



# **School Improvement Plan**

**Bullock Creek Middle School**

**Bullock Creek School District**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **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?**

Bullock Creek Middle School is located in Midland County and has an enrollment of about 450 students from grades 6-8. Our district has 5 building, 3 are considered elementary, 1 middle school and 1 high school. Our district covers 77 square miles and has a very socio-economically diverse population. In the Middle School there are 26 teachers, 10 support staff, 1 counselor and 1 administrator. A challenge our district faces is that the shape of our district is very long and narrow. Our buildings are separated throughout our district which ultimately creates difficulty when sharing staff.

## **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.**

Bullock Creek Middle School's purpose is to facilitate the transition from the elementary to the secondary level and accept the responsibility to teach the identified curriculum to all students as they strive to attain their maximum potential. In partnership with parents and community, the staff will foster positive behaviors and attitudes that promote academic, social, emotional and physical well-being. We believe that upon accomplishing our mission, students will demonstrate proficiency in study skills, patterns of attendance, and academic performance that will ensure success at each subsequent level of education and success as members of 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.**

Bullock Creek Middle School plans to increase student achievement all components of the State Assessment. It is anticipated that with continued interventions in student learning, Bullock Creek Middle School will come very close to meeting its goal of raising student achievement.

## **Additional Information**

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

Bullock Creek Middle School continues to challenge students to become respectful, contributing members of the community. Students are offered after school opportunities for extended learning, creative exploration and athletics. Project based learning opportunities are provided to students when appropriate in each classroom.

# **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.**

Each year, middle school teaching staff are informed of the results of the testing data. They also provide input into the School Systems Review and utilize the four SIP goals in developing their own personal evaluation goals. Each year, staff are given updates and progress is monitored as SIP goals are achieved. The entire middle school staff are selected because each of them have a role in the outcome of the SIP goals. Meetings are held every other Wednesday throughout the school year.

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

One staff member from each of the core areas that help in collecting data for the data analysis. Written goals are tied to the District School Improvement plan. Staff provide input as to needs and goals of the SIP.

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

The final plan is communicated to staff member as part of a staff meeting when discussing teacher evaluation and the process of using the SIP to develop personal goals that tie to the SIP.

# **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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Bullock Creek Middle School has seen a steady trend in enrollment over the last three years. Challenges exist in class sizes. With the number of 6th, 7th and 8th graders attending Bullock Creek Middle School, most class sizes average about 28-30. In some cases there are as many as 32 in a classroom. To reduce these numbers, it would require an additional section of each subject in each grade level which presents a challenge as to how this might be addressed with the hire of only one or two teachers.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Attendance for the majority of students is excellent. There are a few students in each grade level that for a variety of reasons struggle to regularly attend school. Support is provided to the district by Probate Court, Family and Children's Services as well Community Mental Health. It is still the sole responsibility of the building principal to monitor and address truancy issues.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

The three year trend has demonstrated a decrease in the number of suspensions and serious infractions incurred by students. The challenge is to continue to provide support to teachers, maintain the proper procedures for RTC and to monitor student behaviors in all interactive area with the existence of only one building administrator.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

In regards to truancy, the implementation of Skyward has provided the ability to monitor student attendance much more easily. Monitoring student behavior requires organization of many procedures and many support personnel to make sure that all areas are covered. Student enrollment is only a temporary increase and future trends, as evidenced in the lower grade levels, we will see enrollment numbers at Bullock Creek Middle School decrease in 3-5 years.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**



The average number of years of teaching experience at Bullock Creek Middle School is about 15 years. The impact on student achievement has the potential to be positive. Concerns center around many State mandated curriculum changes, assessment changes and evaluation changes. These changes have altered the climate and culture of the building.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Teaching experience averages are at about 15 years. It is anticipated that this will have a positive impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Over the previous 4 years, there have been very few days that the school leader has been absent from the building. The culture of the building changes when the administrator is not present and could ultimately have an impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

There is definitely an impact on the learning that takes when a teacher is absent from the classroom. The trends show that there is a high number of absences with a few teachers.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Action to encourage positive attendance. To encourage quality lesson plans in teacher absence.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Curriculum and Instruction continue to be a strength at Bullock Creek Middle School. Staff work diligently to align curriculum to the Common Core State Standards. Organizational management is also a strength. Teachers, support staff and administration work collaboratively to address the needs of the students and building.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Creating common assessment and developing a culture of learning in which all student what be successful continues to be a challenge. Community engagement is lacking and Bullock Creek Middle School needs to work at involving their community and stakeholders in the educational process.

