys Assessment Proficiency in Reading, Writing and Math.

## **Component 4: Strategies to Attract Highly Qualified Teachers**

**What is the school's teacher turnover rate for this school year?**

None we had one retirement and with the decrease of students we did not have to replace.

**What is the experience level of key teaching and learning personnel?**

It is very high with our teachers having just under 15 years of experience per teacher.

**What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?**

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

**What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?**

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

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- 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

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

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

## **Component 5: High Quality and Ongoing Professional Development**

**What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?**

Specific Professional Development

-The Cass City High School staff receives ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment and with the goals of the school improvement plan. The staff participates in District-wide Professional Development, Building-wide staff meetings, and Core Content Subject Area Meetings. Staff is encouraged to attend out of district conferences and workshops to assist them in enhancing their instructional strategies. As the staff continues to evaluate and update the school wide plan, additional professional development will be provided and also may change current professional development topics as needed.

**Describe how this professional development is “sustained and ongoing.”**

Professional development is sustained and ongoing with in our building with professional development such as our iPad Party's we have every month so that we can keep up with technology and learn from what others are doing in their classroom. Thus continuing our professional development throughout the year.



## **Component 6: Strategies to Increase Parental Involvement**

### **How were parents involved in the design of the schoolwide plan?**

#### **1. Parent Involvement**

##### **a. How they are involved**

I. Parents completed surveys that were sent to them regarding the atmosphere of the school, and parents partook in conversations about ensuring a diverse academic curriculum. An elevation of the student-parent compact was discussed be update and revise.

##### **b. How they Implement**

I. Based on Parent input a revised Student-Parent Compact is being implemented based on parent concern, also parents are able to volunteer in classroom to help implement different strategies of the school improvement plan.

##### **c. Evaluation**

I. Parents will be asked to contribute to the construction of next year's survey, allowing for more parental involvement in the education process.

### **How were parents involved in the implementation of the schoolwide plan?**

#### **1. Parent Involvement**

##### **a. How they are involved**

i. Parents completed surveys that were sent to them regarding the atmosphere of the school, and parents partook in conversations about ensuring a diverse academic curriculum. An elevation of the student-parent compact was discussed be update and revise.

##### **b. How they Implement**

i. Based on Parent input a revised Student-Parent Compact is being implemented based on parent concern, also parents are able to volunteer in classroom to help implement different strategies of the school improvement plan.

##### **c. Evaluation**

i. Parents will be asked to contribute to the construction of next year's survey, allowing for more parental involvement in the education process.

### **How were parents involved in the evaluation of the schoolwide plan?**

#### **1. Parent Involvement**

##### **a. How they are involved**

I. Parents completed surveys that were sent to them regarding the atmosphere of the school, and parents partook in conversations about ensuring a diverse academic curriculum. An elevation of the student-parent compact was discussed be update and revise.

##### **b. How they Implement**

I. Based on Parent input a revised Student-Parent Compact is being implemented based on parent concern, also parents are able to volunteer in classroom to help implement different strategies of the school improvement plan.

##### **c. Evaluation**

I. Parents will be asked to contribute to the construction of next year's survey, allowing for more parental involvement in the education process.

**Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?**

Yes:

Section 1118

(1) How does your school assist parents in understanding the State's content standards and assessments and how to monitor their child's progress?

Cass City High School believes in assisting parents in understanding the State's content standards and assessments and how to monitor their child's progress. This is accomplished with the following:

- A Title 1 Informational meeting is held in the fall which explains Title 1, 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 encouraged 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.
- The Cass City High School parents are involved in the design, implementation, and evaluation of the school wide plan.

(2) How does your school provide materials and training to help parents work with their children?

Cass City High School believes in providing materials and training to help parents work with their children. This is accomplished with the following:

- 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 the Fall, A Title 1 informational meeting is held at which parents are informed about Title 1, the Title 1 process and Title 1 evaluation.
- In November, Parent/Teacher conferences are held at which parents are updated on the status of their student's educational progress. The

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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.

-Parents are provided with the assessment parent reports. A session is held in October for assistance in interpreting the data.

-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.

### (3) How does your school train staff to build effective parent involvement?

Cass City High School believes in training the staff to build effective parent involvement. This is accomplished with the following:

-All staff within their first three years of teaching is required to attend the monthly New Teacher Academy program at the intermediate school district. This program emphasizes parental communication as well as assisting parents in interpreting information.

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. A record of these contents is maintained by the teachers on a parent contact log which is submitted to the building principal.

