

# WHS 2013-2016 School Improvement

## Goal #1: Mathematics ~ Improve Mathematics Performance

1	<b>Objective #1:</b> 51% of students will demonstrate proficiency on the scale scores in Mathematics as measured by MME assessments by 8/31/2016.
2	<b>Objective #2:</b> Utilize a Multi-Tier System of Support to ensure the subgroup (Female/Free/Reduced) reaches a 51% proficiency rate on the scale scores in Math as measured by the MME assessments by 8/31/2016.

## Goal #2: Literacy ~Improve Literacy Performance

1	<b>Objective #1:</b> Utilize a Multi-Tier System of Support to ensure the subgroup (Male/Free/Reduced) reaches a 65% proficiency rate on the scale scores in Reading as measured by the MME assessments by 8/31/2016.
2	<b>Objective #2:</b> Utilize a Multi-Tier System of Support to ensure the subgroup (Free/Reduced) reaches a 64% proficiency rate on the scale scores in Writing as measured by the MME assessments by 8/31/2016.
3	<b>Objective #3:</b> 65% of students will demonstrate a proficiency in Literacy (for CTE, PE/Health, World Languages, Visual/ Performing Arts) as measured by local/state/ and national assessments by 8/31/2016.
4	<b>Objective #4:</b> 64% of students will demonstrate proficiency on the scales scores in Writing as measured by the MME assessments by 8/31/2016.
5	<b>Objective #5:</b> 66% of students will demonstrate proficiency on the scale scores in Social Studies as measured by local/state assessments by 8/31/2016.
6	<b>Objective #6:</b> 50% of students will demonstrate proficiency on the scale scores in Science as measured by MME assessments by 8/31/2016.
7	<b>Objective #7:</b> 65% of students will demonstrate proficiency on the scale scores in Reading as measured by MME assessments by 8/31/2016.

## Goal #3: Data-Based Decision Making

### ~Create and Maintain a District-Wide System of Data-Based Decision Making

1	<b>Objective #1:</b> Collaborate to develop, implement, and utilize a balanced assessment system to support the learning of all students by 8/31/2016 as measured by student growth data from formative, summative, and interim benchmark assessments.
2	<b>Objective #2:</b> Collaborate to utilize demographic, achievement, growth, and survey data to inform decision making by 8/31/2016 as measured by quarterly SIP dashboard reports.
3	<b>Objective #3:</b> Collaborate to provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by 8/31/2016 as measured by teachers' observation reports, student growth data, and quarterly SIP dashboard reports.

## Goal #4: Technology ~Increase Proficiency in Technology

1	<b>Objective #1:</b> 85% of all students will demonstrate a proficiency utilizing technology to enhance and support their learning in all content areas by 8/31/2016 as measured by District-created technology assessments.
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# WHS 2013-2016 School Improvement

**Goal #1: Mathematics- All students will meet the College/Career Readiness standards in Math as evidenced by MME achievement by 8/31/2016.**

**Objective #1:** 51% of students will demonstrate proficiency on the scale scores in Mathematics as measured by MME assessments by 8/31/2016.

<p><b>Research:</b> Marzano , Heflebower, Simms, Warrick, Yanoski, Hoegh: “Using CCS to Enhance Classroom Instruction and Assessment” (2013)</p>	<p><b>Strategy #1:</b> All Math teachers will utilize research-based instructional strategies in their instruction to lead students to higher levels of achievement.</p>
<p><b>Activities:</b></p>	<p><b>Common Core Curriculum Instruction</b></p>
<p>1. All teachers of Math will deliver a well-documented, researched, and understood Mathematics curriculum to all students to maximize student growth and academic achievement.</p>	
<p>2. Teachers will select curriculum materials (books, etc.) through research and collaboration.</p>	
<p>3. Extended learning opportunities will be provided (online courses, Early College courses, AP Calculus, Honors Courses, etc.) for those students who are at or above benchmark.</p>	

**Objective #2:** Utilize a Multi-Tier System of Support to ensure the subgroup (Female/ Free/Reduced) reaches a 51% proficiency rate on the scale scores in Math as measured by MME assessments by 8/31/2016.

<p><b>Research:</b> Mellard, Johnson: “RTI: A Practitioner’s Guide to Implementing RTI” (2008)</p>	<p><b>Strategy #1:</b> Utilize a Multi-Tier System of Support to narrow achievement gaps by focusing on best-practice strategies (PD) that improve achievement outcomes for at-risk students.</p>
<p><b>Activities:</b></p>	<p><b>Increase Achievement for At-Risk Students</b></p>
<p>1. Additional instructional support in Mathematics (Virtual Courses, Seminar, ACT Prep, Inclusion, etc.) will be provided to struggling students.</p>	

# WHS 2013-2016 School Improvement

**Goal #2: Literacy-** All students at Watervliet High School will meet the College/ Career Readiness standards in Literacy as evidenced by MME achievement by 8/31/2016.

