

# School Improvement Plan

School Year: 2011 - 2012

School District: Watervliet School District

ISD/RESA: Berrien RESA

School Name: Watervliet Senior High School

Grades Served: 9,10,11,12

Principal: Mr. Nathan Ledlow

Building Code: 04398

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	<b>Watervliet Senior High School</b>
District:	<b>Watervliet School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>04398</b>
City:	<b>WATERVLIET</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

Effective communicators who demonstrate a command of language by comprehending what they read and displaying the ability to communicate in written, oral, and nonverbal forms with clarity and correctness.

Critical thinkers who demonstrate the ability to integrate knowledge, process, and problem solving techniques.

Socially responsible citizens who contribute to the global makeup, positive work ethic, community involvement.

Self-supporting Quality producers

Technology literate using tools for life and processing information.

Health conscious, a life style exhibiting such behavior.

Aesthetically aware, demonstrating talents in and appreciating visual and performing arts.

## Mission Statement

Mission: of our school is to assure learning and high levels of achievement for all students.

## Beliefs Statement

Values: Begin to make committments as an entire staff, create an environment of help and challenge.

Create data that supports ourgrowth.

Be open to change, change that will create an atmosphere of success for our students.

Develop a time in the school day to help students.

Create small groups to work on ways to solve academic and social problems.

# 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 to ensure 100% student achievement on the MME by 2013-2014.

**Gap Statement:** MME scores are not improving at a rate consistent with 100% student achievement by 2013-2014 therefore decision need to be focused on data and continuous learning opportunities. Creating a "Data Culture" will impact all student and staff in a positive manner.

**Cause for Gap:** The shift in curriculum from Michigan (state) to Common Core (national) standards has necessitated a change to a data-driven culture that focuses on continuous learning and student achievement.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME Reports

Data Director

Comprehensive Needs Assessment

Course Grades

PLAN Assessment

MME Strand Analysis

**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:

1. Students will improve their overall score on the MME to 100% by 2013-2014.

Data to Monitor Progress:

1. ACT Reading, Math, and Writing Practice Tests
2. Data Director Reading, Math, and Writing Tests
3. Reading, Math, and Writing Intervention
4. Reading, Math, and Writing Across Curriculum

**Contact Name:** Greg Chisek

**List of Objectives:**

Name	Objective
21st CENTURY TECHNOLOGY SKILLS	All students will demonstrate mastery of application software skills to prepare them for college, the workforce, or the armed services as evidenced through Data Director classroom testing score increases of 2% each year (2011-2014).
ALIGN ASSESSMENTS	Students scores on the MME 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 MME achievement by 2013-2014.
ALIGN CURRICULUM	Students scores on the MME 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 MME achievement by 2013-2014.
IMPROVE COOPERATIVE LEARNING SKILLS	All music students will improve their cooperative learning skills as they practice self-evaluation and analysis as evidenced by participation in concerts and festivals during the 2011-2012 school year and two subsequent years.
IMPROVE PHYSICAL HEALTH	All students will demonstrate continuous learning and improvement of athletic skills and movements through testing as evidenced by an increase of 5% for each of the three testing cycles in Physical Education during the 2011-2012 school year and two subsequent years.
INCREASE PROBLEM SOLVING SKILLS	All art and music students will be taught a remarkable array of mental habits not emphasized elsewhere in school to maximize student achievement on the MME as evidenced by improvement each year (2011-2014) of scores by 2%.
INTERVENTIONS	All students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MME as evidenced by improvement each year of scores by 2% by 2013-2014.

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## 1.1. Objective: 21st CENTURY TECHNOLOGY SKILLS

**Measurable Objective Statement to Support Goal:** All students will demonstrate mastery of application software skills to prepare them for college, the workforce, or the armed services as evidenced through Data Director classroom testing score increases of 2% each year (2011-2014).

**List of Strategies:**

Name	Strategy
21st CENTURY TECHNOLOGY SKILLS	All technology teachers will focus on building technological skills such as basic application software for word processing, spreadsheets, databases and presentations.

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### 1.1.1. Strategy: 21st CENTURY TECHNOLOGY SKILLS

**Strategy Statement:** All technology teachers will focus on building technological skills such as basic application software for word processing, spreadsheets, databases and presentations.

**Selected Target Areas**

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**Other Required Information for Strategy**

Technology in the 21st Century  
 Job Readiness Skills

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
21st CENTURY TECHNOLOGY SKILL IMPLEMENTATION	2011-09-01	2012-06-10	Technology Teachers

**1.1.1.1. Activity: 21st CENTURY TECHNOLOGY SKILL IMPLEMENTATION**

**Activity Type:** Professional Development

**Activity Description:** 1. All technology teachers will have students make clear connections between school projects and the world outside the classroom as students are taught to see their projects as part of the larger world.  
 2. All technology teachers will use Data Director to measure student performance and inform decision making.  
 3. All technology teachers will attend the MACUL Conference to stay knowledgeable of emerging technological trends and advances.

**Planned staff responsible for implementing activity:** Technology Teachers

**Actual staff responsible for implementing activity:** Technology Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012



**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
21st Century Technology Skills- MACUL Conference	USAC - Technology	250.00	

## 1.2. Objective: ALIGN ASSESSMENTS

**Measurable Objective Statement to Support Goal:** Students scores on the MME 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 MME achievement by 2013-2014.

