



# **School Improvement Plan**

**Watervliet Middle School**

**Watervliet School District**

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WATERVLIET, MI 49098-9350

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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?**

For 2011-2012, Watervliet Middle School made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science, writing, social studies). While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State requires that we also report additional information:

Student Assignment: 6th -8th grade students were assigned to Watervliet Middle School.

The status of WMS's school improvement plan:

Goal: Reading

o Measurable Outcome: By the end of the 2013-14 school year, 46% of Watervliet Middle School's students will meet the College/Career Readiness standards in READING as evidenced by ACT Explore achievement.

o Activities to accomplish goal:

- Provide more background knowledge for students Literacy for ELA
- Literacy Strategies for non-ELA teachers
- Comprehension Strategies
- Engaging Text Discussion
- Vocabulary Instruction
- Reading Skills
- Study Skills

Goal: Writing

o Measurable Outcome: By the end of the 2013-2014 school year, 58% of Watervliet Middle School's students will meet the College/Career Readiness standards in WRITING as evidenced by MEAP achievement.

o Activities to accomplish goal:

- CCSS Implementation of Writing Standards
- Curriculum Alignment
- Writing Format
- Instructional Support for At-Risk Students (Writing)
- Narrowing Achievement Gaps in Writing
- Special Education and Core Teacher Collaboration

Goal: Math

o Measurable Outcome: By the end of the 2013-2014 year, 37% of Watervliet Middle School's students will meet the College/Career Readiness Standards in MATH as evidenced by ACT Explore achievement.

o Activities to accomplish goal:

- CCSS Math Practice Standards
- Spiraling Curriculum

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- Instructional Support for At-Risk Students (Math)
- Hands-on Math, Online Math Practice
- Special Education and Core Teacher Collaboration

Watervliet Middle School makes every effort to meet each students individual needs. The following specialized programs are available.

### Special Education

Watervliet Middle School served 30 students in special education and 14 students in speech during the 2011-2012 school year. To meet individual needs, some students need educational programs the district cannot provide. In cooperation with Berrien Regional Educational Service Agency (BRESA) and certain neighboring districts, these students attend appropriate Special Education programs in other locations.

The programs available to Watervliet students were:

Early Childhood Developmentally Delayed Program; located at Coloma Elementary and facilitated by Coloma Community Schools

Hearing Impaired Program; located at Berrien Springs Public Schools and facilitated by Berrien RESA

Cognitively Impaired Program; located at Berrien Springs Middle School and facilitated by Berrien Springs Public Schools

Moderately to Severely Mentally Impaired Program; located at Blossomland Learning Center, Berrien Springs and facilitated by Berrien RESA

Early Childhood Developmentally Delayed and Autistic Impaired Program; located at Stewart Elementary and facilitated by Lakeshore Public Schools

Severely Emotionally Impaired and Autistic Impaired Program; located at Lighthouse Learning Center, St. Joseph, and facilitated by Berrien RESA

Severely Emotionally Impaired Program; located at Niles Southside and facilitated by Niles Community Schools

### Academic Instruction Program

Watervliet Middle School's program of academic instruction incorporates the Michigan Grade Level Content Expectations. Information on our core curriculum can be obtained by contacting the school office. The materials we use are Glencoe Literature for Language Arts instruction, Prentice Hall course 1-3 for Math instruction, Battle Creek Science Kits for science instruction in 6th and 7th, Pearson Interactive Science in 8th and Prentice Hall's World Explorer in social studies instruction. More detailed information is available on the Watervliet Middle School tab on the district website.

Parents are provided with opportunities to hold conferences with teachers to discuss individual students' progress, academic strengths and any areas of concern. Occasionally, phone calls take the place of face-to-face conferences. We have fall and spring conferences scheduled each school year. Parents were informed of conferences through school handbooks and newsletters. WMS parents were also scheduled for specific times through phone calls, letters or email. The percentage of parents who attend conferences with teachers in 2010-2011 was 73%; participation for 2011-2012 was 70%. WMS also offers the Parent Internet Viewer so parents can view grades and homework assignments daily. Teacher and parents can post questions or comments concerning each individual student.

### State and National Test Results

Watervliet Middle School administers the Michigan MEAP test and the ACT Explore test. WMS students scored at state level or better in five of seven MEAP tests. Watervliet consistently scores better than surrounding districts. The seventh and eighth grade students take the ACT Explore tests. Seventh grade took this test for the first time this year. The eighth grade students have taken the test for several years.