**Objective #1:** Utilize a Multi-Tier System of Support to ensure the subgroup (Male/Free/Reduced) reaches a 65% proficiency rate on the scale scores in Reading as measured by the MME assessments by 8/31/2016.

<b>Research:</b> Mellard, Johnson: "RTI: A Practitioner's Guide to Implementing RTI" (2008)	<b>Strategy #1:</b> 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.
<b>Activities:</b>	<b>Increase Achievement for At-Risk Students</b>
1. Additional instructional support in reading (Virtual Courses, Seminar, ACT Prep, Inclusion, etc.) will be provided to struggling students.	

**Objective #2:** Utilize a Multi-Tier System of Support to ensure the subgroup (Free/Reduced) reaches a 64% proficiency rate on the scale scores in Writing as measured by the MME assessments by 8/31/2016.

<b>Research:</b> Mellard, Johnson: "RTI: A Practitioner's Guide to Implementing RTI" (2008)	<b>Strategy #1:</b> Utilize a Multi-Tier System of Support to narrow achievement gaps by focusing on best-practice strategies (PD) that improve achievement outcomes in Writing for at-risk students.
<b>Activities:</b>	<b>Increase Achievement for At-Risk Students</b>
1. Additional instructional support in writing (Virtual Courses, Seminar, ACT Prep, Inclusion, etc) will be provided to struggling students.	

**Objective #3:** 65% of students will demonstrate a proficiency in Literacy (for CTE, PE/Health, World Languages, Visual/ Performing Arts) as measured by local/state/ and national assessments by 8/31/2016.

<b>Research:</b> Marzano , Heflebower, Simms, Warrick, Yanoski, Hoegh: "Using CCS to Enhance Classroom Instruction and Assessment" (2013)	<b>Strategy #1:</b> All CTE, PE/Health, World Languages, and Visual/Performing Arts teachers will deliver a rigorous literacy curriculum that is aligned to state/CC standards.
<b>Activity:</b>	<b>Quality Literacy Instructional Delivery</b>
1. All CTE, PE/Health, World Languages, and Visual/Performing Arts teachers will embed literacy curricula within their content specific curriculum to engage students and improve achievement.	

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**Objective #4:** 64% of students will demonstrate proficiency on the scale scores in Writing as measured by MME assessments by 8/31/2016.

<p><b>Research:</b> Marzano , Heflebower, Simms, Warrick, Yanoski, Hoegh: “Using CCS to Enhance Classroom Instruction and Assessment” (2013)</p>	<p><b>Strategy #1:</b> All teachers will deliver an agreed upon, researched, well-documented writing curriculum to all students to maximize student growth and academic achievement.</p>
<p><b>Activities:</b></p>	<p><b>Well Documented, Universally Understood Writing Curriculum</b></p>
<p>1. All teachers will attend professional development specific to their content area in regards to best practices in writing instruction.</p>	
<p>2. All teachers will embed the CC Literacy standards in their content area curriculum to improve achievement.</p>	

**Objective #5:** 66% of students will demonstrate proficiency on the scale scores in Social Studies as measured by local/state/national assessments by 8/31/2016.

<p><b>Research:</b> McKenna and Robinson: “Content Literacy: A Definition and Implications” (2009)</p>	<p><b>Strategy #1:</b> All Social Studies teachers will effectively use reading and writing strategies to engage students with difficult content.</p>
<p><b>Activity:</b></p>	<p><b>Universally Understood Social Studies Curriculum</b></p>
<p>1. All teachers will utilize research-based content literacy strategies to support students’ critical analysis and thinking in regards to content literacy within their curriculum material.</p>	

**Objective #6:** 50% of students will demonstrate proficiency on the scale scores in Science as measured by MME achievement by 8/31/2016.

<p><b>Research:</b> McKenna and Mel-Silver: “Problem Based Learning: What and How Do Students Learn?” (2004) “Inquiry and the US National Science Educational Standards” (2000)</p>	<p><b>Strategy #1:</b> All Science teachers will effectively use reading and writing strategies in an inquiry based model to engage students with difficult content.</p>
<p><b>Activities:</b></p>	<p><b>Next Generation Science</b></p>
<p>1. All Science teachers will engage in professional learning regarding Next Generation Science.</p>	
<p>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.</p>	

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**Objective #7:** 65% of students will demonstrate proficiency on the scale scores in Reading as measured by MME assessments by 8/31/2016.

<p><b>Research:</b> Marzano , Heflebower, Simms, Warrick, Yanoski, Hoegh: “Using CCS to Enhance Classroom Instruction and Assessment” (2013)</p>	<p><b>Strategy #1:</b> All teachers will provide direct and explicit comprehension and vocabulary instruction to increase reading proficiency for all students.</p>
<p><b>Activities:</b></p>	<p><b>Well-Documented, Universally Understood Reading Curriculum</b></p>
<p>1. All teachers will utilize research-based content reading strategies to support students’ comprehension strategies and vocabulary acquisition.</p>	
<p>2. All teachers will utilize research-based close and critical reading strategies to improve students’ reading proficiency.</p>	
<p>3. Extended learning opportunities will be provided (Virtual Courses, Early College courses, etc.) for those students who are at or above benchmark.</p>	

**Goal #3: Data-Based Decisions- Watervliet High School will be part of a district-wide system of data-based decision making by 8/31/2016.**

**Objective #1:** Collaborate to develop, implement, and utilize a balanced assessment system to support the learning of all students as measured by student growth data from formative, summative, and interim benchmark assessments.