**List of Strategies:**

Name	Strategy
DATA DIRECTOR	All teachers will align midterm and final assessments to the Common Core and will utilize Data Director to warehouse data results by 2013-2014. All teachers will utilize Data Director as a medium to align and warehouse midterm and final assessments.

### 1.2.1. Strategy: DATA DIRECTOR

**Strategy Statement:** All teachers will align midterm and final assessments to the Common Core and will utilize Data Director to warehouse data results by 2013-2014.  
All teachers will utilize Data Director as a medium to align and warehouse midterm and final assessments.

**Selected Target Areas**

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**Other Required Information for Strategy**

Data Director  
Common Core  
Marzano  
Gardner

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
DATA DIRECTOR IMPLEMENTATION	2011-09-01	2012-06-10	All Teachers

### 1.2.1.1. Activity: DATA DIRECTOR IMPLEMENTATION

**Activity Type:** Professional Development

**Activity Description:** 1. All teachers will align midterm and final exams to the Common Core.  
 2. All teachers will be trained in how to use Data Director.  
 3. All teachers will use Data Director to warehouse their assessments.  
 4. PLCs will be used to discuss results and possible interventions and strategies based on the data.

**Planned staff responsible for implementing activity:** All Teachers

**Actual staff responsible for implementing activity:** All Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
DATA DIRECTOR Professional Development	USAC - Technology	500.00	

## 1.3. Objective: ALIGN CURRICULUM

**Measurable Objective Statement to Support Goal:** Students scores on the MME 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 MME 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.

### 1.3.1. 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**

Curriculum Crafter  
 Common Core  
 "Doing Whawt Works"  
 Marzano  
 Gardner

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
CURRICULUM CRAFTER IMPLEMENTATION	2011-09-01	2012-06-10	All Faculty Curriculum Director

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**1.3.1.1. Activity: CURRICULUM CRAFTER IMPLEMENTATION**

**Activity Type:** Professional Development

**Activity Description:** 1. Common courses will teach the same material as outlined in the Common Core.  
 2. Regular departmental meetings will ensure constant communication regarding progress.  
 3. Faculty will participate in professional development to get familiarized with Common Core Curriculum and College Readiness Standards.  
 4. All teachers will complete Curriculum Crafter training to ensure full implementation.

**Planned staff responsible for implementing activity:** All Faculty Curriculum Director

**Actual staff responsible for implementing activity:** All Faculty Curriculum Director

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CURRICULUM CRAFTER Professional Development	USAC - Technology	1,000.00	

## 1.4. Objective: IMPROVE COOPERATIVE LEARNING SKILLS

**Measurable Objective Statement to Support Goal:** All music students will improve their cooperative learning skills as they practice self-evaluation and analysis as evidenced by participation in concerts and festivals during the 2011-2012 school year and two subsequent years.

**List of Strategies:**

Name	Strategy
COOPERATIVE LEARNING SKILLS	All Music Education Teachers will focus on critical thinking, problem-solving, and learning how to work cooperatively toward shared goals while focusing on the integration of rhythm, tonality, symbol recognition and interpretation, attention span, and other factors that represent synthetic aspects of human intelligence.

### 1.4.1. Strategy: COOPERATIVE LEARNING SKILLS

**Strategy Statement:** All Music Education Teachers will focus on critical thinking, problem-solving, and learning how to work cooperatively toward shared goals while focusing on the integration of rhythm, tonality, symbol recognition and interpretation, attention span, and other factors that represent synthetic aspects of human intelligence.

**Selected Target Areas**

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**Other Required Information for Strategy**

Music Education- National Council

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
COOPERATIVE LEARNING SKILL IMPLEMENTATION	2011-09-01	2012-06-10	Music Education Teachers

### 1.4.1.1. Activity: COOPERATIVE LEARNING SKILL IMPLEMENTATION

**Activity Type:** Professional Development

**Activity Description:**

1. All Music Education Teachers will have students participate in regular evaluation and assessment (utilizing Data Director) ranging from weekly lessons to individual skill reviews.
2. All Music Education teachers will have students focus on group goals and the completion of those goals in each and every rehearsal and performance.
3. All Music Education teachers will reinforce the skills of cooperation among their students. (The same skills of cooperation which are among the qualities now most highly valued in business and industry.)
4. All Music Education teachers will provide opportunities for training and hands-on experience in the area of student leadership.
5. All Music Education teachers will reinforce the habit of self-discipline through individual practice strategies and performance skills.
6. All Music Education teachers will attend conferences and clinics to support the integration of cooperative learning skills within their curriculum to ensure implementation of their objective.

**Planned staff responsible for implementing activity:** Music Education Teachers

**Actual staff responsible for implementing activity:** Music Education Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Music Conference and Clinics	Other	500.00	

## 1.5. Objective: IMPROVE PHYSICAL HEALTH

**Measurable Objective Statement to Support Goal:** All students will demonstrate continuous learning and improvement of athletic skills and movements through testing as evidenced by an increase of 5% for each of the three testing cycles in Physical Education during the 2011-2012 school year and two subsequent years.

**List of Strategies:**

Name	Strategy
PHYSICAL HEALTH	All Physical Education teachers will focus on the 12 skill-areas tested and address them each week through warm-ups and daily activities as well as designing activities that specifically address each skill area.

