

School Improvement Plan

School Year: 2011 - 2012

School District: Watervliet School District

ISD/RESA: Berrien RESA

School Name: Watervliet Middle School

Grades Served: 6,7,8

Principal: 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.

School Information

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

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
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 MEAP by 2013-2014.

Gap Statement: MEAP scores are not improving at a rate consistent with 100% student achievement by 2013-2014. Therefore, decisions 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: Data Director
 Comprehensive Needs Assessment
 Course Grades
 ACT Explore
 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 overall score on the MEAP to 100% by 2013-2014

Contact Name: David Armstrong

List of Objectives:

Name	Objective
ALIGN ASSESSMENTS	All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain. Students' scores on the MEAP will improve each year as they will be assessed using tests that are aligned to the Common Core to meet college/ career readiness standards as evidenced by MEAP achievement by 2013-2014.

Align Curriculum	All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain. Students' scores on the MEAP will improve each year as they are taught curriculum that is aligned to the Common Core to meeting college/career readiness standards as evidenced by MEAP achievement.
IMPROVE COOPERATIVE LEARNING SKILLS	All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain. 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' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain. 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 two 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 MEAP as evidenced by all students' reading and math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Interventions	Students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MEAP. All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

1.1. Objective: ALIGN ASSESSMENTS

Measurable Objective Statement to Support Goal: All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

Students' scores on the MEAP will improve each year as they will be assessed using tests that are aligned to the Common Core to meet college/ career readiness standards as evidenced by MEAP achievement by 2013-2014.

List of Strategies:

Name	Strategy
DATA DIRECTOR	Teachers will align assessments to the Common Core and will utilize Data Director to warehouse data results. All teachers will utilize Data Director as a medium to align and warehouse assessments.

1.1.1. Strategy: DATA DIRECTOR

Strategy Statement: Teachers will align assessments to the Common Core and will utilize Data Director to warehouse data results.

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

Selected Target Areas

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Other Required Information for Strategy

Data Director
 Common Core
 Curriculum Crafter

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Director Implementation	2011-09-01	2012-06-10	All Teachers Curriculum Director Administration

1.1.1.1. Activity: Data Director Implementation

Activity Type: Professional Development

- Activity Description:**
1. Teachers will align assessments to the Common Core.
 2. Teachers will be trained in how to use Data Director.
 3. 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
 Curriculum Director

Administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Director Professional Development	USAC - Technology	500.00	

1.2. Objective: Align Curriculum

Measurable Objective Statement to Support Goal: All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

Students' scores on the MEAP will improve each year as they are taught curriculum that is aligned to the Common Core to meeting college/career readiness standards as evidenced by MEAP achievement.

List of Strategies:

Name	Strategy
CURRICULUM CRAFTER	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. Teachers will utilize Kent ISD/Curriculum Crafter to map curriculum so all courses/subjects are aligned to the Common Core.

1.2.1. Strategy: CURRICULUM CRAFTER

Strategy Statement: 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.

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 What Works"

List of Activities:

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

1.2.1.1. Activity: CURRICULUM CRAFTER IMPLEMENTATION

Activity Type: Professional Development

Activity Description: CURRICULUM CRAFTER IMPLEMENTATION

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

Planned staff responsible for implementing activity: All teachers
 Curriculum Director
 Administration

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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter Professional Development	USAC - Technology	1,000.00	

1.3. Objective: IMPROVE COOPERATIVE LEARNING SKILLS

Measurable Objective Statement to Support Goal: All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

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 aesthetic aspects of human intelligence.

1.3.1. 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 aesthetic aspects of human intelligence.

Selected Target Areas

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Other Required Information for Strategy

Music Education

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Cooperative Learning Skills Implementation	2011-09-01	2012-06-10	Music Education Teachers

1.3.1.1. Activity: Cooperative Learning Skills 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:

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

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

Fiscal Resources Needed for Activity:

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

1.4. Objective: Improve Physical Health

Measurable Objective Statement to Support Goal: All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

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 two testing cycles in Physical Education during the 2011-2012 school year and two subsequent years.

