



# **School Improvement Plan**

**Watervliet Senior High School**

**Watervliet School District**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

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.**

A calendar of monthly meetings was distributed prior to the beginning of the 2014-2015 school year. Everyone is welcome at the meeting and an agenda is provided to allow stakeholders the opportunity to prepare for the meeting and/or to develop questions based on the agenda. Meetings are scheduled at the close of the school day to allow all stakeholders the opportunity to participate.

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

Stakeholders involve parents as well as teachers and administrators. Department Heads are responsible for leading their PLCs toward the goals set forth by the school improvement plan. School Improvement Chairpeople oversee the development of the improvement plan based on departmental data, school-wide data, and state data.

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

At Watervliet High School we believe the school improvement plan to be an ongoing process. All stakeholders receive updated copies of the plan based on progress notes and work toward the goals several times throughout the school year. In addition, PLC time (as well as School Improvement Meeting Time) is devoted toward the School Improvement Plan in terms of its impact on student achievement and assessment results.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

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

### **Student Demographic Data**

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

There have not been significant challenges based on the student enrollment data. Staff has been able to focus on narrowing the achievement gaps and increasing overall student performance on standardized assessments.

### **Student Demographic Data**

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

There is a direct correlation between the number of absences a student has and how they perform in the course. In order for a student to learn, a student needs to be present in the classroom.

### **Student Demographic Data**

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

There has been a decrease in the number of discipline referrals over the past three years.

### **Student Demographic Data**

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

Staff will continue to utilize Cambridge Educational Services to address the gaps between the top and bottom 30% of students.

There is a direct correlation between the number of absences a student has and how they perform in the course. In order for a student to learn, a student needs to be present in the classroom. Watervliet High School has an attendance policy in place to address these challenges. In addition, through a grant, Watervliet is able to have a school liaison officer on staff to follow up on attendance and truancy issues

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

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

The more experience an administrator has the more likely they are to have a strong grasp on teacher roles and responsibilities. In addition, there also seems to be a direct correlation between experience and a positive student climate.

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

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

The longer a teacher has been in the classroom, the more likely they are to be content masters and have a greater impact on student achievement. New teachers bring in fresh ideas and viewpoints which foster an enthusiastic classroom environment.

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

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

Experienced teachers have refined their practices and new teachers bring in fresh ideas

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

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

Students learn best when taught by their normal classroom teacher.

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

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

Maintain a positive work environment by actively seeking out others' viewpoints and opinions.

## **Process Data**

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

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

Positive work environment, experienced teachers and administrators, and procedures and plans in place for academic and behavioral concerns.

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

Lack of funding to adequately support needed interventions as well as lack of technological resources to support student learning.

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

Support services may not be available for all students to achieve at the highest possible academic level.

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

Currently, we are working toward implementing a ZAP (Zeros are not permitted) Program to ensure all students are held accountable. In addition, a bond has been passed to address the lack of technology in the district.

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

Our Special Education Department is in full compliance with the Michigan Department of Education and they ensure all students with disabilities have access to the full array of intervention programs available.

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

AP Calculus, AP Biology, College English 101 and 102, Honors Geometry, Honors Algebra 2, Dual Enrollment, and a variety of AP and enrichment classes offered online. AP Chemistry is being added for 2015-2016 school year.

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

Guidance Counselors present to all English classes regarding the ELOs. Information is also available in the Student Handbook, newsletters sent home to parents/ guardians, and on the school web page.

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

Curriculum maps are aligned both horizontally and vertically in all content courses and grade levels.

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

NA

## **Achievement/Outcome Data**

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

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

According to the MME data, Watervliet High School's strength in reading was found in Meaning Beyond Literal with 70.6% accuracy.

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

According to the MME data, Watervliet High School's challenge in reading were located in Strategy Development with only 50.7% accuracy.

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

Throughout the past several years, there has been a trend which shows Meaning Beyond Literal to be a concept students are competent in, while they have struggled with Strategy Development. Teachers have worked to address these issues and we did see an increase in achievement this year.

