

School Improvement Plan

School Year: 2011 - 2012

School District: Watervliet School District

ISD/RESA: Berrien RESA

School Name: North Elementary School

Grades Served: 3,4,5

Principal: Mr. Joseph Allen

Building Code: 02722

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

| | |
|---------------------|-----------------------------------|
| School: | North Elementary School |
| District: | Watervliet School District |
| Public/Non-Public: | Public |
| Grades: | 3,4,5 |
| School Code Number: | 02722 |
| City: | WATERVLIET |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

We hope to become a school that sends students into the world prepared to face the challenges of being a successful citizen/learner in our changing society through collaboration of all stakeholders of the educational process.

Mission Statement

At North School, our goal is to promote academic excellence and social responsibility within a safe, secure, and positive environment.

Beliefs Statement

Belief Statements

- o North School believes staff collaboration between all stakeholders will improve the quality of education at North School
- o North School believes that adherence to team decisions will assure our students receive a consistent quality education
- o We intend to make our vision a reality by participating in Professional Learning Communities as well as collaborations with all stakeholders of the educational process

Goals

| Name | Development Status | Progress Status |
|--------------|--------------------|-----------------|
| Data Culture | Complete | Open |
| Mathematics | Complete | Open |
| Reading | Complete | Open |
| Writing | Complete | Open |

Goal 1: Data Culture

Content Area: Other

Development Status: Complete

Student Goal Statement: The culture of WPS will be one of continuous learning and improvement founded in data-based decision making.

Gap Statement: In our district, our building is on the leading edge of data collection. We will continue to get better, and we will continue to use assessments and data collection to drive our teaching and fulfill our curriculum goals.

Cause for Gap: At this time, we do not see any gaps, but we will continue to monitor and look for gaps.

Multiple measures/sources of data you used to identify this gap in student achievement: common assessments for each marking period

unit tests

Data Director

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Attendance to district wide data meetings and communication with curriculum director will ensure that we are monitoring progress.

Contact Name: principal 3-5 teachers

List of Objectives:

| Name | Objective |
|-------------------|--|
| Align Assessments | Students scores on the MEAP will improve 2% each year as they will be assessed using tests that are aligned to the Common Core to meet college/career readiness standards as evidenced by MEAP achievement by 2013-2014. |
| Align Curriculum | Students' scores on the MEAP will improve 2% each year as they are taught curriculum that is aligned to the Common Core to meet college/career readiness standards as evidenced by MEAP achievement by 2013-2014. |
| Interventions | Students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MEAP as evidenced by improvement each |

| |
|------------------------------------|
| year of scores by 2% by 2013-2014. |
|------------------------------------|

1.1. Objective: Align Assessments

Measurable Objective Statement to Support Goal: Students scores on the MEAP will improve 2% each year as they will be assessed using tests that are aligned to the Common Core to meet college/career readiness standards as evidenced by MEAP achievement by 2013-2014.

List of Strategies:

| Name | Strategy |
|---------------|---|
| Data Director | All teachers will use marking period assessments to utilize Data Director and warehouse data results by 2013-2014. All teachers will utilize Data Director as a medium to align and warehouse marking period assessments. |

1.1.1. Strategy: Data Director

Strategy Statement: All teachers will use marking period assessments to utilize Data Director and warehouse data results by 2013-2014.

All teachers will utilize Data Director as a medium to align and warehouse marking period assessments.

Selected Target Areas

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Other Required Information for Strategy

"Designed to help educators meet the needs of every student and improve student performance, DataDirector helps make sense of a huge range of data to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data."

<http://www.riversidepublishing.com/products/DataDirector/>

"To improve instruction, schools should use data to set goals for instructional improvement, make changes designed to immediately and directly affect instruction, and continuously reassess student learning and instructional practices".

http://dww.ed.gov/School-Turnaround/Focus-on-Instruction/practice/?T_ID=21&P_ID=45

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Data Director | 2011-10-01 | 2012-06-08 | teachers |
| Data Director Professional Development | 2011-08-20 | 2012-06-08 | teachers, principal, curriculum director |
| Data Driven Culture PD | 2011-08-20 | 2012-05-31 | teachers, principal, curriculum director |
| Intervention/Strategy Based Meetings | 2011-10-01 | 2012-05-31 | teachers, principal |
| Marking Period Assessment Alignment | 2011-09-06 | 2012-06-08 | teachers |

1.1.1.1. Activity: Data Director

Activity Description: All teachers will use Data Director to warehouse their assessments.

Planned staff responsible for implementing activity: teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.1.1.2. Activity: Data Director Professional Development

Activity Type: Professional Development

Activity Description: All teachers will be trained on how to use Data Director.

Planned staff responsible for implementing activity: teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-20, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.1.1.3. Activity: Data Driven Culture PD

Activity Type: Professional Development

Activity Description: Faculty will complete the Data-Driven Culture PD on the "Doing What Works" website.

Planned staff responsible for implementing activity: teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-20, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.1.1.4. Activity: Intervention/Strategy Based Meetings

Activity Description: Meetings will be used to discuss results and possible interventions and strategies based on the data.

Planned staff responsible for implementing activity: teachers, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.1.1.5. Activity: Marking Period Assessment Alignment

Activity Description: All teachers will align marking period assessments to the Common Core.

Planned staff responsible for implementing activity: teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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1.2. Objective: Align Curriculum

Measurable Objective Statement to Support Goal: Students' scores on the MEAP will improve 2% each year as they are taught curriculum that is aligned to the Common Core to meet college/career readiness standards as evidenced by MEAP achievement by 2013-2014.