List of Strategies:

Name	Strategy
Physical Health	Physical education teachers will focus on the FitnessGram skills tested and address them each week through warm-ups and daily activities as well as designing activities that specifically address each skill area.

1.4.1. Strategy: Physical Health

Strategy Statement: Physical education teachers will focus on the FitnessGram skills 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 Education

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Physical Health Implementation	2011-09-01	2012-06-10	Physical Education Teachers Curriculum Director Administration

1.4.1.1. 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 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 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 Curriculum Director Administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Physical Health Conference and Clinics	Other	250.00	

1.5. 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 MEAP as evidenced by

all students' reading and math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

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.

1.5.1. 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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Problem Solving Skills Implementation	2011-09-01	2012-06-10	Art teachers Music Teachers Curriculum Director Administration

1.5.1.1. 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 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 Association Conference to stay abreast of current research and pedagogy.

Planned staff responsible for implementing activity: Art teachers
 Music Teachers
 Curriculum Director
 Administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Problem Solving Skills Implementation	Other	250.00	

1.6. Objective: Interventions

Measurable Objective Statement to Support Goal: Students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MEAP. All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

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

1.6.1. Strategy: Teach Like A Champion

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

Selected Target Areas

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Other Required Information for Strategy

MEAP
 Data Director
 Classroom Assessments

List of Activities:

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

1.6.1.1. 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: All Faculty Curriculum Director Administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teach Like A Champion Implementation	Other	500.00	

Goal 2: Mathematics

Content Area: Math

Development Status: Complete

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

Gap Statement: Based on review of students achievement data sources, student achievement has not improved at a rate consistent with 100% 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: Data Director
 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 improve their MEAP math scores to 100% by 2013-2014.

Data to Monitor Progress:
 ACT Explore
 Data Director Math Tests
 Math Intervention Strategies

Contact Name: David Armstrong

List of Objectives:

Name	Objective
Increase Computational Skills	All students' non-calculator math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Increase Math Proficiency	All students' math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Increase Math Vocabulary Comprehension	All students' math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Integrated Math	All music students will use "Rhythmic Mathematics" to support math outcomes to show that students' math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

2.1. Objective: Increase Computational Skills

Measurable Objective Statement to Support Goal: All students' non-calculator math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will

either grow or maintain.

List of Strategies:

Name	Strategy
Computation Instruction	Faculty will incorporate weekly computational practice in assignments.
Integrated Math	Science teachers will utilize Battle Creek Science kits and/or Interactive Science Textbooks to provide explicit instruction in the construction of graphs and charts.

2.1.1. Strategy: Computation Instruction

Strategy Statement: Faculty will incorporate weekly computational practice in assignments.

Selected Target Areas

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Other Required Information for Strategy

MEAP
 ACT Explore
 Classroom Assessments

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Computation Skills	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff

2.1.1.1. Activity: Implementation of Computation Skills

Activity Type: Professional Development

Activity Description: 1. Faculty will provide opportunities for students to have weekly computational practice without the use of calculators.
 2. Faculty will participate in continuing professional development to build their expertise in new methods of demonstrating math computation skills.

Planned staff responsible for implementing activity: Administration
Curriculum Director
Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Computational Skills	Other	500.00	

2.1.2. Strategy: Integrated Math

Strategy Statement: Science teachers will utilize Battle Creek Science kits and/or Interactive Science Textbooks to provide explicit instruction in the construction of graphs and charts.

Selected Target Areas

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Other Required Information for Strategy

MEAP
ACT Explore
Classroom Assessments

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integrated Math PD	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff

2.1.2.1. Activity: Integrated Math PD

Activity Type: Professional Development

Activity Description: Science teachers will require charts and graphs to be made by all science students at least once every nine week period.

