



# **School Improvement Plan**

**Watervliet Senior High School**

**Watervliet School District**

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WATERVLIET, MI 49098-9350

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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. <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?**

Watervliet High School is a 9th through 12th grade high school with an enrollment of around 400 students. Demographics: predominately white with a small population of Hispanic, African American, and Native American. The number of low SES students has grown steadily over the past 10 years and now hovers around 50%.

There are 23 certified staff and 2 paraprofessionals who provide support to Special Education.

There are very few employment opportunities in the area which has contributed to the increase in our economically depressed population (which brings many challenges as well -- under nourishment, lack of medical attention, etc.). Another challenge for this rural community is lack of internet connectivity for our families.

## **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.**

### Vision Statement

At Watervliet High School, we will develop students who are:

- Effective communicators who demonstrate a command of language by comprehending what they read and displaying the ability to communicate in written, oral, and nonverbal forms with clarity and correctness.
- Critical thinkers who demonstrate the ability to integrate knowledge, process, and problem solving techniques.
- Socially responsible citizens who contribute to the global makeup, positive work ethic, community involvement.
- Self-supporting Quality producers.
- Technology literate using tools for life and processing information.
- Health conscious, a life style exhibiting such behavior.
- Aesthetically aware, demonstrating talents in and appreciating visual and performing arts.

### Mission Statement

Mission: of our school is to assure learning and high levels of achievement for all students.

### Beliefs Statement

Values: Begin to make commitments as an entire staff, create an environment of help and challenge.

Create data that supports our growth.

Be open to change, change that will create an atmosphere of success for our students.

Develop a time in the school day to help students.

Create small groups to work on ways to solve academic and social problems.

## **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.**

The notable achievements for Watervliet High School include:

- steady improvement in MME/ACT scores in Reading, Social Studies, and Writing
- scores above the state average in social studies and writing on the MME/ACT
- increase in parent engagement
- completed curriculum maps for CCSS (both ELA and Math)
- instituted a process for data analysis for ACT Plan, MME/ACT data to create a culture of data-based decision making

Improvement areas for the next 3 years include:

- continued improvement of the bottom 30%
- fully implement CCSS curriculum maps
- fully implement a data-based decision making system (including a data warehouse and common assessments)

## **Additional Information**

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

Watervliet High School is a school of choice for many students from surrounding areas that strives to meet the needs of all students. We have strong supports in place for our at risk learners as well as a rigorous program for our gifted and talented learners.

# **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 has focused on the engagement of our stakeholders the past couple of years and we are pleased with the progress we have made. We started by using surveys to determine where our stakeholders felt we were deficient. We then brought in data sources to inform our decisions in regards to the survey results and our student achievement data. Utilizing this information, we were able to set up several meetings a month (including SIT, Departmental PLC, and Late Starts) where we were able to formulate our School Improvement Plan. Every meeting at our school is centered around the SIP and we use the plan to drive instruction.

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

As mentioned previously, utilizing surveys has really allowed us to reach out to our stakeholders. We had several community members, as well as parents, represented in terms of decisions which were made in regards to the formulation of our School Improvement Plan. In addition, all teachers at our school are active members of the School Improvement Team. We believe the more input / discussion we have the better our results will be.

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

As mentioned previously, we met several times a month (including SIT, Departmental PLC, and Late Starts) where we were able to formulate our School Improvement Plan. Every meeting at our school is centered around the SIP and we use the plan to drive instruction. In addition, our SIP aligns with the district SIP which allowed us to have discussions with other buildings regarding the SIP. We have really bought into the fact that the SIP should not just be a document that is looked at once a year- instead, it needs to be at the forefront of our instructional decision making.

# 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?**

Trends in student enrollment affect staffing in various ways:

Increases in Title I/ At Risk eligible students could result in additional intervention staff at the elementary buildings.

Increases in Migrant / ELL eligible students could result in increased time for current Migrant / ELL intervention staff at all buildings.

Significant enrollment gains would result in the hiring of additional teaching staff, while significant enrollment losses would result in less teachers needed and a reduction in teach staff.

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

Being a district without great fluctuations in enrollment, we have not had to respond to fluctuating staffing needs. When enrollment is consistent, staff recruitment is not necessary. Increases in enrollment would result in increased time and energy to staff recruitment.

### **How do student enrollment trends affect budget?**

Since our budget is entirely reliant on per pupil funding, student enrollment drives our ability to create and follow a balanced budget.

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

Resources are allocated based on student enrollment.

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

Our enrollment has been relatively consistent which has allowed us to plan appropriately for facility and maintenance needs.

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

Our Economically Disadvantaged population is growing and we do see less involvement due to both parents working, single-parent households, etc.

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

When we saw the levels of Economically Disadvantaged students increasing, we saw the need to provide faculty / staff with the Ruby Payne

training. This also impacts the ways that we communicate with parents since many do not have computers / internet connectivity.