**12. How might these challenges impact student achievement?**

Having quality common assessments will help us to understand the gaps in student learning. By improving the the assessments we create we can gather data from the assessments to help improve instruction. The challenge of creating a culture for learning can always be improved so that all student engage in the learning process.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Providing opportunity for teachers to collaborate regarding assessments and pacing of lessons. Having a quality plan that focuses on learning and achievement encourages the culture of learning to develop.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Include students with disabilities in programs offered throughout the day and after school hours. Invite them to participate and ensure that there are no barriers to their participation.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Students in grades 6-8 have opportunity to participate in an after school tutoring program, school play, The Rock Youth Center and Robotics. Student in grades 7 and 8 have many opportunities to participate in athletics.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Most opportunities are available to all students that wish to participate. Limitations may include grade level or At-Risk Funding when there is a need identify a particular group to participate.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Teacher provided lesson plans, classroom evaluations, teacher provide pre and post tests and pacing guides.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

The MIPHY survey is complete when required and the results are shared with middle school staff.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

The strength in reading at Bullock Creek Middle School exist mostly with fictional materials. Students are provided with opportunity most days to read in either their ELA class or academic center when homework is complete.

### **19b. Reading- Challenges**

The greatest challenge exists in the reading non-fictional materials when students are asked to read for information when there is content specific vocabulary. Students struggle derive meaning and applications when vocabulary is difficult. Examples of this include science textbooks.

### **19c. Reading- Trends**

In the 2016-17 school year, Bullock Creek Middle School will be providing support to 6th, 7th, 8th grade students in their Science classrooms to help address the difficulty many students are having with reading for information.

**19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

As indicated, reading support will be provided to students in 6th, 7th and 8th grade Science to help improve the difficulty that many students have with reading for information.

**20a. Writing- Strengths**

Students tend to write narrative response well and are more comfortable doing so.

**20b. Writing- Challenges**

Students in 6th, 7th and 8th grade continue to struggle with argumentative writing pieces. Establishing an argument and supporting the argument with facts is difficult 6th, 7th and 8th grade students.

**20c. Writing- Trends**

To provide students with more guidance and opportunity to improve argumentative writing skills.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

As indicated, we need to provide students with more guidance and opportunity to improve argumentative writing skills.

### **21a. Math- Strengths**

The strength in mathematics at Bullock Creek Middle is first line math instruction and intervention opportunities for students.

### **21b. Math- Challenges**

Many students struggle with basic math facts. This is concerning when introducing more complex math concept that require basic math. Finding solutions using basic math becomes slow and arduous when students are not familiar with basic mathematics.

### **21c. Math- Trends**

Trends in mathematics encourage the use of electronic apps to practice basic math and math concepts.

### **21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

To continue to offer intervention and extended day opportunities to struggling students.

### **22a. Science- Strengths**

STEM has transformed how we teach Science. Students are very intrigued by project based learning and have enjoyed the opportunity to learn science hands-on.

#### **22b. Science- Challenges**

The challenges in science exist in the difficult complexity of information that students are required to read in science related articles and text books. Standardized test also maintain that same level of complex reading for information requirement.

#### **22c. Science- Trends**

The introduction of technology and STEM based PBL projects.

#### **22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Provide support for students to improve their ability to read and understand complex information.

#### **23a. Social Studies- Strengths**

Students generally engage in the learning in social studies. At Bullock Creek Middle School we have an excellent teaching staff that engage learners. Instruction in Social Studies is our strength.

#### **23b. Social Studies- Challenges**

Challenges in Social Studies, just like Science, exist in the complexity of informational reading.

#### **23c. Social Studies- Trends**

Utilize technology where possible. Online textbooks, apps and iPads used regularly in the classroom.

#### **23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Support learners as they are challenged through the complexity of written Social Studies curriculum.



## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Student perception data indicates positive student and teacher relationships rank as their highest level of satisfaction.

### **24b. Student Perception Data**

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

Limited extra curricular opportunities.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

When funding allows, provide students with extra curricular opportunities.