List of Strategies:

| Name | Strategy |
|--------------------|---|
| Curriculum Crafter | All teachers will align curriculum to the Common Core by 2013-2014. All teachers will utilize Kent ISD/Curriculum Crafter to map curriculum so all courses/subjects are aligned to the Common Core. |

1.2.1. Strategy: Curriculum Crafter

Strategy Statement: All teachers will align curriculum to the Common Core by 2013-2014.

All teachers will utilize Kent ISD/Curriculum Crafter to map curriculum so all courses/subjects are aligned to the Common Core.

Selected Target Areas

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Other Required Information for Strategy

"The common essentials for improvement identified in these case studies included an agreed-upon focus or mission, an agreed-upon set of core beliefs, distributed leadership, the institutionalization of teams for planning, analysis of student progress, curriculum coordination, and instructional interventions for the struggling students."

http://dww.ed.gov/School-Turnaround/Improved-Leadership/learn/?T_ID=21&P_ID=44&t=2

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------------------|------------|------------|--|
| Common Courses | 2011-09-07 | 2012-06-08 | teachers, principal |
| Curriculum Crafter Training | 2011-08-01 | 2012-06-08 | principal, curriculum director, teachers |
| Data System PD | 2011-08-01 | 2012-06-08 | principal, curriculum director, teachers |
| Grade Level Meetings | 2011-10-01 | 2012-05-31 | teachers, principal |

1.2.1.1. Activity: Common Courses

Activity Description: Common courses will teach the same material as outlined in the Common Core.

Planned staff responsible for implementing activity: teachers, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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1.2.1.2. Activity: Curriculum Crafter Training

Activity Type: Professional Development

Activity Description: All teachers will complete Curriculum Crafter training to ensure full implementation.

Planned staff responsible for implementing activity: principal, curriculum director, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.2.1.3. Activity: Data System PD

Activity Type: Professional Development

Activity Description: Faculty will complete the District wide Data System PD on the "Doing What Works?" website.

Planned staff responsible for implementing activity: principal, curriculum director, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.2.1.4. Activity: Grade Level Meetings

Activity Description: Regular grade level meetings will ensure constant communication regarding progress.

Planned staff responsible for implementing activity: teachers, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

1.3. Objective: Interventions

Measurable Objective Statement to Support Goal: Students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MEAP as evidenced by improvement each year of scores by 2% by 2013-2014.

List of Strategies:

| Name | Strategy |
|-----------------------|---|
| Teach Like a Champion | All faculty members will participate in a year-long book study of "Teach Like a Champion" by Douglas Lemov (training on interventions and activities) to support the engagement of students and continuous learning by 2011-2012. |

1.3.1. Strategy: Teach Like a Champion

Strategy Statement: All faculty members will participate in a year-long book study of "Teach Like a Champion" by Douglas Lemov (training on interventions and activities) to support the engagement of students and continuous learning by 2011-2012.

Selected Target Areas

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Other Required Information for Strategy

"Academic supports help improve academic performance and reengage students in school. Schools can offer academic support by providing extra study time, targeted interventions to address gaps in math and literacy, homework assistance, tutoring, and opportunities for credit recovery."

http://dww.ed.gov/Dropout-Prevention/Academic-Supports/practice/?T_ID=24&P_ID=55

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|------------|------------|------------|----------------------------|
| Book Study | 2011-09-07 | 2012-06-08 | principal |
| Book Study | 2011-09-06 | 2012-06-08 | principal, teachers, staff |

| | | | |
|----------------------------|------------|------------|---------------------|
| Teach Like a Champion Book | 2011-08-01 | 2011-10-01 | Curriculum Director |
|----------------------------|------------|------------|---------------------|

1.3.1.1. Activity: Book Study

Activity Description: Principals will facilitate year-long book study.

Planned staff responsible for implementing activity: principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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1.3.1.2. Activity: Book Study

Activity Description: Teachers/Faculty will participate in book study to learn interventions and activities to support the engagement of students and continuous learning.

Planned staff responsible for implementing activity: principal, teachers, staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

1.3.1.3. Activity: Teach Like a Champion Book

Activity Description: Curriculum Director will purchase "Teach Like a Champion" book.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2011-10-01

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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Goal 2: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will meet college/career readiness standards in mathematics as evidenced by MEAP achievement.

Gap Statement: 4th grade students with disabilities have a greater than 10% gap when compared to the overall achievement of North School students on the MEAP math. In some cases students fall below the state average when compared with other students with disabilities.

Cause for Gap: developmental delays, struggle with retention of basic skills, lack of mastery with individual grade level content expectations (The correlation of the measures below helped to determine causes for the gap.)

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP 2010- 4th grade: Students With Disabilities- 75% proficient
All students- 92% proficient

Brigance Test of Basic Skills

Unit Tests

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria for success will be students moving upward in proficiency levels as identified on the MEAP, Brigance, and Unit tests.

Contact Name: Principal Teachers

List of Objectives:

| Name | Objective |
|-----------------|--|
| Integrated Math | The students will show a 10% increase from pre to post tests on units involving fractions and place value. |
| Mastery of Math | 75% of students will achieve grade level expectations in Rocket Math. This percent will |

| | |
|------------------|---|
| Facts | increase by 1% each year through 2014. |
| Math Proficiency | The gap between the general population and the Economically Disadvantaged subgroup will decrease by 1% each year through 2014 as evidenced on MEAP. |

2.1. Objective: Integrated Math

Measurable Objective Statement to Support Goal: The students will show a 10% increase from pre to post tests on units involving fractions and place value.

