



# **School Improvement Plan**

**Bullock Creek Middle School**

**Bullock Creek School District**

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	18
Perception Data - Students.....	22
Perception Data – Parents/Guardians.....	23
Perception Data – Teachers/Staff.....	24

Other..... 25

**School Additional Requirements Diagnostic**

Introduction..... 27

School Additional Requirements Diagnostic..... 28

**2014-2015 Goals and Plan**

Overview..... 31

Goals Summary..... 32

    Goal 1: By the completion of the 2015 MEAP assessment window, Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP math assessment across all grade levels..... 33

    Goal 2: By the completion of the 2015 MEAP assessment window,Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP Reading Assessment..... 34

    Goal 3: By the completion of the 2015 MEAP assessment window, Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP writing assessment..... 35

Activity Summary by Funding Source..... 37

## 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. <br><br> 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 460 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 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 work 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 is currently in the third year of a three School Improvement Plan to increase the number of students that answer 80% of the MEAP Math, Writing and Reading questions correct. The result of the 2010-2012 MEAP tests indicated that this is an area that needed to show improvement. The results of the 2013 MEAP indicated that Bullock Creek Middle School has demonstrated a slight increase since the beginning of the 2013 SIP. It is anticipated that with continued interventions in student learning, Bullock Creek Middle School will come very close to meeting its goal of raising the number of students by 25% within the 3 years plan.

## 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.**

During the 2011-12 school year and 2012-13 school year, the entire middle school teaching staff were informed of the results of the Data analysis, provided input into the process rubrics and utilized the three developed SIP goals in developing their own personal evaluation goals. Throughout the 2012-13 school year, staff were given updates as we monitored our progress toward achieving our SIP goals. The entire middle school staff were selected because each of them have a role in the outcome of our goal achievement. Meetings were conducted as part of our regular staff meetings and were 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.**

There was one staff member from each of the core areas that help in collecting data for the data analysis. Our written goals were tied to the District School Improvement plan in the 2011-12 school year. Staff really did not assist in writing the goals but helped to determine where our needs were.

**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 was communicated to staff member as part of a staff meeting when we were discussing teacher evaluation and the process of using the SIP to develop personal goals that tie to the SIP. This year in particular, staff were already aware of the goals, and had been communicated with in regard to our progress and ultimately were aware of what our SIP was.

# 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?

As the enrollment trends at each grade level change, the staffing has changed as well. Highly qualified status determines which teachers will be teaching within each grade level. It is a goal to maintain the appropriate number of students in each classroom so that staff are maximized. An appropriate range for a class could be as small as 20 but no larger than 32. Staffing is adjusted by covering all content areas and keeping student enrollment within those ranges.

### How do student enrollment trends affect staff recruitment?

As student enrollment decreases, staff recruitment declines. On the contrary, staff recruitment increases when student enrollment increases and there is a need to hire additional staff. Bullock Creek Middle School currently has a very high number of Schools of Choice students from neighboring districts.

### How do student enrollment trends affect budget?

The majority of the funding source is based on student count. As enrollment increases, there is additional funding received. As enrollment decreases, funding declines. When the fund balance is stable and/or increased, the district is able to provide more resources and support to the classroom.

### How do student enrollment trends affect resource allocations?

As student enrollment decreases and fund balance decreases, the ability to pay for resources is also reduced. As student enrollment increases there is more ability to allocate resources.

### How do student enrollment trends affect facility planning and maintenance?

Like all other aspects for school district planning, student enrollment determines funding allowance. Ultimately, the planning of facility improvements is partially affected by increase or decrease in student enrollment. Bond funds are another component that allows our district to plan for facility maintenance and improvements.

### How do student enrollment trends affect parent/guardian involvement?



When student enrollment is down and there is less funding available to allocate resources, the need for volunteers increases. Parents often volunteer to help with school and classroom activities.

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

Professional learning opportunities are provided through district funds and grants. Professional learning can be affected when student enrollment changes and funding levels changes. Public relations can be increased or decreased when funding levels change. Ultimately there are less opportunities for the district to provide professional learning to staff when enrollment and fund are decreased. Grants help in many ways to increase the amount of professional learning opportunities.

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

Most of the reasons that student enrollment increase or decreases are out of the control of the district. People move as jobs change and residents buy and sell homes. Schools of choice makes up a portion of our district enrollment. The challenge is to keep enrollment at a consistent level while all factors from above affect the addition or deletion of students. Ultimately when the enrollment is inconsistent, it is difficult to plan for staffing, allocation of resources, scheduling, facility maintenance and improvements.