### (4) How does your school collaborate with other programs to coordinate parent involvement?

Cass City High School believes in collaborating with other programs to coordinate parent involvement. This is accomplished with the following:

-Cass City High School has an active Parent Teacher Organization that includes parents and staff to provide additional support to the students.

-Cass City High School has an active Athletic Boosters Group which is comprised of parents, community members and staff which work hand in hand with the high school.

-Cass City High School has an active Band Boosters Group which is comprised of parents, community members and staff which work hand in hand with the high school.

-Cass City High School has an active American Association of University Women chapter which is comprised of parents, community members and staff which work hand in hand with the high school.

-Cass City High School has an active Health Advisory Committee which is comprised of parents, community members and staff which work hand in hand with the high school.

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-Cass City High School has an active group of volunteer tutors which is comprised of parents, community members and staff which work hand in hand with the high school.

(5) How does your school provide information in a format and language that parents can understand?

Cass City 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 High School utilizes an automated phone system that immediately calls all parents to inform them about messages and emergencies at the school.

-Cass City 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.

(14) How does your school provide other reasonable support for parent involvement as parents may request?

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

-Cass City 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 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.

(f) How does your school provide full opportunities for participation of parents with Limited English Proficiency? With disabilities? For parents of Migratory children? Even if at this time the school is not serving one of the aforementioned populations, describe what plans are in place to serve them if they enroll in the future.

### **How is the school carrying out the activities outlined in ESEA Section 1118 (e ) 1-5, 14 and ( f )?**

#### Section 1118

(1) How does your school assist parents in understanding the State's content standards and assessments and how to monitor their child's progress?

Cass City Jr./Sr. High School believes in assisting parents in understanding the State's content standards and assessments and how to monitor their child's progress. This is accomplished with the following:

- A Title 1 Informational meeting is held in the fall which explains Title 1, 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 encouraged 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.
- The Cass City Jr./Sr. High School parents are involved in the design, implementation, and evaluation of the school wide plan.

(2) How does your school provide materials and training to help parents work with their children?

Cass City Jr./Sr. High School believes in providing materials and training to help parents work with their children. This is accomplished with the following:

- 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 the Fall, A Title 1 informational meeting is held at which parents are informed about Title 1, the Title 1 process and Title 1 evaluation.
- 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.

## School Improvement Plan

Cass City Jr. and Sr. High School

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- 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.
- Parents are provided with the assessment parent reports. A session is held in October for assistance in interpreting the data.
- 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.

(3) How does your school train staff to build effective parent involvement?

Cass City Jr./Sr. High with the following:

- All staff within their first three years of teaching is required to attend the monthly New Teacher Academy program at the intermediate school district. This program emphasizes parental communication as well as assisting parents in interpreting information.
- 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. A record of these contents is maintained by the teachers on a parent contact log which is submitted to the building principal.

(4) How does your school collaborate with other programs to coordinate parent involvement?

Cass City Jr./Sr. High believes in collaborating with other programs to coordinate parent involvement. This is accomplished with the following:

- Cass City Jr./Sr. High School has an active Parent Teacher Organization that includes parents and staff to provide additional support to the students.
- Cass City Jr./Sr. High School has an active Athletic Boosters Group which is comprised of parents, community members and staff which work hand in hand with the high 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 high school.
- Cass City Jr./Sr. High School has an active American Association of University Women chapter which is comprised of parents, community members and staff which work hand in hand with the high school.
- Cass City Jr./Sr. High School has an active Health Advisory Committee which is comprised of parents, community members and staff which work hand in hand with the high school.
- Cass City High School has an active group of volunteer tutors which is comprised of parents, community members and staff which work

## School Improvement Plan

Cass City Jr. and Sr. High School

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hand in hand with the high school.

(5) How does your school provide information in a format and language that 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 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.

(14) How does your school provide other reasonable support for parent involvement as parents may request?

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

- Cass City 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 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.

(f) How does your school provide full opportunities for participation of parents with Limited English Proficiency? With disabilities? For

## **School Improvement Plan**

Cass City Jr. and Sr. High School

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parents of Migratory children? Even if at this time the school is not serving one of the aforementioned populations, describe what plans are in place to serve them if they enroll in the future.

### **How will the parent involvement component of the schoolwide plan be evaluated?**

Describe how and when the school will seek information from parents to help evaluate how the school is implementing the parent involvement components

- Parent/Teacher Conferences
- Financial Aid Night
- Freshmen Orientation
- Bi-Monthly Parent Involvement Meetings/SIP Meetings
- Parent Surveys
- Other regularly scheduled events throughout the year

### **How will the results of the evaluation be used to improve the schoolwide program?**

Once Information is gathered from parents how will the results be used to improve the School-wide program?

