

District Improvement Plan

School Year: 2011 - 2012

District Name: Watervliet School District

ISD/RESA: Berrien RESA

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Kevin Schooley

Building Code: 11320

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Watervliet School District
ISD/RESA:	Berrien RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	11320
City:	Watervliet
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Watervliet Public Schools strives to have all students achieving at grade level or higher, scoring at the advanced level on state assessments, with a 100% graduation rate.

Mission Statement

The mission of our school district is to assure learning and high levels of achievement for ALL students.

Beliefs Statement

Watervliet Public Schools hopes to turn out graduates who are:

- Effective Communicators, who demonstrate a command of language by comprehending what they read, and displaying the ability to communicate in written, oral, and nonverbal forms with clarity and correctness;
- Critical Thinkers, who demonstrate the ability to integrate knowledge, processes and problem-solving techniques;
- Socially Responsible Citizens, who contribute to improve the global environment, understand relationships between themselves and the world, respect human differences, exhibit a positive work ethic, and work cooperatively in the community to create better quality of life;
- Self-supporting Quality Producers, who use their skills, abilities, and a positive work ethic;
- Technologically Literate people who use technology as a tool for obtaining, organizing, and manipulating information;
- Health Conscious people, who exhibit a lifestyle which develops and maintains physical psychological, and social health;
- Aesthetically Aware people, who demonstrate that they are proficient in performance of developed talents, and appreciative of visual and performing arts.

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 Watervliet Public Schools will be one of continuous learning and improvement for ALL, founded in data-based decision making.

Gap Statement: The gaps that exist in the core academic areas are pertinent here. These gaps show the need for our data culture to improve so that we can systematize our response to interventions for under-performing students.

Cause for Gap: The achievement gap is caused by gaps in curriculum alignment (both vertical and some horizontal) and gaps in teachers' pedagogical skill levels with utilizing high order thinking, deep knowledge, substantive conversation, and connections to the world beyond the classroom.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MME, formative / summative assessments, teacher PD surveys and teacher reflection

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, MME, formative / summative assessments, teacher PD surveys and teacher reflection

Contact Name: Carole Fetke

List of Objectives:

Name	Objective
Assessment Development	Common formative and summative assessments will be developed and utilized for ALL courses; data will be discussed in professional conversation during each quarter of the each school year beginning with the 2011-2012 school year.
Curriculum Alignment	ALL ELA and Mathematics courses will be horizontally and vertically aligned utilizing the Common Core State Standards as evidenced by curriculum documents (mapping, lessons, etc.) by the end of the 2011-2012 school year. ALL other courses will be horizontally and vertically aligned utilizing the MMC as evidenced by curriculum documents (mapping, lessons, etc.) by the end of the 2011-2012 school year.

School Leader Development	All school leaders will participate in professional development opportunities that develop their ability to lead data-based decision-making activities in their building for 100% of the school level decisions by the end of the 2013-2014 school year.
Teacher Development for Data-Based Decision-Making	2 teachers in each building will be trained in data-based decision-making as Data Coaches for their building. These Data Coaches will lead faculty in data use for improved instructional decisions at the student, classroom, and building level during each school year through 2013-2014. ALL faculty and administrators will utilize multiple data measures to make data-based decisions by the 2013-2014 school eyar.

1.1. Objective: Assessment Development

Measurable Objective Statement to Support Goal: Common formative and summative assessments will be developed and utilized for ALL courses; data will be discussed in professional conversation during each quarter of the each school year beginning with the 2011-2012 school year.

List of Strategies:

Name	Strategy
Carol Commodore Assessment PD	A team of teachers and administrators will complete the Carol Commodore Classroom Assessment for Student Learning PD to build leadership capacity in assessment creation across all buildings.
Professional Conversation PD	Faculty and administrators will be trained in the art of professional conversation to support data conversation that lead to data-based decisions making.

1.1.1. Strategy: Carol Commodore Assessment PD

Strategy Statement: A team of teachers and administrators will complete the Carol Commodore Classroom Assessment for Student Learning PD to build leadership capacity in assessment creation across all buildings.

Selected Target Areas

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Other Required Information for Strategy

Grant Stiggins, Assessment for Student Learning

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom Assessment for Student Learning PD	2011-08-20	2014-06-30	1 teacher from each building and 2 administrators and Curriculum Director
Data Director PD	2011-08-01	2013-06-30	Curriculum Director, administrators, data coaches

1.1.1.1. Activity: Classroom Assessment for Student Learning PD

Activity Type: Professional Development

Activity Description: Complete Classroom Assessment for Student Learning PD series and lead faculty in creation of assessments.

Planned staff responsible for implementing activity: 1 teacher from each building and 2 administrators and Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-20, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Assessment PD	Title II Part A	1,042.00	

1.1.1.2. Activity: Data Director PD

Activity Type: Professional Development

Activity Description: Teachers, administrators will continue training in the use of Data Director (Data Warehouse) with support from the building-level data coaches. Teachers will input formative / summative assessments on Data Director to provide for data analysis and improved professional conversation.