Planned staff responsible for implementing activity: Administration
Curriculum Director
Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Integration	Other	500.00	

2.2. Objective: Increase Math Proficiency

Measurable Objective Statement to Support Goal: All students' math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

Name	Strategy
Increase Math Proficiency	Faculty will provide weekly assignments will include review questions from previous chapters.

2.2.1. Strategy: Increase Math Proficiency

Strategy Statement: Faculty will provide weekly assignments will include review questions from previous chapters.

Selected Target Areas

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Other Required Information for Strategy

MEAP

ACT Explore
Data Director

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Increase Math Proficiency	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff

2.2.1.1. Activity: Implementation of Increase Math Proficiency

Activity Type: Professional Development

Activity Description: 1. Faculty will imbed previous content into the current unit review.
2. Faculty will be available to meet with students during advisory or after school for re-teaching or extension lessons.
3. Faculty will participate in continuing professional development to expand their expertise in their content area and delivery of content that engages all learners.

Planned staff responsible for implementing activity: Administration Curriculum Director Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Content Retention	Other	500.00	

2.3. Objective: Increase Math Vocabulary Comprehension

Measurable Objective Statement to Support Goal: All students' math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

Name	Strategy
Vocabulary Instruction	Faculty will circulate an ongoing common mathematics vocabulary list and repeatedly use the words during instruction and assessments.

2.3.1. Strategy: Vocabulary Instruction

Strategy Statement: Faculty will circulate an ongoing common mathematics vocabulary list and repeatedly use the words during instruction and assessments.

Selected Target Areas

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Other Required Information for Strategy

MEAP
ACT Explore

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff

2.3.1.1. Activity: Implementation

Activity Type: Professional Development

- Activity Description:**
1. Faculty will use Curriculum Crafter to supplement common math vocabulary.
 2. Faculty will teach vocabulary.
 3. Faculty will discuss progress in content area meetings.
 4. Faculty will participate in continuing professional development to update math vocabulary lists.

Planned staff responsible for implementing activity: Administration
Curriculum Director
Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Implementation	Other	500.00	

2.4. Objective: Integrated Math

Measurable Objective Statement to Support Goal: All music students will use "Rhythmic Mathematics" to support math outcomes to show that students' math scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

Name	Strategy
Integrated Math	All music teachers will provide weekly math instruction and strategies to help students read, count, and perform rhythms in music.

2.4.1. Strategy: Integrated Math

Strategy Statement: All music teachers will provide weekly math instruction and strategies to help students read, count, and perform rhythms in music.

Selected Target Areas

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Other Required Information for Strategy

- Data director
- Comprehensive Needs Assessment
- Course Grades
- ACT Explore
- MEAP

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation	2011-09-01	2012-06-10	Music Education Teachers

2.4.1.1. Activity: Implementation

Activity Description: 1. Music education teachers and students will participate in sight-reading evaluation at MSBOA and MSVMA festivals each spring.

2. 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: Music Education Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Implementation	Other	500.00	

Goal 3: Reading

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: Based on review of student achievement data sources (MEAP, End of Unit Assessments), student achievement has not improved at a rate consistent with 100% student achievement by 2013-14.

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: Data Director Comprehensive needs assessment

Course grades
ACT Explore assessment

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 MEAP reading to 100% by 2013-14

Contact Name: David Armstrong

List of Objectives:

Name	Objective
Increase Comprehension	All students' reading scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Increase Knowledge Retention	All students' knowledge retention strategies will improve as evidenced by the MEAP. All students' reading scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Increase Literary Response and Analysis	All students' response and analysis skills will improve as evidenced by the MEAP. All students' reading scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Increase/Expand Vocabulary	All students' word recognition and vocabulary skills will improve as evidenced by a yearly pre-and post test. All students' reading scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Reading Skills with Promethean Boards/ActivClassroom	All students' reading fluency, vocabulary decoding skills, and comprehension strategies. Scores will meet the State reading cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain. Students will practice to improve their Reading scores 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 meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

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

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.

