



Single Building District Improvement Plan

Watersmeet Township School
Watersmeet Township School District

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

K-12 Watersmeet Township School District enrolls 171 students comprising over 76% free and reduced lunch, 60% Native American and the remainder Caucasian and other. The community's major employer is the Lac Vieux Desert Casino managed by the local Ojibwe tribe. Because of the high percentage of low income and near poverty households with a high degree of transients, significant social and academic challenges have persisted and continue to grow.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

THE MISSION OF THE WATERSMEET TOWNSHIP SCHOOL DISTRICT
IS "THE FULLEST DEVELOPMENT OF THE INTELLECTUAL,
EMOTIONAL, SOCIAL AND PHYSICAL CAPABILITIES OF EVERY
STUDENT FOR ACTIVE PARTICIPATION WITHIN A FREE AND
DEMOCRATIC SOCIETY."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

1. We have made technology accessible to all grade levels through the addition of mobile technology and an additional computer lab. We are in the process of purchasing 93 Chromebooks for spring 2014.
2. Our district has instituted a grade 7-11 gap analysis assessment program aligned with national core standards and career and college readiness benchmarks.
3. Our district administrator continues to meet monthly with our local tribal chairman. This improvement in communication is especially important in light of our current native student population of 60%. In this way our district is able to exchange ideas and problems that can be collaboratively addressed by all stakeholders.
4. Our district has received multiple training in the use of Data Director, a data warehousing tool, to enable accurate gap analysis and targeted instruction.
5. Our district continues to survey teaching and support staff, students, parents, and community members to ascertain current attitudes and suggestions for improving all aspects of school environment and instruction.
6. Our teachers are currently working toward completing the 22i TRIG Program to prepare teachers to administer the Smarter Balanced assessments.
7. Our teachers are also using Odysseyware as a credit recovery and blended learning experience.

Our future plans for continued improvement include the following:

1. Purchase of multiple mobile devices for teachers and students.
2. Use of Cambridge testing services in order to pinpoint student achievement gaps and to measure yearly student progress.
3. Through careful gap analysis, our district is moving towards individual education plans for all students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

1. Our district sincerely wishes that a higher percentage of parents and local community members would respond to surveys.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our school district actively solicits all stakeholders to provide input and serve on the school improvement and other volunteer committees. We accomplish this via direct invitation through our community and parent surveys. Additional communications are forwarded through our school newsletter.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Unfortunately, all of our efforts to solicit active input from all stakeholders has proved unsuccessful. We received only four responses to our last survey from both parents and community members. We will continue to make every effort to solicit the participation of all our valued stakeholders.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

We are going to increase our communication to all stakeholders by publishing our school improvement plan on our web page which will be updated annually.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Staffing is adjusted in accordance with fluctuations in student enrollment. Since 2006, our enrollment has been trending downwards and staff has been adjusted accordingly.

How do student enrollment trends affect staff recruitment?

As student enrollment fluctuates, particularly in an upward direction, we actively recruit new personnel.

How do student enrollment trends affect budget?

As our enrollment decreases, so does state funding.

How do student enrollment trends affect resource allocations?

As enrollment decreases, there are fewer resources to allocate. Regardless of budgetary constraints and resource allocation, our primary goal is to serve student needs above all others.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment directly impacts funding, which in turn directly impacts facility planning and maintenance.

How do student enrollment trends affect parent/guardian involvement?

As our local economic stability falters, we consistently experience a higher level of impoverished and unstable families. Consequently, there appears to be a commensurate level of decreased parent involvement.

How do student enrollment trends affect professional learning and/or public relations?

Because our current student population is 60% Native American, and trending upwards, professional development has focused on topics ranging from providing instruction for students from impoverished environments to providing instruction to students suffering from fetal alcohol syndrome, all consequences of our changing demographics. Our district has shifted its outreach to the public via locating our parent-teacher conferences at the local tribal-run casino.

What are the challenges you noticed based on the student enrollment data?

The most significant challenges we currently face due to our aforementioned changing demographics includes meeting the needs of a preponderance of special needs, free and reduced lunch, qualified students from highly transient and unstable families.

What action(s) will be taken to address these challenges?

Our district is currently restructuring the budgetary restraints inflicted by state cutbacks in order to expand in house counseling services for students and to provide parenting classes for adults. In addition, our school provides mandated breakfast and lunch programs for our free and reduced qualified students.

What are the challenges you noticed based on student attendance?

The core of all challenges facing our district's endeavors to meet student needs continues to be poor attendance. Many of our students do not show up to school until 10:00 and many others are frequently pulled from classes throughout the day. This kind of widespread intermittent attendance almost eliminates any possibility of delivering consistent and coherent instruction.

What action(s) will be taken to address these challenges?

Our district employs the services of a full time tribal/school liaison whose responsibilities include a daily accounting of student attendance followed by home visitations to follow up on all current and perspective truancy issues. In addition, our district provides a safe and well supervised after-school tutoring program for students lacking home supervision. Finally, our local pastor sponsors an after-school program for younger children which enables them to maintain contact with interested and stable adult role models.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Our most current data reveals reading to be the content area of highest achievement in grades 3-8.

Which content area(s) show a positive trend in performance?

Our most current data suggest a slight upward trend in levels 3 through 6 in reading with a stronger upward trending in math. There is a slight upward trending with the 8th grade reading.

In which content area(s) is student achievement above the state targets of performance?

Our most current data suggest

What trends do you notice among the top 30% percent of students in each content area?

In general students in the top 30% in each content area come from more stable, socioeconomic environments.

What factors or causes contributed to improved student achievement?

We have consistently found that students receiving more parental support and guidance in a stable environment out perform students in unstable families.

How do you know the factors made a positive impact on student achievement?

Free and reduced lunch data along with attendance and student discipline referrals correlate well with our student academic performance data.

Which content area(s) indicate the lowest levels of student achievement?

In grades 3-8 our lowest levels of student achievement include science, writing, and social studies.

Which content area(s) show a negative trend in achievement?

Writing 7th

Reading 3rd

Social Studies 6th

In which content area(s) is student achievement below the state targets of performance?

Reading is below the state targets in 4th through 8th.

Math is below the state targets in 3rd through 8th with the exception of 6th grade.

Writing is below in 7th and Science is below in 5th and 8th grade.

What trends do you notice among the bottom 30% of students in each content area?

We have observed a strong correlation between low academic achievement and high rates of poor attendance and disciplinary referrals among the bottom 30% of students in the content areas.