### 1.5.1. Strategy: PHYSICAL HEALTH

**Strategy Statement:** All Physical Education teachers will focus on the 12 skill-areas tested and address them each week through warm-ups and daily activities as well as designing activities that specifically address each skill area.

**Selected Target Areas**

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**Other Required Information for Strategy**

Importance of Childhood Health

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PHYSICAL HEALTH IMPLEMENTATION	2011-09-01	2012-06-10	Physical Education Teachers

#### 1.5.1.1. Activity: PHYSICAL HEALTH IMPLEMENTATION

**Activity Type:** Professional Development

- Activity Description:**
1. All Physical Education teachers will record and analyze the data from testing using Data Director.
  2. All Physical Education teachers will compare the beginning of the year results to the end of the year results to help evaluate if there has been improvement.
  3. All Physical Education teachers will engage in dialogue to address to discuss results and possible intervention to support the 5% increase objective.
  4. All Physical Education teachers will research current topic trends for each skill/sport and make changes adjustments to the material so it is current.
  5. All Physical Education teachers will stay knowledgeable and capable of demonstrating proper skills as well as using the key terminology discussed by attending sports clinics and conferences.

**Planned staff responsible for implementing activity:** Physical Education Teachers

**Actual staff responsible for implementing activity:** Physical Education Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PHYSICAL HEALTH CONFERENCE AND CLINCIS	Other	250.00	

## 1.6. Objective: INCREASE PROBLEM SOLVING SKILLS

**Measurable Objective Statement to Support Goal:** All art and music students will be taught a remarkable array of mental habits not emphasized elsewhere in school to maximize student achievement on the MME as evidenced by improvement each year (2011-2014) of scores by 2%.

**List of Strategies:**

Name	Strategy
PROBLEM SOLVING SKILLS	Art and music teachers will teach such skills as visual-spatial abilities, reflection, self-criticism, and the willingness to experiment and learn from mistakes.

### 1.6.1. Strategy: PROBLEM SOLVING SKILLS

**Strategy Statement:** Art and music teachers will teach such skills as visual-spatial abilities, reflection, self-criticism, and the willingness to experiment and learn from mistakes.

**Selected Target Areas**

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**Other Required Information for Strategy**

Arts Education Policy Review- Washington  
<http://www.fultonschools.org/k12/Art/documents/ArtForOurSake.pdf>

MENC: The National Association for Music Education  
[www.menc.org](http://www.menc.org)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PROBLEM SOLVING SKILLS IMPLEMENTATION	2011-09-01	2012-06-10	Art Teacher Music Teachers

**1.6.1.1. Activity: PROBLEM SOLVING SKILLS IMPLEMENTATION**

**Activity Type:** Professional Development

**Activity Description:** 1. Art and music teachers will have students practice the habit of persistence as students will work on projects/music works over sustained periods of time.  
 2. Art and music teachers will have students find and solve meaningful problems and persevere through frustration.  
 3. Art and music teachers will have students express themselves as they are urged to move beyond technical skill to create works/music rich in emotion, atmosphere, and their own personal voice of vision.  
 4. Art teachers will have students make clear connections between schoolwork and the world outside the classroom as students are taught to see their projects as part of the larger art world, past and present.  
 5. Art teachers will attend the annual Michigan Art Education Association Conference to stay abreast of current research and pedagogy.

**Planned staff responsible for implementing activity:** Art Teacher  
 Music Teachers

**Actual staff responsible for implementing activity:** Art Teacher  
 Music Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PROBLEM SOLVING SKILLS IMPLEMENTATION (MI Art Ed. Assoc. Con.)	Other	250.00	

**1.7. Objective: INTERVENTIONS**

**Measurable Objective Statement to Support Goal:** All students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MME 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.

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### 1.7.1. 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.

**Selected Target Areas**

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**Other Required Information for Strategy**

Marzano  
Multiple Intelligences

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
TEACH LIKE A CHAMPION IMPLEMENTATION	2011-09-01	2012-06-10	Curriculum Director Faculty Principal

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#### 1.7.1.1. Activity: TEACH LIKE A CHAMPION IMPLEMENTATION

**Activity Type:** Professional Development

**Activity Description:** 1. Curriculum Director will purchase Teach Like a Champion.  
2. Principals will facilitate year-long book study.  
3. 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:** Curriculum Director  
 Faculty  
 Principal

**Actual staff responsible for implementing activity:** Curriculum Director  
 Faculty  
 Principal

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
TEACH LIKE A CHAMPION IMPLEMENTATION	Other	500.00	

## Goal 2: Mathematics

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** 100% of students will meet college / career readiness standards in MATHEMATICS as evidenced by MME achievement.

**Gap Statement:** Based on a review of student achievement data sources (MME, End of Unit Assessments), student achievement has not improved at a rate consistent with 100% student achievement by 2013-2014.

