



# **School Improvement Plan**

**Watervliet Middle School**

**Watervliet School District**

Mr. David Armstrong, Principal  
450 EAST SAINT JOSEPH ST  
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.

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 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?**

Bottom 30 students need extra intervention to help increase knowledge and test scores.

### **Student Demographic Data**

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

10% of students need to be identified as students who are targeted for intervention concerning poor attendance.

### **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?**

Student referrals have decreased. Students behavior has improved and serious behavior issues have decreased.

### **Student Demographic Data**

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

bottom 30 students need additional intervention to help improve math and ELA scores on testing. Classroom teachers need more PLC time to discuss students and their work.

### **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?**

Teachers are getting older and becoming more experienced. They do a great job during the school day but increase in families have made it difficult for teachers to volunteer after school.

### **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?**

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Teachers are spending more time during the school year in PLC's and also during the summer. They are working together to help student test scores increase.

### 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?**

Students miss out on learning when teachers are absent. due to increased Professional development needs teachers are out of the building more each year. They do not use many sick days and this helps students.

### 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?**

Student achievement is hurt due to absences. Teachers need to be in the building teaching students to increase student achievement.

### Teacher/School Leader(s) Demographic Data

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

More time to work together to desagagate data. Know which students struggle in each area is very helpful.

## **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?**

curriculum and student engagement are strengths. teachers work hard to know students and their struggles. curriculum is mapped and worked on to help student learning and engagement

**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?**

Math and ELA

**12. How might these challenges impact student achievement?**

Students need extra time and intervention

**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.**

address how to use time to go over data and what student need is.

**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?**

IEP's and PLC meeting time. Data analysis. parent communication.

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

intervention classes, tutoring, summer academy

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

teacher recommendation, testing results, data analysis, parents emailed and called

**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?**

vertical allignment, curriculum maps, essential learning documents

**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.**

N/A

## **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**

Reading each day in Class,

### **19b. Reading- Challenges**

Not all students are interested in Reading

### **19c. Reading- Trends**

Students read and get assessed. Reading scores on NWEA are improving

### **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.**

SI Plan addressed this thru reading goals for students. NWEA testing. Intervention classes and summer academy for help.

**20a. Writing- Strengths**

Students write during class. NWEA testing data suggests that students are improving.

**20b. Writing- Challenges**

Students don't want to write. They would rather use a computer. Homework is boring to them and we have to continually change instruction to interest them.

**20c. Writing- Trends**

Writing scores are improving

**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.**

Writing is listed as a goal. Students can have an intervention, tutoring or summer academy.

**21a. Math- Strengths**

Math students scores show improvement in NWEA.

**21b. Math- Challenges**

Students don't want to do homework

**21c. Math- Trends**

students homework is not done. They would rather do it in class. They continue to improve on NWEA and state tests.

**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.**

Trying to get homework finished. Addressed as a SI goal. Testing, tutoring, summer academy, intervention classes.

**22a. Science- Strengths**

Battle creek science.

**22b. Science- Challenges**

Students not wanting to write

**22c. Science- Trends**

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Science scores on testing are stagnant.

### 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.**

School improvement goals address this as a writing goal.

### 23a. Social Studies- Strengths

More writing and reading goals

### 23b. Social Studies- Challenges

Students would rather listen or use computer

### 23c. Social Studies- Trends

Scores are improving

### 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.**

addressed as a writing and reading goal. Literacy help

## **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?**

Students rate social studies highest in satisfaction.

### **24b. Student Perception Data**

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

Math

### **24c. Student Perception Data**

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

interventions in math. more student assessment and differentiated learning.