WMS will continue to focus on our students and their various learning styles. Our continuing goal is to be proactive, using proven and tested teacher methods to meet and exceed AYP and MEAP targets. We will also continue to work toward higher scores on the ACT Explore test. Congratulations and thanks to our devoted teachers, support staff, parents, students and our Board of Education for working consistently and tirelessly throughout the year. I look forward to continued growth and achievement for the upcoming school year.



## **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.**

### **Vision Statement**

Watervliet Middle School seeks to challenge all students to achieve beyond their own expectations so when they move to high school they are well prepared and ready to take on new challenges.

Our students will be critical thinkers who demonstrate the ability to integrate knowledge, process and use problem solving techniques. By obtaining, organizing, and manipulating information students will become technologically literate.

Our students will be productive members of society.

### **Mission Statement**

Watervliet Middle School provides environment in which students can become quality learners and producers.

### **Beliefs Statement**

We intend to make our vision a reality by reaching all of the goals and objectives included in the document.

Professional development and training will be provided for all staff members to help increase the knowledge of all of our students and help them to become successful learners.

Students will work together with staff members, the community, and each other instilling cooperative learning, communication skills, and knowledge thus minimizing behavior problems resulting in increased student achievement.

Students will gain valuable knowledge of career pathways beginning in the sixth grade with training from teachers and the school counselor. Seventh grade students will gain knowledge of careers by participating in the Real Game. Eighth grade students will gain knowledge of careers through EDP's, Employability Class, job shadowing, and visits to the tech center.

Students will be prepared to meet the future challenges because of their educational experiences at WMS.

## **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.**

Gap Analysis for MEAP and ACT Explore

completed Curriculum Mapping

Accomplish all goals in SIP for this year

Improved SIP for next year

Mentored students

Worked on closing gaps this year and set in place for next year

Implemented new PD lead by the staff.

We hope to improve our intervention classes for struggling students. we are also adding new online computer classes to assist students with future high school 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.**

watervliet middle school strives to meet the needs of all students.

# **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.**

ALL faculty / staff / admin / and Central Office are involved in school improvement. Parent and student input is solicited. Meeting schedules are posted / communicated at the beginning of the year.

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

Faculty  
Migrant Director  
Curriculum Director  
Parents  
Students

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

Posted on the website, reviewed with all teachers/staff at PLC meetings.

# 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?**

Trends in student enrollment affect staffing in various ways:

Increases in Title I/ At Risk eligible students could result in additional intervention staff at the elementary buildings.

Increases in Migrant / ELL eligible students could result in increased time for current Migrant / ELL intervention staff at all buildings.

Significant enrollment gains would result in the hiring of additional teaching staff, while significant enrollment losses would result in less teachers needed and a reduction in teach staff.

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

Being a district without great fluctuations in enrollment, we have not had to respond to fluctuating staffing needs. When enrollment is consistent, staff recruitment is not necessary. Increases in enrollment would result in increased time and energy to staff recruitment.

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

Since our budget is entirely reliant on per pupil funding, student enrollment drives our ability to create and follow a balanced budget.

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

Resources are allocated based on student enrollment.

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

Our enrollment has been relatively consistent which has allowed us to plan appropriately for facility and maintenance needs.

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

Our Economically Disadvantaged population is growing and we do see less involvement due to both parents working, single-parent households, etc.

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

When we saw the levels of Economically Disadvantaged students increasing, we saw the need to provide faculty / staff with the Ruby Payne

training. This also impacts the ways that we communicate with parents since many do not have computers / internet connectivity.

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

The only significant enrollment change we are seeing is the increase in Economically Disadvantaged students. Our challenge is to adjust the way we educate our children so that those who are on track continue on that trajectory and those that are performing below grade level are provided with learning experiences that cause an academic growth rate that allows them to be at grade level.

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

This year, we implemented a multi-tiered system of support in response to this challenge.

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

Our student attendance has remained consistent.

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

No action needed.

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

This area includes data questions.

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

WMS students were above state averages in Math while the 8th grade students scored above state averages in Reading.

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

Most scores were comparable to last year. 8th and 7th grade reading showed improvement. 8th grade math has steadily climbed. 6th grade math also improved.

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

6th and 7th math. 6th and 9th grade social studies.

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

There appears to be a strength in informational text. Comprehension proficiency grew from 6th to 8th grade.

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

Greater emphasis on informational text strategies. Emphasis on literacy across all content.

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

Increases in both reading and social studies scores.

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

Science.

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

No negative trends at this time.