List of Strategies:

| Name | Strategy |
|-----------------|--|
| Integrated Math | Non-core teachers will provide math instruction and strategies through the Music and Physical Education curriculums. |

2.1.1. Strategy: Integrated Math

Strategy Statement: Non-core teachers will provide math instruction and strategies through the Music and Physical Education curriculums.

Selected Target Areas

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Other Required Information for Strategy

"Interdisciplinary/cross-curricular teaching can increase students' motivation for learning and their level of engagement. In contrast to learning skills in isolation, when students participate in interdisciplinary experiences they see the value of what they are learning and become more actively engaged (Resnick, 1989)."

<http://www.eduplace.com/rdg/res/literacy/interd1.html>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--------------------------------|------------|------------|----------------------------|
| Music Integration | 2011-09-06 | 2012-06-08 | Music Teacher |
| Physical Education Integration | 2011-09-06 | 2012-06-08 | Physical Education Teacher |

2.1.1.1. Activity: Music Integration

Activity Description: Music teacher will use music note values to solve mathematical equations and reinforce fraction concepts.

Planned staff responsible for implementing activity: Music Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

2.1.1.2. Activity: Physical Education Integration

Activity Description: Physical Education teacher will reinforce decimals and place value through activities in a track and field unit.

Planned staff responsible for implementing activity: Physical Education Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

2.2. Objective: Mastery of Math Facts

Measurable Objective Statement to Support Goal: 75% of students will achieve grade level expectations in Rocket Math. This percent will increase by 1% each year through 2014.

List of Strategies:

| Name | Strategy |
|----------------------|---|
| Mastering Math Facts | All teachers will use Mastering Math Facts from Otter Creek Institute (Western Washington University) to help students achieve mastery of math facts. |

2.2.1. Strategy: Mastering Math Facts

Strategy Statement: All teachers will use Mastering Math Facts from Otter Creek Institute (Western Washington University) to help students achieve mastery of math facts.

Selected Target Areas

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| I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand. |
| I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas. |
| I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice. |
| II.1.A.3 School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment. |

Other Required Information for Strategy

When automaticity is developed, one of its most notable traits is speed of processing. "Proficient levels of performance go beyond the accuracy (quality) of an acquired skill to encompass sufficient speed (quantity) of performance. It is this sort of proficiency with basic facts, rather than accuracy per se, which is so notably lacking in many learning disabled children's computation performance (Garnett & Fleischner, 1983, p. 224)."

Website: http://fc.dc-grimes.k12.ia.us/~ldavidson/FOV1-0001115D/FOV1-0001105B/S00026495.3/OCI_MMFresearch.pdf

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|----------------------|------------|------------|--------------------------------------|
| Classroom Aides | 2011-09-06 | 2012-05-31 | Principal Teachers Paraprofessionals |
| Mastering Math Facts | 2011-09-13 | 2012-05-02 | Teachers |

| | | | |
|---------------------------------------|------------|------------|--|
| Mastering Math Facts in Gym and Music | 2011-09-06 | 2012-06-08 | PE Teacher, Music Teacher |
| Mastering Math Facts Training | 2011-08-20 | 2012-04-30 | Curriculum director, principal, teachers |

2.2.1.1. Activity: Classroom Aides

Activity Description: Paraprofessionals will provide support to those students not on track to achieve goal.

Planned staff responsible for implementing activity: Principal
Teachers
Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

2.2.1.2. Activity: Mastering Math Facts

Activity Description: Teachers will track students' progress using weekly timed tests.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-13, End Date - 2012-05-02

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

2.2.1.3. Activity: Mastering Math Facts in Gym and Music

Activity Description: Students will practice math facts through lessons in P.E. and Music.

Planned staff responsible for implementing activity: PE Teacher, Music Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

2.2.1.4. Activity: Mastering Math Facts Training

Activity Type: Professional Development

Activity Description: New faculty and paraprofessionals will attend MMF training.

Planned staff responsible for implementing activity: Curriculum director, principal, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-20, End Date - 2012-04-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

2.3. Objective: Math Proficiency

Measurable Objective Statement to Support Goal: The gap between the general population and the Economically Disadvantaged subgroup will decrease by 1% each year through 2014 as evidenced on MEAP.

List of Strategies:

| Name | Strategy |
|------------------------------|---|
| RTI Screening and Monitoring | All teachers will use RTI Screening and Monitoring to identify which Economically Disadvantaged students need additional support. Teachers will use current information and relevant data while teaching math strategies. |

2.3.1. Strategy: RTI Screening and Monitoring

Strategy Statement: All teachers will use RTI Screening and Monitoring to identify which Economically Disadvantaged students need additional support.

Teachers will use current information and relevant data while teaching math strategies.

Selected Target Areas

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Other Required Information for Strategy

"It is important for the district- or school-level RTI teams to evaluate potential screening measures. The team should select efficient, reasonably reliable measures that demonstrate predictive validity. Most importantly, screening instruments should cover critical instructional objectives for each grade. In grades 4 through 8, state assessment results can be used in combination with a screening instrument to increase the accuracy of decisions about who is at risk."

http://dww.ed.gov/Response-to-Intervention-Math/Screening-and-Monitoring/learn/?T_ID=28&P_ID=69

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-------------------------------------|------------|------------|--|
| Economically Disadvantaged Students | 2011-08-01 | 2012-06-10 | principal |
| Math Professional Development | 2011-08-01 | 2012-07-31 | teachers, principal, curriculum director |
| Paraprofessional Support | 2011-10-01 | 2012-06-08 | paraprofessionals, classroom teachers, principal |
| Pre/Post Unit Scores | 2011-10-01 | 2012-06-08 | classroom teachers |
| Screening and Monitoring PD | 2011-08-01 | 2012-05-31 | teachers, principal, curriculum director |
| Updated Math Curriculum | 2013-08-01 | 2014-10-30 | principal, curriculum director |

2.3.1.1. Activity: Economically Disadvantaged Students

Activity Description: Teachers will be provided with a list of Economically Disadvantaged students.