Planned staff responsible for implementing activity: Curriculum Director, administrators, data coaches

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Director PD	Title I Part A	2,038.00	

1.1.2. Strategy: Professional Conversation PD

Strategy Statement: Faculty and administrators will be trained in the art of professional conversation to support data conversation that lead to data-based decisions making.

Selected Target Areas

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Other Required Information for Strategy

Bruce Wellman and Robert Garmston Adaptive Schools research.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Conversation PD	2011-08-20	2014-06-30	Curriculum Director, Data Coaches, and Building Leaders

1.1.2.1. Activity: Professional Conversation PD

Activity Description: Teachers and administrators will be trained in the art of professional conversation to support data-based decision making.

Planned staff responsible for implementing activity: Curriculum Director, Data Coaches, and Building Leaders

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-20, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Coach Training in Professional Conversation	General Funds	1,600.00	

1.2. Objective: Curriculum Alignment

Measurable Objective Statement to Support Goal: ALL ELA and Mathematics courses will be horizontally and vertically aligned utilizing the Common Core State Standards as evidenced by curriculum documents (mapping, lessons, etc.) by the end of the 2011-2012 school year.

ALL other courses will be horizontally and vertically aligned utilizing the MMC as evidenced by curriculum documents (mapping, lessons, etc.) by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Curriculum Alignment Activities	All faculty will participate in curriculum alignment activities to complete vertical and horizontal alignment by the end of the 2011-2012 school year; the following years faculty will participate in curriculum alignment review activities.
Curriculum Crafter Training	All teachers will be trained in the use of Curriculum Crafter to assist with curriculum alignment (both vertical and horizontal).

1.2.1. Strategy: Curriculum Alignment Activities

Strategy Statement: All faculty will participate in curriculum alignment activities to complete vertical and horizontal alignment by the end of the 2011-2012 school year; the following years faculty will participate in curriculum alignment review activities.

Selected Target Areas

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Other Required Information for Strategy

David Squires and Pat Ceperley

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment Action Plan	2011-08-29	2014-06-30	Curriculum Director, Principals, Grade Level Chairs / Department Chairs

1.2.1.1. Activity: Curriculum Alignment Action Plan

Activity Type: Professional Development

Activity Description: 1. Faculty will be trained in the use of Curriculum Crafter software. 2. Faculty will be trained in the art of professional conversation. 3. Faculty will be trained in strategies to align the curriculum horizontally. 4. Faculty teams will meet to complete horizontal curriculum alignment. 5. Faculty will be trained in strategies to align the curriculum vertically. 6. Faculty teams will meet to complete vertical curriculum alignment. 7. Faculty teams will meet annually to review the alignment documents and revise as necessary.

Planned staff responsible for implementing activity: Curriculum Director, Principals, Grade Level Chairs / Department Chairs

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Alignment (Curriculum Crafter, Professional Conversation PD)	General Funds	850.00	

1.2.2. Strategy: Curriculum Crafter Training

Strategy Statement: All teachers will be trained in the use of Curriculum Crafter to assist with curriculum alignment (both vertical and horizontal).

Selected Target Areas

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Other Required Information for Strategy

David Squires and Pat Ceperley, Curriculum Alignment

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Crafter Training	2011-08-22	2012-06-30	Curriculum Director, Principals, Grade Level Chairpersons, Department Chairpersons

1.2.2.1. Activity: Curriculum Crafter Training

Activity Type: Professional Development

Activity Description: 1. Faculty will be trained in the use of Curriculum Crafter software. 2. Faculty will be trained in the art of professional conversation. 3. Faculty will be trained in strategies to align the curriculum horizontally. 4. Faculty teams will meet to complete horizontal curriculum alignment. 5. Faculty will be trained in strategies to align the curriculum vertically. 6. Faculty teams will meet to complete vertical curriculum alignment. 7. Faculty teams will meet annually to review the alignment documents and revise as necessary.

Planned staff responsible for implementing activity: Curriculum Director, Principals, Grade Level Chairpersons, Department Chairpersons

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter Training	General Funds	850.00	

1.3. Objective: School Leader Development

Measurable Objective Statement to Support Goal: All school leaders will participate in professional development opportunities that develop their ability to lead data-based decision-making activities in their building for 100% of the school level decisions by the end of the 2013-2014 school year.

List of Strategies:

Name	Strategy
School Leader PD	All school leaders will participate in training in Data Director, NWEA, and their professional organizations to build their leadership capacity in leading all school personnel in data-based decision-making for continuous school improvement.

1.3.1. Strategy: School Leader PD

Strategy Statement: All school leaders will participate in training in Data Director, NWEA, and their professional organizations to build their leadership capacity in leading all school personnel in data-based decision-making for continuous school improvement.

Selected Target Areas

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Other Required Information for Strategy

Theodore J. Kowalski; Thomas J. Lasley II; James W. Mahoney (Data-Driven Decisions and School Leadership: Best Practices for School Improvement)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Leadership PD	2011-08-01	2014-06-30	Superintendent, Curriculum Director, Building Leaders

1.3.1.1. Activity: Leadership PD

Activity Type: Professional Development

Activity Description: All school leaders will complete PD that supports data-based decision-making (State-wide leadership conferences, Data Director, NWEA, MASSP, MEMPSA, MDE Special Topic Conferences, etc.).