What factors or causes contributed to the decline in student achievement?

Along with poor attendance and high rate of disciplinary referrals, we see our transient poor and predominately unstable community as primary contributing factors to the decline in student achievement.

How do you know the factors made a negative impact on student achievement?

Our observation of data pertaining to family transience and instability correlate well with poor attendance and high rates of disciplinary referrals, the consequence of which is reflected in low student achievement.

What action(s) could be taken to address achievement challenges?

Our district administrators have recently made a visit to our nation's capital to make a plea for badly needed funding to institute a summer lunch program in our district to counteract rampant malnutrition within our 77% free and reduced lunch population. The poor nutrition experienced by the majority of our student population is highly predictive of lowered academic performance. In addition our district makes every effort to both involve and educate families in appropriate child support and guidance.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Grades 3 through 6 demonstrate a slightly upward trend in reading and a strong upward trend in math in regard to the closing of the achievement gap.

How do you know the achievement gap is closing?*

Our data strongly supports our conclusions.

What other data support the findings?

There appears to be additional correlation between the closing of the achievement gap and student classroom achievement data as reflected in our bi-weekly power school reporting.

What factors or causes contributed to the gap closing? (Internal and External)*

Structural changes to our classroom best practices and student achievement monitoring systems have contributed equally to the closing of the gap.

How do you know the factors made a positive impact on student achievement?

Our recently instituted assessment program has availed us the opportunity to chart progress pre and post structural change.

What actions could be taken to continue this positive trend?

Continued investment in ongoing professional development in instructional best practices, implementation of 21st century technology, and increased outreach to both parents and the wider community for continued support seem the most appropriate actions to take.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- American Indian or Alaskan Native
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

Our data suggests the greatest achievement gap exists in grades 3 through 6 in both reading and math for the economically disadvantaged subgroup.

How do you know the achievement gap is becoming greater?*

Careful analysis of comparative data over the last five years demonstrates a clear correlation between the percentage of economically disadvantaged students and the percentage of students performing below state expectations.

What other data support the findings?*

Students qualifying for free and reduced lunch, school wide data available through power school and attendance data all support our findings.

What factors or causes contributed to the gap increasing? (Internal and External)*

Decreasing economic prospects and increasing population transience both have contributed to the increasing gap.

How do you know the factors lead to the gap increasing?*

School transfer and re-admittance data as well as anecdotal data support the reliability of the factors leading to the increasing gap.

What actions could be taken to close the achievement gap for these students?*

An improved local economy and increased funding from both the state and federal government could ameliorate some of the effects of our widespread poverty and its consequences.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Does not apply to our school district.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Our special needs department along with our Title 1 coordinator ensure that the federal requirements to assist students with disabilities are followed thoroughly. Moreover our district has fully implemented an early identification program, Student Assistance Teams, which actively solicits input from teachers, parents, and support staff to identify and assess student needs at a very early stage.

How are students designated 'at risk of failing' identified for support services?

Students are identified for at risk of failing and given support services through the use of the DIBELS Benchmark Monitoring System. Students are also identified by our Student Assistance Team which identifies at risk students via input from classroom teachers, parents, and support staff.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Our school district offers a wide range of course offerings not available within the regular school curriculum through Odyssey Ware Learning. In addition, our school offers a Native Studies Program that engages both native and non-native students in a variety of cultural and outdoor learning experiences. Finally, students are afforded after school tutoring and support on a daily basis.

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Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	75.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school posts available learning opportunities on its web site, newsletters, sign reader board, and through direct communication from teachers to parents.

Label	Question	Value
	What is the total FTE count of teachers in your school?	18.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

While an experienced teaching staff could certainly improve student achievement, younger and less experienced teachers supply much needed innovation, energy and greater facility to newer technologies. It would seem that a balance of experience and innovation would provide the best possible matrix for student success.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	178.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	68.0

What impact might this data have on student achievement?

Since the average number of days for absences due to illness and professional development remain relatively consistent from year to year, their impact on student achievement would be extremely difficult to discern. In other words, this is most probably a negligible factor.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

The highest areas of satisfaction among our students include feeling safe at school and seeing a connection between school work and the future.

Which area(s) show a positive trend toward increasing student satisfaction?

Our data reflects an upward trend in student satisfaction with safety, absenteeism, school environment and assistance received for learning.

What area(s) indicate the lowest overall level of satisfaction among students?

Our data reflect the lowest levels of satisfaction among students in the school environment's impact on learning, the level of help received from teachers, the quality of the instructional program, level of help received at home, and the comfort level in discussing non school related issues with teachers.

Which area(s) show a trend toward decreasing student satisfaction?

Our survey data reflect a decreasing trend in student satisfaction with the school environment's negative impact on learning.

What are possible causes for the patterns you have identified in student perception data?

Both student survey data and "Great Schools.com" suggests that our school's efforts to more effectively reward positive behaviors and to administer clear and appropriate consequences for negative behaviors have clearly manifested in a dramatic improvement in the overall school environment.

What actions will be taken to improve student satisfaction in the lowest areas?

Our district continues to implement ongoing training to improve the quality of instruction. We continue our outreach efforts to partner with our community of parents in order to empower parents to assist their children at home.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Unfortunately, all of our efforts to solicit feedback from our parents and guardians have proved unsuccessful: we received only one response this year to the hundreds of surveys mailed directly to parents and made available online. Consequently, we have no data to report.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Unfortunately, all of our efforts to solicit feedback from our parents and guardians have proved unsuccessful: we received only one response this year to the hundreds of surveys mailed directly to parents and made available online. Consequently, we have no data to report.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Unfortunately, all of our efforts to solicit feedback from our parents and guardians have proved unsuccessful: we received only one response this year to the hundreds of surveys mailed directly to parents and made available online. Consequently, we have no data to report.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Unfortunately, all of our efforts to solicit feedback from our parents and guardians have proved unsuccessful: we received only one response this year to the hundreds of surveys mailed directly to parents and made available online. Consequently, we have no data to report.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Some of the major causes of our parents lack of response to our numerous efforts to engage them in dialogue pertaining to school operation include high degrees of poverty, dysfunctional family life, high levels of transience and a pervasive negative attitude towards the need for education in general.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We will continue to provide parents and guardians the opportunity to express their thoughts via surveys both mailed and online. We will consider providing an incentive to complete the surveys as this has worked for us in the past.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Our survey data suggests the highest level of satisfaction among teachers/staff include safe environment for student learning, ability to provide input into the curriculum, support from other teachers and making this school effective, and opportunities to choose professional development.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The areas which show a trend toward increasing staff satisfaction include the school's providing for a safe climate for student learning, teachers ability to provide input into the curriculum, teacher's support for one another in making the school more effective, opportunities for choosing professional development, awareness of fiscal resources available for use during the school year, and the overall quality of the instructional program.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The areas which indicate the lowest overall level of satisfaction among teachers/staff include the way in which discipline is handled by the administration, the level of support for learning that students receive, attendance, active parental and community support for the educational process, the ability to offer suggestions that may improve both the classroom and the school, and the ability to discuss job performance with school administration.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The areas which show a trend toward decreasing teacher satisfaction include discipline of students, active parent and community support, ability to offer suggestions that may improve both classroom and school in general, ability to discuss issues related to job performance, and school attendance.

