

# School Improvement Plan

School Year: 2012 - 2013

School District: Watervliet School District

ISD/RESA: Berrien RESA

School Name: Watervliet Middle School

Grades Served: 6,7,8

Mr. David Armstrong

Building Code: 08622

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.

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## School Information

School:	<b>Watervliet Middle School</b>
District:	<b>Watervliet School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>6,7,8</b>
School Code Number:	<b>08622</b>
City:	<b>WATERVLIET</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

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# Vision, Mission and Beliefs

## Vision Statement

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

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

Our students will be productive members of society.

## Mission Statement

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

## Beliefs Statement

We intend to make our vision a reality by reaching all of the goals and objectives included in the document. Professional development and training will be provided for all staff members to help increase the knowledge of all of our students and help them to become successful learners.

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

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

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

# Goals

Name	Development Status	Progress Status
Improve Core Content Student Achievement	Complete	Open
Mathematics	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

## Goal 1: Improve Core Content Student Achievement

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** By the end of 2013-14 school year, Watervliet Middle School students will be 25% proficient in Science, 46% proficient in Reading, 69% proficient in English, and 37% proficient in Math as evidenced by ACT Explore achievement. This will be done through data study that results in the provision of data-based interventions.

**Gap Statement:** There is a gap between where students are and where they should be in their college/career readiness as evidenced by ACT Explore achievement data.

**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:** Comprehensive needs assessment  
Course work/grades  
MEAP data  
ACT Explore data

**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?** ACT Explore improvement  
Coursework improvement

**Contact Name:** David Armstrong

### List of Objectives:

Name	Objective
Common Assessments	All students will complete common formative and summative assessments at 75% proficiency or better to improve their academic performance on the ACT Explore by the spring of 2014.
Strong Instructional Leadership	All students will participate in classroom- and building-level academic endeavors that are supported by strong instructional leadership to improve students' classroom engagement and will lead to students being 25% proficient in Science, 46% proficient in Reading, 69%

proficient in English, and 37% proficient in Math by 2014.

## 1.1. Objective: Common Assessments

**Measurable Objective Statement to Support Goal:** All students will complete common formative and summative assessments at 75% proficiency or better to improve their academic performance on the ACT Explore by the spring of 2014.

### List of Strategies:

Name	Strategy
Assessment Development Use	Common formative and summative assessments will be developed and utilized for ALL courses; data will be discussed in professional conversations during each quarter of the school year beginning with the 2012-13 school year. Grade level, classroom, course, or individual student plans will be adjusted accordingly.

### 1.1.1. Strategy: Assessment Development Use

**Strategy Statement:** Common formative and summative assessments will be developed and utilized for ALL courses; data will be discussed in professional conversations during each quarter of the school year beginning with the 2012-13 school year. Grade level, classroom, course, or individual student plans will be adjusted accordingly.

#### Selected Target Areas

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**What research did you review to support the use of this strategy and action plan?**

Teach Like A Champion  
Common Core

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Activities for Common Assessments	2012-09-04	2013-06-10	All Faculty

### 1.1.1.1. Activity: Activities for Common Assessments

**Activity Type:** Professional Development

**Activity Description:** Classroom assessment for student learning  
Data warehouse system  
Professional conversations/PLC

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Common Assessments	Other	500.00	

## 1.2. Objective: Strong Instructional Leadership

**Measurable Objective Statement to Support Goal:** All students will participate in classroom- and building-level academic endeavors that are supported by strong instructional leadership to improve students' classroom engagement and will lead to students being 25% proficient in Science, 46% proficient in Reading, 69% proficient in English, and 37% proficient in Math by 2014.

**List of Strategies:**

Name	Strategy
Develop School Leaders	School leaders will participate in various professional development opportunities to learn how to create a culture of academic success for all students, including at-risk subgroups, in all core content areas.

### 1.2.1. Strategy: Develop School Leaders

**Strategy Statement:** School leaders will participate in various professional development opportunities to learn how to create a culture of academic success for all students, including at-risk subgroups, in all core content areas.