### **19d. Reading- Summary**

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

**tiered instruction if appropriate.**

One of the main goal in our School Improvement Plan is to improve reading proficiency in all our students. Remediation classes are being added to the courses offered so direct one on one instruction can be applied. In addition, we have state/national testing courses which students are placed in based on their previous performances on such tests. All teachers are responsible for incorporating reading activities/practice into their courses.

### **20a. Writing- Strengths**

According the the MME data, Watervliet High School's strength shows Purpose and Audience 61% accuracy and the Writing Process at 60.6% accuracy.

### **20b. Writing- Challenges**

According the the MME data, Watervliet High School's challenge is writing is Effective Use of Language 54.5% accuracy.

### **20c. Writing- Trends**

Over the past several years, we have focused on writing across the curriculum. We have slowly seen our accuracy rates increase while students become more familiar and comfortable with the writing expectations on the ACT/MME.

### **20d. Writing- Summary**

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

All teachers are responsible for incorporating literacy into their courses. This is a goal that is addressed in our school improvement plan and is monitored throughout the course of the school year. In addition, the English and Social Studies Departments have partnered together to

give monthly literacy assessments. Professional Learning time is spent discussing the data from these assessments.

**21a. Math- Strengths**

According to the MME data, Watervliet High School's strengths are in Univariate Data: Distributions at 80% accuracy, Probability Models at 60% accuracy, and Math Reasoning Logic and Proof 60% accuracy.

**21b. Math- Challenges**

According to the MME data, Watervliet High School's challenges are Reasoning about Numbers 23% accuracy, Families of Functions 32.5%, and Figures and Properties at 35.6% accuracy.

**21c. Math- Trends**

Over the past several years, Watervliet High School students have seen an improvement in looking at data (Univariate and Bivariate Data). We believe this is in part because all teachers have made an effort to incorporate more graphs/charts into their daily teachings.

**21d. Math- Summary**

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

We have Foundations which is a course for struggling students. We also have state/national test prep which is geared toward the bottom 30% of students as a remediation course. In addition, special education teachers are in inclusion courses which allow ALL students the opportunity to learn in the manner that fits him or her the best.

**22a. Science- Strengths**

According to the MME data, Watervliet High School's strengths are Motion of Objects at 65% accuracy and Forced in Motion at 60% accuracy.

**22b. Science- Challenges**

According to the MME data, Watervliet High School's challenges are Earth Systems at 30% accuracy, the Solid Earth 35% accuracy, and Earth in Space and Time at 40% accuracy.

**22c. Science- Trends**

Over the past several years, there has been a quick turnaround in terms of teachers in the Science Department. This has led to a decrease in Science skills/scores. With a strong team in place, we believe we will see our scores steadily increase.

**22d. Science- Summary**

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

Literacy is at the heart of our School Improvement Plan and the Science Department has whole-heartedly embraced the movement. There is a strong emphasis on reading and data analysis which will increase student confidence and performance.

**23a. Social Studies- Strengths**

According to the MME data, Watervliet High School's strengths are US History and Geography at 71% accuracy and Civics at 60% accuracy.

**23b. Social Studies- Challenges**

According to the MME data, Watervliet High School's challenges are World History and Geography at 46% accuracy and Inquiry at 51.7% accuracy.

**23c. Social Studies- Trends**

Social Studies has consistently been a high performer in terms of the MME tests. Teachers are familiar with the format and expectations of the test and that is shown with student performance.

**23d. Social Studies- Summary**

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

Inquiry was a challenge that is being addressed in the School Improvement Plan in terms of the Literacy goal. As mentioned previously, the English and Social Studies Department has teamed up this year in terms of common assessments. We hope this action pays off in the future in terms of student achievement.

## Perception Data

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

### 24a. Student Perception Data

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

Students feel that the principal and teachers have high expectations of them. They are given multiple assessments to check their understanding and what is taught, challenging curriculum and learning experiences, and that work is graded fairly. Students feel they are provided with a safe and clean school, they are able to participate in activities that interest them, they have access to counseling, career planning and other programs, and that they are prepared for success in the next school year.