**Cause for Gap:** Socio-economic educational impact  
 Generational lack of higher education

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME Reports  
 Data Director  
 Comprehensive needs assessment  
 Course grades  
 PLAN assessment  
 MME Strand Analysis

**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:

1. Students will improve their score on MME Math to 100% by 2013-2014.

Data to Monitor Progress:

1. ACT Math Practice Tests
2. Data Director Math Tests
3. Math Intervention Strategies
4. Math Practice Across the Curriculum

Contact Name: Greg Chisek

**List of Objectives:**

Name	Objective
INCLUSION MATH	The percentage of at-risk students failing in inclusion math classes will decrease 2% each year (2011-2014) as inclusion teachers will work with core teachers to support student learning.
INCREASE MATH PROFICIENCY	The percentage of students' proficient (Level 1 or 2) on the Math MME will increase, at a minimum, 2% each year 2011-2014.
INTEGRATED MATH	All woodshop and drafting students will use CTE and integrated math to support math outcomes to show proficiency gains of 2% each year (2011-2014) for college/career readiness standards in Mathematics as evidenced by MME achievement. All music students will use Rhythmic Mathematics to support math outcomes to show proficiency gains of 2% each year (2011-2014) for college/career readiness standards in Mathematics as evidenced by MME achievement.

## 2.1. Objective: INCLUSION MATH

**Measurable Objective Statement to Support Goal:** The percentage of at-risk students failing in inclusion math classes will decrease 2% each year (2011-2014) as inclusion teachers will work with core teachers to support student learning.

**List of Strategies:**

Name	Strategy
INCLUSION RETENTION	Math Inclusion teachers will utilize multiple co-teaching strategies with the general education math teacher.

### 2.1.1. Strategy: INCLUSION RETENTION

**Strategy Statement:** Math Inclusion teachers will utilize multiple co-teaching strategies with the general education math teacher.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Doing What Works"  
 Marzano  
 Gardner

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
IMPLEMENTATION	2011-09-01	2012-06-10	Math Inclusion Teachers Math Teachers

**2.1.1.1. Activity: IMPLEMENTATION**

**Activity Type:** Professional Development

**Activity Description:** 1. Math Inclusion teachers will facilitate communication with general education teachers daily.  
 2. Math Inclusion teachers will review accommodations for each student.  
 3. Math Inclusion teachers will use multiple prompts, step-by-step instructions, supplemental materials, and one-on-one assistance to help students.  
 4. All Math Teachers will participate in continuing professional development to build their expertise in the creation and delivery of co-teaching/inclusion content that engages all learners.

**Planned staff responsible for implementing activity:** Math Inclusion Teachers  
 Math Teachers

**Actual staff responsible for implementing activity:** Math Inclusion Teachers  
 Math Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
MATH INCLUSION IMPLEMENTATION	Other	500.00	

**2.2. Objective: INCREASE MATH PROFICIENCY**

**Measurable Objective Statement to Support Goal:** The percentage of students' proficient (Level 1 or 2) on

the Math MME will increase, at a minimum, 2% each year 2011-2014.

**List of Strategies:**

Name	Strategy
KNOWLEDGE RETENTION	All Math unit tests will include a portion of questions from previous units. This will help students retain knowledge throughout the semester and beyond by spiraling the curriculum.

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### 2.2.1. Strategy: KNOWLEDGE RETENTION

**Strategy Statement:** All Math unit tests will include a portion of questions from previous units. This will help students retain knowledge throughout the semester and beyond by spiraling the curriculum.

**Selected Target Areas**

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**Other Required Information for Strategy**

Spiral Knowledge Retention  
 "Doing What Works"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
CONTENT RETENTION	2011-09-01	2012-06-10	Math Teachers Foreign Language Teachers Curriculum Director

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#### 2.2.1.1. Activity: CONTENT RETENTION

**Activity Type:** Professional Development

- Activity Description:**
1. Math Teachers will imbed or drip previous content into the current unit evaluation and review.
  2. Math Teachers will create review questions to imbed into the current unit's assessments.
  3. Math Teachers will create a common vocabulary to use within the department.
  4. Math Teachers will encourage and be available to meet students during Focus or after school for re-teaching or extension lessons.

5. Math Teachers will participate in continuing professional development to expand their expertise in their content area and delivery of that content that engages all learners.
6. Foreign Language teachers will support math activities, such as sorting, calculating, and short word problems.

**Planned staff responsible for implementing activity:** Math Teachers  
 Foreign Language Teachers  
 Curriculum Director

**Actual staff responsible for implementing activity:** Math Teachers  
 Foreign Language Teachers  
 Curriculum Director

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CONTENT RETENTION	No Funds Required		

## **2.3. Objective: INTEGRATED MATH**

**Measurable Objective Statement to Support Goal:** All woodshop and drafting students will use CTE and integrated math to support math outcomes to show proficiency gains of 2% each year (2011-2014) for college/career readiness standards in Mathematics as evidenced by MME achievement.

All music students will use Rhythmic Mathematics to support math outcomes to show proficiency gains of 2% each year (2011-2014) for college/career readiness standards in Mathematics as evidenced by MME achievement.

**List of Strategies:**

Name	Strategy
INTEGRATED MATH	All Woodshop and Drafting Teachers will provide math instruction and strategies daily to help students construct/draw projects in woodshop and drafting. All Music Teachers will provide math instruction and strategies weekly to help students read, count, and perform rhythms in music.

### **2.3.1. Strategy: INTEGRATED MATH**

**Strategy Statement:** All Woodshop and Drafting Teachers will provide math instruction and strategies daily to help students construct/draw projects in woodshop and drafting.

All Music Teachers will provide math instruction and strategies weekly to help students read, count, and perform rhythms in music.