What are possible causes for the patterns you have identified in staff perception data?

Possible causes for the patterns identified by staff perception data for attendance and lack of parental support include, high level of poverty, dysfunctional family structures, transient population, and a general lack of value for education within the community.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

Decision making is based upon a number of interrelated factors and shared among a diverse population of stakeholders. Our district makes every effort to successfully implement all federal and state mandates in a manner which meets the greatest number of needs within our school population and wider community. This kind of decision making is facilitated via input through surveys, face to face meetings, and through interactive technology where every effort is made to garner crucial input from students, teaching and support staff, parents and guardians, and community members.

What evidence do you have to indicate the extent to which the standards are being implemented?

All teachers are required to submit weekly lesson plans based upon Common Core Standards. In addition all teachers are required to demonstrate facility with Data Director test-making data warehousing tools. Such tests are constructed directly from Common Core test bank data. Finally all staff meet monthly to collaborate with one another in implementing the most current methods for aligning and implementing Common Core standards-based curricula.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://www.watersmeet.k12.mi.us/docs/Annual_Ed_Report.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	George Peterson, III P.O. Box 217 Watersmeet, MI 49969 906-358-4504	

Single Building District Improvement Plan

Watersmeet Township School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.watersmeet.k12.mi.us/docs/handbook.pdf	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://www.watersmeet.k12.mi.us/docs/handbook.pdf	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	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).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes	Aside from periodic upgrades, all current needs are being met.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	Our school has adopted gmail and google software for all staff and students which has greatly enhanced student-teacher, student-student, teacher-teacher, and teacher-parent communication and collaboration. In addition, our district has added two computer labs which have greatly expanded computer access school wide. Finally all staff members are currently enrolled in the 22i TRIG grant in order to bring the most current application of technology into all areas of our curriculum.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Students and staff have received instruction in the use and implementation of Google related software and Odysseyware. Moreover, our district has recently invested heavily in providing mobile devices to both staff and students.	

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Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	George Peterson, III Superintendent P.O. Box 217 Watersmeet, MI 49969 906-358-4504	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

Single Building District Improvement Plan

Watersmeet Township School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

Single Building District Improvement Plan

Watersmeet Township School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, we have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	Response	Rating
Question 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.	No Written Policy	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

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	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

Single Building District Improvement Plan

Watersmeet Township School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 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).	Access to some indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted throughout the 2013-14 school year via a careful collection and analysis of a variety of data; State MEAP data, ACT/Michigan Merit data, surveys of teachers, parents, community, staff /support personnel along with students, class grades, and Title 1 assessments.

2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Careful analysis of all of our data reveals weakness in several key areas; High School in the area of ACT/Career and College Readiness for math and science; Middle School in the areas of math, science, and writing; Elementary Grades 3-6 math. Currently our school has received a state report card of "C" over the last several years and a top to bottom percentile position of 17.

3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our comprehensive priority needs as indicated by our needs assessment demonstrated the need for our district to more actively engage both students and parents in a more creative environment that meets identified needs, ranging from social to academic. Consequently, all three of our goals address the above stated needs of both students and parents. Goals pertaining to student needs specifically target resources and instruction for academic gaps in mathematics, science and writing. Goals pertaining to parental needs aim to provide active and creative engagement for parents in students learning and in parental responsibilities.

Multiple data streams were utilized in formulating our districts goals, including standardized state testing, alternate nationally recognized in-house assessments, and survey data of all school and community stakeholders. Longitudinal analysis over several years has allowed us to tailor our goals to also address long term trends.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Careful analysis of our data revealed three key areas of need; elementary, middle school, and high school. All of our goals are directed accordingly to meet the needs of the entire school population, including the disadvantaged. Specific provisions and strategies embedded within our goals provide special recognition and assistance to the disadvantaged.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Our district focuses all of its resources on helping students reach the state standards. Several of our key strategies for doing so include the following:

1. Teachers work with students focusing on career skills based on their interests. This data will be compiled from students participating in the program "Career Cruising". In addition, students in their junior year will complete a career research project aimed at focusing future training and employment goals.
2. Ongoing professional development geared towards implementation of the state adopted common core standards in all content areas.
3. Monthly curriculum alignment meetings are held for the purpose of identifying and remediating gaps in student achievement on the state tests.
4. Our districts parent outreach consists of parent education nights aimed at enabling parents to both encourage and support students reaching the states standards.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The majority of our research-based methods and strategies are directed primarily towards teaching and support staff specifically in the areas of expanding knowledge bases and implementation of the state adopted common core standards. Consequently, the greatest number of student needs and the greatest number of students may be most effectively met in this manner. As the state adopted common core curriculum inherently raises the bar in terms of depth and enrichment of the curriculum, our efforts to integrate those standards will naturally infuse our curriculum accordingly.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Our comprehensive needs assessment strongly indicated achievement gaps in elementary math, middle school writing, secondary science and math, and parental involvement. All of our goals and research-based strategies directly align with these identified needs and seek to ameliorate them. One of the major causes of the gaps identified by our needs assessment pointed towards lack of stable home life and parental support. A key strategy we are implementing is directed towards improving parental involvement and ability to encourage and support student achievement.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Our strategies devote considerable resources towards students most in need of assistance. This is accomplished via interventions from both highly qualified teachers, paraprofessionals, and technology assisted instruction. Ongoing assessments such as DIBELS, classroom

formative assessments, and statewide formative assessments provide the data needed for identifying, monitoring, and intervening in a timely fashion.