### 24b. Student Perception Data

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

Students feel that not all students are treated with respect and that the rules are not always applied equally. Teachers do not always change their teaching to fit the students' needs. They also feel that the technology available at our school is not up to date.

### 24c. Student Perception Data

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

The School Improvement Team will address the lowest areas of student satisfaction. Student Leadership groups can assist in how best to address these areas. There is a plan in place to improve the technological issues we face.

### 25a. Parent/Guardian Perception Data

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

Parents feel that administrators and teachers set high expectations for students and that students are prepared for the next school year. They are also pleased with the schools purpose statement and the goals and plans in place for improving student learning.

### 25b. Parent/Guardian Perception Data

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

Parents indicate the lowest level of satisfaction in the use of a variety of teaching strategies and individualizing instruction. In addition, the availability of up-to-date technology.

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

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

The use of the Cambridge program will provide students with remedial work on subject areas they are having difficulty. Students are identified based on their individual needs for this program. A bond was passed to address the current technology concerns.

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

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

The staff has indicated satisfaction in the following areas: The purpose statement is focused on student success, there is a continuous improvement process based on data goals actions and measures for growth, teachers hold students to high academic standards, all teachers meet in collaborative learning communities, our school employs qualified staff members.

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

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

The areas that indicate the lowest satisfaction among teachers/staff are: Leaders support an innovative and collaborative culture, the school's leaders engage effectively with all stakeholders about school's purpose and direction, all teachers use consistent common grading and reporting policies.

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

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

In our school we have been implementing the PLC process. This may attribute to the quality of the school's instructional programs. This process has sometimes decisions are made that are not popular with all staff members, as a result there has been a small shift in the perception.

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

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

## **School Improvement Plan**

Watervliet Senior High School

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The community feels that administrators and teachers set high expectations for students and that students are prepared for the next school year. They are also pleased with the schools purpose statement and the goals and plans in place for improving student learning.

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

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

The community indicate the lowest level of satisfaction is in the use of a variety of teaching strategies and individualizing instruction. In addition, the availability of up-to-date technology.

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

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

The community passed a bond in May of 2014 that should address concerns regarding technology, instructional support, etc.

## Summary

### 28a. Summary

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

Strengths: Teaching Experience, Content Masters, Positive Work Environment, Curriculum Maps, Alignment to Common Core, Identified Essential Learnings, and Positive Relationships between Students, Parents, Teacher, Administration, and the Community.

Challenges: Student Attendance, Discrepancy Between Top/Bottom 30% of Students, Lack of Technological Resources, and Socio-Economic Factors.

### 28b. Summary

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

There is a direct correlation between student achievement and the strengths listed on the previous slide, while there is also a direct correlation between student achievement and the challenges listed on the previous slide. Students learn best when they are taught by somebody who is not only a content master, but genuinely cares about the student as an individual. Our students face some difficult home situations after leaving our building which can result in behaviors that are not conducive to high achievement. We work tirelessly to ensure every student is equipped with the resources to reach their full potential.

### 28c. Summary

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

The School Improvement Plan is focused around four areas: Math, Literacy, Data, and Technology. Based on our data analysis, we believe this narrow focus will allow us to zero in on our challenges which will result in an increase in student achievement. In addition, we have added a new program designed to encourage students to complete every assignment. ZAP (Zeroes Are not Permitted) is meant to hold students accountable for their learning. We will also be implementing new Math textbooks - called Big Ideas- which are aligned to the Common Core. This will allow teachers easier access to Performance Tasks which require higher level thinking. Finally, we will continue offering our state/national prep test remediation courses which addressed the gap between the top and bottom 30% of students. We feel we have adequately addressed our challenges within our School Improvement Plan and are looking forward to seeing the fruits of our labor pay off after the next testing cycle.