### **25a. Parent/Guardian Perception Data**

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

Ability to access teachers and administrator with questions related to the classroom and school functions.

### **25b. Parent/Guardian Perception Data**

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

Ability to assist their child with homework and the volume of time it takes to complete homework.

### **25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Provide students with opportunity in the school day to work on their homework (i.e. Academic Center).

**26a. Teacher/Staff Perception Data**

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

Support with classroom discipline issues.

**26b. Teacher/Staff Perception Data**

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

Time allowed in the school to collaborate with co-workers.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Plan staff meetings to allow time to meet in content area groups or grade level groups.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Communication on community and school events.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

Access to the school to work as a volunteer.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Provide opportunities for community members to volunteer for special events and in the classrooms.

## **Summary**

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

We have challenges in which students struggle to read complex information in Science and Social. Our challenge is to guide students through the process of how to interpret this complex information and apply it. Bullock Creek Middle School has very hard working and skilled teachers. By inviting community support, supporting parents and providing extended day programs we anticipate that students will fully engage in the learning community.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

We anticipate that student achievement will improve.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

We have provided a math, reading and writing goal to improve student achievement.

# **School Additional Requirements Diagnostic**

**Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Grades 1-5 are tested annually in Literacy and Math using the Data Director Riverside Assessments.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The annual report is posted annually at least 15 days prior to the start of the school year.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Student EDP's are completed in 8th grade each year and maintained in student files.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Counselor meets individually and annually with students to update their EDP's in 7th-12th grades.	

Label	Assurance	Response	Comment	Attachment
5.	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	This information is outline in district handbooks	

Label	Assurance	Response	Comment	Attachment
6.	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	Shawn Hale Superintendent 1420 S. Badour Rd. Midland, Mi 48640 989-631-9022	

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Label	Assurance	Response	Comment	Attachment
7.	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	Parent involvement plan is part of the District School Improvement Plan team.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Supporting information is provided in the School Improvement Goals and Plans.	



# **2016-17 Bullock Creek Middle School SIP**

# Overview

**Plan Name**

2016-17 Bullock Creek Middle School SIP

**Plan Description**

## 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	All students at Bullock Creek Middle School in grades 6-8 will exhibit annual learning gains to acquire the knowledge, skills needed to master state standards in the area of mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$5000
2	All students at Bullock Creek Middle School in grades 6-8 will exhibit annual learning gains to acquire the knowledge and skills needed to master state standards in the area of Reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$44000
3	All students at Bullock Creek Middle School in grades 6-8 will exhibit annual learning gains to acquire the knowledge and skills needed to master state standards in the area of Writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students at Bullock Creek Middle School will continue to grow in their Technology proficiency as they progress from grades 6-8.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$7580

# Goal 1: All students at Bullock Creek Middle School in grades 6-8 will exhibit annual learning gains to acquire the knowledge, skills needed to master state standards in the area of mathematics.

## Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level requirements in Mathematics by 06/14/2019 as measured by grade level assessments, M-STEP and PSAT.

## Strategy 1:

At-Risk Mathematics - Students identified as At-Risk of failure in Mathematics using the criteria from 31A documentation will be placed in a Math Lab in which they will work for 36 weeks with a certified math teacher for an hour each day in place of an elective class. If at the end of the 36 weeks, the student has demonstrated growth and is successfully passing their regular math course, the student will be released.

Category: Mathematics

Research Cited: Fuchs, Fuchs, Craddock (2008)

Jitendra (2008)

National Joint Committee on Learning Disabilities (2008)

Tier: Tier 2

Activity - Mathematics Regional PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math teachers will work with Steve Ventura to identify key standards and vertically align our mathematics curriculum. In addition to alignment math teachers will collect and use data in newly developed short cycle assessments.	Teacher Collaboration	Tier 1	Getting Ready	08/25/2016	06/15/2017	\$1000	Title II Part A	Building Principal, Math Department

## Strategy 2:

Professional Learning - 6-8 mathematics teachers will work together to align curriculum and improve instructional practices to meet all Common Core Standards.

Category:

Research Cited: MCTM, MAISA, Houghton Mifflin- Vocabulary Strategies for the Mathematics classroom.