### **25a. Parent/Guardian Perception Data**

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

School expectations

### **25b. Parent/Guardian Perception Data**

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

Communication

### **25c. Parent/Guardian Perception Data**

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

news letters, parent emails, grade book, report cards

**26a. Teacher/Staff Perception Data**

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

PLC time

**26b. Teacher/Staff Perception Data**

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

amount of state standards to teach

**26c. Teacher/Staff Perception Data**

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

Essential learning targets being written

**27a. Stakeholder/Community Perception Data**

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

School spirit

**27b. Stakeholder/Community Perception Data**

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

communicatoin

**27c. Stakeholder/Community Perception Data**

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

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emails, community days,

## Summary

### 28a. Summary

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

Student demographics have not changed, Process is changing to help student success, Student achievement is improving, and perception is positive

### 28b. Summary

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

Student assessment and improvement.

### 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?**

The school improvement plan addresses all core subjects. it addresses how we will help student success. We have created more time for PLC's and teacher time to work on curriculum

# **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
	Literacy and math are tested annually in grades 1-5.	No	Not applicable to this building . . . we are a 6th to 8th grade building	

Label	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.watervlietps.org	

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

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	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	

Label	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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Label	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		

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

Label	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)

Tier:

Activity - Data Conversations/Analysis	Activity Type	Tier	Phase	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 Directors

### 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)

Tier:

Activity - Data Conversations/Analysis	Activity Type	Tier	Phase	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.) Quarterly 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:

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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.

Research Cited: Stiggins, Balanced Assessment Systems (2006)

Tier:

Activity - Balanced Assessment System	Activity Type	Tier	Phase	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	Tier	Phase	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)

Tier:

Activity - Share Data with Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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### 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)

Tier:

Activity - Leadership Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

## 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)

Tier:

Activity - CCSS PD & Math Resources Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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
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### 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)

Tier:

Activity - Research Based Instructional Strategies PD and Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Title II Part A	Math Department, Curriculum Director, Principal

### 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)

Tier:

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Activity - Multi-Tier System of Support for MATH	Activity Type	Tier	Phase	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.</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	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.

#### 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)

Tier:

Activity - CCSS PD and Reading Resources Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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).</p> <p>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.</p>	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 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)

Tier:

Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Tier	Phase	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)

Tier:

Activity - CCSS PD and Reading Resources Study	Activity Type	Tier	Phase	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 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

### 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)

Tier:

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Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Tier	Phase	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)

Tier:

Activity - Battle Creek Science and Science Resources Study	Activity Type	Tier	Phase	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)

Tier:

Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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### 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)

Tier:

Activity - Social Studies Curriculum PD and Social Studies Resources Study	Activity Type	Tier	Phase	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	Tier	Phase	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

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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)

Tier:

Activity - CTE, PE/Health, VPAA Curriculum PD and Resources Study	Activity Type	Tier	Phase	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)

Tier:

Activity - Research Based Instructional Practices PD and Reflect on Professional Practice	Activity Type	Tier	Phase	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)

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Tier:

Activity - Assessments and Support Strategies for At Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Administer Universal Screener. Administer a universal 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 complete 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

## Goal 4: All students at Watervliet Middle School will become technologically literate

### Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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)

Tier:

Activity - Integrate Tech Standards into Curriculum Maps	Activity Type	Tier	Phase	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

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Activity - Reflect on Professional Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	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)

Tier:

Activity - Training in the Tech Integration Matrix	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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
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

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Assessments and Support Strategies for At Risk Students	<p>1. Administer Universal Screener. Administer a universal 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.</p> <p>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.</p> <p>3. Provide PD for Interventionists. Interventionists will complete professional development in strategies and resources to support students who are struggling with literacy.</p> <p>4. Beyond the School Day Support. Teachers / interventionists will provide after, and/or summer school support to students who are struggling with literacy.</p> <p>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.</p>	Academic Support Program			06/30/2013	08/31/2016	\$8000	All teachers, Curriculum Director, Principal
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
Share Data with Community	<p>1.) School leaders will be trained in successful parent collaboration techniques.</p> <p>2.) School leaders will provide opportunities for parents to be engaged in data usage conversations, resources, and improved academic outcomes for all students.</p>	Community Engagement			06/30/2013	08/31/2016	\$1000	School Leaders

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## Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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 Directors
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
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
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

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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, 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
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
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
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

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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
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
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
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
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

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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
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
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