# **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	NWEA	

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	<a href="http://watervlietps.org/site/default.aspx?PageID=1">http://watervlietps.org/site/default.aspx?PageID=1</a>	

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

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

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

# School Improvement Plan

Watervliet Senior High School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

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

# **WHS School Improvement Plan 2014-2016**

## Overview

### Plan Name

WHS School Improvement Plan 2014-2016

### Plan Description

SIP 2014-2015 School Year

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will meet the College/ Career Readiness standards in MATH as evidenced by state test 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 state test achievement by August 31, 2016.	Objectives: 9 Strategies: 9 Activities: 9	Academic	\$19500
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 state test achievement by August 31, 2016.

### Measurable Objective 1:

51% of Eleventh grade students will demonstrate a proficiency on the scale scores in Mathematics by 08/31/2016 as measured by the state 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."

Tier:

Activity - Common Core Curriculum Instruction	Activity Type	Tier	Phase	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:

51% 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 state assessment.

### 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

Tier:

## School Improvement Plan

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Activity - Increase Achievement for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Section 31a	Math Department, Curriculum Director, and Interventionists

## Goal 2: All students at Watervliet High School will meet the College/ Career Readiness standards in LITERACY as evidenced by state test achievement by August 31, 2016.

### Measurable Objective 1:

65% of Eleventh grade students will demonstrate a proficiency on the READING scale scores in English Language Arts by 08/31/2016 as measured by state test 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)

Tier:

Activity - Increase Reading Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	General Fund	All teachers, Principal, and Curriculum Director

### Measurable Objective 2:

65% of Eleventh grade Female Economically Disadvantaged students will demonstrate a proficiency on the scale scores in READING in English Language Arts by 08/31/2016 as measured by state assessments.

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### 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)

Tier:

Activity - Instructional Support for At-Risk Students	Activity Type	Tier	Phase	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	Interventionists, instructional support staff, curriculum director, other

### Measurable Objective 3:

64% 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 state assessment.

### 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, Jefeblower, Simms, Warrick, Yanoski, Hoegh; Using CCS to Enhance Classroom Instruction and Assessment (2013)

Tier:

Activity - Writing Curriculum	Activity Type	Tier	Phase	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, interventionists, principal, and curriculum director.

### Measurable Objective 4:

64% of Eleventh grade Male Economically Disadvantaged students will demonstrate a proficiency on the WRITING scale scores in English Language Arts by 08/31/2016 as measured by state test achievement.

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### 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)

Tier:

Activity - Instructional Support for At-Risk Students	Activity Type	Tier	Phase	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	Interventionists, instructional support staff, principal, curriculum director, other

### Measurable Objective 5:

50% of Eleventh grade students will demonstrate a proficiency on the scale scores in Science by 08/31/2016 as measured by the state 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

Tier:

Activity - Next Generation Science	Activity Type	Tier	Phase	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:

66% of Eleventh grade students will demonstrate a proficiency on the scale scores in Social Studies by 08/31/2016 as measured by state test 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

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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),

Tier:

Activity - Critical Analysis and Thinking	Activity Type	Tier	Phase	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:

65% 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)

Tier:

Activity - Quality Instructional Delivery in CTE/PE/Health/VPAA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

### Measurable Objective 8:

50% of Eleventh grade Female Economically Disadvantaged students will demonstrate a proficiency on the scale scores in Science by 08/31/2016 as measured by state assessments.

#### Strategy 1:

Multi-Tier System of Support - Utilize a multi-Tier System of Support to narrow achievement gaps by focusing on best-practice strategies (PD) that improve achievement outcomes in Reading for at-risk students.

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

Tier: Tier 1

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Activity - Increase Achievement for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional instructional support in reading (Virtual Courses, Seminar, ACT Prep, Inclusion, etc. will be provided to struggling students.	Academic Support Program	Tier 1	Implement	09/02/2014	08/31/2016	\$2000	Section 31a	All Science teachers, special education teachers, ACT Prep teachers, Principal, and Curriculum Director

**Measurable Objective 9:**

66% of Eleventh grade Female Economically Disadvantaged students will demonstrate a proficiency on the scale scores in Social Studies by 08/31/2016 as measured by state assessments.