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

8th math, all reading, science and writing.

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

Informational text dropped from 6th to 8th. Word study increased from 6th to 8th. Comprehension also improved.

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

This group was not targeted for improvement yet and did not receive targeted interventions.

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

Students scores declined and nothing else changed.

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

Implementation of interventions. Literacy labs, after school programs, summer programs.

## **Subgroup Student Achievement**

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

**Response:**

- Male
- Female
- Economically Disadvantaged

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

**Response:**

- Economically Disadvantaged

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

Reading and math

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

based on MEAP Gap Data

**What other data support the findings?**

ACT Explore

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

Factors include increase in student engagement strategies by classroom teachers. Implementation of common core to emphasize new skills.

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

Because they are the only two things that have changed.

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

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Continued emphasis on student engagement and common core implementation.

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

**Response:**

- English Language Learners (ELLs)

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

**Response:**

- English Language Learners (ELLs)

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

Math and reading

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

MEAP gap data

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

ACT explore

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

Lack of support for ELL students due to decrease in funding.

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

NA

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

Increased intervention

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

We have a low population of ELL students so the data is not conclusive.

**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.)?**

All programs are open to all students in need of intervention. Staff recommendation.

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

MEAP, Explore, easy CBM and NWEA data. Absenteeism is also a factor. Staff recommendation.

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

After school, summer and intervention classes. Quiz bowl.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	14.0

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

Newsletters, weekly emails, and teacher contact.

Label	Question	Value
	What is the total FTE count of teachers in your school?	13.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.5

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	6.0

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

There is a wide range of experience.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	61.33

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	175.0

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

Teacher absenteeism for PD or school improvement enhances teacher knowledge which helps all students succeed. Teacher absenteeism due illness could be a factor in some decreased test scores.

## **Perception Data - Students**

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

An overwhelming majority of the students were satisfied that there were multiple assessment strategies offered and that the school offered activities that were interesting to them.

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

N/A This is the first time we have given this survey.

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

The lowest level of satisfaction was with the level of support from fellow students..

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

N/A This is the first time we have given this survey.

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

Our students feel supported by the teaching staff and the principal; however, like most middle school students, they feel less peer support.

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

All school staff will be more cognizant of this possible problem area and we will brainstorm solutions during PLC time.

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

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

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

Teachers reported the highest level of satisfaction in 2 areas:

- number of qualified staff
- quality evaluation was impacting student learning

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

N/A This is the first year we have given this survey.

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

Technology and infrastructure.

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

N/A This is the first year we have given this survey.

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

Decreased school funding has left our technology infrastructure lacking.

## 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.**

All decisions are based on data (MEAP, NWEA, ACT Explore, teacher feedback) through the school improvement process. All faculty/staff/admin (including Central Office) are involved.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

Curriculum maps, common assessments, notes from PLC meetings.

# **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	Not applicable to this building . . . we are a 6th to 8th grade 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	www.watervliet.k12.mi.us	MS AER School Cover Letter 2012-13.pdf

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		

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	Board policy, posted in all buildings, printed in staff and student handbooks	

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	Kevin Schooley, Superintendent 450 E. Red Arrow Highway Watervliet, MI 49098 (269) 463-5566	

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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.	No		

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

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	-- Data Summaries (ACT Explore and MEAP) -- Teachers' Personal Professional Growth Plans -- Parent, student, staff survey data -- PD sign in sheets, agendas -- Staff / SIT meeting sign ins, agendas	

# **2013 -2016 School Improvement Plan Watervliet Middle School**

## Overview

### Plan Name

2013 -2016 School Improvement Plan Watervliet Middle School

### Plan Description

School Improvement document for WMS

## 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	Create and maintain a district-wide system of data-based decision making.	Objectives: 3 Strategies: 5 Activities: 6	Organizational	\$22400
2	All students will meet the College/Career Readiness standards in MATH as evidenced by ACT Explore achievement.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$13000
3	Literacy - All students at Watervliet Middle School will meet the College/Career Readiness standards in Literacy as evidenced by ACT/Explore achievement by 8/31/2016	Objectives: 6 Strategies: 10 Activities: 11	Academic	\$33000
4	All students at Watervliet Middle School will become technologically literate	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$5000

## Goal 1: Create and maintain a district-wide system of data-based decision making.

### Measurable Objective 1:

collaborate to utilize demographic, achievement, growth, and survey data by 08/31/2016 as measured by quarterly dashboard reports.

### Strategy 1:

Data Coaches - Data coaches will serve as liaisons between Central Office, Administration, and the Staff.