The results of the information that is gathered from the parents will be analyzed to ensure any of the suggestion of the parents to change or modify a School-wide program are aligned with the Comprehensive Needs Assessment. Also this information will be used to ensure that all parts in the Parent Involvement Policy are being followed and continued to be modified according to Parents involvement throughout the schools.

Describe how the school elicited parent input.

The School will want information based on all parent involvement activities. Surveys will be done after each parent involvement event to focus on what improvements need to happen to get ensure the best parent involvement.

### **How was the school-parent compact developed?**

The compact will be used during an early school meeting that will discuss the compact and what the responsible of all parties involved in the compact. The compact will then be given to each student during their home room to take home have parents review the compact and sign if agreeing to the terms of the compact. It was developed with administration, staff, and parents meeting and coming together to put together a plan that would hold teachers, parents, and students accountable for the success of the students. It is look at annual with different members to ensure that the compact is keep up to date.

### **How is the parent compact used at elementary-level parent teacher conferences?**



N/A

**How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?**

The compacts are handed out during orientation and for students that do not come to orientation they are given the compacts on the first day of school and most have them back in the first week of school and are keep on file so teachers will have access to them for parent meetings and parent conferences.

**How does the school provide individual student academic assessment results in a language the parents can understand?**

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

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

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

N/A

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

N/A

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

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

Assurance Statement that indicates teachers have input into all assessments used in their classrooms

The Cass City 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 throughout the 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.

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

Statement that assures teachers are involved in analyzing the results of classroom assessments as well as making instructional decisions based on the analysis.

Teachers at Cass City 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 7th grade MEAP scores.
- 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 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 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.

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

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

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 (Aims Web, Writing Probes, etc.).

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.

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

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 and Power Hour 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 are students' individual needs being addressed through differentiated instruction in the classroom?**

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 world include things such as in art class using different properties of math to teach math in a different angle then 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.

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

**In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?**

School-wide

Components

1. Comprehensive Needs Assessment

Funding Source

-General Fund

Program

-School-wide Planning Grant

-Cass City Public Schools School-wide Transition Process

2. School-wide Reform Strategies

Funding Source

- General Fund

Program

-Cass City Public Schools School Improvement / School-wide Plan

3. Instruction by Highly Qualified Professional Staff

Funding Source

-General Fund

Program

-All Staff (teachers and paraprofessionals) are currently highly qualified

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

Funding Source

-General Fund

-Title II

Program

-Parent/Teacher Organization

-New Teacher Orientation Programs

-Mentoring and Training

-District Professional Development

-Conferences to support continual learning

5. High-Quality and Ongoing Professional Development

Funding Source

-Title II

-General Fund

Program

-Basic Literacy Training

-Compass Learning (Program Training)

-Title I Assessment Trainings/Updates

-Development plans in progress

-Grade level meetings to develop curriculum units

## School Improvement Plan

Cass City Jr. and Sr. High School

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-Content area workshops--supplies, materials

### 6. Strategies to Increase Parental Involvement

Funding Source

-Title I

Program

-PTO

-Title I Night development plans in progress--supplies

-Title I Brochure

-Title I Newsletter

-Parent Education Night to inform parents on parenting skills--materials

### 7. Preschool Transition Strategies N/A N/A

### 8. Teacher Participation in Making Assessment Decisions

Funding Source

-General Fund

-Title II

Program

-Assessment Trainings

-Curriculum Meetings

-Grade Level Meetings

-SAM Meetings

-Parent Education Night

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

Fund Source

-Title I

-Title II

-Special Ed. Funding

-General Fund

-31a Funding

Program

-Paraprofessionals

-Study Island Program

-Compass Learning Program

-Social Work Services

-PBS Behavior

-Interventions--resources

-Reading Accounts Awards

-Transportation for Educational Field Trips

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

Funding Source

-General Fund

Coordination of funds is completed by the State and Federal Programs

Coordinator with staff, administration, and Central Office

## School Improvement Plan

Cass City Jr. and Sr. High School

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**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

School-wide

Components

1. Comprehensive Needs Assessment

Funding Source

-General Fund

Program

-School-wide Planning Grant

-Cass City Public Schools School-wide Transition Process

2. School-wide Reform Strategies

Funding Source

- General Fund

Program

-Cass City Public Schools School Improvement / School-wide Plan

3. Instruction by Highly Qualified Professional Staff

Funding Source

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-All Staff (teachers and paraprofessionals) are currently highly qualified