**Strategy 1:**

Multi-Tier System of Support - Utilize a Multi-Tier System of Support to narrow achievement gaps by focusing on best-practice strategies (PD) that improve achievement outcomes in Reading for at-risk students.

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

Tier: Tier 1

Activity - Increase Achievement for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional instructional support in reading (Virtual Courses, Seminar, ACT Prep, Inclusion, etc.) will be provided to struggling students.	Academic Support Program	Tier 1	Implement	09/02/2014	08/31/2016	\$2000	Section 31a	Social Studies teachers, Special Ed teachers, ACT Prep teachers, Principal, Curriculum Director.

### **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:**

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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)

Tier:

Activity - Balanced Assessment System	Activity Type	Tier	Phase	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)

Tier:

Activity - Data Conversations/ Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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)

Tier:

Activity - Data Conversations and Analysis	Activity Type	Tier	Phase	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)

Tier:

Activity - Leadership Development	Activity Type	Tier	Phase	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)

Tier:

Activity - Share Data with Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 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)

Tier:

Activity - Integrate Tech Standards in Curriculum Maps	Activity Type	Tier	Phase	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	Tier	Phase	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)

Tier:

Activity - Training in the Tech Integration Matrix	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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
<b>Activity - Instructional Technology PD</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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>Tier</b>	<b>Phase</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>Tier</b>	<b>Phase</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

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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
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
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
Next Generation Science	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	Science teachers, Principal

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## Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Achievement for At-Risk Students	Additional instructional support in reading (Virtual Courses, Seminar, ACT Prep, Inclusion, etc.) will be provided to struggling students.	Academic Support Program	Tier 1	Implement	09/02/2014	08/31/2016	\$2000	Social Studies teachers, Special Ed teachers, ACT Prep teachers, Principal, Curriculum Director.
Increase Achievement for At-Risk Students	Additional instructional support in reading (Virtual Courses, Seminar, ACT Prep, Inclusion, etc.) will be provided to struggling students.	Academic Support Program	Tier 1	Implement	09/02/2014	08/31/2016	\$2000	All Science teachers, special education teachers, ACT Prep teachers, Principal, and Curriculum Director
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
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
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

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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
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Conversations/ Analysis	1. Administrators will be trained in data conversations/ data analysis. 2. Administrators and Data Coaches will complete abook 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
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
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
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 are 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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Increase Reading Proficiency	<ol style="list-style-type: none"> <li>All teachers will teach comprehension strategies and vocabulary instruction.</li> <li>All teachers will utilize research-based close and critical reading strategies to improve students' reading proficiency.</li> <li>Instructional Technology (Promethean Boards, etc.) will be used to increase student engagement.</li> <li>Extended learning opportunities (online courses, college credit (ENGL 101/ ENGL 102), etc) will be offered for those students who are at or above benchmarks.</li> </ol>	Direct Instruction			06/30/2013	08/31/2016	\$1000	All teachers, Principal, and Curriculum Director
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
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	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
Common Core Curriculum Instruction	<ol style="list-style-type: none"> <li>All teachers of Math will deliver a well-documented, researched, and understood mathematics curriculum to ALL students to maximize student growth and academic achievement.</li> <li>Teachers will select the curriculum materials through research and collaboration.</li> <li>Extended learning opportunities (online courses, AP Calculus, Honors Geometry, etc.) will be utilized for those students who are at or above the benchmark.</li> </ol>	Direct Instruction			06/30/2013	08/31/2016	\$9000	Math Department, Principal, and Curriculum Director
Data Conversations and Analysis	<ol style="list-style-type: none"> <li>Data coaches will be trained in data conversations and data analysis.</li> <li>Data coaches will lead building-level data analysis meetings.</li> </ol>	Professional Learning			06/30/2013	08/31/2016	\$1000	Data Coaches, Principals, Administration, and Curriculum Director