Selected Target Areas

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Other Required Information for Strategy

ACT Explore
 MEAP
 Reading Class Intervention

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Comprehension Strategies PD	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff

3.1.1.1. Activity: Comprehension Strategies PD

Activity Type: Professional Development

Activity Description: 1.Faculty will use strategies from websites such as "Doing What Works" and other resources. 2.Faculty will teach explicit comprehension strategies. 3.Faculty will discuss progress in content-area meetings. 4.Faculty will implement comprehension strategies and adjust strategies as needed based on classroom data. 5.Faculty with Promethean boards will participate in continuing professional development to build expertise in their creation and delivery of content that engages all learners. 6.All faculty with Promethean systems will use LRS (Learner Response Systems) devices to facilitate student engagement and monitor comprehension.

Planned staff responsible for implementing activity: Administration

Curriculum Director
Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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' knowledge retention strategies will improve as evidenced by the MEAP. All students' reading scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

Name	Strategy
Knowledge Retention	Assessments will include content from previous assessments. This will help students retain knowledge throughout the semester and beyond. During review periods, material from current, as well as previous assessments, will be reviewed. This will also help knowledge retention.

3.2.1. Strategy: Knowledge Retention

Strategy Statement: Assessments will include content from previous assessments. This will help students retain knowledge throughout the semester and beyond. During review periods, material from current, as well as previous assessments, will be reviewed. This will also help knowledge retention.

Selected Target Areas

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Other Required Information for Strategy

MEAP

ACT Explore
Classroom Assessments

List of Activities:

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

3.2.1.1. Activity: Cumulative Content Retention

Activity Type: Professional Development

Activity Description: 1. Faculty will imbed previous content in evaluation and review.
2. Faculty will create review questions to imbed in tests, create review questions to imbed in reviews.
3. Faculty will explain to students the purpose of revisiting previous content.

Planned staff responsible for implementing activity: Faculty Curriculum Director Administration

Actual staff responsible for implementing activity: Faculty Curriculum Director Administration

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
No resources required	Other	0.00	

3.3. Objective: Increase Literary Response and Analysis

Measurable Objective Statement to Support Goal: All students' response and analysis skills will improve as evidenced by the MEAP. All students' reading scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

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

Selected Target Areas

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Other Required Information for Strategy

MEAP ACT Explore Classroom Assessments

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Engaging Text Discussion PD	2011-09-01	2012-06-10	Faculty Curriculum Director Administration

3.3.1.1. Activity: Engaging Text Discussion PD

Activity Type: Professional Development

Activity Description:

1. Faculty will use strategies from websites such as "Doing What Works" as well as other resources.
2. Faculty will provide engaging text and implement discussion strategies.
3. Faculty will discuss progress in content-area meetings.

Planned staff responsible for implementing activity: Faculty Curriculum Director Administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

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

3.4. Objective: Increase/Expand Vocabulary

Measurable Objective Statement to Support Goal: All students' word recognition and vocabulary skills will improve as evidenced by a yearly pre-and post test. All students' reading scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

Name	Strategy
Increase/Expand Vocabulary	Students will determine the meaning of words and phrases as they are used in text, including vocabulary specifically related to content area. Faculty will provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners in all content areas.

3.4.1. Strategy: Increase/Expand Vocabulary

Strategy Statement: Students will determine the meaning of words and phrases as they are used in text, including vocabulary specifically related to content area.

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

Selected Target Areas

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Other Required Information for Strategy

ACT Explore
 Reading Class Intervention
 MEAP

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Vocabulary Instruction	2011-09-01	2012-06-01	Administration Curriculum Director Faculty and Staff

3.4.1.1. Activity: Vocabulary Instruction

Activity Type: Professional Development

Activity Description: 1.Faculty will use strategies from websites such as "Doing What Works" and other resources.
 2.Faculty will teach vocabulary.
 3.Faculty will discuss progress in content-area meetings.
 4.Social Studies faculty will participate in "Reading Apprenticeship" training at BRESA.