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Funding Source

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Program

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-New Teacher Orientation Programs

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5. High-Quality and Ongoing Professional Development

Funding Source

-Title II

-General Fund

Program

-Basic Literacy Training

-Compass Learning (Program Training)

-Title I Assessment Trainings/Updates

-Development plans in progress

-Grade level meetings to develop curriculum units

-Content area workshops--supplies, materials

6. Strategies to Increase Parental Involvement



## School Improvement Plan

Cass City Jr. and Sr. High School

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### Funding Source

-Title I

### Program

-PTO

-Title I Night development plans in progress--supplies

-Title I Brochure

-Title I Newsletter

-Parent Education Night to inform parents on parenting skills--materials

7. Preschool Transition Strategies N/A N/A

8. Teacher Participation in Making Assessment Decisions

### Funding Source

-General Fund

-Title II

### Program

-Assessment Trainings

-Curriculum Meetings

-Grade Level Meetings

-SAM Meetings

-Parent Education Night

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

### Fund Source

-Title I

-Title II

-Special Ed. Funding

-General Fund

-31a Funding

### Program

-Paraprofessionals

-Study Island Program

-Compass Learning Program

-Social Work Services

-PBS Behavior

-Interventions--resources

-Reading Accounts Awards

-Transportation for Educational Field Trips

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

### Funding Source

-General Fund

Coordination of funds is completed by the State and Federal Programs

Coordinator with staff, administration, and Central Office

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

The school will use the resources from Title I to and other sources to implement intervention programs and additional support for students to master content areas. Also social worker to be used to help lower elementary students with behavior expectation. Professional development a parent involvement are other sources the funding is being used for.

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

Nutrition Programs, Free and Reduced Lunch Program.

## **Evaluation**

### **How does the school evaluate at least annually the implementation of the schoolwide program?**

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.

### **How does the school evaluate the results achieved by the schoolwide program 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.

### **How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

Cass City Jr./Sr. High School staff will look at the school wide programs and see if they have been effective in increasing the achievement of the furthest from achieving the standards by continuously monitoring students progress throughout the year.

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

The staff will use the program evaluation tool given by the MDE to do our evaluation on strategies for student improvement if it is saying the strategies are working then little to nothing will be done, yet if it is found that it is not working then we will change the strategy.

# **Cass City Jr./Sr. High School 2013-2014**

# Overview

**Plan Name**

Cass City Jr./Sr. High School 2013-2014

**Plan Description**

SIP 2013-2014

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All student at Cass City Jr./Sr. High School will become proficient in reading, writing, and English.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$60000
2	All students at Cass City Jr./Sr. High School will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1200
3	All students at Cass City Jr./Sr. High School will exhibit behaviors that align with our 5 pillars of positive behavior.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	All students at Cass City Jr./Sr. High School will become proficeint in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1200
5	All students at Cass City Jr./Sr. High School will become proficient in Math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000

## Goal 1: All student at Cass City Jr./Sr. High School will become proficient in reading, writing, and English.

### Measurable Objective 1:

70% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of exceeding college readiness standards in reading, writing and english. in English Language Arts by 05/31/2013 as measured by state and local assessments.

### Strategy 1:

REWARDS - English department, grades 7-12, will implement REWARDS techniques within English classes.

Research Cited: REWARDS

Activity - REWARDS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Montitor implementation of REWARDS strategies through vocabulary tests grades 7-12.	Implementatio n	08/28/2013	06/05/2014	\$0	No Funding Required	English Department

### Strategy 2:

Targeted Fluency Pull-outs - Students will tested three times a year using college readiness benchmarks.

Research Cited: Moyer will get

Activity - Monitoring Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled out based on college readiness scores until benchmarks are met.	Monitor	08/28/2013	06/05/2014	\$0	No Funding Required	English teachers and paraprofessionals in grades 9-12.

Activity - Reading/Writing Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be giving extra assistance in techniques for strengthening reading comprehension.	Academic Support Program	08/28/2013	06/05/2014	\$60000	Title I Part A	7th and 8th English Teachers

## Goal 2: All students at Cass City Jr./Sr. High School will become proficient in Social Studies

### Measurable Objective 1:

55% of All Students will demonstrate a proficiency on state and local assessments in Social Studies by 05/31/2014 as measured by state and local assesments.