Planned staff responsible for implementing activity: Superintendent, Curriculum Director, Building Leaders

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Leader PD	Title II Part A	8,761.00	

1.4. Objective: Teacher Development for Data-Based Decision-Making

Measurable Objective Statement to Support Goal: 2 teachers in each building will be trained in data-based decision-making as Data Coaches for their building. These Data Coaches will lead faculty in data use for improved instructional decisions at the student, classroom, and building level during each school year through 2013-2014.

ALL faculty and administrators will utilize multiple data measures to make data-based decisions by the 2013-2014 school year.

List of Strategies:

Name	Strategy
Develop Instructional Strategies	ALL teachers will engage in a professional book study of the book, "Teach Like a Champion" (Doug Lemov) to build teachers' skill in utilizing instructional strategies that are the foundation of a college-going culture. Teachers will participate in related local and state-wide content specific conferences that emphasize instructional strategy to further develop their ability to utilize research-based instructional practices in their classrooms.
Teacher development for Data-Based Decision-Making	2 teachers / data coaches from each building will be trained in utilizing data to build capacity for faculty in making data-based decision.

1.4.1. Strategy: Develop Instructional Strategies

Strategy Statement: ALL teachers will engage in a professional book study of the book, "Teach Like a Champion" (Doug Lemov) to build teachers' skill in utilizing instructional strategies that are the foundation of a college-going culture. Teachers will participate in related local and state-wide content specific conferences that empahsize instructional strategy to further develop their ability to utilize research-based instructional practices in their classrooms.

Selected Target Areas

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Other Required Information for Strategy

Doug Lemov and Marzano and MI Teaching for Learning site

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Book Study	2011-08-01	2013-06-30	Curriculum Director, Principals
Teachers Will Participate in Inst'l Strategy PD	2011-08-30	2014-06-30	Curriculum Director, Principals

1.4.1.1. Activity: Book Study

Activity Description: Principals will meet to create a delivery map for a district-wide book study of the book, "Teach Like a Champion" by Doug Lemov.

Principals will lead teachers in the book study during PLC time, district-wide PD time, etc.

Teachers will model strategies from the book study, reflect upon their practice, provide reflective feedback to each other, and engage in professional conversation about the best-practice strategies.

Principals will observe strategy implementation during walk-through and lesson observations.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity: Book Study Group leaders (teachers)

Planned Timeline: Begin Date - 2011-08-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Book Study Planning Time	General Funds	550.00	

1.4.1.2. Activity: Teachers Will Participate in Inst'l Strategy PD

Activity Type: Professional Development

Activity Description: Teachers will participate in a variety of professional development opportunities at the local and state level to further develop their skill in utilizing research-based instructional strategies that are supported by the book study and the work of the PLC.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Inst'l Strategy PD	Title II Part A	10,841.00	

1.4.2. Strategy: Teacher development for Data-Based Decision-Making

Strategy Statement: 2 teachers / data coaches from each building will be trained in utilizing data to build capacity for faculty in making data-based decision.

Selected Target Areas

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Other Required Information for Strategy

Bob Garston and Bruce Wellman (Adaptive Schools)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Use PD	2011-08-20	2014-06-30	Curriculum Director, Principals, Data Coaches
Teachers Lead PLCs in Data Review and Decision-Making	2011-08-20	2014-06-30	Curriculum Director / Principals

1.4.2.1. Activity: Data Use PD

Activity Type: Professional Development

Activity Description: Faculty will participate in data use PDs.

Planned staff responsible for implementing activity: Curriculum Director, Principals, Data Coaches

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-20, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Use PD	Title II Part A	3,918.00	

1.4.2.2. Activity: Teachers Lead PLCs in Data Review and Decision-Making

Activity Type: Professional Development

Activity Description: Teachers / Data Coaches trained in data use will lead faculty in data conversations both in PLC meetings and during district-wide PD time.

Planned staff responsible for implementing activity: Curriculum Director / Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-20, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Stipends for Teacher PD Leaders	Title II Part A	1,681.00	

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 or MME achievement.

Gap Statement: As students progress in grade level, the gap between Low SES students and the general population increases (to 10% points at the 8th grade).

Cause for Gap: We are unsure of the cause for this gap.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MME/ACT

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? Success will be when Low SES and general pop students are with 1 to 3% points. MEAP, MME, NWEA, and formative/summative district assessments will be used to progress monitor.

Contact Name: Carole Fetke

List of Objectives:

Name	Objective
Increase Math Proficiency	90% of the students in each grade level will meet the proficiency level scale score on the state assessment by the 2013-2014 school year.
Provide Additional Math Instructional Support to At-Risk Student Groups	90% of ALL students will meet the proficiency level scale score on the state assessment by the 2013-2014 school year.