Planned staff responsible for implementing activity: Administration
 Curriculum Director
 Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocab Instruction PD	No Funds Required		

3.5. Objective: Reading Skills with Promethean Boards/ActivClassroom

Measurable Objective Statement to Support Goal: All students' reading fluency, vocabulary decoding skills, and comprehension strategies. Scores will meet the State reading cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain. Students will practice to improve their Reading scores as they participate in hands-on learning activities based around the ActivClassroom.

List of Strategies:

Name	Strategy
Fluency, Vocabulary, Comprehension with Promethean Boards/ActivClassroom	Faculty with Promethean Boards will use ActivClassroom to engage their students to build essential reading skills. Using good pedagogy for teaching reading skills, teachers can deliver direct instruction, model by talking through their own strategies, guide the 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: Faculty with Promethean Boards will use ActivClassroom to engage their students to build essential reading skills. Using good pedagogy for teaching reading skills, teachers can deliver direct instruction, model by talking through their own strategies, guide the 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

MEAP
 Classroom Assessments
 ACT Explore

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ActivClassroom/Promethean Board	2011-09-01	2012-06-10	Faculty Curriculum Director Administration

3.5.1.1. Activity: ActivClassroom/Promethean Board

Activity Type: Professional Development

Activity Description: 1. Best practice for building fluent reads 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 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: Faculty
Curriculum Director
Administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ActivClassroom/Promethean Board	USAC - Technology	1,000.00	

Goal 4: Writing

Content Area: English Language Arts
Development Status: Complete

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

Gap Statement: MEAP achievement shows a deficiency in writing 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: MEAP
ACT Explore
Data Director

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP writing Scores of 100% by 2013-2014.

Contact Name: David Armstrong

List of Objectives:

Name	Objective
Effective Writing Strategies	All science students' inquiry and research skills will increase as evidenced by MEAP achievement. All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.
Increase Writing Proficiency	All students' writing scores will increase as evidenced by MEAP achievement by SY 2013-2014. All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

4.1. Objective: Effective Writing Strategies

Measurable Objective Statement to Support Goal: All science students' inquiry and research skills will increase as evidenced by MEAP achievement. All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

Name	Strategy
Effective Writing Strategies	Science teachers will utilize Battle Creek Science kids and/or interactive textbooks.

4.1.1. Strategy: Effective Writing Strategies

Strategy Statement: Science teachers will utilize Battle Creek Science kids and/or interactive textbooks.

Selected Target Areas

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Other Required Information for Strategy

MEAP
ACT Explore

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Implementation	2011-09-01	2012-06-10	Science teachers Administration Curriculum Director

4.1.1.1. Activity: Writing Implementation

Activity Type: Professional Development

Activity Description: 1.Science faculty will provide hands-on activities to encourage inquiry.
2.Science faculty will require students to complete journals to support research findings.

Planned staff responsible for implementing activity: Science teachers
Administration
Curriculum Director

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Implementation	Other	250.00	

4.2. Objective: Increase Writing Proficiency

Measurable Objective Statement to Support Goal: All students' writing scores will increase as evidenced by MEAP achievement by SY 2013-2014. All students' scores will meet the State cut scores as evidenced by MEAP achievement cut scores by SY 2013-14. For students not previously proficient, 50% will demonstrate growth towards proficiency. For previously proficient students, 25% will either grow or maintain.

List of Strategies:

Name	Strategy
Effective Writing Styles	Faculty will provide a multitude of opportunities for students to engage in meaningful writing activities. Faculty will provide direct instruction on: Writing arguments to support claims with clear reasons and relevant evidence Writing informative/explanatory texts to examine a topic and convey ideas Writing narratives to develop real or imaginary experiences or events Science teachers

	will utilize Battle Creek Science Kits and/or interactive textbooks.
Writing Process with Promethean Boards/ActivClassroom	Faculty with Promethean Boards will use the ActivBoard to facilitate idea development, organization, and voice to improve students' writing. Social studies teachers will provide a multitude of opportunities for students to engage in writing activities.