Big Ideas Math textbook-implementation 2015-16

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math department teachers will utilize committee meetings to collaborate best practices and curriculum alignment. Test scores will be reviewed and appropriate curriculum changes will be made to assist struggling learners.	Professional Learning	Tier 1	Getting Ready	08/25/2015	06/10/2016	\$3000	Title II Part A	Building Principal and 6-8 Mathematics department
Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ashley Meyer will attend the MCTM conference July 28-30 in Traverse City Michigan	Professional Learning	Tier 1		07/28/2015	07/30/2015	\$1000	Title II Part A	Middle School Principal and Ashley Meyer

### Strategy 3:

Class size reduction - Within 6 grade, one section of Mathematics will be added to reduce the overall class size of each individual mathematics class.

Category:

Research Cited: Zyngler, David (2014)

SchanzenBack, D.W. (2014)

Dynarski, S. (2011)

Tier: Tier 1

Activity - Class size reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attempt to maintain an of average 25 students in grade 6 mathematics classroom.	Class Size Reduction	Tier 1	Implement	09/08/2015	06/09/2016	\$0	General Fund	Curt Moses

**Goal 2: All students at Bullock Creek Middle School in grades 6-8 will exhibit annual learning gains to acquire the knowledge and skills needed to master state standards in the area of Reading.**

### Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of grade level standards in Reading by 06/14/2019 as measured by Grade level assessment, M-STEP and PSAT..

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### Strategy 1:

Disciplinary Reading - All 6-8 teachers will work to enhance their instruction of disciplinary reading by employing key strategies of the Reading Apprenticeship program. Strategies will be shared with the staff by Ashley Habitz, Mark Habitz and Theresa Shroeder, who have completed the program.

Category: English/Language Arts

Research Cited: Reading Next, Doug Fisher's research, Kyleen Beers and Robert Probst, Reading Apprenticeship

Tier: Tier 1

Activity - Reading Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three teachers have attended Reading Apprenticeship Training throughout the 2015-16 school year. The lead teacher will share their learning with their department during monthly department meetings. Evidence of implementation will be shared with the principal one month after the department meetings sharing.	Professional Learning	Tier 1	Implement	08/31/2016	08/31/2017	\$4000	Title II Part A	Curt Moses, Mark Habitz, Theresa Schroeder, Ashley Habitz and Reading Apprenticeship Trainers.

Activity - Reading Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to department sharing by the lead teacher in the Reading Apprenticeship Training, all 6th, 7th & 8th grade science teachers will work with Theresa Schroeder and Dave Brown to improve non-fiction reading and content specific vocabulary. strategies.	Teacher Collaboration		Implement	08/31/2016	06/14/2019	\$40000	Section 31a	Curt Moses, Theresa Schroeder, John Pfeiffer, Cyndi VanOchten, Jennifer Nagel and Dave Brown.

**Goal 3: All students at Bullock Creek Middle School in grades 6-8 will exhibit annual learning gains to acquire the knowledge and skills needed to master state standards in the area of Writing.**

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### Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level requirements in Writing by 06/14/2019 as measured by proficiency in writing in all content areas using grade level assessments, M-STEP and PSAT..

### Strategy 1:

Writing Professional Learning - All 6-8 ELA teachers will continue working to identify essential content curriculum in the field of writing. They will work under the guidance of Steve Ventura. Teachers will also focus on creating short cycle assessments and collecting data. Teachers will monitor this student data and adjust the instructional focus as necessary. Teachers will work with Steve in this area for 10 days of professional development this school year.

Category: English/Language Arts

Research Cited: Writing Next

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Steve Ventura will provide 10 days of professional development to our 6-8 ELA staff in the area of short cycle assessment, data collection & monitoring and reading/writing curriculum development.	Professional Learning	Tier 1	Implement	08/26/2016	06/14/2019	\$0	Title I Part A	Curt Moses, Middle School Teachers and Consultant Steve Ventura.

## Goal 4: All students at Bullock Creek Middle School will continue to grow in their Technology proficiency as they progress from grades 6-8.

### Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in the area of technology education in Career & Technical by 06/14/2019 as measured by the appropriate use of technology in all blended learning opportunities..