2.1. Objective: Increase Math Proficiency

Measurable Objective Statement to Support Goal: 90% of the students in each grade level will meet the proficiency level scale score on the state assessment by the 2013-2014 school year.

List of Strategies:

Name	Strategy
Implement Common Core State Standards for Math	K-12 teachers will meet to horizontally and vertically align their courses utilizing the CCSS for math.
Integrated Mathematics Focus	Teachers in CTE, PE, and Fine Arts courses will utilize integrated approaches to teach mathematics contextually.
Math Practice Standards (CCSS) PD	All K-12 math teachers will be trained in how to utilize the Common Core practice standards for mathematics.
Student Assessment for Math Proficiency	Students in grades K-6 will be assessed annually utilizing the NWEA MAP assessment to identify students in need of intervention and to progress monitor. Students in grades 7-8 will be assessed annually utilizing the ACT Explore assessment to identify students in need of intervention and to progress monitor. Students in grades 9-10 will be assessed annually utilizing the ACT Plan assessment to identify students in need of intervention and to progress monitor.

2.1.1. Strategy: Implement Common Core State Standards for Math

Strategy Statement: K-12 teachers will meet to horizontally and vertically align their courses utilizing the CCSS for math.

Selected Target Areas

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Other Required Information for Strategy

Susan Russell and Council of Chief State School Officers

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
CCSS Implementation	2011-08-30	2014-06-30	Curriculum Director and principals
Math Delivery Strategies	2011-08-30	2014-06-30	Principals, teachers

2.1.1.1. Activity: CCSS Implementation

Activity Type: Professional Development

Activity Description: Teachers will be trained in the mathematics CCSS and in how to align curriculum. Teachers will then meet to horizontally and vertically align the curriculum. Teachers will engage in professional conversation about curriculum implementation during PLC meetings.

Planned staff responsible for implementing activity: Curriculum Director and principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Teacher PD	Title II Part A	651.00	

2.1.1.2. Activity: Math Delivery Strategies

Activity Type: Professional Development

Activity Description: Teachers will utilize Mastering Math Facts and Everyday Math strategies to facilitate delivery of the CCSS in mathematics.

Planned staff responsible for implementing activity: Principals, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math PD	Title II Part A	600.00	

2.1.2. Strategy: Integrated Mathematics Focus

Strategy Statement: Teachers in CTE, PE, and Fine Arts courses will utilize integrated approaches to teach

mathematics contextually.

Selected Target Areas

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Other Required Information for Strategy

National Council on Measurement in Education

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integrated Mathematics PD	2011-08-30	2014-06-30	Curriculum director, Principals

2.1.2.1. Activity: Integrated Mathematics PD

Activity Type: Professional Development

Activity Description: CTE, PE/Health, and Fine Arts teachers will participate in professional development that provides strategies for contextual math instruction. These teachers will network during PLC meetings and provide feedback and support to their peers.

Planned staff responsible for implementing activity: Curriculum director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.3. Strategy: Math Practice Standards (CCSS) PD

Strategy Statement: All K-12 math teachers will be trained in how to utilize the Common Core practice standards for mathematics.

Selected Target Areas

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Other Required Information for Strategy

Council of Chief State School Officers

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
CCSS Math Practice Standards PD	2011-08-30	2014-06-30	Curriculum Director, Math Dept. Chair, principals

2.1.3.1. Activity: CCSS Math Practice Standards PD

Activity Type: Professional Development

Activity Description: Math teachers will participate in CCSS Practice Standards PD and will then utilize these standards in daily instruction. During PLC meetings, math teachers will engage in professional conversation about use of these practices and will continuously improve their practice.

Planned staff responsible for implementing activity: Curriculum Director, Math Dept. Chair, principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Practice PD	Title II Part A	4,411.00	

2.1.4. Strategy: Student Assessment for Math Proficiency

Strategy Statement: Students in grades K-6 will be assessed annually utilizing the NWEA MAP assessment to identify students in need of intervention and to progress monitor.

Students in grades 7-8 will be assessed annually utilizing the ACT Explore assessment to identify students in need of intervention and to progress monitor.

Students in grades 9-10 will be assessed annually utilizing the ACT Plan assessment to identify students in need of intervention and to progress monitor.

Selected Target Areas

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Other Required Information for Strategy

Jiban/Deno, Fuchs, Gerten, Jordan, Fojo (Screening) and National Council on Measurement in Education

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Performance Data Review	2011-08-01	2014-06-30	Curriculum Director, Principal, Data Coaches
Math Proficiency Screening	2011-08-30	2014-06-30	Principals
Student & Parent Review of Math Proficiency Data	2011-08-30	2014-06-30	Principals, faculty

2.1.4.1. Activity: Math Performance Data Review

Activity Type: Professional Development

Activity Description: Data Coaches will be trained in a process to analyze NWEA, MEAP, ACT Explore, Plan, and MME/ACT data to assist middle school teachers and high school teachers in planning for instruction to meet student needs in mathematics.