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

The only significant enrollment change we are seeing is the increase in Economically Disadvantaged students. Our challenge is to adjust the way we educate our children so that those who are on track continue on that trajectory and those that are performing below grade level are provided with learning experiences that cause an academic growth rate that allows them to be at grade level.

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

This year, we implemented a multi-tiered system of support in response to this challenge.

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

We have experienced an increase in absenteeism among our at risk student group.

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

In response to this challenge we have increased the enrollment capacity of our alternative education program. This program has a seat-time waiver which allows these students to meet their educational needs according to the time schedule that best suits them.

## **Student Achievement Data for All Students**

This area includes data questions.

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

Social Studies is the content area that indicates the highest level of student achievement. Next, would be Reading and Writing (English).

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

Social Studies scores continue to improve. In addition, our Reading and Writing scores indicate a positive trend in terms of performance.

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

Social Studies, Reading, and Writing are above the state target of performance.

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

Our top 30% of students are exceeding the state average in Social Studies, English, Reading, Math, and Science on the MME. In addition, the ACT content scores for the top 30% are exceeding the ACT Mean Score on each subject.

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

Our staff is focused on student achievement. Everything in our School Improvement Plan revolves around student gains. Our staff meetings, PLC, Late Starts, and School Improvements meetings all have the same outcome: Increased Student Achievement. Everyone on staff shares the same vision for our school.

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

We know the factors made a positive impact on student achievement because of the data we have to support the growth.

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

Math and Science are the content areas that indicate the lowest levels of student achievement.

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

Even though Science and Math are lower in terms of proficiency, there is not a negative trend in achievement.

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

There are not any content areas that are below the state's percent proficient on each MME subject. On the ACT, our Math average score is 19.4 and the state's average ACT score is 19.5.

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

Our bottom 30% of students are struggling to meet proficiency levels in all content areas. Reading speed/fluency and mathematical reasoning seem to be the common thread that is causing these students to not meet proficiency levels.

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

There has not been a negative trend in terms of student achievement. We have been holding steady and/or making slight gains yearly in terms of student achievement.

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

As mentioned previously, there has not been a negative trend in terms of student achievement. We have been addressing the Reading speed/fluency factor in at-risk reading classes and the mathematical reasoning is being addressed in after-school math tutoring. We are constantly looking at data to help us inform our instruction and make data-based decisions to improve student achievement for ALL students.

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

As mentioned, our PLC, Staff, Late Starts, and School Improvement Meetings all center around improved student achievement. We are currently examining our grading practices and are researching standards-based grading as a way to improve student motivation and increase achievement. We also have at-risk classes and after-school tutoring which provides immediate support for students who are struggling with academic challenges.

## **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?\***

Reading

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

Scores on Explore, Plan, and ACT/MME indicate the achievement gap is closing.

**What other data support the findings?**

MME/ ACT/ PLAN/ Explore Testing Sequence, Classroom/ Teacher Assessment Data, and NWEA.

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

We are addressing the achievement gap and working toward the closure of the gap by incorporating best practice instructional strategies, developing at-risk classes geared to economically disadvantaged students, and offering tutoring options for struggling students.

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

Explore, Plan, and ACT/MME testing sequence data indicate these factors have made a positive impact on student achievement.

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

We need to continue utilizing PLC, SIT, and Late Start meetings to discuss student data/ achievement so we continue on the path we have

begun.

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

**Response:**

- Female
- Economically Disadvantaged

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

**Response:**

- None

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

Mathematics

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

Explore, Plan, ACT/MME testing sequence data

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

Classroom/ teacher data, NWEA data, and assessment data.

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

We are currently addressing this question. We believe the decision to focus on reading acquisition skills may have diverted attention from math skills. We have an at-risk class for reading, but, believe we may need to add an at-risk class for math.

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

We discuss data at PLC, staff, SIT, and Late Start meetings. The factor we saw to have the most dramatic impact was the shifted focus from math to reading. Our reading scores improved for the subgroup but the math score suffered. There needs to be a balance between the two.

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

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As mentioned previously, there needs to be a balance between reading and math interventions. We have discussed adding a math at-risk class similar to the reading at-risk classes we are currently offering. In addition, we intensified the after-school tutoring offerings for math. Finally, we have eliminated a remedial math course at the freshmen level which resulted in those students not taking Algebra 2 until their senior year- after the ACT/ MME test.

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

Reading, Math, and Science are below the school aggregate. Social Studies 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.)?

Our school has a well-qualified staff of special education teachers and consultants who monitor and track students with disabilities. Meetings are held on a regular basis to discuss data that assists the teachers and consultants in regards to student progress and interventions.

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

Students are designated "at risk of failing" in several ways. To begin with, we examine the Explore reports of incoming freshmen to determine students who might be at risk of failing in high school. Once the students enter our school, we continue monitoring with the Plan Test (9th and 10th Grades) as well as formative and summative classroom assessments. Each of these data components help us identify students who are "at risk of failing" so we can provide additional support services.