Research Cited: Strategy #1 Research: Wellman & Lipton, Data Driven Dialogue (2010)

Activity - Data Conversations/Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.) Data coaches will be trained in data conversations and data analysis. 2.) Data coaches will lead building-level data analysis meetings.	Professional Learning	06/30/2013	08/31/2016	\$1000	Title II Part A	Data Coaches, Principals, Administration, and Curriculum Directore

### Strategy 2:

School Improvement Teams Data Use and Monitoring - Administrators and Data Coaches will complete a book study, "Got Data, Now What?" to help inform data use and monitoring.

Research Cited: Wellman & Lipton, Leading Groups/PLCs (2011)

Activity - Data Conversations/Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.) Administrators will be trained in data conversations/data analysis. 2.) Administrators and Data Coaches will complete a book study, "Got Data, Now What?" 3.) Quartely SIP dashboard reports will be submitted by the School Improvement Time.	Professional Learning	06/30/2013	08/31/2016	\$1200	Title II Part A	Principal, Curriculum Director, Data Coaches, School Improvement Team

### Measurable Objective 2:

collaborate to develop, implement, and utilize a balanced assessment system to support the learning of all students by 08/31/2016 as measured by student growth data from formative, summative, and interim benchmark assessments.

### Strategy 1:

Assessment Development and Use - Formative, summative, and interim benchmark assessment will be developed. Data will be discussed in professional conversations during each quarter of the school year. Grade level, classroom, course, or individual student plans will be adjusted accordingly.

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Research Cited: Stiggins, Balanced Assessment Systems (2006)

Activity - Balanced Assessment System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.) Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement. 2.) Teachers/Principals will complete professional learning development that teaches them how to create assessments that support student learning. 3.) Build a culture where students know how to assess their progress and can use formative and summative classroom assessment data to improve their achievement.	Professional Learning	06/30/2013	08/31/2016	\$9000	Title II Part A	Principal, curriculum director, and all faculty

Activity - Teacher Training in Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given PD in the area of technology in order to understand and create balanced assessments using updated technology.	Professional Learning	06/30/2013	08/31/2016	\$1200	Title II Part A	All teachers, Principal, curriculum director

### Measurable Objective 3:

collaborate to provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by 08/31/2016 as measured by teacher observation reports, student growth data, and quarterly SIP dashboard report.

### Strategy 1:

Community Involvement Regarding Data - School leaders will engage community and parents regarding data analysis and use it as it relates to school decisions.

Research Cited: J. Epstein, Creating School Climate & Structures to Support Parent and Parent-Involvement Programs (NCREL)

Activity - Share Data with Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.) School leaders will be trained in successful parent collaboration techniques. 2.) School leaders will provide opportunities for parents to be engaged in data usage conversations, resources, and improved academic outcomes for all students.	Community Engagement	06/30/2013	08/31/2016	\$1000	Section 31a	School Leaders

### Strategy 2:

Develop School Leaders - School leaders will attend professional development and participate in a book study in order to provide strong instructional leadership.

Research Cited: Marzano, School Leadership That Works (2005); King, Rose, Erkens, Jakicic, Guskey, Ferriter, Heflebower, Hierck, Vagle, Hinman, Weichel, Huff:

"The Principal as Assessment Leader" (2009)

Activity - Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1.) Utilizing Data PD 2.) Content Specific PD 3.) Instructional Technology PD 4.) Observational Practice PD	Professional Learning	06/30/2013	08/31/2016	\$9000	Title II Part A	All faculty, administrators, curriculum director
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## Goal 2: All students will meet the College/Career Readiness standards in MATH as evidenced by ACT Explore achievement.

### Measurable Objective 1:

40% of Eighth grade students will demonstrate a proficiency on the scale scores in Mathematics in Mathematics by 08/31/2016 as measured by the MATH ACT Explore results.