Planned staff responsible for implementing activity: Curriculum Director, Principal, Data Coaches

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Meeting	Title I Part A	400.00	

2.1.4.2. Activity: Math Proficiency Screening

Activity Type: Professional Development

Activity Description: Students will be assessed utilizing NWEA MAP (grades K-6), ACT Explore (grades 7-8), and ACT PLAN (grades 9-10) to assess need for intervention.

Teachers will be trained in interpreting the assessment results and providing appropriate interventions.

Teachers will also be trained in utilizing the data to inform their whole group and small group instruction.

Planned staff responsible for implementing activity: Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
NWEA	Title I Part A	972.00	

2.1.4.3. Activity: Student & Parent Review of Math Proficiency Data

Activity Type: Professional Development

Activity Description: Administrators, faculty will meet with parents and students to review assessment data, set individual improvement goals, and collaborate on student improvement strategies.

Planned staff responsible for implementing activity: Principals, faculty

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.2. Objective: Provide Additional Math Instructional Support to At-Risk Student Groups

Measurable Objective Statement to Support Goal: 90% of ALL students will meet the proficiency level scale score on the state assessment by the 2013-2014 school year.

List of Strategies:

Name	Strategy
Improving Outcomes for At Risk Students PD	Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups and best-practice strategies to improve achievement outcomes for at risk students.

2.2.1. Strategy: Improving Outcomes for At Risk Students PD

Strategy Statement: Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups and best-practice strategies to improve achievement outcomes for at risk students.

Selected Target Areas

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Other Required Information for Strategy

Council of Teachers of Mathematics

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Support for Students Struggling in Mathematics	2011-08-30	2014-06-30	Title I Director, Principals
PD for Narrowing Achievement Gaps in Mathematics	2011-08-30	2014-06-30	Curriculum Director, Principals

2.2.1.1. Activity: Instructional Support for Students Struggling in Mathematics

Activity Description: Paraprofessionals will provide additional instructional support for students struggling with mathematic instruction.

Planned staff responsible for implementing activity: Title I Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Support	Title I Part A	24,099.00	

2.2.1.2. Activity: PD for Narrowing Achievement Gaps in Mathematics

Activity Type: Professional Development

Activity Description: Administrators, faculty will attend professional development focused on narrowing the achievement gap in PD.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD for Narrowing Achievement Gaps in Math	Title II Part D	1,051.00	

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 or MME achievement.

Gap Statement: Average subscore for Science/Social Studies passages on ACT Reading Test is 9.1 (of possible 18), so 50% of possible.

Average subscore for Arts/Littrature passages on ACT Reading Test is 9.6 (of possible 18), so 53% of possible.

63% of English Language Learners made acceptable progress in English proficiency on ELPA in 2009, below the target of 75%.

Cause for Gap: Students lack skills to comprehend college-readiness level informational and narrative text.

Multiple measures/sources of data you used to identify this gap in student achievement: Unit assessments, MEAP, Explore, Plan, ACT Reading assessments

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? Data from ELPA, Unit assessments, MEAP, Explore and Plan results, and from the OEAA student information file will be analyzed to determine whether individual performance on passages increases over time.

Contact Name: Carole Fetke

List of Objectives:

Name	Objective
Create a District-Wide Culture of Literacy	ALL Watervliet Public Schools' teachers will be trained in Literacy teaching practices and strategies and will utilize these practices and strategies as evidenced by classroom walk through data beginning with the 2011-2012 school year and increasing faculty participation until 100% implementation is reached by the 2013-2014 school year.
Increase Reading Proficiency of ALL Students	90% of ALL students will meet the proficiency level scale scores on the reading assessment by the 2013-2014 school year. The percentage of ELL students raising ELPA scale scores by 4 points year to year will be at least 75%.

3.1. Objective: Create a District-Wide Culture of Literacy

Measurable Objective Statement to Support Goal: ALL Watervliet Public Schools' teachers will be trained in Literacy teaching practices and strategies and will utilize these practices and strategies as evidenced by classroom walk through data beginning with the 2011-2012 school year and increasing faculty participation until 100% implementation is reached by the 2013-2014 school year.

List of Strategies:

Name	Strategy
Literacy Professional Development	ALL Teachers will participate in literacy professional developmetn and training the in the Common Core State Standards Literacy Standards to build personal capacity of ALL teachers to be a literacy teacher.

3.1.1. Strategy: Literacy Professional Development

Strategy Statement: ALL Teachers will participate in literacy professional developmetn and training the in the Common Core State Standards Literacy Standards to build personal capacity of ALL teachers to be a literacy teacher.

Selected Target Areas

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Other Required Information for Strategy

Jenkins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Literacy PD for ELA Teachers	2011-08-31	2013-06-30	Curriculum Director, principals
Literacy Strategy PD for Non-ELA Teachers	2011-08-30	2014-06-30	Curriculum Director, Principals

3.1.1.1. Activity: Literacy PD for ELA Teachers

Activity Type: Professional Development

Activity Description: ELA teachers will participate in PD to learn how to implement the CCSS and literacy strategy PD.