Planned staff responsible for implementing activity: principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

2.3.1.2. Activity: Math Professional Development

Activity Type: Professional Development

Activity Description: Faculty will have the opportunity to attend PD regarding low-performing math students.

Planned staff responsible for implementing activity: teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-07-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

2.3.1.3. Activity: Paraprofessional Support

Activity Description: Paraprofessionals will utilize strategies to support Economically Disadvantaged students.

Planned staff responsible for implementing activity: paraprofessionals, classroom teachers, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

2.3.1.4. Activity: Pre/Post Unit Scores

Activity Description: Teachers will assess pre/post Unit Scores.

Planned staff responsible for implementing activity: classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

2.3.1.5. Activity: Screening and Monitoring PD

Activity Type: Professional Development

Activity Description: Faculty will complete Screening and Monitoring RTI PD on "Doing What Works" website.

Planned staff responsible for implementing activity: teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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2.3.1.6. Activity: Updated Math Curriculum

Activity Description: Teachers will receive updated version of Everyday Math for the 2012-2013 school year.

Planned staff responsible for implementing activity: principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2013-08-01, End Date - 2014-10-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

Goal 3: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will meet college/career readiness standards in reading as evidenced by MEAP achievement.

Gap Statement: During the past two years of item analysis we have identified comprehension dropping in proficiency when examining third, fourth, fifth, and sixth grade students on the MEAP.

In the third and fourth grades, the percent of males that were proficient compared to the percent of females that were proficient was lower by 10 or more percent.

In third and fourth grades, the percent proficient for the economically disadvantaged subgroup was lower than the percent proficient for all students.

In fourth grade, ELL students did reach the goal of 82% proficient for the 2010-2011 MEAP test. In grades 3-5 our ELL subgroup was less than 10 students. In 3rd grade the "Hispanic of any race" subgroup had 60% proficiency, which is below the 76% proficiency for all students.

Cause for Gap: Concentration has focused on comprehension for all students instead of differentiating the instruction to meet the needs of all of the various subgroups.

We will focus more on Reading Counts than what is currently being done. Our reading goals per month will increase with the expectations that MEAP scores will show improvement.

Multiple measures/sources of data you used to identify this gap in student achievement: Unit test scores in ELA.

MEAP Comprehension Test Results:
 2009- Third Graders- 66% proficient
 Fourth Graders- 69% proficient
 Fifth Graders- 73% proficient
 Sixth Graders- 68% proficient

2010- Third Graders- 62% proficient
 Fourth Graders- 64% proficient
 Fifth Graders- 64% proficient
 Sixth Graders- 64% proficient

MEAP 2010 ELL Results- Third Grade- <10 students
 Fourth Grade-82%
 Fifth Grade- <10 Students

MEAP 2010- Third Grade: Males- 71% proficient Females: 81% proficient
 Fourth Grade: Males- 73% proficient Females: 84% proficient

MEAP 2010- Third Grade Economically Disadvantaged- 74%
 Fourth Grade Economically Disadvantaged- 72%

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? There will be a 2% annual increase in percent proficient at each grade level (4th-6th) using 2010 as a benchmark score.

There will be a 2% annual increase on the MEAP assessment using the 2010 test as a benchmark for ELL students and economically disadvantaged.

The gap between males proficient and females proficient will decrease by 2% using 2010 as a benchmark score.

Contact Name: 3rd - 5th Teachers principal

List of Objectives:

| Name | Objective |
|--|---|
| ELL proficiency | The percentage of ELL's proficient in reading will increase from 76% to 85% by the end of the 2013-2014 school year. |
| Increase Comprehension | The percentage of proficient readers will increase, on average, by 2% annually as evidenced by the MEAP. |
| Increase Comprehension of Narrative and Informational Text | All students will increase their comprehension of narrative and informational text by an average of 2% annually as evidenced by the MEAP. |
| Reading Skills with Promethean Boards/ActivClassroom | Students will practice fluency, vocabulary decoding skills, and comprehension strategies to improve their reading scores as they participate in hands-on learning activities based around the ActivClassroom. |
| Word Study Skills | All students will increase word recognition and vocabulary skills by an average of 2% annually as evidenced by the MEAP. |

3.1. Objective: ELL proficiency

Measurable Objective Statement to Support Goal: The percentage of ELL's proficient in reading will increase from 76% to 85% by the end of the 2013-2014 school year.

List of Strategies:

| Name | Strategy |
|---------------------|---|
| Migrant/ELL Reading | Faculty/Staff will utilize Rosetta Stone software to improve reading proficiency of ELL students and monitor student progress and determine students' next steps in grade-level meetings. |

3.1.1. Strategy: Migrant/ELL Reading

Strategy Statement: Faculty/Staff will utilize Rosetta Stone software to improve reading proficiency of ELL students and monitor student progress and determine students' next steps in grade-level meetings.