**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Teach Like a Champion  
 Common Core  
 Curriculum Crafter

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Activities for Strong Instructional Leadership	2012-09-04	2013-06-10	All Faculty

**1.2.1.1. Activity: Activities for Strong Instructional Leadership**

**Activity Type:** Professional Development

**Activity Description:** District-wide Book Study  
 Data Coach, SIT Member  
 Instructional Strategies

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Strong Instructional Leadership	Other	500.00	

**Goal 2: Mathematics**

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** By the end of the 2013-2014 year, 37% of Watervliet Middle School's students will

meet the College/Career Readiness Standards in MATH as evidenced by ACT Explore achievement.

**Gap Statement:** Students are not college/career ready as evidenced by ACT Explore achievement. There are the following gaps in students with disabilities, race, and economically disadvantaged.

**Cause for Gap:** Students sometimes have difficulty transitioning to inclusion classes.  
 Generational lack of higher education.  
 Race gaps can be attributed to language difficulties in listening, reading, and writing.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Data Warehouse  
 Comprehensive Needs Assessment  
 Course Grades  
 ACT Explore assessment  
 MEAP

**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?** Students will improve their ACT Explore scores and their course grades.

**Contact Name:** David Armstrong

**List of Objectives:**

Name	Objective
Increase Math Proficiency	37% of all students will be proficient on the MATH ACT Explore by 2014.
Provide Additional Math Instructional Support to At-Risk Student Groups	37% of all students will meet the proficiency level scale score on the MATH ACT Explore by the 2013-2014 school year.

## 2.1. Objective: Increase Math Proficiency

**Measurable Objective Statement to Support Goal:** 37% of all students will be proficient on the MATH ACT Explore by 2014.

**List of Strategies:**

Name	Strategy
Utilize Research-Based Math Instructional Strategies	All Math teachers will utilize research-based instructional strategies in their mathematics instructions to lead their students to higher levels of achievement in mathematics.
Well-Documented Curriculum	All teachers will deliver an agreed upon, well-documented, and understood mathematics curriculum to ALL students to maximize their student growth and academic achievement.

### 2.1.1. Strategy: Utilize Research-Based Math Instructional Strategies

**Strategy Statement:** All Math teachers will utilize research-based instructional strategies in their mathematics instructions to lead their students to higher levels of achievement in mathematics.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Teach Like a Champion by Doug Lemov  
Multiple Intelligences Howard Gardner

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Activities for Increasing Math Proficiency	2012-09-04	2013-06-10	All faculty

#### 2.1.1.1. Activity: Activities for Increasing Math Proficiency

**Activity Type:** Professional Development

**Activity Description:** CCSS Math Practice Standards  
Spiraling Curriculum  
Promethean Board/Technology Instruction

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

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

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Increasing Math Proficiency	Other	500.00	

## 2.1.2. Strategy: Well-Documented Curriculum

**Strategy Statement:** All teachers will deliver an agreed upon, well-documented, and understood mathematics curriculum to ALL students to maximize their student growth and academic achievement.

### Selected Target Areas

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### What research did you review to support the use of this strategy and action plan?

Teach Like a Champion by Doug Lemov  
 Multiple Intelligences by Howard Gardner

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Activities for Well-Documented Curriculum	2012-09-04	2013-06-10	All faculty

### 2.1.2.1. Activity: Activities for Well-Documented Curriculum

**Activity Type:** Professional Development

**Activity Description:** CCSS Implementation  
 Health/PE, Fine Arts will document Integrated Math  
 Health/PE (Fitness Gram Skill Areas to Improve Physical Health)  
 Fine Arts (Rhythmic Mathematics to support cooperative learning and problem solving skills)

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Well-Documented Curriculum	Other	500.00	

## 2.2. Objective: Provide Additional Math Instructional Support to At-Risk Student Groups

**Measurable Objective Statement to Support Goal:** 37% of all students will meet the proficiency level scale score on the MATH ACT Explore by the 2013-2014 school year.

### List of Strategies:

Name	Strategy
Improving Outcomes for At-Risk Students	Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups (economically disadvantaged, race, students with disabilities) and best-practice strategies to learn how to improve achievement outcomes for at-risk students.

### 2.2.1. Strategy: Improving Outcomes for At-Risk Students

**Strategy Statement:** Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups (economically disadvantaged, race, students with disabilities) and best-practice strategies to learn how to improve achievement outcomes for at-risk students.