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

9th Grade: Honors Geometry

10th-12th Grades: Online AP Courses (Michigan Virtual High School)

11th Grade: AP Biology

12th Grade: College English 101 and 102, AP Calculus

9th-12th Grades: After School Tutoring

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	53.0

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

Our school works hard to communicate with parents and the community. There is a quarterly district newsletter, monthly building newsletters, the principal's blog, the counselor's webpage, individual teacher's webpages, as well as back-to-school nights, parent-teacher conferences, and open houses. All of this communication revolves around student achievement.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	23.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

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?	9.0

Label	Question	Value
	How many teachers have been teaching >15 years?	11.0

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

The impact teacher experience (number of years teaching) has on student achievement is positive. The data suggests that our school has low teacher turnover which supports overall student achievement. Since a lot of our teachers are experienced they bring a wealth of knowledge and best practice techniques, strategies for intervening with struggling students and "tricks of the trade" that are only learned on the job. Newer teachers bring a background in technology that supports 21st Century learning.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	96.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	57.0

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

This data affects student achievement in a couple different ways. The majority of staff absences are due to professional development activities. Professional development is centered around student growth and increased student achievement, even though the teacher is not in the classroom the impact professional development has on students is positive. Luckily only one third of teacher absences is due to illness. Teachers work hard to create lesson plans that ensure student learning takes place in their absence.



## **Perception Data - Students**

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

Our school's purpose statement is clearly focused on student success. Our school has a continuous improvement process based on data, goals, actions, and measures for growth. Our school's leaders hold themselves accountable for student learning. Our school's staff members hold all students to high academic standards. Our school provides qualified staff members to instruct students.

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

Resources and Support Systems: a variety of resources are available to help students succeed, building and grounds are safe, clean, and provide a healthy place for learning, access to counseling, career planning, and other programs to help students.

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

Using Results for Continuous Improvement: multiple assessment usage, consistent assessment measures across classrooms, systematic process for collecting, analysing, and using data, use of data to monitor student readiness and success at the next level.

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

The amount- and availability- of technology for our students in our school indicates a slight trend toward a decrease in satisfaction among students.

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

Our school works diligently to use data to inform instruction and make decisions in regards to the school, the community, and the student body. As a result of this, we are aware of patterns in the data and are working toward resolving issues where students are feeling dissatisfied while working hard to maintain areas where they are satisfied.

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

Currently our school is in the process of proposing a bond issue that will address the technology issues present in our building. The bond issue will ensure our students are learning in 21st Century Classrooms.

## **Perception Data – Parents/Guardians**

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

The areas that indicate the overall highest level of satisfaction among parents and guardians are: Cooperative student-teacher relationships, high academic standards and high expectations and, teacher willingness to meet to discuss student progress with parents.

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

The areas showing a trend toward increasing parent/guardian satisfaction include: Extra-curricular activities promoting student achievement and the use of technology in the classroom to enhance student learning.

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

The areas that indicate the overall lowest level of satisfaction among parents/guardians include: The condition of the school building and grounds including security and safety; Teacher/District communication with parents.

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

No areas indicate a trend toward decreasing parent/guardian satisfaction.

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

Possible causes for the patterns identified in the parent/guardian perception data include: Continued work towards implementing the Common Core State Standards, maintaining high student expectations through instruction and focused learning targets. The condition of the school building and grounds can be attributed to the age of the building and lack of upgrades. The proposed technology bond is in place to address technology concerns.

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

To increase parent/guardian satisfaction we have addressed the technology issue with a bond proposal. Teachers continue to utilize email, Principal's Blog, School Newsletter, Quarterly District Newsletter, PLAN results parent meeting, Parent-Teacher Conferences, Back to School Night, Teacher Webpages.

## **Perception Data – Teachers/Staff**

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

The areas that indicate the overall highest level of satisfaction among teachers/staff include: The continuous improvement of our school process based on data, goals, actions, and measures for growth; Our school's governing body or school board complies with all policies, procedures, laws, and regulations; Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning; Our school provides qualified staff members to support student learning;

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

The areas showing a trend toward increasing teacher/staff satisfaction include: Our school's purpose statement has been adopted and is focused on student learning, has been reviewed and revised, and is based on shared values; Our school's governing body maintains roles and responsibilities; School leaders ensure all staff members use supervisory feedback to improve student learning; Teachers in our school monitor and adjust curriculum, instruction, and assessment based on data; All teachers in our school use a variety of technologies, use a process to inform students of their learning expectations and standards, provide students with specific and timely feedback, use multiple types of assessments to modify instruction and revise curriculum; In our school, challenging curriculum and learning experiences provide equity for all students, related learning support services are provided for all students based on their needs, all staff members use student data to address unique learning needs, staff members provide peer coaching to teachers, a professional learning program is designed to build capacity among all professional and support staff, all stakeholders are informed of policies related to grading; Our school provides high quality student support services, maintains facilities that support learning and contribute to a safe environment; Our school uses multiple assessment measures and analyzes data to determine student learning and performance.