5. Describe how the school determines if these needs of students are being met.

Elementary reading progress monitoring for DIBELS takes place once a week and Benchmark assessment occurs once a quarter. Students failing to make benchmark are identified and placed in appropriate intervention classes. Additionally all students are monitored through bi-weekly progress reports. Finally, all student progress is carefully monitored via yearly state mandated assessments which track student achievement relative to the common core and career and college readiness standards and benchmarks. Along with regular school improvement committee meetings and monthly staff curriculum meetings in which all relevant data is reviewed and discussed, parents, students, staff, and community members are polled annually relative to the needs of our students.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

In terms of core curricular areas of instruction, our school has experienced no turnover for this school year.

2. What is the experience level of key teaching and learning personnel?

Of a teaching staff of 19 teachers, 20% have 0-4, 5% have 5-10, and 75% have 10+ years of experience respectively.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

In our ISD area we have the most highly paid teaching staff. Because of our small size and progressive mind set our district is known for its ability to move quickly and decisively to enact needed changes based upon input from both staff and community.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Our district avails itself of state wide job recruiting networks and list serves restricted solely to highly qualified applicants.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We have no issues of retaining a highly qualified teaching staff.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

The majority of our strategies seek to first enhance teacher readiness and effectiveness in delivering research based instruction aligned with meeting the state common core and career and college readiness standards and benchmarks.

2. Describe how this professional learning is "sustained and ongoing."

Currently our district has been actively engaged in the statewide TRIG Grant Initiative geared towards enabling teachers to expand their level of technological savvy in both delivering and facilitating 21st Century instruction. This grant extended over the course of an entire school year and will continue in our district through the following school year. In addition, student-centered online learning via Odysseyware requires sustained and ongoing training and support. This program was implemented throughout the current school year and additional training and support will be provided as needed throughout the up coming school year. Finally, all of our professional development is embedded within the framework of the state common core and career and college readiness standards and benchmarks.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		IDP template

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

In addition to regularly and actively soliciting parental input via surveys and personal interviews, parents are actively invited and encouraged to serve on all committees pertaining to schoolwide decisions, including the school improvement committee and parent club.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Of the ten schoolwide components the following are areas in which parents could play a role: 1. Comprehensive Needs Assessment 2. Schoolwide Reform Strategies 3. Parental Involvement 4. Pre-school Transition and 5. Coordination and Integration of Federal, State, and Local Resources.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

As previously stated parents are actively solicited via surveys and personal interviews to provide relevant feedback and suggestions pertaining to our schoolwide plan and its level of success or failure.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Our Title I Parent Involvement Policy can be found in the Watersmeet Township School District NEOLA manual which addresses how the school carries out our required activities of ESEA.	Title 1 Parent Involvement

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Our school encourages parents to attend conferences, workshops, as well as events sponsored by the school. We invite volunteers, business members, as well as guest speakers to present programs at the school intended for parents. We actively solicit opinions and suggestions for improvement for all areas of school environment and resource management.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Our school improvement team regularly evaluates participation levels via attendance at parent teacher conferences and responses to school surveys.

Single Building District Improvement Plan

Watersmeet Township School

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Our parent and community involvement plan continually undergoes revision based upon our evaluation. Both formal and informal evaluation of parental input weighs heavily on all decisions affecting the district and its diverse pool of stakeholders.

8. Describe how the School-Parent Compact was developed.

Our school board in collaboration and discussion with district administrators, teachers, parents, and community members unanimously voted to adopt the NEOLA of Michigan policy.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

At all parent teacher conferences parents are encouraged to complete our school wide survey to aid in more focused and meaningful decision making.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Our parent compact is included within our student handbooks and is signed by parents the first week of school. These compacts are kept in the main office file every school year.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School-Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Our school counselor provides this service to parents who need this type of assistance.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Preschool age children and their parents are invited to parent night activities, sporting events, Pow Wows, and other cultural programs of interest. Kindergarten instructors invite open communication between the k-12 building and the preschool instructors.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Our kindergarten staff maintain an open dialogue with preschool teachers on the skills needed for entering kindergarten. Parents are also given information during our kindergarten screening in the spring on ways in which to help their child over the summer be ready for the start of school in the fall.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers provide input via monthly curriculum meetings and school improvement meetings. In addition teachers are invited to give pertinent input through annual surveys.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are actively engaged throughout the school year with analysis of test data through Data Director. In addition, teachers are engaged in the analysis of Cambridge Testing Reports for Explore, PLAN, and ACT testing performed on grades 6 through 11.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Our district employs a variety of instruments in our process of student identification; 1. Students not achieving a 1 or 2 proficiency level on the state MEAP test. 2. Students not demonstrating career and college readiness or readiness suggesting appropriate levels on the career and college readiness continuum as measured through the Explore, PLAN, and ACT tests.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

At the elementary level, academic needs are addressed and varied according to weekly monitoring and state assessment data. Students who are not demonstrating proficiency on state assessments and are not receiving Title services at the elementary and secondary levels are referred to our Student Assistance Team for prompt evaluation and remediation recommendations.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All of the teachers in our district have been given training in differentiated instruction to address the needs of students in their classrooms. For some teachers lesson plans indicate their instructional styles for particular students, for others, differentiated instruction can be observed on a daily basis occurring with students.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Along with extensive professional development aimed at a more effective delivery of targeted instruction, the school's adoption of Odyssey Ware teacher-assisted, self-paced instruction is a K-12 program which allows for careful coordination and integration of all grade level instruction. Available funds are also directed towards Title intervention with needy students and for providing professional development and parent education.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Our district has endeavored to utilize all available resources, including those from Title I, to maximize the greatest gains possible in academic achievement and social well being for the greatest number of students and their families through the planning and decision making of all interested stake holders. Our district maintains its focus on attracting, retaining, and training highly qualified professionals; actively engaging parents with creative and innovative programs; assist students in transitioning from school to the world of work; actively engaging teachers in decision making regarding assessments; offering effective and timely assistance to students; and the coordination and integration of goal directed activities.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our district receives federal funding channeled through the Bemidji Area Indian Health Service Injury Prevention Committee is utilized to both educate students' more healthful decision making in regard to the use of drugs, alcohol, and the internet. Research demonstrates higher academic gains in students empowered to make choices which direct themselves toward successful living and academic achievement. Federally funded free and reduced priced lunch and breakfast provide students with the essential nutrition for the required demands of the learning day.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Our school improvement team and administrative staff meet multiple times over the course of a school year to evaluate the implementation and successes of the school wide program.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Our school improvement team and administrative staff carefully evaluates all available data streams, both current and historical. In addition our school staff meets monthly to also analyse the results of all available data. In conjunction with this monthly analysis, Data Director, a data warehousing instrument assists teachers in comparative analysis and decision making.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Our district uses comparative analysis of all special populations of students, especially the lowest achieving students. Year-by-year comparative analysis affords a clear view of successes and failures.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Our school amends plans and strategies in response to available data streams over the course of the school year. Changes are implemented both district wide and at the individual classroom level based upon district and individual teacher results. Our district utilizes a bi-weekly schoolwide progress evaluation system which also provides a more frequent supply of useful data.