#### Selected Target Areas

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**What research did you review to support the use of this strategy and action plan?**

Teach Like a Champion by Doug Lemov  
Multiple Intelligences by Howard Gardner

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Activities for Additional Math Instructional Support	2012-09-04	2013-06-10	All faculty

#### 2.2.1.1. Activity: Activities for Additional Math Instructional Support

**Activity Type:** Professional Development

**Activity Description:** Instructional Support for At-Risk Students (Math)

Hands-on Math, Online Math Practice  
 Special Education and Core Teacher Collaboration

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Additional Math Instructional Support	Other	500.00	

### Goal 3: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

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

**Gap Statement:** Students are not college/career ready as evidenced by ACT Explore achievement. There are the following gaps: SWD, Race, Econ Disadvantaged, and gender.

**Cause for Gap:** SWD - Their disability causes them to struggle more than the average student which results in deficiencies in their learning.

Race - The Hispanic (race) students struggle with the translation of text as well as understanding directions which results in deficiencies in their learning.

Econ Disadvantaged: Socio-economic educational impact; generational lack of high education. Basic needs are not always met which causes deficiencies in their learning.

Gender - The school climate results in boys feeling pressure to not read or excel as a reader because of how it is viewed by their social group.

**Multiple measures/sources of data you used to identify this gap in student achievement:** ACT Explore  
 English Comprehensive Needs Assessment  
 Course Grades  
 MEAP

**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?** Students will improve in their ACT Explore and course grades.

**Contact Name:** David Armstrong

**List of Objectives:**

Name	Objective
Increase Literacy	46% of all students will demonstrate literacy by meeting the scale score proficiency levels across all core content areas as evidenced by ACT Explore scores by the school year 2013-14.
Increase Reading Proficiency of All Students	46% of all students will meet proficiency level scale scores on the Reading ACT Explore by the 2013-14 school year.
Provide Additional Reading Instructional Support to At-Risk Groups	46% of all students will meet the proficiency level scale on the READING ACT Explore by the 2013-14 school year.

### 3.1. Objective: Increase Literacy

**Measurable Objective Statement to Support Goal:** 46% of all students will demonstrate literacy by meeting the scale score proficiency levels across all core content areas as evidenced by ACT Explore scores by the school year 2013-14.

**List of Strategies:**

Name	Strategy
All Teachers Will Support Literacy Acquisition	All teachers will support literacy acquisition. All teachers will teach students utilizing specific, research-based literacy strategies to improve and develop students' ability to read, write, and think in all content areas, thus supporting students in their quest to become college and career ready. Teachers will provide background knowledge.

#### 3.1.1. Strategy: All Teachers Will Support Literacy Acquisition

**Strategy Statement:** All teachers will support literacy acquisition. All teachers will teach students utilizing specific, research-based literacy strategies to improve and develop students' ability to read, write, and think in all content areas, thus supporting students in their quest to become college and career ready. Teachers will provide background knowledge.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Cris Tovani

Teach Like a Champion

Gardner (multiple intelligences)

Diana Montei

Laura Schiller

Mike Schmoker

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Literacy Strategies	2012-09-04	2013-06-10	All Faculty

**3.1.1.1. Activity: Literacy Strategies**

**Activity Type:** Professional Development

**Activity Description:** Literacy for ELA  
 Literacy Strategies for non-ELA teachers  
 Provide more background knowledge for students  
 Promethean Board/Technology Instruction

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Strategies Resource	Other	500.00	

**3.2. Objective: Increase Reading Proficiency of All Students**



**Measurable Objective Statement to Support Goal:** 46% of all students will meet proficiency level scale scores on the Reading ACT Explore by the 2013-14 school year.

**List of Strategies:**

Name	Strategy
Improve Comprehension, Vocabulary and Literary Response Skills	All teachers will provide direct and explicit comprehension strategy instruction and vocabulary instruction to increase reading proficiency. ELA and Social Studies teachers will provide opportunities for extended text discussion and student engagement in text discussion to increase reading proficiency.