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

The areas that indicate the lowest overall level of satisfaction among teachers/staff include: All teachers in our school use a variety of technologies as instructional resources and our school provides a plan for the acquisition and support of technology; All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria and employs consistent assessment measures across classrooms and courses; In our school a formal structure exists so that each student is well known by at least one adult advocate responsible for supporting that student.

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

No areas suggest a decreasing trend of teacher/staff satisfaction.

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

Possible causes for the patterns we identified in staff perception data include: Our continuous work towards increasing student achievement

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by implementing the Common Core State Standards (aligning assessments, curriculum maps), using data to inform instructional decisions, focused learning targets. Limited technology availability is being addressed by a proposed bond. Common grading procedures are not in place at this time however, current professional conversations are focused on moving towards a common grading procedure.

## 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.)**

To improve student learning our Physical Education/Health teacher administers the MiPHY online survey with students, results are analyzed, and instruction is tailored based on those results.

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

Decisions about curriculum, instruction, and assessment are made based on student achievement. This includes analyzing student test data (ACT/MME, PLAN, EXPLORE tests), and summative and formative classroom assessments. Other instructional decisions are made based on the Common Core State Standards. Stakeholders involved in the process include teachers, administrators, and the curriculum director.

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

Evidence we have to indicate implementation of the Common Core State Standards includes; Curriculum Maps/Calendars outlining learning targets/CCSS taught day to day and the alignment of semester exams to the CCSS.

# 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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	No	Not applicable -- this is a 9th through 12 grade building	

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	www.watervliet.k12.mi.us	WHS AER 2012-2013 cover letter.pdf

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A (9-12 building)	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Yes, students in grades 9-12 review and annual update their EDP.	

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	Board policy, posted in building, in staff and student handbook	

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	Kevin Schooley, Superintendent 450 E. Red Arrow Highway Watervliet, MI 49098 (269) 463-5566	

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<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	No		

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

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The School has additional information necessary to support your improvement plan (optional).	Yes	All staff professional development is directly tied to the SIP.	

# **Watervliet High School**

## Overview

### Plan Name

Watervliet High School

### Plan Description

2013-2016 School Improvement Plan

## 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 will meet the College/ Career Readiness standards in MATH as evidenced by ACT/ MME achievement by August 31, 2016.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$11000
2	All students at Watervliet High School will meet the College/ Career Readiness standards in LITERACY as evidenced by ACT/MME achievement by August 31, 2016.	Objectives: 7 Strategies: 7 Activities: 7	Academic	\$15500
3	Watervliet High School will be part of a district-wide system of data-based decision making by August 31, 2016.	Objectives: 3 Strategies: 5 Activities: 5	Organizational	\$21200
4	All students at Watervliet High School will become technologically literate.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$5000

## Goal 1: All students will meet the College/ Career Readiness standards in MATH as evidenced by ACT/ MME achievement by August 31, 2016.

### Measurable Objective 1:

25% of Eleventh grade students will demonstrate a proficiency on the scale scores in Mathematics by 08/31/2016 as measured by the ACT/MME assessments.

### Strategy 1:

Research-Based Instructional Strategies - All Math teachers will utilize research-based instructional strategies in their mathematics instruction to lead their students to higher levels of achievement in mathematics.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh: "Using CCS to Enhance Classroom Instruction and Assessment" (2013) Robert Marzano: "What Works in Schools," Chappuis, Commodore, and Stiggins: "Assessment Balance and Quality." Marzano: "Formative Assessment and Standards-Based Grading," Susan Brookhart: "How to Create and Use Rubrics for Formative Assessment and Grading."

Activity - Common Core Curriculum Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All teachers of Math will deliver a well-documented, reserached, and understood mathematics curriculum to ALL students to maximize student growth and academic achievement. 2. Teachers will select the curriculum materials through research and collaboration. 3. Extended learning opportunities (online courses, AP Calculus, Honors Geometry, etc.) will be utilized for those students who are at or above the benchmark.	Direct Instruction	06/30/2013	08/31/2016	\$9000	General Fund	Math Department, Principal, and Curriculum Director

### Measurable Objective 2:

25% of Eleventh grade Female Economically Disadvantaged students will demonstrate a proficiency on the scale scores in Mathematics by 08/31/2016 as measured by the ACT/MME assessments.

### Strategy 1:

Utilize a Multi-Tier System of Support to Narrow Achievement Gaps - Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups (economically disadvantaged and gender-female) and best-practice strategies to learn how to improve achievement outcomes for at-risk students.