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

Cautiously accept Schools of Choice students only when there is room within each grade level. Observe the monthly district enrollment which is organized by grade level. Keep an eye on the K-8 enrollment to make plans for future staffing.

**What are the challenges you noticed based on student attendance?**

There are many factors that out of the control of the school. Illness, home factors, court, divorce and lack of motivation to name a few. It is the desire of the school district to encourage positive attendance and use local resources to help improve attendance.

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

At Bullock Creek Middle School, we work very hard to communicate attendance with parents. When necessary, we work with probate court to help deal with truancy issues. We regularly request doctors notes to make sure that health concerns are addressed by the parents.

## Student Achievement Data for All Students

This area includes data questions.

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

According to the 2012 MEAP, we noticed the highest levels of student achievement increase took place in our 6th, 7th and 8th grade Math scores. While there is much room for improvement, we did achieve at least 33% of the growth anticipated from the first year of our three year plan.

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

Math and writing both showed positive trends in performance on the 2012 MEAP. Score are still very low and we have much work to do in all areas.

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

Proficiency ratings in all areas of the 2012 MEAP increased at Bullock Creek Middle School with the exception of 7th grade writing which had a 3% decline from last year. Bullock Creek Middle School outperformed the state averages in all areas. There is much need for improvement to reach our target goal of having 80% of our students answer 80% of the questions on the MEAP test correct.

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

The top 30% of students continue to perform at a level similar to previous years. The bottom 30% percent and gap between the top 30% and bottom 30% are of concern in science and writing according to the Top to Bottom Ranking 2012-13.

**What factors or causes contributed to improved student achievement?**

We've experienced improved performance in Math, Reading and Social Studies. The emphasis placed on Reading as a subject taught in 6th grade and in all other core areas has contributed to improved student performance. There has also been a focus placed on Mathematics K-5 which have helped to improved student achievement.

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

There was an increase in student performance on the 2011-12 and 2012-13 MEAP tests. Increase scores while these factors are in place cause us to believe that we have quality teaching practices in place. We hope to continue to see improvement the more we implement additional quality teaching practices and interventions.

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

In writing we experienced a drop in performance which has raised concern. For the 2013-14 school year we plan to have a consultant with our staff on reading and writing strategies.

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

Writing showed a negative trend in achievement.

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

We outperformed the state average in all areas of MEAP. We experienced a 9% increase in the proficiency level of our Science MEAP scores but still only are achieving at only 26% proficiency. We are below the state targets in Math, Writing, Science and Social Studies.

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

In the bottom 30%, there are many students that struggle not only in one core area but all of them. Their test scores are low on the MEAP and final grades in all core classes are low as well. We have put into place a Math and Writing intervention course to help address this. We have also been more thoughtful in our selection of student for summer school and have worked hard to make summer school much more meaningful.

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

Lack of parental support, lack of motivation and unsuccessful completion of content standards from previous grades all have contributed to a decline in achievement. Especially in the bottom 30%.

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

There are many signs that some students lack concern for their level of achievement. Parental support is minimal in many cases. If there is a lack of concern and a student does not try, it stands to reason that achievement will be impacted negatively.

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

Teachers need to use quality teaching strategies that encourages students to engage in learning activities.



## Subgroup Student Achievement

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

**Response:**

- White
- Economically Disadvantaged

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

**Response:**

- Female

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

7th and 8th grade girls demonstrated a close in the subgroup for Reading and Math.

**How do you know the achievement gap is closing?\***

By comparing their previous years MEAP performance and looking the number of students answering 80% or more of the questions correct on the MEAP, it appears as though the gap is closing.

**What other data support the findings?**

Performance in the classroom and participation in intervention programs.

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

Interventions in Math and Writing along with after school tutoring programs and implementation of an academic center during each school day.

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

We have notice that there is improved school performance from many students involved in these interventions.

**What actions could be taken to continue this positive trend?**

Continue these intervention programs. Provide additional opportunities for students to receive assistance. Monitor student progress.

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

**Response:**

•Male

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

**Response:**

•Male

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

7th and 8th grade reading score show an increased gap as does 8th grade science for boys.

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

Comparing MEAP scores from 2011 to scores on the MEAP. Performance in the classroom helps to support this trend as well.

**What other data support the findings?\***

Final grades in these subject areas.

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

There is a lack of motivation and lack of parental support with some students that may have contributed to a decline in student performance.

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

Through meetings and parental contact.

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

Work hard to increase parental involvement early, try hard to motivate students and plan activities that will help increase motivation.

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

The subgroup is less than 10% but the performance in the classroom is comparable to the school aggregate.