**Selected Target Areas**

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**Other Required Information for Strategy**

Gardner  
Multiple Intelligences

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
IMPLEMENTATION	2011-09-01	2012-06-10	Woodshop and Drafting Teacher Music Education Teachers

**2.3.1.1. Activity: IMPLEMENTATION**

**Activity Type:** Professional Development

**Activity Description:**

1. Woodshop and Drafting Teacher and students will participate in the Regional and State Mites Competition each spring.
2. Woodshop and Drafting teachers will participate in break-out sessions provided at Mites.
3. Music education teachers and students will participate in sight-reading evaluation at MSBOA and MSVMA festivals each spring.
4. Music education teachers will attend conferences to support the integration of Rhythmic Mathematics within their curriculum to ensure implementation of their objective.

**Planned staff responsible for implementing activity:** Woodshop and Drafting Teacher  
Music Education Teachers

**Actual staff responsible for implementing activity:** Woodshop and Drafting Teacher  
Music Education Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
IMPLEMENTATION	Other	0.00	

## Goal 3: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** 100% of students will meet college / career readiness standards in READING as evidenced by MME achievement.

**Gap Statement:** Based on a review of student achievement data sources (MME, End of Unit Assessments), student achievement has not improved at a rate consistent with 100% student achievement by 2013-2014.

**Cause for Gap:** Socio-economic educational impact

Generational lack of higher education

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME reports

Data Director

Comprehensive needs assessment

Course grades

PLAN assessment

MME Strand Analysis (51% Meaning Beyond Literal, 55% Strategy development, 68% Close Literature Reading, 85% Independent Reading)

**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:

1. Students will improve their score on MME Reading to 100% by 2013-201.

Data to Monitor Progress:

1. ACT Reading Practice Tests
2. Data Director Reading Tests
3. Reading Class Intervention
4. Reading Across Curriculum

**Contact Name:** Greg Chisek

**List of Objectives:**

Name	Objective
Increase Comprehension	All students' Reading scores will increase from 64% (2010) to 70% (2014) to meet



	the college/career readiness standards evidenced by the MME.
Increase Knowledge Retention	All students will practice knowledge retention strategies to maximize student achievement on the MME as evidenced by improvement each year (2011-2014) of scores by 2%.
Increase Literary Response and Analysis	All students Meaning Beyond Literal (literary response and analysis skills) will increase from 51% (2010) to 57% (2014) to meet the college/career readiness standards evidenced by the MME.
Increase/Expand Vocabulary	All students' Close Literature Reading (word recognition and vocabulary skills) will increase from 68% (2010) to 74% (2014) to meet the college/career readiness standards evidenced by the MME..
Reading Skills with Promethean Boards/ ActivClassroom	Students will practice reading fluency, vocabulary decoding skills, and comprehension strategies to improve their Reading scores (64%- 2010 to 70%- 2014) as they participate in hands-on learning activities based around the ActivClassroom.

### 3.1. Objective: Increase Comprehension

**Measurable Objective Statement to Support Goal:** All students' Reading scores will increase from 64% (2010) to 70% (2014) to meet the college/career readiness standards evidenced by the MME.

**List of Strategies:**

Name	Strategy
Comprehension Strategies	Faculty will provide direct and explicit comprehension strategy instruction to improve student comprehension in all content areas, including Foreign Language.

#### 3.1.1. Strategy: Comprehension Strategies

**Strategy Statement:** Faculty will provide direct and explicit comprehension strategy instruction to improve student comprehension in all content areas, including Foreign Language.

**Selected Target Areas**

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.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.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

III.2.A.2 Staff continuously collaborates to adjust instruction based on on-going student performance.

**Other Required Information for Strategy**

Great Source Education Group  
 Marzano  
 "Doing What Works"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Comprehension Strategies	2011-09-01	2012-07-01	All Faculty

**3.1.1.1. Activity: Comprehension Strategies**

**Activity Type:** Professional Development

**Activity Description:** 1. All core subjects, minus ELA, will attend Reading Apprenticeship PD at Berrien Resa.  
 2. ELA faculty will complete Comprehension Strategies PD on Doing What Works website.  
 3. Faculty will implement comprehension strategies.  
 4. Faculty will discuss progress in grade level and content area meetings.

**Planned staff responsible for implementing activity:** All Faculty

**Actual staff responsible for implementing activity:** All Faculty

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-07-01

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading Apprenticeship and Doing What Works for Comprehension	Other	1,000.00	

**3.2. Objective: Increase Knowledge Retention**

**Measurable Objective Statement to Support Goal:** All students will practice knowledge retention strategies to maximize student achievement on the MME as evidenced by improvement each year (2011-2014) of scores

by 2%.

**List of Strategies:**

Name	Strategy
Knowledge Retention	All unit tests will include a portion with questions from previous units. This will help students retain knowledge throughout the semester and beyond. During review periods, material from current, as well as previous, units will be reviewed. This will also help knowledge retention.

---

### 3.2.1. Strategy: Knowledge Retention

**Strategy Statement:** All unit tests will include a portion with questions from previous units. This will help students retain knowledge throughout the semester and beyond. During review periods, material from current, as well as previous, units will be reviewed. This will also help knowledge retention.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Doing What Works"  
Marzano

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Cumulative Content Retention	2011-09-01	2012-06-10	All Faculty

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#### 3.2.1.1. Activity: Cumulative Content Retention

**Activity Type:** Professional Development

**Activity Description:** CUMULATIVE CONTENT RETENTION

1. Faculty will imbed previous content in current unit evaluation and review.
2. Faculty will create review questions to imbed in current unit tests, create review questions to imbed in current unit reviews.
3. Faculty will explain to students the purpose of dripping content from previous units into current units.