Research Cited: Mella, Johnson: "RTI: A Practioner's Guide to Implementing RTI" (2008) Robert Marzano: "What Works in Schools," Chappuis, Commodore, and Stiggins: "Assessment Balance and Quality." Marzano: "Formative Assessment and Standards-Based Grading," Susan Brookhart: "How to Create and Use Rubrics for Formative Assessment and Grading," Best Practice/ Data Driven Improvement

Activity - Increase Achievement for At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>1. Instructional Support (After School Tutoring) for At-Risk Students (Math) will be provided.                  2. Hands-on Math with the assistance of Promethean Board/ Technology Instruction will be used to engage students.                  3. ELL and Migrant students will have tutoring and extending learning opportunities available to them during school and/or after school to increase achievement.</p>	Academic Support Program	06/30/2013	08/31/2016	\$2000	Section 31a	Math Department, Curriculum Director, and Interventionists
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## Goal 2: All students at Watervliet High School will meet the College/ Career Readiness standards in LITERACY as evidenced by ACT/MME achievement by August 31, 2016.

### Measurable Objective 1:

66% of Eleventh grade students will demonstrate a proficiency on the READING scale scores in English Language Arts by 08/31/2016 as measured by ACT/MME achievement.

### Strategy 1:

Well Documented, Universally Understood Reading Curriculum - All teachers will provide direct and explicit comprehension and vocabulary instruction to increase reading proficiency.

Research Cited: Marzano, Heflebower, Simms, Warrick, Yanoski, Hoegh: "Using CCS to Enhance Classroom Instruction and Assessment" (2013)

Activity - Increase Reading Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. All teachers will teach comprehension strategies and vocabulary instruction.                  2. All teachers will utilize research-based close and critical reading strategies to improve students' reading proficiency.                  3. Instructional Technology (Promethean Boards, etc.) will be used to increase student engagement.                  4. Extended learning opportunities (online courses, college credit (ENGL 101/ ENGL 102), etc) will be offered for those students who are at or above benchmarks.</p>	Direct Instruction	06/30/2013	08/31/2016	\$1000	General Fund	All teachers, Principal, and Curriculum Director

### Measurable Objective 2:

66% of Eleventh grade Male Economically Disadvantaged students will demonstrate a proficiency on the scale scores in READING in English Language Arts by 08/31/2016 as measured by by ACT/MME assessments.

### Strategy 1:

Utilize a Multi-Tier System of Support to Improve Outcomes for At-Risk Students - Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups and best-practice strategies to learn how to improve achievement outcomes for at-risk students.

Research Cited: Mellard, Johnson: RTI: A Practitioner's Guide to Implementing RTI (2008)

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Activity - Instructional Support for At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Additional instructional support will be provided for at-risk students in Reading. 2. An online reading program will be used to test and store data. 3. ELL and Migrant students will have tutoring and extending learning opportunities available to them during school and/or after school to increase achievement.	Academic Support Program	06/30/2013	08/31/2016	\$4000	Section 31a	Interventionist s, instructional support staff, curriculum director, other

### Measurable Objective 3:

56% of Eleventh grade students will demonstrate a proficiency on the WRITING scale scores in English Language Arts by 08/31/2016 as measured by the ACT/MME assessments.

#### Strategy 1:

Well-Documented, Universally Understood Writing Curriculum - All teachers will deliver an agreed upon, well-documented writing curriculum to all students to maximize student growth and academic achievement.

Research Cited: Marzano, Jeflebower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction and Assessment (2013)

Activity - Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All teachers will attend professional development specific to their content areas in regards to best practice in writing instruction. 2. All teachers will embed the CC Literacy Standards in their content are curriculum to improve achievement on local/state/ national tests.	Professional Learning	06/30/2013	08/31/2016	\$2000	General Fund	All teachers, data coaches, interventionsists, principal, and curriculum director.

### Measurable Objective 4:

56% of Eleventh grade Economically Disadvantaged students will demonstrate a proficiency on the WRITING scale scores in English Language Arts by 08/31/2016 as measured by ACT/MME achievement.

#### Strategy 1:

Utilize a Multi-Tier System of Support to Improve Outcomes for At-Risk Students - Faculty and principals will attend professional development that focuses on narrowing achievement gaps between subgroups and best-practice strategies to learn how to improve achievement outcomes for at-risk students.

Research Cited: Mellard, Johnson; RTI: A Practioner's Guide to Implementing RTI (2008)

Activity - Instructional Support for At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Additional instructional support (literacy classes, after school tutoring, etc.) will be provided to at-risk students in writing. 2. Instructional technology will be utilized to engage students in the writing process. 3. ELL and Migrant students will have tutoring and extending learning opportunities available to them during school and/or after school to increase achievement.	Academic Support Program	06/30/2013	08/31/2016	\$2000	Section 31a	Interventionist s, instructional support staff, principal, curriculum director, other

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### Measurable Objective 5:

30% of Eleventh grade students will demonstrate a proficiency on the scale scores in Science by 08/31/2016 as measured by the ACT/MME assessment.