Planned staff responsible for implementing activity: Curriculum Director, principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Strategies and CCSS for ELA PD	Title II Part A	1,995.00	

3.1.1.2. Activity: Literacy Strategy PD for Non-ELA Teachers

Activity Type: Professional Development

Activity Description: All teachers of subjects other than English and Math will participate in Reader's Apprenticeship training and will begin to utilize these literacy strategies in daily instruction.

Teachers will engage in professional conversation and compare/discuss student reading progress and teacher use of literacy strategies and practices.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reader's Apprenticeship	Title II Part A	3,013.00	

3.2. Objective: Increase Reading Proficiency of ALL Students

Measurable Objective Statement to Support Goal: 90% of ALL students will meet the proficiency level scale scores on the reading assessment by the 2013-2014 school year.

The percentage of ELL students raising ELPA scale scores by 4 points year to year will be at least 75%.

List of Strategies:

Name	Strategy
Assess Students Annually	Annually assess students in grades 1-6 utilizing NWEA to identify students in need of intervention and to progress monitor. Annually assess students in grades 7-8 utilizing ACT Explore to identify students in need of intervention and to progress

	monitor. Annually assess students in grades 9-10 utilizing ACT PLAN to identify students in need of intervention and to progress monitor.
Improve students' comprehension, vocabulary, and literary response skills	Teachers will provide direct and explicit comprehension strategy instruction, vocabulary instruction, and opportunities for extended text discussion and student engagement in text discussion to increase reading proficiency.
Provide reading intervention for struggling learners	Kindergartners attend .67 of day. At the conclusion of the Kindergarten day, their teachers (plus 2 parapros) will go to regular 1st and 2nd grade classrooms to provide support to students struggling to meet academic expectations during the ELA time block.

3.2.1. Strategy: Assess Students Annually

Strategy Statement: Annually assess students in grades 1-6 utilizing NWEA to identify students in need of intervention and to progress monitor.

Annually assess students in grades 7-8 utilizing ACT Explore to identify students in need of intervention and to progress monitor.

Annually assess students in grades 9-10 utilizing ACT PLAN to identify students in need of intervention and to progress monitor.

Selected Target Areas

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Other Required Information for Strategy

RtI Framework, Marzano (Best Practice)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Review of Assessment Data	2011-08-30	2014-06-30	Title I Director, principals, faculty
Review Assessment Data	2011-08-30	2014-06-30	Curriculum Director, Principals

3.2.1.1. Activity: Parent Review of Assessment Data

Activity Description: Faculty and administrators will review assessment results w/Title I parents/students and collaborate on student improvement strategies.

Planned staff responsible for implementing activity: Title I Director, principals, faculty

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Meeting -- Reading Assessment	Title I Part A	400.00	

3.2.1.2. Activity: Review Assessment Data

Activity Description: Annually and systematically review assessment data to:

- 1) determine students in need of intervention
- 2) determine students in need of academic challenges
- 3) progress monitor all students

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
NWEA	Title I Part A	1,944.00	
NWEA Assessment for non-Title I Students	General Funds	4,050.00	

3.2.2. Strategy: Improve students' comprehension, vocabulary, and literary response skills

Strategy Statement: Teachers will provide direct and explicit comprehension strategy instruction, vocabulary instruction, and opportunities for extended text discussion and student engagement in text discussion to increase reading proficiency.

Selected Target Areas

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Other Required Information for Strategy

Baumann, UJF; Edwards, EC; Boland, EM; Olejnik, S; Dame'enul, EJ

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Comprehension Strategies PD	2011-08-30	2014-06-30	Curriculum Director, Principals
Engaging Text Discussion PD	2011-08-30	2014-06-30	Curriculum Director and Principals
Vocabulary Instruction PD	2011-08-30	2014-06-30	Curriculum Director, Principals

3.2.2.1. Activity: Comprehension Strategies PD

Activity Type: Professional Development

Activity Description: Teachers will complete "Doing What Works" Comprehension Strategy PD and will implement comprehension strategies learned in class and discuss progress in grade level and content area meetings.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy PD	Title II Part A	5,275.00	

3.2.2.2. Activity: Engaging Text Discussion PD

Activity Type: Professional Development

Activity Description: Teachers will complete "Doing What Works" Engaging text Discussion Strategy

PD and will implement comprehension strategies learned in class and discuss progress in grade level and content area meetings.

Planned staff responsible for implementing activity: Curriculum Director and Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.2.2.3. Activity: Vocabulary Instruction PD

Activity Type: Professional Development

Activity Description: Teachers will complete "Doing What Works" Vocabulary Instruction Strategy PD and will implement comprehension strategies learned in class and discuss progress in grade level and content area meetings.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.2.3. Strategy: Provide reading intervention for struggling learners

Strategy Statement: Kindergartners attend .67 of day. At the conclusion of the Kindergarten day, their teachers (plus 2 paraprofessionals) will go to regular 1st and 2nd grade classrooms to provide support to students struggling to meet academic expectations during the ELA time block.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Other Required Information for Strategy

Reading research which supports more time on task and individualized or small group intensive instruction.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
English acquisition	2010-10-01	2011-05-31	Bilingual paraprofessional
Migrant/ELL reading	2010-09-08	2011-06-10	Curriculum Director, Reading teacher/bilingual paraprofessional
Plus program	2010-09-07	2011-06-10	K-2 principal, K-2 teachers

3.2.3.1. Activity: English acquisition

Activity Description: After-school program using Rosetta Stone software to improve English proficiency will be provided for Migrant/English Language Learners.