Raising Student Achievement (2014-2015)

Overview

Plan Name

Raising Student Achievement (2014-2015)

Plan Description

Our district has allocated the use of available resources in order to raise student achievement in mathematics at the elementary level, mathematics and science at the secondary level, and writing at the middle school level. Said resources have been allocated specifically to provide additional academic support, directed professional development, and parent education.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Grade 3 through 8 students at Watersmeet Township School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6247
2	Secondary students grade 11 will become proficient in science and math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$10500
3	Middle school students will become proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$17805

Goal 1: Grade 3 through 8 students at Watersmeet Township School will become proficient in math.

Measurable Objective 1:

A 20% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level of 1 or 2 in Mathematics by 04/15/2015 as measured by state MEAP test for math..

Strategy 1:

Title 1 Math Parapro Classroom Assistance - The district's highly qualified Title 1 paraprofessional will be assigned to assist those students in kindergarten through sixth grade who are not proficient in mathematics as based on the MEAP and classroom assessments. The paraprofessional will utilize 1.5 hours of her time under the direction of the classroom teachers to address student needs in small groups. Effectiveness of the use of our paraprofessional will be monitored by the classroom teacher. In addition, the district will assign two additional paraprofessionals to assist those students on a daily basis in grades 7 and 8 who are not proficient in math based upon MEAP and classroom assessments.

Research Cited: Gersten, Russel and Doug Carnine. "Direct Instruction Mathematics: A Logintudinal

Evaluation of Low-Income Elementary Students." The Elementary School Journal.

Volume 84. Number 4. 1984. University of Chicago. Web. 17 May 2013.

Single Building District Improvement Plan

Watersmeet Township School

Tier: Tier 2

Activity - Additional Parapro Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our highly qualified parapro will be assisting in grades 3 through 6 in mathematic remediation 1.5 hours per day. In addition the district will assign two additional paraprofessionals to assist those students on a daily basis in grades 7 and 8 who are not proficient in mathematics as measured by the state MEAP testing and classroom performance.	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$6247	Title I Part A	Title 1 Paraprofessional, two additional paraprofessionals and Classroom Teachers

Goal 2: Secondary students grade 11 will become proficient in science and math.

Measurable Objective 1:

20% of Eleventh grade students will demonstrate a proficiency in career and college readiness in Mathematics by 04/15/2015 as measured by the math and science portions of the ACT test.

Strategy 1:

Teacher Assisted On-line Learning - Teacher assisted online learning materials for grade 11 will be made available for all math and science teachers to implement into their existing curricula. Students who have not met the benchmarks for Career and College Readiness in either mathematics and science will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers were given training and necessary resources at the beginning of the 2013 school year in the usage of Odysseyware as well as throughout the school year. Ongoing training and resources are being provided as needed during the 2014-2015 school year. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the strategy will be a comparison of the end of year state testing with the prior years results.

Research Cited: United States. Department of Education. Use of Technology in Teaching

and Learning. Washington: GPO, n.d. Web. 17 May 2013.

Tier: Tier 2

Activity - Odysseyware Self-Paced Instruction/Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher assisted online learning materials for all grade levels will be made available for all math teachers to implement into their existing curricula. Students demonstrating gaps in core curriculum standards for mathematics will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers will be given necessary resources and training during the 2014-15 school year in the usage of Odysseyware. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the activity will be a comparison of the end of year state testing with the prior years results	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$3500	Title II Part A	District Administrator and Core Teachers 7-11
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Strategy 2:

Career and College Readiness Training - Our primary strategy for improving career and college readiness in both math and science at the 11th grade level is to provide secondary teachers with innovative, research based professional development focused on a student centered application of common core standards. The professional development opportunities offered for the 2014-2015 school year include offerings by the Michigan Department of Education, The Seaborg Mathematics and Science Center through Northern Michigan University, The Michigan Math and Science Network, Marquette-Alger RESA, and The Modeling Instruction in Michigan Program. All of the above mentioned professional development offerings will allow our secondary teachers and support staff to empower student real world involvement and understanding of science and math concepts. Careful ongoing attention to comparative student achievement data in both the PLAN and ACT assessments along with classroom performance data will serve as the primary monitoring tool for the effectiveness of this strategy.

Research Cited: Holloway, John . "Research Link / Linking Professional Development to Student Learning."

Educational Leadership 1 Nov. 2006: 85-87. Print.

Richardson, V. (1999). "Teacher Education and the Construction of Meaning." In G. Griffin (Ed.) Teacher Education for a New Century: Emerging Perspectives, Promising Practices, and Future Possibilities (Yearbook of the National Society for the Study of Education), pp. 145–166. Chicago: University of Chicago Press.

Brophy, J.E., Good, T.L. (1986). "Teacher Behavior and Student Achievement." In M.L. Wittrock (Ed.) Handbook of Research on Teaching, 3rd ed., pp. 328–375. New York: MacMillan.

Good, T.L., Grouws, D. (1979). "The Missouri Mathematics Effectiveness Project: An Experimental Study in Fourth-Grade Classrooms." Journal of Educational Psychology, Vol. 71, pp. 335–362.

Kennedy, M. (1997). Defining Optimal Knowledge for Teaching Science and Mathematics (Research Monograph 10). Madison, WI: National Institute for Science Education, University of Wisconsin.

Carpenter, T.P., et al. (1989). "Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study." American Educational Research Journal, Vol. 26, pp. 499–531.

Single Building District Improvement Plan

Watersmeet Township School

Tier: Tier 1

Activity - Math and Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and science teachers will attend a professional development with an emphasis on Common Core state standards and Research Based Strategies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/04/2015	\$6500	Title II Part A	All mathematics and science teachers along with paraprofessionals as appropriate and Title 1 staff.

Strategy 3:

Improved Parent Involvement and Support - Parents will be actively solicited to attend Parent Education nights. Individual nights will focus on various topics, including how to help with homework and math skills, games appropriate for improving math knowledge, parenting skills, and the use of accessing technology to support learning. Attendance record and parent feedback will be used to monitor Parent Education activities.

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily, 28 May 2008. Web. 17 May 2013.