### 3.2.1. Strategy: Improve Comprehension, Vocabulary and Literary Response Skills

**Strategy Statement:** All teachers will provide direct and explicit comprehension strategy instruction and vocabulary instruction to increase reading proficiency. ELA and Social Studies teachers will provide opportunities for extended text discussion and student engagement in text discussion to increase reading proficiency.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Cris Tovani  
 Mike Schmoker  
 Laura Schiller  
 Deonna Montei  
 Teach Like a Champion

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Comprehension Vocab, and Literary Skill Improvement	2012-09-04	2013-06-10	All Faculty

#### 3.2.1.1. Activity: Comprehension Vocab, and Literary Skill Improvement

**Activity Type:** Professional Development

**Activity Description:** Comprehension Strategies  
 Engaging Text Discussion  
 Vocabulary Instruction  
 Reading Skills  
 Study Skills  
 Promethean Board/Technology Instruction

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources	Other	500.00	

### 3.3. Objective: Provide Additional Reading Instructional Support to At-Risk Groups

**Measurable Objective Statement to Support Goal:** 46% of all students will meet the proficiency level scale on the READING ACT Explore by the 2013-14 school year.

**List of Strategies:**

Name	Strategy
Improving Outcomes for At-Risk Students	Improving outcomes for At-Risk students. Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups (economically disadvantaged, gender-male, race, SWD) and best-practice strategies to learn how to improve achievement for at-risk students.

#### 3.3.1. Strategy: Improving Outcomes for At-Risk Students

**Strategy Statement:** Improving outcomes for At-Risk students. Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups (economically disadvantaged, gender-male, race, SWD) and best-practice strategies to learn how to improve achievement for at-risk students.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Cris Tovani  
 Mike Schmoker  
 Dr. Laura Schiller  
 Deonna Montei

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Instructional Support	2012-09-04	2013-06-10	All Faculty

**3.3.1.1. Activity: Instructional Support**

**Activity Type:** Professional Development

**Activity Description:** Instructional Support for At-Risk Students (READING)  
 Narrowing Achievement Gaps in Reading  
 Special Education and Core Teacher Collaboration

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Instructional Support	Other	500.00	

**Goal 4: Writing**

**Content Area:** English Language Arts

**Development Status:** Complete

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

**Gap Statement:** The students do not demonstrate college/career readiness according to MEAP writing standards. Students with disabilities and economically disadvantaged students show a lack of readiness.

**Cause for Gap:** Students sometimes have difficulty transitioning to inclusion classes. Generational lack of education.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP test  
Data Warehouse System

**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?** Students will improve their writing scores on the MEAP test.

**Contact Name:** David Armstrong

**List of Objectives:**

Name	Objective
Increase Writing Proficiency	58% of all students will meet the proficiency level scale score on the WRITING MEAP by the 2013-2014 school year.
Provide Additional Writing Instructional Support to At-Risk Student Groups	58% of ALL students will meet the proficiency level scale score on the WRITING MEAP by the 2013-2014 school year.

## 4.1. Objective: Increase Writing Proficiency

**Measurable Objective Statement to Support Goal:** 58% of all students will meet the proficiency level scale score on the WRITING MEAP by the 2013-2014 school year.

**List of Strategies:**

Name	Strategy
Use of Instructional Technology	Use of Instructional Technology. Teachers will develop students' writing skills by engaging students in the writing process through the use of various instructional activities.
Well-Documented Writing Curriculum	ALL teachers will deliver and agreed upon, well-documented, and understood writing curriculum to ALL students to maximize student growth and academic achievement.

### 4.1.1. Strategy: Use of Instructional Technology

**Strategy Statement:** Use of Instructional Technology. Teachers will develop students' writing skills by engaging students in the writing process through the use of various instructional activities.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Teach Like a Champion by Doug Lemov  
 Strategies that Work by Stephanie Harvey and Anne Goudvis  
 Resources from Sue Codere, Deonna Montei, Mike Schmoker, Laura Schiller, Cris Tovani

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Activities for Use of Instructional Technology	2012-09-04	2013-06-10	All faculty.