Planned staff responsible for implementing activity: Bilingual paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2011-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Supplies	Title I Part C	1,956.00	

Salary / Benefits of Instructional Support	Title III	30,985.00	0.00
Salary / Benefits of Instructional Support	Title I Part C	52,228.00	
Training online	Title II Part A	200.00	0.00

3.2.3.2. Activity: Migrant/ELL reading

Activity Description: Migrant/ELL students who are below grade level will be given supplemental reading instruction individually or in small groups by a certified teacher and a paraprofessional in grades 1 through 12.

Planned staff responsible for implementing activity: Curriculum Director, Reading teacher/bilingual paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Meeting	Title I Part C	300.00	
salary/benefits	Title I Part C	32,000.00	0.00

3.2.3.3. Activity: Plus program

Activity Description: Kindergarteners attend school .67 of each day. Their teachers spend the other .33 of day in regular 1st and 2nd grade classrooms, working with regular teachers, to provide supplemental instruction and support for students struggling to meet grade level expectations in English Language Arts.

Planned staff responsible for implementing activity: K-2 principal, K-2 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Parapro Salary/Benefits	Title I Part A	28,375.00	
Salary and benefits for six .33 teachers	Title I Part A	189,810.00	0.00
Supplies for Supplemental Instruction	Title I Part A	3,126.00	

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 or MME achievement.

Gap Statement: 50% of tested students were at the basic or apprentice level for writing.

Cause for Gap: Lack of common teaching practices in writing, lack of writing across the curriculum activities.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MME results

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? 90% of all students will meet the scale score for proficient on the state assessment for writing.

Contact Name: Carole Fetke

List of Objectives:

Name	Objective
Increase Writing Proficiency	90% of the students in each grade level will meet the proficiency level scale score on the state assessment by the 2013-2014 school year.

4.1. Objective: Increase Writing Proficiency

Measurable Objective Statement to Support Goal: 90% of the students in each grade level will meet the proficiency level scale score on the state assessment by the 2013-2014 school year.

List of Strategies:

Name	Strategy
Handwriting Legibility	Students will maintain or improve their handwriting to provide them the ability to write fluently with a focus on the content through instruction with the Handwriting Without Tears program.
Implement Common Core State Standards for K-12 ELA / Writing	K-12 teachers will meet to horizontally and vertically align their courses utilizing the CCSS for ELA / Writing. Non Core teachers will participate in Literacy training and training in the use of the CCSS Writing standards.
K-12 Writing Process	Teams of K-12 teachers will participate in researching best practice writing structures and choose a district-wide writing format (6+1, Power Writing, etc.) K-12 teachers will then be trained in the common writing process across the curriculum.
Use of Instructional Technology	Students will improve their writing skill through the use of various instructional technologies (IWB, iPads, etc.)

4.1.1. Strategy: Handwriting Legibility

Strategy Statement: Students will maintain or improve their handwriting to provide them the ability to write fluently with a focus on the content through instruction with the Handwriting Without Tears program.

Selected Target Areas

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Other Required Information for Strategy

Effects of Illegible Handwriting on school achievement and self-esteem (Engel-Yeger, Nagakur - Yanuv & Rosenblum, 2009; Malloy-Miller, Polatajko & Anstett, 1995).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Handwriting Without Tears PD	2011-08-31	2014-06-30	Curriculum Director, Principals

4.1.1.1. Activity: Handwriting Without Tears PD

Activity Type: Professional Development

Activity Description: K-5 teachers will participate in Handwriting Without Tears PD, incorporate

strategies learned in their instructional delivery, and engage in professional conversation about the progress of their students.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
HWT Profesional Development	Title II Part A	856.00	

4.1.2. Strategy: Implement Common Core State Standards for K-12 ELA / Writing

Strategy Statement: K-12 teachers will meet to horizontally and vertically align their courses utilizing the CCSS for ELA / Writing.

Non Core teachers will participate in Literacy training and training in the use of the CCSS Writing standards.

Selected Target Areas

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Other Required Information for Strategy

Council of Chief State School Officers

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
CCSS Implmentation -- Writing Standards	2011-08-30	2014-06-30	Curriculum Director, Principals
Curriculum Alignment	2011-08-30	2014-06-30	Curriculum Director, Principals

4.1.2.1. Activity: CCSS Implmentation -- Writing Standards

Activity Type: Professional Development

Activity Description: All teachers will be training in the writing standards from the CCSS. Non-ELA teachers will participate in Literacy PD.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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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4.1.2.2. Activity: Curriculum Alignment

Activity Type: Professional Development

Activity Description: Teachers will be training in curriculum alignment processes and strategies and will then meet to horizontally and vertically align the writing curriculum K-12.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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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4.1.3. Strategy: K-12 Writing Process

Strategy Statement: Teams of K-12 teachers will participate in researching best practice writing structures and choose a district-wide writing format (6+1, Power Writing, etc.)