### Strategy 1:

Well Documented, Universally Understood MATH Curriculum - All math teachers will complete professional development in regards to the CCSS. They will use this knowledge to update their math curriculum to best meet the needs of student proficiency level in CCSS.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Activity - CCSS PD & Math Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.) Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources). 2.) Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	MS Math Teachers, Curriculum Director, Principal

### Strategy 2:

Quality Instructional Delivery in Mathematics - All Math teachers will utilize research-based instructional strategies in their mathematics instruction to lead their students to higher levels of achievement in mathematics.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Strategies PD and Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>1.) All math teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of mathematics to improve student's understanding of the math CCSS.                  2.) All math teachers will complete professional development that teaches them how to effectively utilize the CCSS Math Practice Standards.                  3.) Grade level, building, and district teams will reflect on the effectiveness of their professional practice in mathematics instruction.                  4.) Extended learning opportunities (Algebra in 8th grade) will be provided for students who are above the benchmark in mathematics.</p>	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	Math Department, Curriculum Director, Principal
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### Measurable Objective 2:

25% of Eighth grade Female Economically Disadvantaged students will demonstrate a proficiency on the scale scores of the ACT Explore Math Test. To achieve this, teachers will utilize a Multi-Tier System of Support based on multiple data measures to ensure ALL students are improving their math achievement in Mathematics by 08/31/2016 as measured by by NWEA and ACT Explore Results.

### Strategy 1:

Provide Supplemental Title I/At Risk Math Instruction - All 6th grade students will take the NWEA test, and all 7th & 8th grade students will take the ACT Explore Test. Interventionists will attend professional development and collaborate to utilize math lab time properly. Support will be provided for ELL students, and for all students after school.

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Activity - Multi-Tier System of Support for MATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1.) Administer a universal screener (NWEA/ACT Explore) to all students to identify At-Risk Students. Utilize the NWEA/ACT Explore data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.                  2.) Interventionists will team with classroom teachers to provide targeted interventions to at risk students to improve their achievement in mathematics.                  3.) Interventionists will complete professional development in strategies and resources to support students who are struggling with mathematics.                  4.) Teachers will provide after school and summer school support to students who are struggling with mathematics.                  5.) Teachers/interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.</p>	Academic Support Program	06/30/2013	08/31/2016	\$8000	Section 31a	Math Department, Curriculum Director, Interventionists, Principal

## Goal 3: Literacy - All students at Watervliet Middle School will meet the College/Career Readiness standards in Literacy as evidenced by ACT/Explore achievement by 8/31/2016

### Measurable Objective 1:

50% of Eighth grade students will demonstrate a proficiency in reading CCSS in English Language Arts by 08/31/2016 as measured by state/national assessments.

## School Improvement Plan

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### Strategy 1:

Well-documented, universally understood Reading Curriculum - Teachers will complete professional development and use research to improve reading literacy.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Activity - CCSS PD and Reading Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. CCSS PD. Teachers will complete professional development that leads to deep understanding of the CCSS for reading, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources). 2. Reading Resources Study Teachers will research and evaluate reading resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	All staff, Curriculum Director, Principal

### Strategy 2:

Quality Instructional Delivery in Reading - Teachers will complete professional development in order to provide direct instruction in reading and will reflect on the effectiveness of their instruction.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of reading to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	All Teachers, Curriculum Director, Principal

### Measurable Objective 2:

50% of Eighth grade students will demonstrate a proficiency in Writing CCSS in English Language Arts by 08/31/2016 as measured by state/national assessments.

### Strategy 1:

Well-documented, universally understood Writing Curriculum - Teachers will attend professional development to deepen understanding of the writing process and will evaluate resources to be used in writing instruction.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Activity - CCSS PD and Reading Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Watervliet Middle School

1. CCSS PD. Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources). 2. Reading Resources Study Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	All staff, Curriculum Director, Principal
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### Strategy 2:

Quality Instructional Delivery in Writing - Teachers will complete professional development that focuses on using research based instructional practices and then reflect the effectiveness of using those strategies.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of writing to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	All Staff, Curriculum Director, Principal

### Measurable Objective 3:

25% of Eighth grade students will demonstrate a proficiency in Content expectations in Science by 08/31/2016 as measured by state/national assessments.

### Strategy 1:

Well-documented, universally understood Science Curriculum - Teachers will complete professional development on the Battle Creek Science curriculum and research and evaluate science resources to be used in instruction.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Activity - Battle Creek Science and Science Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Battle Creek Science PD. Teachers will complete professional development that leads to deep understanding of the Battle Creek Science standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). 2. Science Resources Study Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the Battle Creek Science curriculum.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	Science Teachers, Curriculum Director, Principal

### Strategy 2:

Quality Instructional Delivery in Science - Teachers will complete professional development to learn research based activities to increase student achievement.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

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Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of science to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	Science Teachers, Curriculum Director, Principal

### Measurable Objective 4:

50% of Eighth grade students will demonstrate a proficiency in content expectations in Social Studies by 08/31/2016 as measured by state/national assessments.