Selected Target Areas

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|---|
| I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. |
| I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs. |

Other Required Information for Strategy

"Students must be taught vocabulary through formal instruction and also provided opportunities to acquire vocabulary through use in language-rich settings in and out of the classroom. Teachers should go beyond the words in reading texts and address the meaning of common words, phrases, and expressions that English learners have not yet learned."

http://dww.ed.gov/Literacy-in-English-K-5/Teach-Vocabulary/practice/?T_ID=13&P_ID=22

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--------------------------------------|------------|----------|--|
| Data Interpretation/Student Strategy | 2011-08- | 2012-05- | Bilingual Aide, Classroom teachers, principal, |

| | | | |
|-------------------------|------------|------------|--|
| Meetings | 09 | 31 | curriculum director |
| Rosetta Stone Training | 2011-10-01 | 2012-05-31 | Principal, Bilingual Aide, Currciulum Director |
| Strategies for Students | 2011-10-03 | 2012-05-31 | Principal, Bilingual Aide, Classroom teachers |

3.1.1.1. Activity: Data Interpretation/Student Strategy Meetings

Activity Description: Previously trained staff will lead data interpretation/student strategy meetings.

Planned staff responsible for implementing activity: Biligual Aide, Classroom teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-09, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.1.1.2. Activity: Rosetta Stone Training

Activity Type: Professional Development

Activity Description: Previously Trained Staff will provide Rosetta Stone PD to peers as needed.

Planned staff responsible for implementing activity: Principal, Bilingual Aide, Currciulum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.1.1.3. Activity: Strategies for Students

Activity Description: Faculty/ELL staff will adjust strategies for students as needed based on individual data.

Planned staff responsible for implementing activity: Principal, Bilingual Aide, Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-03, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.2. Objective: Increase Comprehension

Measurable Objective Statement to Support Goal: The percentage of proficient readers will increase, on average, by 2% annually as evidenced by the MEAP.

List of Strategies:

| Name | Strategy |
|--|---|
| Scholastic Reading Counts and Scholastic Reading Inventory | All students will be enrolled in SRI and Reading Counts and will be monitored by the classroom teacher. |

3.2.1. Strategy: Scholastic Reading Counts and Scholastic Reading Inventory

Strategy Statement: All students will be enrolled in SRI and Reading Counts and will be monitored by the classroom teacher.

Selected Target Areas

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Other Required Information for Strategy

"Students can improve their comprehension through the use of specific comprehension strategies such as questioning and summarizing. Content area teachers and reading specialists can provide direct instruction in comprehension strategies by encouraging active participation with text, as well as opportunities for both guided and independent practice."

http://dww.ed.gov/Adolescent-Literacy/Comprehension-Strategies/practice/?T_ID=23&P_ID=60

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------------|------------|------------|---|
| In class reading time | 2011-09-12 | 2012-05-31 | classroom teacher |
| Purchasing books | 2011-09-12 | 2012-06-08 | curriculum director, principal, librarian |
| SRI Testing | 2011-09-06 | 2012-06-08 | Classroom teachers |

3.2.1.1. Activity: In class reading time

Activity Description: Monthly class-time will be given for the students to read Reading Counts books.

Planned staff responsible for implementing activity: classroom teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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3.2.1.2. Activity: Purchasing books

Activity Description: Books with age-appropriate narrative text at the 1000+ lexile will be purchased for the school library in accordance with the school board policy.

Planned staff responsible for implementing activity: curriculum director, principal, librarian

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.2.1.3. Activity: SRI Testing

Activity Description: Students will take the SRI test quarterly.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.3. Objective: Increase Comprehension of Narrative and Informational Text

Measurable Objective Statement to Support Goal: All students will increase their comprehension of narrative and informational text by an average of 2% annually as evidenced by the MEAP.

List of Strategies:

| Name | Strategy |
|--|--|
| Narrative and Informational Text Instruction | Faculty will provide explicit instruction in metacognitive thinking. |

3.3.1. Strategy: Narrative and Informational Text Instruction

Strategy Statement: Faculty will provide explicit instruction in metacognitive thinking.

Selected Target Areas

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Other Required Information for Strategy

"Demonstrate how to apply the strategy to more than one type of text using direct and explicit instruction. For example, the first demonstration for showing how to determine the main idea might be from a nonfiction article; the second example could be a textbook passage."

http://dww.ed.gov/Adolescent-Literacy/Comprehension-Strategies/learn/?T_ID=23&P_ID=60

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Beareau of Educational Research Seminars | 2011-08-12 | 2012-06-08 | classroom teachers, principal, curriculum director |
| Comprehension Strategies PD | 2011-08-12 | 2012-05-31 | classroom teachers, principal, curriculum director |
| Reading Apprenticeship | 2011-08-12 | 2012-05-31 | classroom teachers, principal, curriculum director |

3.3.1.1. Activity: Beareau of Educational Research Seminars

Activity Type: Professional Development

Activity Description: As needed, teachers will attend Bureau of Educational Research Seminars.

Planned staff responsible for implementing activity: classroom teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-12, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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3.3.1.2. Activity: Comprehension Strategies PD

Activity Type: Professional Development

Activity Description: Faculty will complete Comprehension Strategies PD on "Doing What Works" website.

Planned staff responsible for implementing activity: classroom teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-12, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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3.3.1.3. Activity: Reading Apprenticeship

Activity Type: Professional Development

Activity Description: Teachers will have the opportunity to attend "Reading Apprenticeship" Professional Development at the Berrien RESA.

Planned staff responsible for implementing activity: classroom teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-12, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

3.4. Objective: Reading Skills with Promethean Boards/ActivClassroom

Measurable Objective Statement to Support Goal: Students will practice fluency, vocabulary decoding skills, and comprehension strategies to improve their reading scores as they participate in hands-on learning activities based around the ActivClassroom.