4.2.1. Strategy: Effective Writing Styles

Strategy Statement: Faculty will provide a multitude of opportunities for students to engage in meaningful writing activities.

Faculty will provide direct instruction on:

Writing arguments to support claims with clear reasons and relevant evidence

Writing informative/explanatory texts to examine a topic and convey ideas

Writing narratives to develop real or imaginary experiences or events

Science teachers will utilize Battle Creek Science Kits and/or interactive textbooks.

Selected Target Areas

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Other Required Information for Strategy

MEAP

ACT Explore

Data Director

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Effective Writing Styles	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff
Effective Writing Styles-Promethean Boards	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff
Writing Implementation	2011-09-01	2012-06-10	Administration Curriculum Director Science Faculty and Staff

4.2.1.1. Activity: Effective Writing Styles

Activity Type: Professional Development

Activity Description: 1. Faculty will attend workshops and in-service sessions in order to learn new strategies and methods to teach various writing styles, including but no limited to:
 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.
 Argumentation: Students are asked to evaluate, defend, or attack an ideal or belief.
 2.Faculty will use strategies from various websites (e.g. Curriculum Crafter or Doing What Works).
 3.Faculty will provide routine writing opportunities for students to produce clear and coherent writing.
 4.Faculty will provide students with opportunities to use technology to produce and publish writing.
 5.Faculty will teach the steps of the writing process.
 6.Faculty will teach students to draw evidence from literary or informational text to support analysis, reflection, and research.

Planned staff responsible for implementing activity: Administration
 Curriculum Director
 Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Effective Writing Styles PD	Other	250.00	

4.2.1.2. Activity: Effective Writing Styles- Promethean Boards

Activity Type: Professional Development

Activity Description: 1. Faculty with Promethean systems will facilitate active participation with LRS (Learner Response System) devices and the interactive ActivBoard.

2. All teachers with the Promethean systems will use the projector and board to show examples of effective social studies writing.

3. Teachers will attend workshops and in-service sessions in order to learn new strategies and methods to teach various writing styles, including, but not limited to:

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.

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

Planned staff responsible for implementing activity: Administration

Curriculum Director
Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.2.1.3. Activity: Writing Implementation

Activity Type: Professional Development

Activity Description: 1.Science faculty will provide hands-on activities to encourage inquiry.
2.Science faculty will require students to complete journals to support research findings.

Planned staff responsible for implementing activity: Administration
Curriculum Director
Science Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Implementation	Other	250.00	

4.2.2. Strategy: Writing Process with Promethean Boards/ActivClassroom

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

Social studies teachers will provide a multitude of opportunities for students to engage in writing activities.

Selected Target Areas

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Other Required Information for Strategy

MEAP
 Data Director
 ACT Explore

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Promethean Boards/ActivClassroom	2011-09-01	2012-06-10	Administration Curriculum Director Faculty and Staff

4.2.2.1. Activity: Promethean Boards/ActivClassroom

Activity Type: Professional Development

Activity Description: 1. Faculty with Promethean systems will facilitate active participation with LRS (Learner Response System) devices and the interactive ActivBoard. 2. All teachers with the Promethean systems will use the projector and board to show examples of effective social studies writing. 3. Teachers will attend workshops and in-service sessions in order to learn new strategies and methods to teach various writing styles, including, but not limited to: 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. Argumentation: Students are asked to evaluate, defend, or attack an idea or belief.

Planned staff responsible for implementing activity: Administration
 Curriculum Director
 Faculty and Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Effective Writing Styles-Promethean Boards	USAC - Technology	250.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
USAC - Technology	\$2,750.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$5,750.00	\$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 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 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. 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.

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:

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
Mrs.	Tonya	Foote	Parent	tfootern@gmail.com
Mr.	Weston	DeHaven	Student	wdehaven@watervliet.k12.mi.us
Ms.	Karla	Burgos	Student	kbugos@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 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.