**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.)?**

If students qualify for special education services, the IEP team help to ensure their involvement. Bullock Creek Middle School is not a title I building. After school programs are announced regularly and all students are encouraged to attend.

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

According to 31A identification sheets, then they are provided with services that are supported by 31A dollars.

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

After school programs which include Homework Help, School plays, Art Club and Lancer Leaders.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	25.0

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

Weekly emails to parents, daily announcements, individual student invitations and information posted on our website.

Label	Question	Value
	What is the total FTE count of teachers in your school?	23.5

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?	12.0

Label	Question	Value
	How many teachers have been teaching >15 years?	6.5

**What impact might this data have on student achievement?**

Experience can play both a positive and negative role in student achievement. Each teacher has a unique ability to reach certain individual students. It is possible for a new teacher or a veteran teacher to positively impact a students achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	127.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	259.0

**What impact might this data have on student achievement?**

Regardless of the quality of the lesson plan provided, there is a negative impact on the learning that takes place when a classroom teacher is absent from the classroom. Lesson plans generated by the classroom teacher and carried out by that teacher, has the potential to produce the best results.



## Perception Data - Students

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

Students have indicated they are most satisfied with after school offering in sports, extended learning, performing and applied arts opportunities.

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

The implementation of Academic center at the end of school day took place beginning in October of 2012. Through out the school year, this programs showed a very positive trend toward increased student satisfaction. Student enjoyed the opportunity to work on homework at school and receive assistance on academic struggles they experienced.

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

Writing is still an area that students at Bullock Creek Middle School struggle with. Students indicate that they do not enjoy writing which may also be a partial cause for the low performance on the MEAP. Within each ELA class, there is much writing but teachers are encouraged in all curriculum areas to increase the amount of writing they have students do.

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

Unless we help students become better writers and stay with the status quo, the trend will continue toward decreasing student satisfaction.

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

The patterns observed indicated that students tend to become satisfied with activities and programs they are comfortable with. Helping students become better writers by providing them with more experiences suggests students may enjoy writing more.

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

The staff at Bullock Creek Middle School talk often about embedding literacy into each curriculum area. The more we have students read for information and write responses to their learning can help students become better writers. Ultimately this experience will lead many students to find joy in the experience of writing.

## Perception Data – Parents/Guardians

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

Most parents express satisfaction with class offerings and extended learning opportunities for students.

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

As Bullock Creek Middle School continue to offer more extended learning opportunities, it is expected that parents will become increasingly more satisfied.

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

Parents have expressed a desire for Bullock Creek Middle School to provide additional advanced class offerings.

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

Parents are encouraged by the volume in which teachers post grades and daily assignments. There is some dissatisfactions with teacher communication in regard to students struggling in a class/having discipline problems.

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

Teachers are very busy and do post grades and daily assignments. It is often difficult for teachers to have the time to communicate by phone the struggles that all students are having.

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

Administrator will continue to encourage teachers to contact parents of struggling students. Teachers will be reminded to pick their 2 lowest performers in each class to begin this process.

## Perception Data – Teachers/Staff

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

Teacher perception data was not collected.

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

Teacher perception data was not collected

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

Teacher perception data was not collected

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

Teacher perception data was not collected.

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

Teacher perception data was not collected.

## 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.**

At Bullock Creek Middle School we look at MEAP score, performance on the River Side Assessments, student enrollment and highly qualified status all drive decisions as to which course offerings will be available. The actual curriculum and instruction is based on the National Common Core standards. Instruction is monitored by the building administrator throughout the school year.

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

Observations and evaluation of instruction provides evidence of the use of Common Core State Standards. Learning targets posted on the board in a teachers classroom that are linked to Common Core State Standards also provide evidence of implementation.

# **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
	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
	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
	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
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Counselor meet individually and annually with students to update their EDP's in 7th-12th grades.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p> <p>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.</p>	Yes	This information is outline in district handbooks	

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	Charles Schwedler Superintendent 1420 S. Badour Rd. Midland, Mi 48640 989-631-2418	

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	Parent involvement plan is part of the District School Improvement Plan team.	

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

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



## **2014-2015 Goals and Plan**

# Overview

**Plan Name**

2014-2015 Goals and Plan

**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	By the completion of the 2015 MEAP assessment window, Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP math assessment across all grade levels.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$4000
2	By the completion of the 2015 MEAP assessment window, Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP Reading Assessment	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$5000
3	By the completion of the 2015 MEAP assessment window, Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP writing assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000

**Goal 1: By the completion of the 2015 MEAP assessment window, Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP math assessment across all grade levels.**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level requirements in Mathematics by 06/05/2015 as measured by grade level assessments, MEAP and Riverside assessments.

