



School Improvement Plan

Early College at Montcalm Community College

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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.

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?

Early College at Montcalm Community College just completed our third year of operation. We started our school with 20 students and four part time staff members. In our second year, we grew to 45 total students. In our third year, we had a total of 76 students on campus. We have students attending from seven local school districts: Central Montcalm, Belding, Carson City, Greenville, Montabella, Vestaburg, and Lakeview. We are a community made up of 98% Caucasians. We are fairly evenly split male/female ratio. Our school directly reflects the population of our county. We are also a county of rural poor, and our early college directly reflects that demographic also. Our biggest challenge is the culture of the non-college bound. We are trying to convince the population that college is a viable option for all. Some students and parents in our communities think either college is not possible or even worse, not necessary.

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

To prepare secondary students for success in a college environment. This is accomplished through student centered instruction focused on rigorous soft skills and academic content, which builds confidence and motivation creating self-directed, lifelong learners

Vision

Early College at Montcalm Community College offers a supportive environment of high expectations where all students can learn. We work in collaboration with diverse stakeholders to build relationships in an ever changing atmosphere. We have a strong belief that all students can learn. That is our primary focus, and we provide all of the support necessary to teach the students to believe it for themselves. We have high expectations, and once the students know they can overcome difficulties, then they start to enjoy the work. They learn to love learning. We are firm but affirming.

We use a curriculum of "soft skills" to teach the students that their learning is their responsibility. This curriculum is embedded in the first four classes they take at early college. It is the language they hear from all of their teachers and the director.

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.

Because we have only been in operation for three years, our most notable achievements are just recently coming to fruition. Our greatest achievement thus far has been the graduation of our first class from the early college program. In May 2016, 15 students graduated from Montcalm Community College.

Over the next three years, we will continue to graduate students from the program. One of the improvements we would like to make is to have 100% of our students graduate with an associate's degree. We would also like to improve students' success rate in their college classes.

Additional Information

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

In our first couple of years, we had a small issue with students dropping out of the program either in the first week or at semester. As we have progressed along, that has sharply declined. We believe that it is due to knowledge of what the program is, what is required of the students to be successful, and word is getting out to the students. That knowledge helps the students apply that really want to be committed to the program while the students that may not be as committed decline to apply.

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.

We have done many things to keep stakeholders informed about the progress of the early college. I held parent information nights in all of our participating districts. Invitations were sent to all 9th and 10th grade parents in the district. Parents attended and heard a presentation about how an early college works, the track record of early colleges, what types of students are typically successful, and the process for applying..

I presented to the local ISD board, the community college board of trustees, and the Montcalm Community College Foundation. These three groups have had a hand in starting and supporting the early college through a partnership between the ISD and the community college.

I meet with all new, incoming students with their parents before classes start. We meet based on their availability, and we discuss the assessment scores, the process of being a student at the early college, and I answer any questions they may have.

I will continue to present and speak to any and all groups in our community so that they can be aware of and have input into our program.

We also hold parent/teacher conferences twice per year. This is an opportunity for parents to gauge their student's success and ask any questions they may have.

At the beginning of the school year, I, along with a group of students, spent the entire day presenting the concept of our early college to over 200 ISD employees. The more people that know what an early college is and understand what it does, the better.

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

This is an area that we are still are really working on. We are such a small early college with three teachers and one director making up our entire staff that it is difficult to get other people involved. I have a couple of people at our community college partner that would help, but I would like to get some stakeholders from outside the education arena.

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

I have a Facebook page, and I use that to communicate with stakeholders. I use this site to give information and also tell of student success.

I also, as I stated before, present to all types of groups throughout the county on a regular basis. I educate them about the program, but as time goes on, I am able to share with them the success of our students.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

We just completed our third year, and the data has not changed much. We have maintained the same demographics: male/female ratio, ethnic make-up, and socioeconomic level. Our challenges continue to be attracting males to the early college program and working with students when dealing with issues that come along with rural poverty.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

The students who attend here have chosen to be here, so they don't miss time. We have had a couple of issues related to transportation that we have had to work out because students and/or their families have economic difficulties surrounding the costs of transporting their students to campus.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In the three years that we have been in operation, we have not had a single discipline issue. Not only has a student never been suspended or expelled, I have never had a student sent to my office or kicked out of class.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We have worked out funding to help support parents when they have economic difficulties surrounding transportation. We are selling early college t-shirts, and the money raised is used to purchase gas cards, which will help parents off set the costs of transporting their student to campus.