**Planned staff responsible for implementing activity:** All Faculty

**Actual staff responsible for implementing activity:** All Faculty

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Cumulative Content Retention	No Funds Required		

### 3.3. Objective: Increase Literary Response and Analysis

**Measurable Objective Statement to Support Goal:** All students Meaning Beyond Literal (literary response and analysis skills) will increase from 51% (2010) to 57% (2014) to meet the college/career readiness standards evidenced by the MME.

**List of Strategies:**

Name	Strategy
Engaging Text Discussion	Faculty will provide opportunities for extended text discussion and student engagement to increase students? skill in literary response and analysis.

#### 3.3.1. Strategy: Engaging Text Discussion

**Strategy Statement:** Faculty will provide opportunities for extended text discussion and student engagement to increase students? skill in literary response and analysis.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Doing What Works"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Engaging Text Discussion	2011-09-01	2012-06-10	All Faculty

**3.3.1.1. Activity: Engaging Text Discussion**

**Activity Type:** Professional Development

**Activity Description:** ENGAGING TEXT DISCUSSION PD

1. Faculty will complete Literary Response and Analysis PD on Doing What Works website.
2. Faculty will implement engaging text discussion strategies.
3. Faculty will discuss progress in grade level and content area meetings.

**Planned staff responsible for implementing activity:** All Faculty

**Actual staff responsible for implementing activity:** All Faculty

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Engaging Text PD	No Funds Required		

**3.4. Objective: Increase/Expand Vocabulary**

**Measurable Objective Statement to Support Goal:** All students' Close Literature Reading (word recognition and vocabulary skills) will increase from 68% (2010) to 74% (2014) to meet the college/career readiness standards evidenced by the MME..

**List of Strategies:**

Name	Strategy
KNOWLEDGE RETENTION	All unit tests will include a portion with questions from previous units. This will help students retain knowledge throughout the semester and beyond. During review periods, material from current, as well as previous, units will be reviewed. This will also help knowledge retention

### 3.4.1. Strategy: KNOWLEDGE RETENTION

**Strategy Statement:** All unit tests will include a portion with questions from previous units. This will help students retain knowledge throughout the semester and beyond. During review periods, material from current, as well as previous, units will be reviewed. This will also help knowledge retention

**Selected Target Areas**

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**Other Required Information for Strategy**

Spiral Method of Knowledge Retention  
 "Doing What Works"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
CUMULATIVE CONTENT RETENTION	2011-09-01	2012-06-10	All faculty

#### 3.4.1.1. Activity: CUMULATIVE CONTENT RETENTION

**Activity Description:** 1. Faculty will imbed previous content in current unit evaluation and review.  
 2. Faculty will create review questions to imbed in current unit tests, create review questions to imbed in current unit reviews.  
 3. Faculty will explain to students the purpose of dripping content from previous units into current units.

**Planned staff responsible for implementing activity:** All faculty

**Actual staff responsible for implementing activity:** All Faculty

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Cumulative Content Retention	No Funds Required		

### 3.5. Objective: Reading Skills with Promethean Boards/ ActivClassroom

**Measurable Objective Statement to Support Goal:** Students will practice reading fluency, vocabulary decoding skills, and comprehension strategies to improve their Reading scores (64%- 2010 to 70%- 2014) 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 by 2013-2014. Using good pedagogy for teaching reading skills, teachers can deliver direct instruction, model by talking through their own strategies, guide the students in the application of their strategies, and help students apply what they have learned and read.

#### 3.5.1. 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 by 2013-2014. Using good pedagogy for teaching reading skills, teachers can deliver direct instruction, model by talking through their own strategies, guide the students 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**

- Promethean Board Technology
- Hands-On Learning
- Multiple Intelligences
- Gardner
- "Doing What Works"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
ACTIVCLASSROOM/PROMETHEAN BOARD	2011-09-01	2012-06-10	Curriculum Director Promethean Board Teacher User Group

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### 3.5.1.1. Activity: ACTIVCLASSROOM/PROMETHEAN BOARD

**Activity Type:** Professional Development

**Activity Description:**

1. Best practice for building fluent readers is to read orally using repeating and monitoring techniques to develop automaticity.
2. Tools to provide opportunities for practice in reading, speaking, and writing using new vocabulary words in English and in Foreign Languages.
3. The ActivClassroom provides many opportunities for purposeful and active reading known to build good reading comprehension
4. The ActivClassroom provides the perfect opportunities through Promethean Planet for reading and learning in all content areas for success across the curriculum
5. 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:** Curriculum Director  
Promethean Board Teacher User Group

**Actual staff responsible for implementing activity:** Curriculum Director  
Promethean Board Teacher User Group

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ACTIVCLASSROOM/PROMETHEAN BOARD	USAC - Technology	1,000.00	

## Goal 4: Writing

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** 100% of students will meet college / career readiness standards in WRITING as



evidenced by MME achievement.

**Gap Statement:** MME Strand Analysis shows a deficiency in writing based on the following percentages (65% Writing Process, 59% Purpose and Audience, 54% Inquiry and Research, 55% Effective use of Language) that needs to be remedied to achieve 100% student achievement by 2013-2014.