### Strategy 1:

Well-documented, universally understood Social Studies Curriculum - Teachers will complete professional development for deep understanding in Social Studies content and will evaluate resources to choose materials to meet student needs.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

Activity - Social Studies Curriculum PD and Social Studies Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Social Studies Curriculum PD. Teachers will complete professional development that leads to deep understanding of the Social Studies curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). 2. Social Studies Resources Study Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the social studies curriculum.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	Social Studies Teachers, Curriculum Director, Principal

Activity - Quality Instructional Delivery in Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of social studies to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	Social Studies Teachers, Curriculum Director, Principal

### Measurable Objective 5:

50% of Eighth grade students will demonstrate a proficiency in Literacy(for CTE, PE/Health, World Languages and VPAA) in English Language Arts by 08/31/2016 as measured by local/state/national assessments.

### Strategy 1:

Well-documented, universally understood CTE, PE/Health, VPAA curriculum - Teachers will complete professional development and examine resources that will support student development in the areas of CTE, PE/Health and VPAA.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction & Assessment (2013)

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Activity - CTE, PE/Health, VPAA Curriculum PD and Resources Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. CTE, PE/Health, VPAA Curriculum PD. Teachers will complete professional development that leads to deep understanding of the CTE, PE/Health, VPAA curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). 2. CTE, PE/Health, VPAA Resources Study Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the CTE, PE/Health, VPAA curriculum.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	CTE, PE/Health, and VPAA staff, Curriculum Director, Principal

### Strategy 2:

Quality Instructional Delivery in CTE, PE/Health, VPAA - Teachers will complete professional development that will help develop strategies for instruction and then reflect on the effectiveness of the instruction.

Research Cited: Marzano, Pickering, Heflebower, Knaold-McIntyre, Boogren; Becoming a Reflective Teacher (2012)

Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of CTE, PE/Health, VPAA to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in CTE, PE/Health, VPAA instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	Title II Part A	CTE, PE/Health and VPAA teachers, Curriculum Director, and Principal

### Measurable Objective 6:

25% of Economically Disadvantaged students will demonstrate a proficiency in Literacy across all subject areas and in English Language Arts by 08/31/2016 as measured by local/state/national assessments within a Multi-Tier Support System..

### Strategy 1:

Provide Supplemental At Risk Literacy Instruction - Teachers will use state/national assessments to identify at risk students and then team with interventionists to provide additional support to these students.

Research Cited: Mellard, Johnson; RTI: A Practitioner's Guide to Implementing RTI (2008)

Activity - Assessments and Support Strategies for At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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1. Administer Universal Screener. Administer a univesal screener (NWEA or ACT/Explore) to all students to set the At Risk identification criteria and update the placement chart. Utilize the NWEA or ACT/Explore data to determine needs of student groups and individual students and create a plan of support for at-risk student groups. 2. Provide supplemental math instruction. Interventionists will team with classroom teachers to provide targeted interventions to At Risk students to improve their achievement in literacy. 3. Provide PD for Interventionists. Interventionists will copmplete professional development in strategies and resources to support students who are struggling with literacy. 4. Beyond the School Day Support. Teachers / interventionists will provide after, and/or summer school support to students who are struggling with literacy. 5. Progress Monitoring. Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	06/30/2013	08/31/2016	\$8000	Section 31a	All teachers, Curriculum Director, Principal
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### Goal 4: All students at Watervliet Middle School will become technologically literate

#### Measurable Objective 1:

100% of All Students will demonstrate a proficiency utilizing technology to enhance and support their daily learning in English Language Arts by 08/31/2016 as measured by District-Level Technology assessment.

#### Strategy 1:

Integrate Tech Standards into Curriculum Maps - Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.

Research Cited: Curriculum 21: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

Activity - Integrate Tech Standards into Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Other	08/31/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

Activity - Reflect on Professional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
rade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	08/31/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

#### Strategy 2:

Utilize Instructional Technology - Teachers will model technology integration by utilizing instructional technology to enhance instructional delivery.