Tier: Tier 1

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of 4 separate evenings will be set up for parents to learn needed parenting and technology skills and ways of supporting both math and other aspects of student learning.	Parent Involvement	Tier 1	Implement	09/02/2014	06/04/2015	\$500	Title II Part A	Core content teachers and support staff

Goal 3: Middle school students will become proficient in writing.

Measurable Objective 1:

20% of Seventh grade students will demonstrate a proficiency level of 1 or 2. in Writing by 04/15/2015 as measured by the writing assessment adopted by the state of Michigan for the 2014-2015 school year..

Single Building District Improvement Plan

Watersmeet Township School

Strategy 1:

Core Curriculum Writing - Our middle school teachers and highly qualified paraprofessionals will receive professional development training in order to facilitate implementation of the state approved core curricular standards pertaining to writing across the curriculum. This professional development will allow teachers and paraprofessional staff to guide and support students currently not proficient in writing. Monitoring will consist of both regular classroom writing assessments aligned with the state adopted smarter balanced assessments. Additional monitoring will consist of both formative and summative smarter balanced assessments throughout the school year.

Research Cited: Holloway, John . "Research Link / Linking Professional Development to Student Learning."

Educational Leadership 1 Nov. 2006: 85-87. Print.

Richardson, V. (1999). "Teacher Education and the Construction of Meaning." In G. Griffin (Ed.) Teacher Education for a New Century: Emerging Perspectives, Promising Practices, and Future Possibilities (Yearbook of the National Society for the Study of Education), pp. 145–166. Chicago: University of Chicago Press.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills gained through attendance and participation in the Summer Invitational Institute of the Eastern Michigan Writing Project from June 23rd-July 21st 2014, will enable our highly qualified middle school teachers and paraprofessionals to provide both direct instruction and support aimed at enabling students to meet the state adopted core curriculum standards in writing. Instruction will take place on a daily basis within the regular classroom in both whole and small group settings.	Professional Learning	Tier 2	Getting Ready	06/23/2014	07/21/2014	\$17805	Title I Part A	Highly qualified paraprofessional and middle school teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Skills gained through attendance and participation in the Summer Invitational Institute of the Eastern Michigan Writing Project from June 23rd-July 21st 2014, will enable our highly qualified middle school teachers and paraprofessionals to provide both direct instruction and support aimed at enabling students to meet the state adopted core curriculum standards in writing. Instruction will take place on a daily basis within the regular classroom in both whole and small group settings.	Professional Learning	Tier 2	Getting Ready	06/23/2014	07/21/2014	\$17805	Highly qualified paraprofessional and middle school teachers.
Additional Parapro Math Support	Our highly qualified parapro will be assisting in grades 3 through 6 in mathematic remediation 1.5 hours per day. In addition the district will assign two additional paraprofessionals to assist those students on a daily basis in grades 7 and 8 who are not proficient in mathematics as measured by the state MEAP testing and classroom performance.	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$6247	Title 1 Paraprofessional, two additional paraprofessionals and Classroom Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Night	A series of 4 seperate evenings will be set up for parents to learn needed parenting and technology skills and ways of supporting both math and other aspects of student learning.	Parent Involvement	Tier 1	Implement	09/02/2014	06/04/2015	\$500	Core content teachers and support staff

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Odysseyware Self-Paced Instruction/Remediation	Teacher assisted online learning materials for all grade levels will be made available for all math teachers to implement into their existing curricula. Students demonstrating gaps in core curriculum standards for mathematics will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers will be given necessary resources and training during the 2014-15 school year in the usage of Odysseyware. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the activity will be a comparison of the end of year state testing with the prior years results	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$3500	District Administrator and Core Teachers 7-11
Math and Science Professional Development	Math and science teachers will attend a professional development with an emphasis on Common Core state standards and Research Based Strategies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/04/2015	\$6500	All mathematics and science teachers along with paraprofessionals as appropriate and Title 1 staff.

Improve Parent Involvement (2014-2015)

Overview

Plan Name

Improve Parent Involvement (2014-2015)

Plan Description

Our district will increase parental involvement and support for student learning by providing parent education nights spread out over the school year.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Secondary students grade 11 will become proficient in science and math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$10500

Goal 1: Secondary students grade 11 will become proficient in science and math.

Measurable Objective 1:

20% of Eleventh grade students will demonstrate a proficiency in career and college readiness in Mathematics by 04/15/2015 as measured by the math and science portions of the ACT test.

Strategy 1:

Teacher Assisted On-line Learning - Teacher assisted online learning materials for grade 11 will be made available for all math and science teachers to implement into their existing curricula. Students who have not met the benchmarks for Career and College Readiness in either mathematics and science will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers were given training and necessary resources at the beginning of the 2013 school year in the usage of Odysseyware as well as throughout the school year. Ongoing training and resources are being provided as needed during the 2014-2015 school year. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the strategy will be a comparison of the end of year state testing with the prior years results.

Research Cited: United States. Department of Education. Use of Technology in Teaching

and Learning. Washington: GPO, n.d. Web. 17 May 2013.

Tier: Tier 2

Activity - Odysseyware Self-Paced Instruction/Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher assisted online learning materials for all grade levels will be made available for all math teachers to implement into their existing curricula. Students demonstrating gaps in core curriculum standards for mathematics will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers will be given necessary resources and training during the 2014-15 school year in the usage of Odysseyware. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the activity will be a comparison of the end of year state testing with the prior years results	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$3500	Title II Part A	District Administrator and Core Teachers 7-11

Strategy 2:

Career and College Readiness Training - Our primary strategy for improving career and college readiness in both math and science at the 11th grade level is to provide secondary teachers with innovative, research based professional development focused on a student centered application of common core standards. The professional development opportunities offered for the 2014-2015 school year include offerings by the Michigan Department of Education, The Seaborg Mathematics and Science Center through Northern Michigan University, The Michigan Math and Science Network, Marquette-Alger RESA, and The Modeling Instruction in Michigan

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Program. All of the above mentioned professional development offerings will allow our secondary teachers and support staff to empower student real world involvement and understanding of science and math concepts. Careful ongoing attention to comparative student achievement data in both the PLAN and ACT assessments along with classroom performance data will serve as the primary monitoring tool for the effectiveness of this strategy.

Research Cited: Holloway, John . "Research Link / Linking Professional Development to Student Learning."

Educational Leadership 1 Nov. 2006: 85-87. Print.