### Strategy 1:

Project Lead The Way - Two teachers from Bullock Creek Middle School (Dave Brown, Gerard Wauldron) have been trained in Project Lead The Way Gateway

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Curriculum. Gerard Wauldron will receive his second year of training during August 2016. This includes the Design and Modeling as well as Automation and Robotics curriculum. In the fall of 2016 a specific class of PLTW will be offered to 7th grade which will include both the Design and Modeling curriculum and the Automation and Robotics portion.

Category: Career and Technical Education(CTE)

Research Cited: Nathan (2011)

Rogers (2005 and 2006)

Daugherty (2009)

Tier: Tier 1

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 teacher will attend a two day training update on the most recent version of the PLTW curriculum. This training is centered around STEM education for 6-8 students. The teacher has attended the 2-week Core Training which include modeling and design as well as automation and robotics.	Professional Learning	Tier 1	Implement	08/15/2016	06/14/2019	\$6900	Title II Part A	Middle School Principal and Gerard Wauldron

### Strategy 2:

Technology Integration - During the fall of 2016 all students 6-8 will have access to a (1 to 1) laptop device with the ability for home access. Staff will receive training and be provided with appropriate technology to provide blended learning opportunities for all students to become more proficient users of technology.

Category: Career and Technical Education(CTE)

Research Cited: Blended Learning

Tier: Tier 1

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 teacher will attend the MACUL Conference to gain a better understanding of technology integration, google classroom and blended learning.	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$680	Title II Part A	Curt Moses, Petra Glaze and Jeramey Valley.



## 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 Learning	Steve Ventura will provide 10 days of professional development to our 6-8 ELA staff in the area of short cycle assessment, data collection & monitoring and reading/writing curriculum development.	Professional Learning	Tier 1	Implement	08/26/2016	06/14/2019	\$0	Curt Moses, Middle School Teachers and Consultant Steve Ventura.

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Professional Learning	In addition to department sharing by the lead teacher in the Reading Apprenticeship Training, all 6th, 7th & 8th grade science teachers will work with Theresa Schroeder and Dave Brown to improve non-fiction reading and content specific vocabulary. strategies.	Teacher Collaboration		Implement	08/31/2016	06/14/2019	\$40000	Curt Moses, Theresa Schroeder, John Pfeiffer, Cyndi VanOchten, Jennifer Nagel and Dave Brown.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Class size reduction	Attempt to maintain an of average 25 students in grade 6 mathematics classroom.	Class Size Reduction	Tier 1	Implement	09/08/2015	06/09/2016	\$0	Curt Moses

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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	1 teacher will attend a two day training update on the most recent version of the PLTW curriculum. This training is centered around STEM education for 6-8 students. The teacher has attended the 2-week Core Training which include modeling and design as well as automation and robotics.	Professional Learning	Tier 1	Implement	08/15/2016	06/14/2019	\$6900	Middle School Principal and Gerard Wauldron
Teacher Training	Ashley Meyer will attend the MCTM conference July 28-30 in Traverse City Michigan	Professional Learning	Tier 1		07/28/2015	07/30/2015	\$1000	Middle School Principal and Ashley Meyer
Mathematics Regional PLC	The math teachers will work with Steve Ventura to identify key standards and vertically align our mathematics curriculum. In addition to alignment math teachers will collect and use data in newly developed short cycle assessments.	Teacher Collaboration	Tier 1	Getting Ready	08/25/2016	06/15/2017	\$1000	Building Principal, Math Department
Professional Learning	Math department teachers will utilize committee meetings to collaborate best practices and curriculum alignment. Test scores will be reviewed and appropriate curriculum changes will be made to assist struggling learners.	Professional Learning	Tier 1	Getting Ready	08/25/2015	06/10/2016	\$3000	Building Principal and 6-8 Mathematics department.
Reading Professional Learning	Three teachers have attended Reading Apprenticeship Training throughout the 2015-16 school year. The lead teacher will share their learning with their department during monthly department meetings. Evidence of implementation will be shared with the principal one month after the department meetings sharing.	Professional Learning	Tier 1	Implement	08/31/2016	08/31/2017	\$4000	Curt Moses, Mark Habitz, Theresa Schroeder, Ashley Habitz and Reading Apprenticeship Trainers.
Teacher Training	1 teacher will attend the MACUL Conference to gain a better understanding of technology integration, google classroom and blended learning.	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$680	Curt Moses, Petra Glaze and Jeramey Valley.