#### Strategy 1:

Well Documented, Universally Understood Science Curriculum - Science teachers will engage students in an inquiry based model where there is active learning and where progress is assessed by how well people develop experimental and analytic skills.

Research Cited: U.S. National Science Educational Standards (1996), Inquiry and the U.S. National Science Educational Standards (2000), Melo-Silver, C. (2004)

Problem Based Learning: What and how do students learn

Activity - Next Generation Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All Science teachers will engage in professional learning regarding Next Generation Science. 2. All Science teachers will utilize research-based content literacy strategies to support students' critical analysis and thinking in regards to content literacy within their curriculum material.	Professional Learning	06/30/2013	08/31/2016	\$1000	Title II Part A	Science teachers, Principal

### Measurable Objective 6:

57% of Eleventh grade students will demonstrate a proficiency on the scale scores in Social Studies by 08/31/2016 as measured by ACT/MME achievement.

#### Strategy 1:

Well Documented, Universally Understood Social Studies Curriculum - Content Literacy is the ability to use reading and writing for the acquisition of new content in a given discipline and this strategy will help teachers effectively engage students with difficult content in their classes using reading and writing strategies.

Research Cited: McKenna and Robinson: "Content Literacy: A Definition and Implications" (1990), Curriculum Instruction, and Assessment Development (Georgetown Independent School District (2012),

Activity - Critical Analysis and Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Social Studies teachers will utilize research-based content literacy strategies to support students' critical analysis and thinking in regards to content literacy within their curriculum material.	Direct Instruction	06/30/2013	08/31/2016	\$500	Title II Part A	Social Studies Teachers, Principal

### Measurable Objective 7:

60% of Eleventh grade students will demonstrate a proficiency in Literacy (for CTE, PE/Health, World Languages, Visual/Performing Arts) in English Language Arts by 08/31/2016 as measured by local/ state/ national assessments.

#### Strategy 1:

Well Developed Literacy Curriculum in CTE/PE/Health/World Languages/ VPAA - All CTE, PE/Health, World Languages, and Visual/ Performing Arts teachers will embed literacy standards within their content specific curriculum to engage students improve achievement.

Research Cited: Marzano, Heflebower, Simms, Warric, Yanoski, Hoegh: "Using CCS to Enhance Classroom Instruction and Assessment" (2013)

Activity - Quality Instructional Delivery in CTE/PE/Health/VPAA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1. Teachers will teach content specific curriculum (with literacy standards) designed to engage students and improve achievement.	Direct Instruction	06/30/2013	08/31/2016	\$5000	Title II Part A	CTE/PE/Health/VPAA Teachers, Principal, Curriculum Director
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### Goal 3: Watervliet High School will be part of a district-wide system of data-based decision making by August 31, 2016.

**Measurable Objective 1:**

collaborate to develop, implement, and utilize a balanced assessment system to support the learning of all students by 08/31/2016 as measured by student growth data from formative, summative, and interim benchmark assessments.

**Strategy 1:**

Assessment Development and Use - Formative, summative, and interim benchmark assessment will be developed. Data will be discussed in professional conversations during each quarter of the school year. Grade level, classroom, course, or individual student plans will be adjusted accordingly.

Research Cited: White, Stiggins, Marzano, McTighe "Balanced Assessment Systems" (2006)

Activity - Balanced Assessment System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement. 2. Teachers/ Principals will complete professional development that teaches them how to create assessments that support student learning. 3. Build a culture where students know how to assess their progress and can use formative and summative classroom assessment data to improve their achievement.	Professional Learning	06/30/2013	08/31/2016	\$9000	Title II Part A	All faculty, principal, and curriculum director

**Measurable Objective 2:**

collaborate to utilize demographic, achievement, growth, and survey data by 08/31/2016 as measured by quarterly SIP dashboard reports.

**Strategy 1:**

School Improvement Teams Data Use and Monitoring - Administrators and Data Coaches will complete a book study, "Got Data, Now What?" to help inform data use and monitoring.

Research Cited: Wellman & Lipton, "Leading Groups/ PLCs" (2011)

Activity - Data Conversations/ Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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1. Administrators will be trained in data conversations/ data analysis. 2. Administrators and Data Coaches will complete a book study, "Got Data, Now What?" 3. Quarterly SIP dashboard reports will be submitted by the School Improvement Team.	Professional Learning	06/30/2013	08/31/2016	\$1200	General Fund	Principal, Curriculum Director, Data Coaches, School Improvement Team
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### Strategy 2:

Data Coaches - Data coaches will be in every building and will serve as liaisons between Central Office/ administrators and the staff.