Richardson, V. (1999). "Teacher Education and the Construction of Meaning." In G. Griffin (Ed.) Teacher Education for a New Century: Emerging Perspectives, Promising Practices, and Future Possibilities (Yearbook of the National Society for the Study of Education), pp. 145–166. Chicago: University of Chicago Press.

Brophy, J.E., Good, T.L. (1986). "Teacher Behavior and Student Achievement." In M.L. Wittrock (Ed.) Handbook of Research on Teaching, 3rd ed., pp. 328–375. New York: MacMillan.

Good, T.L., Grouws, D. (1979). "The Missouri Mathematics Effectiveness Project: An Experimental Study in Fourth-Grade Classrooms." Journal of Educational Psychology, Vol. 71, pp. 335–362.

Kennedy, M. (1997). Defining Optimal Knowledge for Teaching Science and Mathematics (Research Monograph 10). Madison, WI: National Institute for Science Education, University of Wisconsin.

Carpenter, T.P., et al. (1989). "Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study." American Educational Research Journal, Vol. 26, pp. 499–531.

Tier: Tier 1

Activity - Math and Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and science teachers will attend a professional development with an emphasis on Common Core state standards and Research Based Strategies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/04/2015	\$6500	Title II Part A	All mathematics and science teachers along with paraprofessionals as appropriate and Title 1 staff.

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Strategy 3:

Improved Parent Involvement and Support - Parents will be actively solicited to attend Parent Education nights. Individual nights will focus on various topics, including how to help with homework and math skills, games appropriate for improving math knowledge, parenting skills, and the use of accessing technology to support learning. Attendance record and parent feedback will be used to monitor Parent Education activities.

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily, 28 May 2008. Web. 17 May 2013.

Tier: Tier 1

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of 4 seperate evenings will be set up for parents to learn needed parenting and technology skills and ways of supporting both math and other aspects of student learning.	Parent Involvement	Tier 1	Implement	09/02/2014	06/04/2015	\$500	Title II Part A	Core content teachers and support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Odysseyware Self-Paced Instruction/Remediation	Teacher assisted online learning materials for all grade levels will be made available for all math teachers to implement into their existing curricula. Students demonstrating gaps in core curriculum standards for mathematics will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers will be given necessary resources and training during the 2014-15 school year in the usage of Odysseyware. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the activity will be a comparison of the end of year state testing with the prior years results	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$3500	District Administrator and Core Teachers 7-11
Parent Night	A series of 4 separate evenings will be set up for parents to learn needed parenting and technology skills and ways of supporting both math and other aspects of student learning.	Parent Involvement	Tier 1	Implement	09/02/2014	06/04/2015	\$500	Core content teachers and support staff
Math and Science Professional Development	Math and science teachers will attend a professional development with an emphasis on Common Core state standards and Research Based Strategies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/04/2015	\$6500	All mathematics and science teachers along with paraprofessionals as appropriate and Title 1 staff.

Improving Teacher Effectiveness (2014-2015)

Overview

Plan Name

Improving Teacher Effectiveness (2014-2015)

Plan Description

Our district has allocated sufficient resources in order to provide research-based professional development for our professional and paraprofessional teaching staff to gain the knowledge necessary for the implementation of strategies that will enable all students to achieve proficiency in the state adopted core curriculum standards.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Grade 3 through 8 students at Watersmeet Township School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6247
2	Secondary students grade 11 will become proficient in science and math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$10500
3	Middle school students will become proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$17805

Goal 1: Grade 3 through 8 students at Watersmeet Township School will become proficient in math.

Measurable Objective 1:

A 20% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level of 1 or 2 in Mathematics by 04/15/2015 as measured by state MEAP test for math..

Strategy 1:

Title 1 Math Parapro Classroom Assistance - The district's highly qualified Title 1 paraprofessional will be assigned to assist those students in kindergarten through sixth grade who are not proficient in mathematics as based on the MEAP and classroom assessments. The paraprofessional will utilize 1.5 hours of her time under the direction of the classroom teachers to address student needs in small groups. Effectiveness of the use of our paraprofessional will be monitored by the classroom teacher. In addition, the district will assign two additional paraprofessionals to assist those students on a daily basis in grades 7 and 8 who are not proficient in math based upon MEAP and classroom assessments.

Research Cited: Gersten, Russel and Doug Carnine. "Direct Instruction Mathematics: A Logintudinal

Evaluation of Low-Income Elementary Students." The Elementary School Journal.

Volume 84. Number 4. 1984. University of Chicago. Web. 17 May 2013.

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Tier: Tier 2

Activity - Additional Parapro Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our highly qualified parapro will be assisting in grades 3 through 6 in mathematic remediation 1.5 hours per day. In addition the district will assign two additional paraprofessionals to assist those students on a daily basis in grades 7 and 8 who are not proficient in mathematics as measured by the state MEAP testing and classroom performance.	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$6247	Title I Part A	Title 1 Paraprofessional, two additional paraprofessionals and Classroom Teachers

Goal 2: Secondary students grade 11 will become proficient in science and math.

Measurable Objective 1:

20% of Eleventh grade students will demonstrate a proficiency in career and college readiness in Mathematics by 04/15/2015 as measured by the math and science portions of the ACT test.

Strategy 1:

Teacher Assisted On-line Learning - Teacher assisted online learning materials for grade 11 will be made available for all math and science teachers to implement into their existing curricula. Students who have not met the benchmarks for Career and College Readiness in either mathematics and science will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers were given training and necessary resources at the beginning of the 2013 school year in the usage of Odysseyware as well as throughout the school year. Ongoing training and resources are being provided as needed during the 2014-2015 school year. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the strategy will be a comparison of the end of year state testing with the prior years results.

Research Cited: United States. Department of Education. Use of Technology in Teaching

and Learning. Washington: GPO, n.d. Web. 17 May 2013.

Tier: Tier 2

Activity - Odysseyware Self-Paced Instruction/Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher assisted online learning materials for all grade levels will be made available for all math teachers to implement into their existing curricula. Students demonstrating gaps in core curriculum standards for mathematics will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers will be given necessary resources and training during the 2014-15 school year in the usage of Odysseyware. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the activity will be a comparison of the end of year state testing with the prior years results	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$3500	Title II Part A	District Administrator and Core Teachers 7-11
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Strategy 2:

Career and College Readiness Training - Our primary strategy for improving career and college readiness in both math and science at the 11th grade level is to provide secondary teachers with innovative, research based professional development focused on a student centered application of common core standards. The professional development opportunities offered for the 2014-2015 school year include offerings by the Michigan Department of Education, The Seaborg Mathematics and Science Center through Northern Michigan University, The Michigan Math and Science Network, Marquette-Alger RESA, and The Modeling Instruction in Michigan Program. All of the above mentioned professional development offerings will allow our secondary teachers and support staff to empower student real world involvement and understanding of science and math concepts. Careful ongoing attention to comparative student achievement data in both the PLAN and ACT assessments along with classroom performance data will serve as the primary monitoring tool for the effectiveness of this strategy.