In addition, I keep lunch items in my office because many of our students qualify for free/reduced lunch, but the community college doesn't have a system like that. To pick up some of that slack, I keep an emergency stash in my office in case a family just couldn't come up with money to buy food for lunch.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

We have three full time teachers and one administrator. The administrator was a teacher for 10 years and an administrator for one year before running the early college program.

Teacher/School Leader(s) Demographic Data**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Two of the three teachers are fairly new (3 to 4 years of experience), and one of the teachers has been teaching for eight years.

This inexperience of some of the staff can have an impact on student achievement, however, the teachers were hired specifically for their strong college transcripts. Their content knowledge was one of the bigger deciding factors when hiring staff. The administrator taught in a career technical center and has experience dealing with all types of students and situations.

In the three years we have been in operation, our students have been successful in their college classes I believe because of the teachers here. As we move forward, and the teachers become more experienced, they will continue to grow and become stronger.

Teacher/School Leader(s) Demographic Data**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

The school administrator was on campus most every day. Professional learning days were worked around the student schedule whenever possible. When the administrator was gone, however, she was always available via email. Students would take advantage of that form of contact when necessary. I believe, especially being on a college campus, that having to communicate in multiple ways is actually good for the students. They need to learn that not everyone is available in the traditional drop in manner.

Teacher/School Leader(s) Demographic Data**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Again, the teachers had very few days that they were not on campus. However, when they are gone, it does impact instruction. Many times the administrator would be the classroom substitute. That is less disruptive because the administrator knows the students and knows the curriculum. It is still disruptive because the administrator can't teach the lessons as well as the teacher that created them. That is why we work really hard to keep days missed to a minimum.

Teacher/School Leader(s) Demographic Data**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

School Improvement Plan

Early College at Montcalm Community College

No challenges have been identified thus far. We have both male and female, and our ethnicity mirrors our students and our community. We have gone to a variety of colleges for a variety of different things. I will send the teachers to training in specific issues that our students are dealing with. They just attended a training on working with students that have experienced a trauma. The administrator also completed training to become a mental health first responder.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

We do not have to complete either of those assessments.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

We do not have to complete either of those assessments.

12. How might these challenges impact student achievement?

NA

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

NA

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We are located on Montcalm Community College's campus. That gives our students all kinds of opportunities they would not have on their high school campus. They have free tutoring available in every subject, they have a large array of classes available in their interest area, and they are allowed to retake classes that they don't complete successfully. The college also has a counselor that is used specifically for students with disabilities.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Students start attending early college in 11th grade. The first semester of classes, they are in all high school classes in the four core academic areas. Once students have progressed into the college level courses, they have any class offered by the community college available to them. Beyond that, the college offers multiple cultural events on campus for students. They have had the opportunity to meet astronauts, learn more about the constitution, and hear about Chinese culture just to name a few.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We don't have a process because the learning opportunities are available to all students. The administration holds a parent meeting and tells parents what activities are coming up on campus, and they are also available on the community college web site. Some of these opportunities are a required part of some of the college classes.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We have our curriculum guides. In addition to the state standards, we also work to align what we teach in the high school portion of the program with what the students are going to need to know in their college classes.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We did not complete this survey.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

We just completed our second year of the program, so we don't have three years of data to look at yet.

19b. Reading- Challenges

We just completed our second year of the program, so we don't have three years of data to look at yet.

19c. Reading- Trends

We use the Compass test to assess our students for reading. This test is given to students before they even start the program, so at that point we have not had any impact on the student. This year, we are going to start testing the students using the same assessment after the first semester in the program. This will give us some data on how we as a program are impacting students' reading scores and abilities.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

20a. Writing- Strengths

We use the Compass test to assess our students for writing. This test is given to students before they even start the program, so at that point we have not had any impact on the student. This year, we are going to start testing the students using the same assessment after the first semester in the program. This will give us some data on how we as a program are impacting students' writing scores and abilities.