**Cause for Gap:** Socio-economic  
Generational lack of education

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME Writing Scores

MME Writing Strand Analysis

Data Director

ACT Writing Practice 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:

1. MME Writing Scores of 100% by 2013-2014.

Data:

1. MME
2. PLAN
3. EXPLORE
4. Data Director
5. Writing Across the Curriculum

**Contact Name:** Greg Chisek

**List of Objectives:**

Name	Objective
EFFECTIVE WRITING STRATEGIES	The percentage of students' proficient on the Writing Process Strand Analysis of the MME will increase from 65% (2010) to 71% (2014).
INCREASE WRITING PROFICIENCY	The percentage of students' proficient on the Inquiry and Research Strand Analysis of the MME will increase from 54% (2010) to 61% (2014).
WRITING PROCESS WITH PROMETHEAN BOARDS/ ACTIV CLASSROOM	Students will participate in hands-on writing activities based around the ActivClassroom to increase the percentage of students (65%- 2010 to 71%- 2014) successfully meeting college/career readiness standards in Writing as evidenced by MME achievement.

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## 4.1. Objective: EFFECTIVE WRITING STRATEGIES

**Measurable Objective Statement to Support Goal:** The percentage of students' proficient on the Writing Process Strand Analysis of the MME will increase from 65% (2010) to 71% (2014).

**List of Strategies:**

Name	Strategy
EFFECTIVE WRITING STRATEGIES- WRITING NEXT	Faculty will utilize the 11 Key Elements of Effective Adolescent Writing Instruction to increase students' skill in writing.

### 4.1.1. Strategy: EFFECTIVE WRITING STRATEGIES- WRITING NEXT

**Strategy Statement:** Faculty will utilize the 11 Key Elements of Effective Adolescent Writing Instruction to increase students' skill in writing.

**Selected Target Areas**

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**Other Required Information for Strategy**

Writing Next  
<http://www.all4ed.org/files/WritingNext.pdf>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
WRITING NEXT IMPLEMENTATION	2011-09-01	2012-06-10	Curriculum Director All Faculty

#### 4.1.1.1. Activity: WRITING NEXT IMPLEMENTATION

**Activity Type:** Professional Development

**Activity Description:** 1. Faculty will complete 11 Key Elements of Effective Adolescent Writing PD on Writing Next website.  
 2. Faculty will implement 11 Key Elements for Effective Adolescent Writing Instruction based on the Writing Next web page.  
 3. Faculty will discuss progress in grade level and content area meetings.

**Planned staff responsible for implementing activity:** Curriculum Director  
 All Faculty

**Actual staff responsible for implementing activity:** Curriculum Director

All Faculty

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
WRITING NEXT IMPLEMENTATION	No Funds Required		

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## 4.2. Objective: INCREASE WRITING PROFICIENCY

**Measurable Objective Statement to Support Goal:** The percentage of students' proficient on the Inquiry and Research Strand Analysis of the MME will increase from 54% (2010) to 61% (2014).

**List of Strategies:**

Name	Strategy
EFFECTIVE WRITING STYLES	All Social Studies, English, and Foreign Language teachers will provide a variety of context related writing activities in an effort to improve overall writing ability of students.

---

### 4.2.1. Strategy: EFFECTIVE WRITING STYLES

**Strategy Statement:** All Social Studies, English, and Foreign Language teachers will provide a variety of context related writing activities in an effort to improve overall writing ability of students.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Doing What Works"  
 Marzano  
 Gardner

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
EFFECTIVE WRITING STYLES	2011-09-01	2012-06-10	Social Studies Teachers English Teachers Foreign Language Teachers

**4.2.1.1. Activity: EFFECTIVE WRITING STYLES**

**Activity Description:** 1. Reporter Style Writing: Students are directed to compile information based on what was learned.

2. Exposition Style Writing: Students are asked to explain an idea, conduct a critical investigation, synthesize issues, or bring a fresh point of view to a problem.

3. Narration: Students are asked to tell a story, an anecdote, legend, short story, dramatic event, etc.

4. Argumentation: Students are asked to evaluate, defend, or attack an idea or belief.

**Planned staff responsible for implementing activity:** Social Studies Teachers  
English Teachers  
Foreign Language Teachers

**Actual staff responsible for implementing activity:** Social Studies Teachers  
English Teachers  
Foreign Language Teachers

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EFFECTIVE WRITING STYLES	No Funds Required		

**4.3. Objective: WRITING PROCESS WITH PROMETHEAN BOARDS/ ACTIV CLASSROOM**

**Measurable Objective Statement to Support Goal:** Students will participate in hands-on writing activities based around the ActivClassroom to increase the percentage of students (65%- 2010 to 71%- 2014) successfully meeting college/career readiness standards in Writing as evidenced by MME achievement.