K-12 teachers will then be trained in the common writing process across the curriculum.

Selected Target Areas

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Other Required Information for Strategy

REL Northwest, Lucy Calkins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Strategy Best Practice	2011-08-30	2014-06-30	Curriculum Director and principals

4.1.3.1. Activity: Writing Strategy Best Practice

Activity Type: Professional Development

Activity Description: Teachers will participate in research of writing processes and will select a district-wide writing program. K-12 teachers will then be trained in that program.

Planned staff responsible for implementing activity: Curriculum Director and principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Process PD	Title II Part A	2,836.00	

4.1.4. Strategy: Use of Instructional Technology

Strategy Statement: Students will improve their writing skill through the use of various instructional technologies (IWB, iPads, etc.)

Selected Target Areas

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Other Required Information for Strategy

George R. Peterson-Karlan
Howard P. Parette

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Technology PD	2011-08-30	2014-06-30	Curriculum Director, Principals

4.1.4.1. Activity: Instructional Technology PD

Activity Type: Professional Development

Activity Description: Teachers will participate in PD for best practice implementation strategies in use of various instructional technologies. (IWB, iPads, etc.).

Teachers will incorporate strategies into their instructional delivery and will support each other through PLC meeting conversations.

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2014-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part C	\$86,484.00	\$0.00
General Funds	\$7,900.00	\$0.00
Title III	\$30,985.00	\$0.00
Title I Part A	\$251,164.00	\$0.00
Title II Part A	\$46,080.00	\$0.00
Title II Part D	\$1,051.00	\$0.00

Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments: *Creation of the initial policy was accepted at a public meeting.*

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *Needs: Both elementary schools need improved infrastructure (T1 lines). All buildings will need computers with increased capacity to facilitate on-line assessments in the future.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *1. Targeted, specific professional development.*

2. Building-level technology "Coach" to provide support to teacher user groups (the "Coaches" are teacher users of specific technology).

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Middle school instruction has been adjusted to build students' technology literacy level to 100% of the student population by the end of their 8th grade year.*

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
	Darla	Campbell	K-2 Principal	dcampbell@watervliet.k12.mi.us
	Kevin	Schooley	3-5 Principal	kschooley@watervliet.k12.mi.us
	David	Armstrong	6-8 Principal	darmstrong@watervliet.k12.mi.us
	Greg	Chisek	9-12 Principal	gchisek@watervliet.k12.mi.us
	Ted	Tees	School Board member	ted@
	Laurie	White	K-2 SI Chair	lwhite@watervliet.k12.mi.us
	Mary	Kane	3-5 SI Chair	mkane@watervliet.k12.mi.us
	Sharon	Moerman	6-8 SI Chair	smoerman@watervliet.k12.mi.us
	Ana	Maack	HS Counselor	amaack@watervliet.k12.mi.us
	Jennifer	Clark	4th teacher	jclark@watervliet.k12.mi.us
	Kevin	Pockrandt	8th Science teacher	kpockrandt@watervliet.k12.mi.us
	Molly	VanDeWege	Special Ed teacher	mvandewege@watervliet.k12..mi.us
	Mary	Sibley	HS Math teacher	msibley@watervliet.k12.mi.us
	Karla	Liles	parent	karla@
	Tyler	Coffin	student	tcoffin@
	Patricia	Geisler	Curriculum Director	pgeisler@watervliet.k12.mi.us

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Members of building School Improvement Committees from each building serve on the District School Improvement Committee, along with principals, board member, parent and student.

The process of building the District and building plans is both top-down and bottom-up.

Periodic meetings provide opportunities for monitoring and evaluation of progress on goals.

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

Decisions about curriculum, instruction and assessment are made through a bottom up and top down process through collaboration of people appropriate to decisions. Elementary buildings have grade teams; secondary has department teams. These teams meet at least once a month to discuss CIA, analyze data, etc.

Each academic discipline has a K-12 committee composed of a representative of each elementary grade, all members of the appropriate department, and representatives of special ed. These committees make recommendations about changes in CIA related to their discipline; formal recommendations go before a

District Curriculum Committee and are approved by the School Board if appropriate.

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

Communication to parents regarding student progress is online. School people are connected by email. Grading system is online and available to school people. Data warehouse is used to store and analyze assessment data. Thus, information and data on progress is available to stakeholders.

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:	David Coffeen
Address:	Watervliet Public Schools, 450 E. Red Arrow Hwy.
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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Balanced Assessment, Sheltered Instruction Observation Protocol

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

General fund to support instruction and intervention, state and federal programs allocations to support intervention.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Adults assessed for technological proficiency; computers available to all teachers, computers labs in elementary and high schools, laptops and labs in middle school; classroom instructional technology is being purchased as possible to provide engaging instruction for students.