Research Cited: Curriculum 21: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

**School Improvement Plan**

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Activity - Training in the Tech Integration Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of the Technology Integration matrix to improve their instructional delivery and increase student achievement.	Professional Learning	08/30/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal
Activity - Using Instructional Tech PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete various PD opportunities to utilize technology to improve instructional delivery	Professional Learning	08/31/2013	08/31/2016	\$2500	Title II Part A	Curriculum Director, Principal
Activity - Technology Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will showcase technology use in embedded professional learning to assist other teachers in learning how to best integrate technology into their instructional practice	Professional Learning	08/31/2013	08/31/2016	\$500	General Fund	Principal
Activity - Reflect on Instructional Tech Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reflect on their instructional technology integration to learn how to improve practice for increased student learning.	Professional Learning	08/31/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Share Data with Community	1.) School leaders will be trained in successful parent collaboration techniques. 2.) School leaders will provide opportunities for parents to be engaged in data usage conversations, resources, and improved academic outcomes for all students.	Community Engagement	06/30/2013	08/31/2016	\$1000	School Leaders
Assessments and Support Strategies for At Risk Students	1. Administer Universal Screener. Administer a univesal screener (NWEA or ACT/Explore) to all students to set the At Risk identification criteria and update the placement chart. Utilize the NWEA or ACT/Explore data to determine needs of student groups and individual students and create a plan of support for at-risk student groups. 2. Provide supplemental math instruction. Interventionists will team with classroom teachers to provide targeted interventions to At Risk students to improve their achievement in literacy. 3. Provide PD for Interventionists. Interventionists will copmplete professional development in strategies and resources to support students who are struggling with literacy. 4. Beyond the School Day Support. Teachers / interventionists will provide after, and/or summer school support to students who are struggling with literacy. 5. Progress Monitoring. Teachers / interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.	Academic Support Program	06/30/2013	08/31/2016	\$8000	All teachers, Curriculum Director, Principal

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Multi-Tier System of Support for MATH	<p>1.) Administer a universal screener (NWEA/ACT Explore) to all students to identify At-Risk Students. Utilize the NWEA/ACT Explore data to determine needs of student groups and individual students and create a plan of support for at-risk student groups.</p> <p>2.) Interventionists will team with classroom teachers to provide targeted interventions to at risk students to improve their achievement in mathematics.</p> <p>3.) Interventionists will complete professional development in strategies and resources to support students who are struggling with mathematics.</p> <p>4.) Teachers will provide after school and summer school support to students who are struggling with mathematics.</p> <p>5.) Teachers/interventionists will monitor the progress of all students receiving supplemental assistance and make adjustments in the support as indicated by student progress monitoring data.</p>	Academic Support Program	06/30/2013	08/31/2016	\$8000	Math Department, Curriculum Director, Interventionists, Principal
<b>Total</b>					<b>\$17000</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reflect on Professional Practice	grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	08/31/2013	08/31/2016	\$500	Curriculum Director, Principal
Reflect on Instructional Tech Use	Teachers will reflect on their instructional technology integration to learn how to improve practice for increased student learning.	Professional Learning	08/31/2013	08/31/2016	\$500	Curriculum Director, Principal
Technology Showcase	Teachers will showcase technology use in embedded professional learning to assist other teachers in learning how to best integrate technology into their instructional practice	Professional Learning	08/31/2013	08/31/2016	\$500	Principal
Training in the Tech Integration Matrix	Teachers will be trained in the use of the Technology Integration matrix to improve their instructional delivery and increase student achievement.	Professional Learning	08/30/2013	08/31/2016	\$500	Curriculum Director, Principal
Integrate Tech Standards into Curriculum Maps	Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Other	08/31/2013	08/31/2016	\$500	Curriculum Director, Principal
<b>Total</b>					<b>\$2500</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

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Quality Instructional Delivery in Social Studies	1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of social studies to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in social studies instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	Social Studies Teachers, Curriculum Director, Principal
Teacher Training in Technology	Teachers will be given PD in the area of technology in order to understand and create balanced assessments using updated technology.	Professional Learning	06/30/2013	08/31/2016	\$1200	All teachers, Principal, curriculum director
Data Conversations/Analysis	1.) Data coaches will be trained in data conversations and data analysis. 2.) Data coaches will lead building-level data analysis meetings.	Professional Learning	06/30/2013	08/31/2016	\$1000	Data Coaches, Principals, Administration, and Curriculum Directore
Data Conversations/Analysis	1.) Administrators will be trained in data conversations/data analysis. 2.) Administrators and Data Coaches will complete a book study, "Got Data, Now What?" 3.) Quartely SIP dashboard reports will be submitted by the School Improvement Time.	Professional Learning	06/30/2013	08/31/2016	\$1200	Principal, Curriculum Director, Data Coaches, School Improvement Team
Battle Creek Science and Science Resources Study	Battle Creek Science PD. Teachers will complete professional development that leads to deep understanding of the Battle Creek Science standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). 2. Science Resources Study Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the Battle Creek Science curriculum.	Professional Learning	06/30/2013	08/31/2016	\$2500	Science Teachers, Curriculum Director, Prinicipal
Research Based Instructional Practices PD and Reflect on Professional Practice	1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of CTE, PE/Health, VPAA to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in CTE, PE/Health, VPAA instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	CTE, PE/Health and VPAA teachers, Curriculum Director, and Principal
Leadership Development	1.) Utilizing Data PD 2.) Content Specific PD 3.) Instructional Technology PD 4.) Observational Practice PD	Professional Learning	06/30/2013	08/31/2016	\$9000	All faculty, administrators, curriculum director