List of Strategies:

| Name | Strategy |
|--|---|
| Fluency, Vocabulary, Comprehension, with Promethean Boards/ ActivClassroom | All teachers with Promethean Boards will use ActivClassroom to engage their students to build essential reading skills. Using good pedagogy for teaching reading skills, teachers can deliver direct instruction, model by talking through their own strategies, guide the student in the application of their strategies, and help students apply what they have learned and read. |

3.4.1. Strategy: Fluency, Vocabulary, Comprehension, with Promethean Boards/ ActivClassroom

Strategy Statement: All teachers with Promethean Boards will use ActivClassroom to engage their students to build essential reading skills.

Using good pedagogy for teaching reading skills, teachers can deliver direct instruction, model by talking through their own strategies, guide the student in the application of their strategies, and help students apply what they have learned and read.

Selected Target Areas

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Other Required Information for Strategy

"Using technology can be helpful for creating short-answer quizzes that provide opportunities for students to practice recalling important information. Existing web-based tools help teachers to quickly create quizzes by plugging their specific course content into an existing template. Teachers can share resources to support implementation of more frequent review and quizzing."

http://dww.ed.gov/How-to-Organize-Your-Teaching/Spacing-Learning-Over-Time/learn/?T_ID=19&P_ID=40&t=1

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-------------------------------------|------------|------------|---|
| Continuing Professional Development | 2011-06-10 | 2012-06-08 | classroom teachers with Promethean Boards, principal, curriculum director |

| | | | |
|-------------------------------|------------|------------|---|
| Purposeful and Active Reading | 2011-09-06 | 2012-06-08 | Classroom teachers with Promethean Boards |
| Read Orally | 2011-09-06 | 2012-06-08 | classroom teachers with Promethean Boards |
| Reading in all Content Areas | 2011-09-06 | 2012-06-08 | Classroom teachers with Promethean Boards |
| Tools for Learning | 2011-09-06 | 2012-06-08 | classroom teachers with Promethean Boards |

3.4.1.1. Activity: Continuing Professional Development

Activity Type: Professional Development

Activity Description: Teachers will participate in continuing professional development to build their expertise in the creation and delivery of Interactive White Board content that engages all learners.

Planned staff responsible for implementing activity: classroom teachers with Promethean Boards, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-10, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.4.1.2. Activity: Purposeful and Active Reading

Activity Description: The ActivClassroom provides many opportunities for purposeful and active reading known to build good reading comprehension.

Planned staff responsible for implementing activity: Classroom teachers with Promethean Boards

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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3.4.1.3. Activity: Read Orally

Activity Description: Best practice for building fluent readers is to read orally using repeating and monitoring techniques to develop automaticity.

Planned staff responsible for implementing activity: classroom teachers with Promethean Boards

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.4.1.4. Activity: Reading in all Content Areas

Activity Description: The ActivClassroom provides the perfect opportunities through Promethean Planet for reading and learning in all content areas for success across the curriculum.

Planned staff responsible for implementing activity: Classroom teachers with Promethean Boards

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.4.1.5. Activity: Tools for Learning

Activity Description: Teachers will provide tools that provide opportunities to practice in reading,

speaking, and writing using new vocabulary words.

Planned staff responsible for implementing activity: classroom teachers with Promethean Boards

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

3.5. Objective: Word Study Skills

Measurable Objective Statement to Support Goal: All students will increase word recognition and vocabulary skills by an average of 2% annually as evidenced by the MEAP.

List of Strategies:

| Name | Strategy |
|--------------------------------------|---|
| Word Study/ Vocabulary Strategies | Faculty will provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners in all content areas. |

3.5.1. Strategy: Word Study/ Vocabulary Strategies

Strategy Statement: Faculty will provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners in all content areas.

Selected Target Areas

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Other Required Information for Strategy

"Students must be taught vocabulary through formal instruction and also provided opportunities to acquire vocabulary through use in language-rich settings in and out of the classroom. Teachers should go beyond the words in reading texts and address the meaning of common words, phrases, and expressions that English learners have not yet learned."

http://dww.ed.gov/Literacy-in-English-K-5/Teach-Vocabulary/practice/?T_ID=13&P_ID=22

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Grade Level and Content Area Meetings | 2011-09-12 | 2012-05-31 | classroom teachers, principal |
| Vocabulary Instruction | 2011-09-12 | 2012-05-31 | Classroom teachers |
| Vocabulary Strategies Professional Development | 2011-08-01 | 2012-05-31 | classroom teachers, principal, curriculum director |

3.5.1.1. Activity: Grade Level and Content Area Meetings

Activity Description: Faculty will discuss progress in grade level and content area meetings.

Planned staff responsible for implementing activity: classroom teachers, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
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3.5.1.2. Activity: Vocabulary Instruction

Activity Description: Faculty will implement vocabulary instruction.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

3.5.1.3. Activity: Vocabulary Strategies Professional Development

Activity Type: Professional Development

Activity Description: Faculty will complete Vocabulary Strategies PD on "Doing What Works" website.

Planned staff responsible for implementing activity: classroom teachers, principal, curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

Goal 4: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will meet college/career readiness standards in writing as evidenced by MEAP achievement.

Gap Statement: The total percent proficient out of all fourth graders was 47% on 2010 MEAP. Students with disabilities and English Language Learners have greater than a 10% gap when compared to the overall achievement of all fourth grade students.

Cause for Gap: We will increase communication between special education teachers and regular education teachers to ensure that all grade level content expectations are being met.