20b. Writing- Challenges

NA

20c. Writing- Trends

Writing is by far the area where all of our students need help. Because we have such small classes of 15 students, they get more writing practice in early college than any where. In addition, our English teacher has a master's degree in literacy. Students write in multiple subjects, and their writing improves tremendously during that first semester of the early college program.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

21a. Math- Strengths

One of our greatest strengths is after one semester of the early college program, 85% of our students test into college level math classes. Those who do not test into college level math classes do earn the scores needed by the end of the first year.

21b. Math- Challenges

We really don't have any math challenges that we have pinpointed.

21c. Math- Trends

So far our trend has been about 15% of students come in testing at the college level in math, and after one semester we move 60% more students to that level. We have not seen much of a change over the passed three years. The final 15% move into college level math after the first year in the program.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

22a. Science- Strengths

Again, we have to prepare the students for college level science classes. Our students over a three year period have successfully completed 52 college level science classes. This is a combination of chemistry, biology and physics.

22b. Science- Challenges

We have had 12 college level science classes that were attempted but not successfully completed. Of course we would love that number to be zero.

22c. Science- Trends

With only three years of the program completed, it is difficult to see much of a trend yet, but our second year of the program was the strongest so far in college level science. We changed teachers after the first year, and the students that have had our current teacher are performing better than the students that had our first year teacher.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

23a. Social Studies- Strengths

Our students take Government in the high school portion of the early college program. Within that class, the instructor has to motivate the students to learn about other social science classes too. In the three years of the program, the students have successfully completed 100 social science classes at the college level.

23b. Social Studies- Challenges

We had only six attempted classes that were not completed successfully, so at this time we do not have any challenges in this area.

23c. Social Studies- Trends

Our students' success in social studies classes at the college level have gotten better every year of the last three years.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

We have not officially surveyed our students; however, just from speaking with all of them, their satisfaction is in all of the areas that are non-academic. They prefer the environment, the soft skills they learn that teach them to be better students, and the responsibility that is put on them for their educational successes.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The students struggle in the beginning because the work load is larger, and the schedule is sometimes more stressful. We are working each year to improve their stress level and how they deal with it. We can not change how difficult college is, but we can help them work through and deal with it.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We have the students working with the physical education instructor on relaxation breathing and techniques to help them relieve stress when things get difficult. We also went more in depth at our summer meeting with parents about how they can better support their student in the beginning of the semester until they get better at the time management techniques that we are teaching them.

25a. Parent/Guardian Perception Data

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

Parents are impressed mostly with the soft skills curriculum that the students go through in the first semester of the program. They believe these are skills that should be taught at the local high schools to better prepare their students for college.

They notice their students spending more time on homework than they ever have before, and many have said they see a maturity in their child that wasn't there before they started at the early college.

25b. Parent/Guardian Perception Data

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

Parents struggle with the communication difference between high school and college. Their students are still high school age, but they don't get as much information sent home as they would if their student attended a local high school. Also, the local high schools stop communicating with the early college students, and there is information that the students need. We will continue to work on the communication between the local high school and our early college program.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

I am going to work this year with each local principal to get a timeline for each school of when important events are happening. Students here need to know about yearbook pictures, school IDs, prom, homecoming, etc. I attend a monthly principals meeting. I will begin there to gather information.

I will also do a better job communicating with parents the information that I can. I will post more information on our Facebook page.

26a. Teacher/Staff Perception Data

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

Responses from the teachers include: Small classroom sizes allow the teachers to do more for each student, have in-depth conversations about students with the other teachers, freedom to create a curriculum that is appropriate for the students, access to college services/resources, and teaching in a college environment.

26b. Teacher/Staff Perception Data

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

Responses from my teachers included lack of connection with other high school teachers. They would like to work more closely with teachers in the local districts that send their students to us at the early college.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We could make it a point to find out when the local teachers have department meetings and see if the early college teachers were able

and/or would be allowed to attend those meetings. I will also try to connect the early college teachers with local teachers on their professional development days.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