**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 18 weeks with a certified math teacher during an hour of each day in place of an elective/encore class. If at the end of the 18 weeks, the student has demonstrated growth and is successfully passing their regular math course, the student will be release to attend their elective/encore class.

Research Cited: MTSS

Tier:

Activity - Mathematics Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math teachers will work with Dave Brown, Bullock Creek Stem Coordinator. The focus will be on real world problem solving and development of individual student's foundational math skills	Teacher Collaboration			09/02/2014	06/05/2015	\$1000	Title II Part A	Shawn Hale, Ashley Meyer and Dave Brown

**Strategy 2:**

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

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

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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			09/02/2014	06/05/2015	\$3000	Title II Part A	Shawn Hale and 6-8 Mathematics department
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**Strategy 3:**

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

Research Cited: Education week- August 2004

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 all 6-8 grade mathematics classroom.	Class Size Reduction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Principal

**Goal 2: By the completion of the 2015 MEAP assessment window,Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP Reading Assessment**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of grade level standards in Reading by 06/12/2015 as measured by Riverside assessments and grade level assessments.

**Strategy 1:**

Disciplinary Reading - All 6-8 teachers will work to enhance their instruction of disciplinary reading.

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
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**School Improvement Plan**  
Bullock Creek Middle School

A teacher from each content area and one elective teacher will attend Reading Apprenticeship Training through Great Lakes Bay Consortium for three days this fall. 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	09/02/2014	06/12/2015	\$5000	Title II Part A	Shawn Hale, Department Teachers and GLB Reading Apprenticeship Trainer.
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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 elective lead teacher in the Reading Apprenticeship Training, all 6-12 elective teachers will work with Alicia Kubacki on October 10, 2014	Professional Learning		Implement	09/02/2014	06/12/2015	\$0	Title II Part A	Shawn Hale, Todd Gorsuch and Alicia Kubacki

**Goal 3: By the completion of the 2015 MEAP assessment window, Bullock Creek Middle School will increase by 25% the number of students answering 80% or more of the questions correct on the MEAP writing assessment**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in grade level requirements in Writing by 06/12/2015 as measured by proficiency in writing in all content areas using grade level assessments and Riverside Assessments.

**Strategy 1:**

Writing Professional Learning - All teachers will continue to receive support for writing in the content areas with a literacy consultant and collaborative teacher support across grades 6-8. All ELA teachers will use the argument paragraph unit in October to set the foundation for the rest of the staff. At the October staff meeting the ELA team will share the common language that needs to be used across the building. A calendar from November forward will be designed the first week of school that determines which month each department will have students complete at least a draft of an argument piece of writing. Each teacher will turn in a copy of a low, middle and high paper to the principal's mailbox as evidence of implementation.

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
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# School Improvement Plan

Bullock Creek Middle School

GLB Literacy Consultants will meet with staff at department meetings to support the implementation of argument writing in the various departments. Lead Teachers will attend content specific trainings offered by GLB	Professional Learning	Tier 1	Implement	06/03/2014	06/12/2015	\$5000	Title II Part A	Todd Gorsuch, Shawn Hale, teachers and GLB consultants
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### 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 all 6-8 grade mathematics classroom.	Class Size Reduction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Principal

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Professional Learning	A teacher from each content area and one elective teacher will attend Reading Apprenticeship Training through Great Lakes Bay Consortium for three days this fall. 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	09/02/2014	06/12/2015	\$5000	Shawn Hale, Department Teachers and GLB Reading Apprenticeship Trainer.
Professional Learning	GLB Literacy Consultants will meet with staff at department meetings to support the implementation of argument writing in the various departments. Lead Teachers will attend content specific trainings offered by GLB	Professional Learning	Tier 1	Implement	06/03/2014	06/12/2015	\$5000	Todd Gorsuch, Shawn Hale, teachers and GLB consultants
Reading Professional Learning	In addition to department sharing by the elective lead teacher in the Reading Apprenticeship Training, all 6-12 elective teachers will work with Alicia Kubacki on October 10, 2014	Professional Learning		Implement	09/02/2014	06/12/2015	\$0	Shawn Hale, Todd Gorsuch and Alicia Kubacki
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			09/02/2014	06/05/2015	\$3000	Shawn Hale and 6-8 Mathematics department



**School Improvement Plan**  
Bullock Creek Middle School

Mathematics Coach	The math teachers will work with Dave Brown, Bullock Creek Stem Coordinator. The focus will be on real world problem solving and development of individual student's foundational math skills	Teacher Collaboration			09/02/2014	06/05/2015	\$1000	Shawn Hale, Ashley Meyer and Dave Brown
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