Multiple measures/sources of data you used to identify this gap in student achievement: 2010 MEAP All students- 47% proficient
 Students with Disabilities- 25% proficient
 English Language Learners- 36% proficient

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? There will be a 5% annual increase in percent proficient in fourth grade on the MEAP using 2010 as a benchmark score.

Contact Name: 3rd - 5th Teachers principal

List of Objectives:

| Name | Objective |
|------------------------------|---|
| Effective Writing Strategies | The percentage of students proficient on the writing assessment on the MEAP will increase from 50%-56% by the year 2013-2014. |
| Handwriting Legibility | Students will maintain or improve their legibility in handwriting by using the "Handwriting Without Tears" program. |
| Increase Writing Proficiency | All students will show growth from their beginning of the year writing to their end of the year writing. |

4.1. Objective: Effective Writing Strategies

Measurable Objective Statement to Support Goal: The percentage of students proficient on the writing assessment on the MEAP will increase from 50%-56% by the year 2013-2014.

List of Strategies:

| Name | Strategy |
|----------------------------|---|
| 6+1 Writing Traits Program | Faculty will utilize the 6+1 Writing Traits program to increase students' skill in writing. |

4.1.1. Strategy: 6+1 Writing Traits Program

Strategy Statement: Faculty will utilize the 6+1 Writing Traits program to increase students' skill in writing.

Selected Target Areas

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Other Required Information for Strategy

www.writingfix.com

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|----------------------------|------------|------------|--|
| 6+1 Traits Writing Program | 2011-09-06 | 2012-06-08 | Classroom teachers |
| 6+1 Writing Traits PD | 2011-08-01 | 2012-06-08 | Curriculum Director, Principal, Teachers |
| Grade Level Meetings | 2011-09-06 | 2012-05-31 | Classroom teachers, principal, substitute teachers |

4.1.1.1. Activity: 6+1 Traits Writing Program

Activity Description: Faculty will utilize the 6+1 Trait program in all curricular areas.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

4.1.1.2. Activity: 6+1 Writing Traits PD

Activity Type: Professional Development

Activity Description: Faculty will have the opportunity to attend PD on the 6+1 Writing Traits Program.

Planned staff responsible for implementing activity: Curriculum Director, Principal, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

4.1.1.3. Activity: Grade Level Meetings

Activity Description: Faculty will meet in grade level teams (held during the school day) during the beginning, middle, and end of the school year to discuss student progress and inform instruction.

Planned staff responsible for implementing activity: Classroom teachers, principal, substitute teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

4.2. Objective: Handwriting Legibility

Measurable Objective Statement to Support Goal: Students will maintain or improve their legibility in handwriting by using the "Handwriting Without Tears" program.

List of Strategies:

| Name | Strategy |
|---|--|
| Handwriting Legibility- Handwriting Without Tears | Teachers will implement the "Handwriting Without Tears" program. |

4.2.1. Strategy: Handwriting Legibility- Handwriting Without Tears

Strategy Statement: Teachers will implement the "Handwriting Without Tears" program.

Selected Target Areas

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Other Required Information for Strategy

"...good handwriting promotes strong literacy skills and academic success in other subjects. On the other hand, children who struggle with handwriting may avoid writing?leading to arrested development."

<http://www.hwtears.com/hwt/why-it-works/research>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-------------------------------------|------------|------------|--|
| Handwriting Without Tears PD | 2011-08-01 | 2011-11-30 | Curriculum Director, Principal, New Teachers |
| Handwriting Without Tears Resources | 2011-09-06 | 2012-06-08 | Classroom teachers, Principal, Curriculum Director |

4.2.1.1. Activity: Handwriting Without Tears PD

Activity Type: Professional Development

Activity Description: PD on Handwriting Without Tears will be provided for all new teachers.

Planned staff responsible for implementing activity: Curriculum Director, Principal, New Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2011-11-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

4.2.1.2. Activity: Handwriting Without Tears Resources

Activity Description: Teachers will use the "Handwriting Without Tears" workbooks.

Planned staff responsible for implementing activity: Classroom teachers, Principal, Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

4.3. Objective: Increase Writing Proficiency

Measurable Objective Statement to Support Goal: All students will show growth from their beginning of the year writing to their end of the year writing.

List of Strategies:

| Name | Strategy |
|--------------------------------|--|
| Content Related Writing Styles | All teachers and staff will provide a variety of content related writing activities in all subjects in an effort to improve overall writing ability of students. |

4.3.1. Strategy: Content Related Writing Styles

Strategy Statement: All teachers and staff will provide a variety of content related writing activities in all subjects in an effort to improve overall writing ability of students.

Selected Target Areas

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|---|
| I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice. |
| I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction. |

Other Required Information for Strategy

Using Both Inside and Outside Knowledge.

Teachers' growth and development come about in many ways. Teachers learn from outside knowledge (e.g., research, reform ideas, conferences, workshops, speakers, books, and consultants); they also learn from each other by looking at student work, from helping shape assessment tools, and from examining their own practice (Ayers, 1993; Cochran -Smith & Lytle, 1993; Lieberman, 1995b; Schon, 1995). ... a number of efforts are looking at how teachers produce knowledge by documenting their own practice. This form of professional development is becoming more important; it is one way that teachers not only look at their own practice and gather evidence of its effect, but also build "teacher knowledge" to be put alongside "researcher knowledge" (Cochran-Smith & Lytle, 1999; Richert, 1996; Zeichner, 1998).

http://www.lasw.org/research_lieberman.html
www.educationnw.org/resource/

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|--|
| Beginning/Middle/End of the Year Assessment | 2011-09-06 | 2012-05-31 | Teachers |
| Release Time | 2011-10-01 | 2012-05-31 | Teachers, Principal, substitute teachers |
| Student Writing | 2011-10-01 | 2012-05-31 | classroom teachers |

4.3.1.1. Activity: Beginning/Middle/End of the Year Assessment

Activity Description: Grade level rubrics will be used at the beginning/middle/end of the year to assess students. These will be tracked on Data Director.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

4.3.1.2. Activity: Release Time

Activity Description: Teachers and staff will be provided time during the instructional day to meet to discuss and assess the progress of students.