<p><b>Research:</b> White, Stiggins, Marzano, McTighe: “Balanced Assessment System” (2006)</p>	<p><b>Strategy #1:</b> A Framework for a Balanced Assessment System will be implemented and formative, summative, and interim benchmark assessments will be developed.</p>
<p><b>Activities:</b></p>	<p><b>Balanced Assessment System</b></p>
<p>1. Teachers will create student-friendly learning targets and teach students how to utilize the learning targets for improved academic achievement.</p>	
<p>2. Teachers / Principals will complete professional development that teaches how to create assessments that support student learning.</p>	
<p>3. Build a culture where students know how to assess their progress and can utilize formative and summative classroom assessment data to improve their achievement.</p>	

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**Objective #2:** Collaborate to utilize demographic, achievement, growth, and survey data to inform decision making by 8/31/2016 as measured by quarterly School Improvement Plan dashboard reports.

<b>Research:</b> Wellman & Lipton: "Leading Groups/ PLCs" (2011)	<b>Strategy #1:</b> School Improvement Teams Data Use and Monitoring
<b>Activities:</b>	<b>Data Conversations/ Analysis</b>
1. Administrators will be trained in data conversations and data analysis.	
2. Administrators and Data Coaches will complete a book study of, "Got Data, Now What?"	
3. Quarterly SIP dashboard reports will be submitted by the School Improvement Team.	
<b>Research:</b> Wellman & Lipton: "Data-Driven Dialogue" (2010)	<b>Strategy #2:</b> Data coaches will serve as liaisons between Central Office, Administration, and the Staff.
<b>Activities:</b>	<b>Data Conversations/ Analysis</b>
1. Data coaches will be trained in data conversation and data analysis.	
2. Data coaches will lead building-level data meetings.	

**Objective #3:** Collaborate to provide strong instructional leadership based on the utilization of the demographic, achievement, growth, and survey data by 8/31/2016 as measured by teachers' observations, student growth data, and quarterly SIP dashboard reports.

<b>Research:</b> Marzano: "School Leadership that Works" (2005)	<b>Strategy #1:</b> School leaders will attend professional development and participate in a book study in order to provide strong instructional leadership.
<b>Activities:</b>	<b>Leadership Development</b>
1. Utilizing Data PD	
2. Content-Specific PD	
3. Instructional Technology PD	
4. Observational Practice PD	
<b>Research:</b> J. Epstein: "Creating School Climate and Structure to Support Parent and Parent-Involvement Programs" (NCREL)	<b>Strategy #2:</b> School leaders will engage the community and parents regarding data analysis and will use data to inform school decisions.
<b>Activities:</b>	<b>Share Data with Community</b>
1. School leaders will be trained in successful parent collaboration techniques.	
2. School leaders will provide opportunities for parents to participate in data usage conversations, resource management meetings, and academic outcome discussions.	

# WHS 2013-2016 School Improvement

**Goal #4: Technologically Proficient-** All students at Watervliet High School will become technologically literate.

**Objective #1:** 85% of students will demonstrate a proficiency utilizing technology to enhance and support their learning in all content areas by 8/31/2016 as measured by District-created technology assessments.

<p><b>Research:</b> Jacobs: "Curriculum 21: Essential Education for a Changing World." (2012)</p>	<p><b>Strategy #1:</b> Teachers will work in grade level/content teams to integrate technology standards into their curriculum maps.</p>
<p><b>Activities:</b></p>	<p><b>Integrate Technology Standards in Curriculum Maps</b></p>
<p>1. Teachers will work in grade level/ content teams to integrate technology standards into their curriculum maps.</p>	
<p>2. Grade level, building, district teams will reflect on the effectiveness of their professional practice in technology integration.</p>	
<p><b>Research:</b> Jacobs: "Curriculum 21: Essential Education for a Changing World." (2012)</p>	<p><b>Strategy #2:</b> Teachers will model technology integration by utilizing instructional technology to enhance instructional delivery.</p>
<p><b>Activities:</b></p>	<p><b>Utilize Instructional Technology</b></p>
<p>1. Teachers will be trained in the use of the Technology Integration Matrix to learn how to improve their integration of technology.</p>	
<p>2. Teachers will complete professional learning opportunities in various instructional technologies to learn how to improve teaching and learning.</p>	
<p>3. Teachers will showcase technology use in embedded professional learning to assist other teachers in learning how to best integrate technology into their instructional practice.</p>	
<p>4. Teachers will reflect on their instructional technology integration to learn how to improve practice for increased student learning.</p>	