We have not done a stakeholders survey yet. From stakeholders I have spoken to, it seems the common theme is the ability for students to get a college education that may not otherwise have been able to. They are also impressed with the soft skills and how they change the habits of the students both personally and academically.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The overall common theme about dissatisfaction is the cost of the program. This is coming from the local districts. They love the idea of the program, they don't like the cost to send students to it.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We are looking into grants and other funding opportunities so that we are able to take less from the local districts.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The performance of our students are the greatest strength that shows what we do is working. Our students are maintaining a grade point average much above the traditional community college students. We are still, however, a very young program, so we don't have a lot of other data to draw from. The demographics of our program mirror the community which is to say we are not very diverse. I am not sure how we work on that as a goal because we can only pull from students living in our local districts. As far as perception, the biggest hurdle we are working to overcome right now is not what people think of us but the fact that not very many people have heard of us at all.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Our biggest challenge is in the perception area just in the fact that we are not well known yet. That will impact student achievement because students that may want a program like ours may never sign up because they didn't know about it. Our other challenge is stress level, and that can have a real impact on student achievement. Students get too stressed about completing everything on time and doing quality work. They are concerned with their ability to succeed. Some of them instead of working harder to get through it actually shut down. We currently work with these kids one-on-one. They meet with their mentor teacher and talk through the stressful times, and their mentor helps them plan their time better in the future.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We are implementing a strategy to help with stress the students are experiencing. We are going to have someone trained in this area teach them about breathing and relaxation. We believe it will have a great impact on instruction and success if the students can manage the college work load without getting overwhelmed.

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

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	We are an early college that only enrolls students in their 11th grade year.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We do not service any 8th grade students.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a stand alone school, but only through a consortium agreement with seven local districts. The students are still enrollees of those seven districts. Their EDPs are still held with those districts.	

Label	Assurance	Response	Comment	Attachment
5.	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		

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Early College at Montcalm Community College

Label	Assurance	Response	Comment	Attachment
6.	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	Ron Simon ISD Superintendent 621 New Street Stanton, MI 48888 616.225.6148	

Label	Assurance	Response	Comment	Attachment
7.	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.	No	We are a program created through a consortium agreement, and only service students for 11th and 12th grade. The students are still students at their member districts.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

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 students at Early College at Montcalm Community College will test into college level courses at the end of their first year in the program.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Early College at Montcalm Community College will have access to technology that will help them experience success in the program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$20000

Goal 1: All students at Early College at Montcalm Community College will test into college level courses at the end of their first year in the program.

Measurable Objective 1:

100% of Eleventh grade students will demonstrate a proficiency which allows them to qualify for college level courses in English Language Arts by 05/01/2015 as measured by the scores achieved on the Compass test..

Strategy 1:

Professional Development - Teachers in other academic areas will receive literacy training so that they are able to assist the English teacher in improving the students' literacy skills.

Category:

Tier: Tier 1

Activity - Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Community College English instructors are going to host a professional development aimed at helping teachers improve the literacy skills of their students. Their intended audience is teachers that teach any subject other than English.	Professional Learning	Tier 1	Getting Ready	10/01/2014	05/29/2015	\$0	No Funding Required	The local community college English department staff

Goal 2: All students at Early College at Montcalm Community College will have access to technology that will help them experience success in the program.

Measurable Objective 1:

collaborate to provide technology to all students by 05/01/2015 as measured by survey of current students.

Strategy 1:

Technology - We will work with many of our stakeholders to provide access to technology for all students so that they may achieve academic success.

Category:

Tier: Tier 1

School Improvement Plan

Early College at Montcalm Community College

Activity - MCC Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I presented to the MCC Foundation, and they committed to giving money to the program for its use. I then presented a wish list to the foundation which included computers for each students to use in class and have the ability to check out and take home.	Materials	Tier 1	Getting Ready	08/29/2014	05/01/2015	\$20000	Other	Early College at Montcalm Community College Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MCC Foundation	I presented to the MCC Foundation, and they committed to giving money to the program for its use. I then presented a wish list to the foundation which included computers for each students to use in class and have the ability to check out and take home.	Materials	Tier 1	Getting Ready	08/29/2014	05/01/2015	\$20000	Early College at Montcalm Community College Director

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Training	The Community College English instructors are going to host a professional development aimed at helping teachers improve the literacy skills of their students. Their intended audience is teachers that teach any subject other than English.	Professional Learning	Tier 1	Getting Ready	10/01/2014	05/29/2015	\$0	The local community college English department staff