## School Improvement Plan

Cass City Jr. and Sr. High School

### Strategy 1:

Work Key Skills - Will be able to work with students on their work key skills in social studies to increase three areas which include:

1. Critical Thinking Skills
2. Content Knowledge Skills
3. Critical Reading Skills

By focusing on these areas within the daily classroom the students will be able to increase their proficiency on their state and local assessments.

Research Cited: •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>>.

Activity - Social Studies Power Hour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week, there will be a Social Studies Power Hour of Interventions to help straggling social studies students with their critical thinking, content knowledge, and critical reading skills.	Academic Support Program	09/03/2013	06/05/2014	\$1200	Title I Part A	Social Study Teachers

## Goal 3: All students at Cass City Jr./Sr. High School will exhibit behaviors that align with our 5 pillars of positive behavior.

### Measurable Objective 1:

demonstrate a behavior of completing daily and missing assignments when in SRC or ISS by 06/04/2014 as measured by a log of completed missing assignments and if current assignments are completed.

### Strategy 1:

Individual Support with Students - Students will be required to get all assignments missed completed while in SRC/ISS provided by the teachers. Also if students are having trouble with assignments teachers will be available for support during prep hours.

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

Frelberg (1998) Feelings of safeness and school size



McEvoy and Welker, (2000) Positive Interpersonal Relationships

Activity - PRIDE Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Assemblies Students will be given expectations of their behaviors while being in Cass City Jr./Sr. High School.	Behavioral Support Program	09/05/2013	06/05/2014	\$0	No Funding Required	PRIDE Committee

## **Goal 4: All students at Cass City Jr./Sr. High School will become proficeint in science.**

### **Measurable Objective 1:**

35% of All Students will demonstrate a proficiency in Science based on National, State and Local assessments in Science by 06/05/2014 as measured by National, State and Local assessments..

### **Strategy 1:**

Work Key Skills - Will be able to work with students on their work key skills in social studies to increase three areas which include:

1. Critical Thinking Skills
2. Data Analysis Skills
3. Critical Reading Skills

By focusing on these areas within the daily classroom the students will be able to increase their proficiency on their state and local assessments.

Research Cited: 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>>.

Activity - Science Power Hour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Cass City Jr. and Sr. High School

Once a week, there will be a Science Power Hour of Interventions to help stragglng Science students with their critical thinking, data analysis, and critical reading skills.	Academic Support Program	09/03/2013	06/05/2014	\$1200	Title I Part A	Science Teacher
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**Goal 5: All students at Cass City Jr./Sr. High School will become proficient in Math.****Measurable Objective 1:**

45% of All Students will demonstrate a proficiency on National, State and Local assessments. in Mathematics by 06/05/2014 as measured by the ACT and MME.

**Strategy 1:**

Math Intervention Classes - Tier 2 and Tier 3 students will have the option to enroll in Math Intervention class, which will provide them with additional direct intstuction and activities.

Research Cited: Moyer put in

Activity - Math Pull Outs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taking an ACT practice test twice a year to determine college readiness	Academic Support Program	08/28/2013	06/05/2014	\$5000	Title I Part A	Math Teacher and Para Professionals

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Power Hour	Once a week, there will be a Science Power Hour of Interventions to help stragglng Science students with their critical thinking, data analysis, and critical reading skills.	Academic Support Program	09/03/2013	06/05/2014	\$1200	Science Teacher
Reading/Writing Support	Students will be giving extra assistance in techniques for strengthening reading comprehension.	Academic Support Program	08/28/2013	06/05/2014	\$60000	7th and 8th English Teachers
Social Studies Power Hour	Once a week, there will be a Social Studies Power Hour of Interventions to help stragglng social studies students with their critical thinking, content knowledge, and critical reading skills.	Academic Support Program	09/03/2013	06/05/2014	\$1200	Social Study Teachers
Math Pull Outs	Students will be taking an ACT practice test twice a year to determine college readiness	Academic Support Program	08/28/2013	06/05/2014	\$5000	Math Teacher and Para Professionals
<b>Total</b>					\$67400	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
REWARDS	Montitor implementation of REWARDS strategies through vocabulary tests grades 7-12.	Implementatio n	08/28/2013	06/05/2014	\$0	English Department
PRIDE Assemblies	During Assemblies Students will be given expectations of their behaviors while being in Cass City Jr./Sr. High School.	Behavioral Support Program	09/05/2013	06/05/2014	\$0	PRIDE Committee
Monitoring Student Growth	Students will be pulled out based on college readiness scores until benchmarks are met.	Monitor	08/28/2013	06/05/2014	\$0	English teachers and paraprofessionals in grades 9-12.
<b>Total</b>					\$0	