Planned staff responsible for implementing activity: Teachers, Principal, substitute teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

4.3.1.3. Activity: Student Writing

Activity Description: All students will be asked to write a personal narrative, research paper, and written responses in content areas.

Planned staff responsible for implementing activity: classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-05-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|----------------|----------------|---------------|
|----------------|----------------|---------------|

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Staff surveys and staff meetings were conducted with help from the superintendent and the curriculum director.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

All of the curriculum that is used by the teaching staff is aligned to state standards. This was done through professional development and teacher personal time by manually matching the Grade Level Content Expectations (GLCEs) to individual lessons and units of instruction. When lessons are created and presented, the teaching staff is able to identify what GLCE the lesson aligns to. The process of ensuring that the curriculum is aligned to the state standards helps the school meet the academic goals by ensuring that the students are learning what is required.

Throughout the course of the year, time is taken as individuals and as grade levels to review the curriculum to determine if changes need to be made to ensure that the lessons are in alignment with state standards. Additionally, at the beginning of each school year, grade levels meet to come up with a yearly plan that has pacing and goals to also ensure that all state standards are covered in the course of the school year.

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

Through a consensus a decision making process of the stakeholders (SI team) at North School includes gathering information, data analysis, sharing results, identifying areas of concern, developing a plan, implementation, and evaluation using District School Improvement Committee meetings, staff meetings, grade level meetings, memos, and/or calendar of dates.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Grade levels have worked together to create quarterly assessments, beginning/end of the year assessments, unit assessments, and weekly assessments that provide authentic assessment of pupils' achievements, skills, and competencies. Grade level teams review the assessments throughout the course of the school year and make changes to the assessments as needed. Many of the assessments are scanned into Data Director so the results of the assessments can be used to measure student growth and inform the instructional process.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

We are using the resources in our computer lab to support aspects of the school improvement plan. In addition, several of the classrooms have been outfitted with Promethean Boards or Smart Boards. All classrooms will also have projectors installed in them by the beginning of the 2011-2012 school year. All of this improves learning by improving the delivery and integration of instruction in the curriculum.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The school uses MEAP results, grade level assessments, and unit assessments to evaluate the implementation of the SIP. With the help of DataDirector, the school is able to analyze student learning, the current curriculum in place, and student achievement on the MEAP test. All of this allows the school to assess the results achieved by the SIP.

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

Minutes to all meetings will be forwarded to faculty and staff. After data analysis, a list of strengths and weaknesses will be compiled and forwarded to faculty and staff. Guardians will receive a progress report and report card each marking period for their child. Conferences will also be scheduled twice a year for

guardians to meet with their child's teacher to further discuss progress. Though our school website, community members may access the students' curriculum.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

SI Team meets monthly to create an environment in the school that will enhance student achievement. All staff is involved in developing a school profile for data analysis to determine goals and strategies for improvement. The SI Team will review students' assessments to help identify gaps in achievement and close the gaps. They will work together to determine the course of action and monitor the results.

Assurances

EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments: *Our school is only grades 3-5. Literacy and math are tested annually in grades 3-5.*

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.watervliet.k12.mi.us*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments: *This occurred through the DARE program.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments: *It is scheduled for SY 2011-2012. This is scheduled every 2 years for our building.*

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments: *We had a school nurse for SY 2010-2011 for 275 students.*

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

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

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

| Title | First Name | Last Name | Position | E-mail |
|-------|------------|------------|--------------------------|----------------------------------|
| | Joseph | Allen | Administrator | jallen@watervliet.k12.mi.us |
| | Karla | VonKoenig | Third Grade Chair | kvonkoenig@watervliet.k12.mi.us |
| | Chris | Maack | Fourth Grade Chair | cmaack@watervliet.k12.mi.us |
| | Mary | Kane | Fifth Grade Chair | mkane@watervliet.k12.mi.us |
| | Linda | Palmitier | Special Education Chair | lpalmitier@watervliet.k12.mi.us |
| | Heidi | Holloway | Teacher | hkleinfeldt@watervliet.k12.mi.us |
| | Lori | Romeo | Teacher | lromeo@watervliet.k12.mi.us |
| | Kim | Schaefer | Teacher | kschaefer@watervliet.k12.mi.us |
| | Jennifer | Clark | School Improvement Chair | jclark@watervliet.k12.mi.us |
| | Lisa | Graffenius | Teacher | lgraffenius@watervliet.k12.mi.us |
| | Beth | Morse | Teacher | bmorse@watervliet.k12.mi.us |
| | Lori | Pline | Teacher | lpline@watervliet.k12.mi.us |
| | Heather | Yetzke | Teacher | hyetzke@watervliet.k12.mi.us |
| | Rachelle | Brown | Teacher | rbrown@watervliet.k12.mi.us |
| | Carole | Fetke | Curriculum Director | cfetke@watervliet.k12.mi.us |

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

| | |
|-------------------|---|
| Name/Position: | Principal |
| Address: | 287 Baldwin Avenue Watervliet, MI 49098 |
| Telephone Number: | 269-463-6755 |

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.