**List of Strategies:**

Name	Strategy
WRITING PROCESS WITH PROMETHEAN BOARDS/ ACTIV CLASSROOM	All teachers with Promethean Boards will use the ActivBoard to facilitate idea development, organization, and voice to improve students' writing

---

### 4.3.1. Strategy: WRITING PROCESS WITH PROMETHEAN BOARDS/ ACTIV CLASSROOM

**Strategy Statement:** All teachers with Promethean Boards will use the ActivBoard to facilitate idea development, organization, and voice to improve students' writing

**Selected Target Areas**

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**Other Required Information for Strategy**

Promethean Board Technology  
 Multiple Intelligences  
 Gardner

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PROMETHEAN BOARDS/ACTIVCLASSROOM	2011-09-01	2012-06-10	Curriculum Director Promethean Board User Group

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#### 4.3.1.1. Activity: PROMETHEAN BOARDS/ACTIVCLASSROOM

**Activity Type:** Professional Development

- Activity Description:**
1. Facilitate student engagement with the ActivExpression Learner Response System (LRS).
  2. Submitted ideas can then be sorted, organized and evaluated by the group.
  3. Using graphic organizers, student responses, and the interactivity of the ActivClassroom, teachers can model rearranging ideas into effective writing.
  4. Teachers can show strong examples of effective, personal voice and discuss those samples.

- 5. Student work can be displayed and analyzed.
- 6. 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:** Curriculum Director  
Promethean Board User Group

**Actual staff responsible for implementing activity:** Curriculum Director  
Promethean Board User Group

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-10

**Actual Timeline:** Begin Date - 09/01/2011, End Date - 06/10/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PROMETHEAN BOARDS/ACTIVCLASSROOM	USAC - Technology	1,000.00	

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
USAC - Technology	\$3,750.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$3,000.00	\$0.00

## 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?

*The School Improvement Co-Chairs led several sessions with the School Improvement Team to collect and analyze data to formulate responses for the comprehensive needs assessment. It was a group effort centered around the needs of Watervliet High School to ensure academic and personal success for all students, faculty, and stakeholders.*

### 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.

*Curriculum is currently aligned with State standards to help Watervliet High School meet our academic goals. In the School Improvement Plan for 2011-2012 there is a strong focus on shifting the curriculum from state standards to the Common Core (national standards.) This process included several sessions with the principal, curriculum, individual departments, and then finally the entire school. It was a collaborative effort that will be reviewed four times a year based on progress notes for our School Improvement Plan.*

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

*Curriculum changes come from teacher suggestion, along with state and federal changes, through department meetings, faculty meetings, and continual involvement with Curriculum Director and Curriculum Council. Assessments are driven by departments, Michigan Standards, and the forthcoming Common Core. Types of assessments are collected and placed in notebooks for future discussions.*

### 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.

*All faculty and staff are aware of the need for alternative measure of assessments that will provide authentic assessment of pupils' achievement, skills, and competencies. Departments are working on holistic scoring rubrics for projects that demonstrate state standards and Common Core proficiency to ensure all students meet college and career readiness standards.*

### **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.

*All new textbooks have a website for additional materials.*

*We have began using wireless laptops for additional curriculum ideas and help.*

*We have provided the instruction necessary to assure that all students are proficient on computers and graphing calculators.*

*Books on tape/CD are being used to help students with reading deficiencies.*

*We use Virtual High School for enrichment classes, and E2020 and PLATO as online credit recovery classes.*

*Promethean Boards and ActivClassrooms have been added to several rooms in the school so students are able to become active participant in their learning.*

*Epson projector are being added to classrooms to bring technology into the classroom to enhance curriculum and student engagement.*

### **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.

*Watervliet High School is continually evaluating the implement of, and results achieved by, the School Improvement Plan using data from the State's annual assessments and other indicators of academic achievement. Throughout the school year monthly professional learning communities, staff, school improvement, and data coach meetings ensure adequate progress is being made in order to accomplish the*

*goals set forth by the School Improvement Plan.*

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

*Through regular scheduled S.I. meetings and communication through school newsletter, website, and local media parents and students will be kept abreast if changes and school progress.*

### **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.

*Each month members of the High School S.I. Team will meet to address the current plan, department chairs will be present and share changes or additions to their present goal. As the year progresses the S.I. Team will evaluate and make changes to original S.I. plan. In addition, the Data Coaches will lead sessions that address the decision-making process for faculty.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments:

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:

### Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

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:

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

Response: *Adopted policy, but not 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: *Yes*

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, but not 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: *Yes*

Comments:

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: *No*

Comments:

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: *Yes*

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: *Yes*

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: *No*

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
Mr.	Greg	Chisek	Principal	gchisek@watervliet.k12.mi.us
Mrs.	Ana	Maack	Guidance Counselor and SI	amaack@watervliet.k12.mi.us
Mr.	Jim	Winter	Teacher and Parent	jwinter@watervliet.k12.mi.us
Mrs.	Sarah	Brant	Teacher	sbrant@watervliet.k12.mi.us
Mrs.	Mary	Sibley	Teacher	msibley@watervliet.k12.mi.us
Mr.	Leon	Volk	Teacher	lvolk@watervliet.k12.mi.us
Mrs.	Peg	Farac	Teacher	pfarac@watervliet.k12.mi.us
Mrs.	Molly	VanDeWege	Teacher	mvandewege@watervliet.k12.mi.us
Ms.	Amy	Dent	Alt Education Director	adent@watervliet.k12.mi.us
Mrs.	Susan	Toothman	Teacher and SI Co-Chair	stoothman@watervliet.k12.mi.us
Mrs.	Carole	Fetke	Curriculum Director	cfetke@watervliet.k12.mi.us
Mr.	Jeremy	Andrews	Teacher	jandrews@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:	Dave Coffeen
Address:	450 E. Red Arrow Hwy, Watervliet, MI 49098
Telephone Number:	269-463-0311

## 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.*