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CCSS PD and Reading Resources Study	1. CCSS PD. Teachers will complete professional development that leads to deep understanding of the CCSS for reading, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources). 2. Reading Resources Study Teachers will research and evaluate reading resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	06/30/2013	08/31/2016	\$2500	All staff, Curriculum Director, Principal
Research Based Instructional Practices PD and Reflect on Professional Practice	1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of science to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in science instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	Science Teachers, Curriculum Director, Principal
CTE, PE/Health, VPAA Curriculum PD and Resources Study	1. CTE, PE/Health, VPAA Curriculum PD. Teachers will complete professional development that leads to deep understanding of the CTE, PE/Health, VPAA curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). 2. CTE, PE/Health, VPAA Resources Study Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the CTE, PE/Health, VPAA curriculum.	Professional Learning	06/30/2013	08/31/2016	\$2500	CTE, PE/Health, and VPAA staff, Curriculum Director, Principal
Research Based Instructional Practices PD and Reflect on Professional Practice	1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of reading to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in reading instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	All Teachers, Curriculum Director, Principal
Balanced Assessment System	1.) Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement. 2.) Teachers/Principals will complete professional learning development that teaches them how to create assessments that support student learning. 3.) Build a culture where students know how to assess their progress and can use formative and summative classroom assessment data to improve their achievement.	Professional Learning	06/30/2013	08/31/2016	\$9000	Principal, curriculum director, and all faculty

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Social Studies Curriculum PD and Social Studies Resources Study	1. Social Studies Curriculum PD. Teachers will complete professional development that leads to deep understanding of the Social Studies curriculum standards, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available resources). 2. Social Studies Resources Study Teachers will research and evaluate science resources to choose those that best meet the needs of our students in achieving proficiency in the social studies curriculum.	Professional Learning	06/30/2013	08/31/2016	\$2500	Social Studies Teachers, Curriculum Director, Principal
Research Based Instructional Practices PD and Reflect on Professional Practice	1. Research Based Instructional Practices PD. Teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of writing to improve student's achievement. 2. Reflect on Professional Practice. Grade level, building, district teams will reflect on the effectiveness of their professional practice in writing instruction.	Professional Learning	06/30/2013	08/31/2016	\$2500	All Staff, Curriculum Director, Principal
Using Instructional Tech PD	Teachers will complete various PD opportunities to utilize technology to improve instructional delivery	Professional Learning	08/31/2013	08/31/2016	\$2500	Curriculum Director, Principal
CCSS PD and Reading Resources Study	1. CCSS PD. Teachers will complete professional development that leads to deep understanding of the CCSS for writing, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources). 2. Reading Resources Study Teachers will research and evaluate writing resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	06/30/2013	08/31/2016	\$2500	All staff, Curriculum Director, Principal
CCSS PD & Math Resources Study	1.) Teachers will complete professional development that leads to deep understanding of the mathematics CCSS, including: a gap analysis of current practice, progression of the standards across grade levels, cross curricular applications, and available CCSS resources). 2.) Teachers will research and evaluate mathematics resources to choose those that best meet the needs of our students in achieving proficiency in the CCSS.	Professional Learning	06/30/2013	08/31/2016	\$2500	MS Math Teachers, Curriculum Director, Principal
Research Based Instructional Strategies PD and Reflection	1.) All math teachers will complete professional development that teaches them how to utilize research-based instructional practices in the teaching of mathematics to improve student's understanding of the math CCSS. 2.) All math teachers will complete professional development that teaches them how to effectively utilize the CCSS Math Practice Standards. 3.) Grade level, building, and district teams will reflect on the effectiveness of their professional practice in mathematics instruction. 4.) Extended learning opportunities (Algebra in 8th grade) will be provided for students who are above the benchmark in mathematics.	Professional Learning	06/30/2013	08/31/2016	\$2500	Math Department, Curriculum Director, Principal
<b>Total</b>					<b>\$53900</b>	