**4.1.1.1. Activity: Activities for Use of Instructional Technology**

**Activity Type:** Professional Development

**Activity Description:** Instructional Technology (I-pads, Smart Boards, Software, Computers, etc.)  
 Promethean Boards

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

**Actual staff responsible for implementing activity:** All faculty.

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Use of Instructional Technology	Other	500.00	

**4.1.2. Strategy: Well-Documented Writing Curriculum**

**Strategy Statement:** ALL teachers will deliver and agreed upon, well-documented, and understood writing curriculum to ALL students to maximize student growth and academic achievement.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Teach Like a Champion by Doug Lemov  
 Strategies that Work by Stephanie Harvey and Anne Goudvis  
 Work by Sue Codere, Deonna Montei, Mike Schmoker, Laura Schiller and Cris Tovani

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Activities for Well-Documented Writing Curriculum	2012-09-04	2013-06-10	All faculty.

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**4.1.2.1. Activity: Activities for Well-Documented Writing Curriculum**

**Activity Type:** Professional Development

**Activity Description:** CCSS Implementation of Writing Standards  
 Curriculum Alignment  
 Writing Format

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

**Actual staff responsible for implementing activity:** All faculty.

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Well-Documented Writing Curriculum	Other	500.00	

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**4.2. Objective: Provide Additional Writing Instructional Support to At-Risk Student Groups**

**Measurable Objective Statement to Support Goal:** 58% of ALL students will meet the proficiency level scale score on the WRITING MEAP by the 2013-2014 school year.

**List of Strategies:**

Name	Strategy
Improving Outcomes for At-Risk Students	Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups (economically disadvantaged, students with disabilities) and best-practice strategies to learn how to improve achievement outcomes for at-risk students.

### 4.2.1. Strategy: Improving Outcomes for At-Risk Students

**Strategy Statement:** Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups (economically disadvantaged, students with disabilities) and best-practice strategies to learn how to improve achievement outcomes for at-risk students.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Teach Like a Champion by Doug Lemov  
 Strategies that Work by Stephanie Harvey and Anne Goudvis  
 Resources from Sue Codere, Deonna Montei, Mike Schmoker, Laura Schiller, Cris Tovani

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Activities for Additional Writing Instructional Support	2012-09-04	2013-06-10	All faculty.

#### 4.2.1.1. Activity: Activities for Additional Writing Instructional Support

**Activity Type:** Professional Development

**Activity Description:** Instructional Support for At-Risk Students (Writing)  
 Narrowing Achievement Gaps in Writing  
 Special Education and Core Teacher Collaboration

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

**Actual staff responsible for implementing activity:** All faculty.

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resources for Additional Writing Instructional Support	Other	500.00	

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## Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$5,500.00	\$0.00

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## 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 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 Middle School meet our academic goals. In the School Improvement Plan for 2012-2013 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. Assessments are driven by departments, Michigan Standards, and the forthcoming Common Core. Types of assessments are collected and placed in*

### 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 begun 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.*

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

*Epson projectors have been 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 Middle School is continually evaluating the implementation 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 School Improvement meetings and communication through school newsletter, website, and local media, parents and students will be kept abreast of 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 Middle School SI Team will meet to address the current plan. Content area/grade level teachers will be present and share changes or additions to their present goal. As the year progresses, the SI Team will evaluate and make changes to original SI Plan.*

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## 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, 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: *No action taken*

Comments: *No policy on PE*

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: *No*

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: *For 60% of students*

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: *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: *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:

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## 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.	David	Armstrong	Principal	darmstrong@watervliet.k12.mi.us
Mrs.	Sharon	Moerman	SIT chair	smoerman@watervliet.k12.mi.us
Mr.	Randy	Bradford	teacher	rbradford@watervliet.k12.mi.us
Mrs.	Erin	Zoet	teacher	ezoet@watervliet.k12.mi.us
Mrs.	Angelene	Conkin	teacher	aconkin@watervliet.k12.mi.us
Mrs.	Deb	Henderson	teacher	dhenderson@watervliet.k12.mi.us
Mrs.	Carrie	Hager	Teacher	chager@watervliet.k12.mi.us
Mrs.	Sue	Sweet	Teacher	ssweet@watervliet.k12.mi.us
Mrs.	Lauren	Andrews	Teacher	landrews@watervliet.k12.mi.us

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# 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 49090
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.*

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