Research Cited: Wellman & Lipton, "Data Driven Dialogue" (2010)

Activity - Data Conversations and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Data coaches will be trained in data conversations and data analysis. 2. Data coaches will lead building-level data analysis meetings.	Professional Learning	06/30/2013	08/31/2016	\$1000	General Fund	Data Coaches, Principals, Administration, and Curriculum Director

### Measurable Objective 3:

collaborate to provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by 08/31/2016 as measured by teacher observation reports, student growth data, and quarterly SIP dashboard reports.

### Strategy 1:

Develop School Leaders - School leaders will attend professional development and participate in a book study in order to provide strong instructional leadership.

Research Cited: Marzano "School Leadership that Works" (2005), King, Rose, Erkens, Jakicic, Guskey, Ferriter, Heflebower, Hierck, Vagle, Hinman, Weichel, Huff:

"The Principal as Assessment Leader" (2009)

Activity - Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Utilizing Data PD 2. Content-Specific PD 3. Instructional Technology PD 4. Observational Practice PD	Professional Learning	06/30/2013	08/31/2016	\$9000	Title II Part A	All faculty, administrators, curriculum director

### Strategy 2:

Community Involvement Regarding Data - School leaders will engage community and parents regarding data analysis and use it as it relates to school decisions.

Research Cited: J. Epstein, Creating School Climate and Structure to Support Parent and Parent-Involvement Programs (NCREL)

Activity - Share Data with Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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1. School leaders will be trained in successful parent collaboration techniques. 2. School leaders will provide opportunities for parents to be engaged in data usage conversations, resources, and improved academic outcomes for all students.	Community Engagement	06/30/2013	08/31/2016	\$1000	Section 31a	School Leaders
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### Goal 4: All students at Watervliet High School will become technologically literate.

#### Measurable Objective 1:

100% of All Students will demonstrate a proficiency utilizing technology to enhance and support their daily learning in English Language Arts by 08/31/2016 as measured by District-created technology assessment.

#### Strategy 1:

Integrate Tech Standards in Curriculum Maps - Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.

Research Cited: Curriculum 21: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

Activity - Integrate Tech Standards in Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Other	08/31/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

Activity - Reflect on Tech Integration Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level, building, district teams will reflect on the effectiveness of their professional practice in technology integration.	Professional Learning	08/30/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

#### Strategy 2:

Utilize Instructional Technology - Teachers will model technology integration by utilizing instructional technology to enhance instructional delivery.

Research Cited: Curriculum 21: Essential Education for a Changing World, Edited by: Heidi Hayes Jacobs (2012)

Activity - Training in the Tech Integration Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in use of the Technology Integration Matrix to learn how to improve their technology integration.	Professional Learning	08/31/2013	08/31/2016	\$500	General Fund	Curriculum Director, Principal

Activity - Instructional Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will complete professional learning opportunities in various instructional technologies to learn how to improve teaching and learning	Professional Learning	08/31/2013	08/31/2016	\$2500	Title II Part A	Curriculum Director, Principal
<b>Activity - Technology Showcase</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will showcase technology use in embedded professional learning to assist other teachers in learning how to best integrate technology into their instructional practice	Professional Learning	08/31/2013	08/01/2016	\$500	General Fund	Principal
<b>Activity - Reflect on Tech Integration Practices</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will reflect on their instructional technology integration to learn how to improve practice for increased student learning.	Professional Learning	08/31/2013	08/31/2016	\$500	General Fund	Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reflect on Tech Integration Practices	Teachers will reflect on their instructional technology integration to learn how to improve practice for increased student learning.	Professional Learning	08/31/2013	08/31/2016	\$500	Principal
Data Conversations and Analysis	1. Data coaches will be trained in data conversations and data analysis. 2. Data coaches will lead building-level data analysis meetings.	Professional Learning	06/30/2013	08/31/2016	\$1000	Data Coaches, Principals, Administration, and Curriculum Director
Technology Showcase	Teachers will showcase technology use in embedded professional learning to assist other teachers in learning how to best integrate technology into their instructional practice	Professional Learning	08/31/2013	08/01/2016	\$500	Principal
Increase Reading Proficiency	1. All teachers will teach comprehension strategies and vocabulary instruction. 2. All teachers will utilize research-based close and critical reading strategies to improve students' reading proficiency. 3. Instructional Technology (Promethean Boards, etc.) will be used to increase student engagement. 4. Extended learning opportunities (online courses, college credit (ENGL 101/ ENGL 102), etc) will be offered for those students who are at or above benchmarks.	Direct Instruction	06/30/2013	08/31/2016	\$1000	All teachers, Principal, and Curriculum Director
Data Conversations/ Analysis	1. Administrators will be trained in data conversations/ data analysis. 2. Administrators and Data Coaches will complete a book study, "Got Data, Now What?" 3. Quarterly SIP dashboard reports will be submitted by the School Improvement Team.	Professional Learning	06/30/2013	08/31/2016	\$1200	Principal, Curriculum Director, Data Coaches, School Improvement Team
Writing Curriculum	1. All teachers will attend professional development specific to their content areas in regards to best practice in writing instruction. 2. All teachers will embed the CC Literacy Standards in their content area curriculum to improve achievement on local/state/ national tests.	Professional Learning	06/30/2013	08/31/2016	\$2000	All teachers, data coaches, interventionists, principal, and curriculum director.