Research Cited: Holloway, John . "Research Link / Linking Professional Development to Student Learning."

Educational Leadership 1 Nov. 2006: 85-87. Print.

Richardson, V. (1999). "Teacher Education and the Construction of Meaning." In G. Griffin (Ed.) Teacher Education for a New Century: Emerging Perspectives, Promising Practices, and Future Possibilities (Yearbook of the National Society for the Study of Education), pp. 145–166. Chicago: University of Chicago Press.

Brophy, J.E., Good, T.L. (1986). "Teacher Behavior and Student Achievement." In M.L. Wittrock (Ed.) Handbook of Research on Teaching, 3rd ed., pp. 328–375. New York: MacMillan.

Good, T.L., Grouws, D. (1979). "The Missouri Mathematics Effectiveness Project: An Experimental Study in Fourth-Grade Classrooms." Journal of Educational Psychology, Vol. 71, pp. 335–362.

Kennedy, M. (1997). Defining Optimal Knowledge for Teaching Science and Mathematics (Research Monograph 10). Madison, WI: National Institute for Science Education, University of Wisconsin.

Carpenter, T.P., et al. (1989). "Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study." American Educational Research Journal, Vol. 26, pp. 499–531.

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Tier: Tier 1

Activity - Math and Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and science teachers will attend a professional development with an emphasis on Common Core state standards and Research Based Strategies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/04/2015	\$6500	Title II Part A	All mathematics and science teachers along with paraprofessionals as appropriate and Title 1 staff.

Strategy 3:

Improved Parent Involvement and Support - Parents will be actively solicited to attend Parent Education nights. Individual nights will focus on various topics, including how to help with homework and math skills, games appropriate for improving math knowledge, parenting skills, and the use of accessing technology to support learning. Attendance record and parent feedback will be used to monitor Parent Education activities.

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily, 28 May 2008. Web. 17 May 2013.

Tier: Tier 1

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of 4 separate evenings will be set up for parents to learn needed parenting and technology skills and ways of supporting both math and other aspects of student learning.	Parent Involvement	Tier 1	Implement	09/02/2014	06/04/2015	\$500	Title II Part A	Core content teachers and support staff

Goal 3: Middle school students will become proficient in writing.

Measurable Objective 1:

20% of Seventh grade students will demonstrate a proficiency level of 1 or 2. in Writing by 04/15/2015 as measured by the writing assessment adopted by the state of Michigan for the 2014-2015 school year..

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Strategy 1:

Core Curriculum Writing - Our middle school teachers and highly qualified paraprofessionals will receive professional development training in order to facilitate implementation of the state approved core curricular standards pertaining to writing across the curriculum. This professional development will allow teachers and paraprofessional staff to guide and support students currently not proficient in writing. Monitoring will consist of both regular classroom writing assessments aligned with the state adopted smarter balanced assessments. Additional monitoring will consist of both formative and summative smarter balanced assessments throughout the school year.

Research Cited: Holloway, John . "Research Link / Linking Professional Development to Student Learning."

Educational Leadership 1 Nov. 2006: 85-87. Print.

Richardson, V. (1999). "Teacher Education and the Construction of Meaning." In G. Griffin (Ed.) Teacher Education for a New Century: Emerging Perspectives, Promising Practices, and Future Possibilities (Yearbook of the National Society for the Study of Education), pp. 145–166. Chicago: University of Chicago Press.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills gained through attendance and participation in the Summer Invitational Institute of the Eastern Michigan Writing Project from June 23rd-July 21st 2014, will enable our highly qualified middle school teachers and paraprofessionals to provide both direct instruction and support aimed at enabling students to meet the state adopted core curriculum standards in writing. Instruction will take place on a daily basis within the regular classroom in both whole and small group settings.	Professional Learning	Tier 2	Getting Ready	06/23/2014	07/21/2014	\$17805	Title I Part A	Highly qualified paraprofessional and middle school teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Parapro Math Support	Our highly qualified parapro will be assisting in grades 3 through 6 in mathematic remediation 1.5 hours per day. In addition the district will assign two additional paraprofessionals to assist those students on a daily basis in grades 7 and 8 who are not proficient in mathematics as measured by the state MEAP testing and classroom performance.	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$6247	Title 1 Paraprofessional, two additional paraprofessionals and Classroom Teachers
Professional Development	Skills gained through attendance and participation in the Summer Invitational Institute of the Eastern Michigan Writing Project from June 23rd-July 21st 2014, will enable our highly qualified middle school teachers and paraprofessionals to provide both direct instruction and support aimed at enabling students to meet the state adopted core curriculum standards in writing. Instruction will take place on a daily basis within the regular classroom in both whole and small group settings.	Professional Learning	Tier 2	Getting Ready	06/23/2014	07/21/2014	\$17805	Highly qualified paraprofessional and middle school teachers.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Night	A series of 4 seperate evenings will be set up for parents to learn needed parenting and technology skills and ways of supporting both math and other aspects of student learning.	Parent Involvement	Tier 1	Implement	09/02/2014	06/04/2015	\$500	Core content teachers and support staff

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Odysseyware Self-Paced Instruction/Remediation	Teacher assisted online learning materials for all grade levels will be made available for all math teachers to implement into their existing curricula. Students demonstrating gaps in core curriculum standards for mathematics will be directed to access and remediate deficits via appropriate self-paced instruction and practice matched to specific benchmarks and standards. Teachers will be given necessary resources and training during the 2014-15 school year in the usage of Odysseyware. Monitoring of individual student progress will be the responsibility of each classroom teacher utilizing the online materials. A final monitoring step for the effectiveness of the activity will be a comparison of the end of year state testing with the prior years results	Academic Support Program	Tier 2	Implement	09/02/2014	06/04/2015	\$3500	District Administrator and Core Teachers 7-11
Math and Science Professional Development	Math and science teachers will attend a professional development with an emphasis on Common Core state standards and Research Based Strategies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/04/2015	\$6500	All mathematics and science teachers along with paraprofessionals as appropriate and Title 1 staff.