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Common Core Curriculum Instruction	1. All teachers of Math will deliver a well-documented, reserached, and understood mathematics curriculum to ALL students to maximize student growth and academic achievement. 2. Teachers will select the curriculum materials through research and collaboration. 3. Extended learning opportunities (online courses, AP Calculus, Honors Geometry, etc.) will be utilized for those students who are at or above the benchmark.	Direct Instruction	06/30/2013	08/31/2016	\$9000	Math Department, Principal, and Curriculum Director
Training in the Tech Integration Matrix	Teachers will be trained in use of the Technology Integration Matrix to learn how to improve their technology integration.	Professional Learning	08/31/2013	08/31/2016	\$500	Curriculum Director, Principal
Reflect on Tech Integration Practices	Grade level, building, district teams will reflect on the effectiveness of their professional practice in technology integration.	Professional Learning	08/30/2013	08/31/2016	\$500	Curriculum Director, Principal
Integrate Tech Standards in Curriculum Maps	Teachers will work in grade level / content teams to integrate technology standards into their ELA curriculum maps.	Other	08/31/2013	08/31/2016	\$500	Curriculum Director, Principal
<b>Total</b>					<b>\$16700</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Development	1. Utilizing Data PD 2. Content-Specific PD 3. Instructional Technology PD 4. Observational Practice PD	Professional Learning	06/30/2013	08/31/2016	\$9000	All faculty, administrators , curriculum director
Next Generation Science	1. All Science teachers will enage in professional learning regarding Next Generation Science. 2. All Science teachers will utilize research-based content literacy strategies to support students' critical analysis and thinking in regards to content literacy within their curriculum material.	Professional Learning	06/30/2013	08/31/2016	\$1000	Science teachers, Principal
Quality Instructional Delivery in CTE/PE/Health/VPAA	1. Teachers will teach content specific curriculum (with literacy standards) designed to engage students and improve achievement.	Direct Instruction	06/30/2013	08/31/2016	\$5000	CTE/PE/Health/VPAA Teachers, Principal, Curriculum Director
Instructional Technology PD	Teachers will complete professional learning opportunities in various instructional technologies to learn how to improve teaching and learning	Professional Learning	08/31/2013	08/31/2016	\$2500	Curriculum Director, Principal

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Balanced Assessment System	1. Teachers will create student-friendly learning targets, share these with students, and teach students how to utilize the learning targets for improved academic achievement. 2. Teachers/ Principals will complete professional development that teaches them how to create assessments that support student learning. 3. Build a culture where students know how to assess their progress and can use formative and summative classroom assessment data to improve their achievement.	Professional Learning	06/30/2013	08/31/2016	\$9000	All faculty, principal, and curriculum director
Critical Analysis and Thinking	1. Social Studies teachers will utilize research-based content literacy strategies to support students' critical analysis and thinking in regards to content literacy within their curriculum material.	Direct Instruction	06/30/2013	08/31/2016	\$500	Social Studies Teachers, Principal
<b>Total</b>					<b>\$27000</b>	

### Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Achievement for At-Risk Students	1. Instructional Support (After School Tutoring) for At-Risk Students (Math) will be provided. 2. Hands-on Math with the assistance of Promethean Board/ Technology Instruction will be used to engage students. 3. ELL and Migrant students will have tutoring and extending learning opportunities available to them during school and/or after school to increase achievement.	Academic Support Program	06/30/2013	08/31/2016	\$2000	Math Department, Curriculum Director, and Interventionists
Instructional Support for At-Risk Students	1. Additional instructional support (literacy classes, after school tutoring, etc.) will be provided to at-risk students in writing. 2. Instructional technology will be utilized to engage students in the writing process. 3. ELL and Migrant students will have tutoring and extending learning opportunities available to them during school and/or after school to increase achievement.	Academic Support Program	06/30/2013	08/31/2016	\$2000	Interventionists, instructional support staff, principal, curriculum director, other
Instructional Support for At-Risk Students	1. Additional instructional support will be provided for at-risk students in Reading. 2. An online reading program will be used to test and store data. 3. ELL and Migrant students will have tutoring and extending learning opportunities available to them during school and/or after school to increase achievement.	Academic Support Program	06/30/2013	08/31/2016	\$4000	Interventionists, instructional support staff, curriculum director, other
Share Data with Community	1. School leaders will be trained in successful parent collaboration techniques. 2. School leaders will provide opportunities for parents to be engaged in data usage conversations, resources, and improved academic outcomes for all students.	Community Engagement	06/30/2013	08/31/2016	\$1000	School Leaders
<b>Total</b>					<b>\$9000</b>	