School Improvement Plan

Keith Elementary School

Walled Lake Consolidated Schools

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West Bloomfield, MI 48324-4737
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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.
Improvement Plan Assurance
Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST</td>
<td></td>
</tr>
</tbody>
</table>
Keith School Improvement Plan 2017-2018
Overview

Plan Name

Keith School Improvement Plan 2017-2018

Plan Description

The Keith Elementary Staff will work to achieve the following goals as outlined in our school improvement plan with fidelity during the 2017-2018 school year. We will also begin analyzing trends in our data to re-write school goals following this three-year cycle.
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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at Keith Elementary School will become proficient mathematicians.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>All students at Keith Elementary will become proficient readers.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>All students at Keith Elementary School will become proficient writers.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: All students at Keith Elementary School will become proficient mathematicians.

Measurable Objective 1:
100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem solving in Mathematics by 06/15/2018 as measured by grade level assessments.

Strategy 1:
Student Exemplars - Teachers will provide students with exemplars at each score point on the math problem-solving rubric in order to show students how to apply language of the rubric to real-life examples. In that way, students will better understand where they are at in terms of their performance, and they will be better able to articulate what they need to do to improve.

Category: Mathematics
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Selecting Student Exemplars</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers will facilitate activities in which students view and discuss student exemplars at each point of the math problem-solving rubric, allowing students the opportunity to apply the rubric to authentic student work, to better understand their performance, and to determine the next steps for improvement.</td>
<td>Suppemential Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Other</td>
<td>Classroom teachers in grades K-5.</td>
</tr>
</tbody>
</table>

Strategy 2:
EM4 - Teachers will receive professional development on Every Day Math 4. Teachers who attended a National Conference will present information learned and we will work as a staff to continue to learn more about best instructional practices in the area of mathematics. In the second year, we plan to continue professional development opportunities for teachers and ensure that all teachers are implementing this curriculum with fidelity.

Category: Mathematics
Research Cited: http://everydaymath.uchicago.edu/
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Teacher Training</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
Goal 2: All students at Keith Elementary will become proficient readers.

Measurable Objective 1:
87% of Third, Fourth and Fifth grade students will demonstrate a proficiency level in Reading by 06/15/2018 as measured by the Michigan Summative Assessment.

Strategy 1:
Differentiation - Teachers will differentiate their instruction in reading to increase all students' reading proficiency.
Category: English/Language Arts
Research Cited: Richardson, J. W. (2011). "Differentiation in reading: Meeting the needs of all students." ERIC.
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Monitor Differentiation Strategies in Reading Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor the differentiation strategies in reading instruction through observations and instructional rounds.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, Teaching Staff</td>
</tr>
</tbody>
</table>

Goal 3: All students at Keith Elementary School will become proficient writers.

Measurable Objective 1:
78% of Third, Fourth and Fifth grade students will demonstrate a proficiency level in Writing by 06/15/2018 as measured by the Michigan Summative Writing Assessment.

Strategy 1:
Graphic Organizers - Students will use graphic organizers during the pre-writing stage of the writing process.
Category: English/Language Arts
Tier: Tier 1
Strategy 2:
Lucy Calkins Writing Rubrics - Teachers will receive training with the Lucy Calkins Writing Rubrics and will work to implement these rubrics with fidelity during the 2017-2018 school year.
Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Monitor Implementation of BME (Beginning, Middle, End) Graphic Organizers</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor the continued implementation of BME (Beginning, Middle, End) graphic organizers through observations and instructional rounds.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, Classroom Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Teacher Training - Lucy Calkins Writing Rubrics</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have professional learning opportunities to learn more about the Lucy Calkins writing rubrics. They will receive training and have time to collaborate during PLC and other professional learning time to help guide students to greater achievement in writing.</td>
<td>Getting Ready, Teacher Collaboration, Professional Learning, Implementation, Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/31/2016</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, Curriculum Department, Teacher Leaders</td>
</tr>
</tbody>
</table>
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

## No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Differentiation Strategies in Reading Instruction</td>
<td>Monitor the differentiation strategies in reading instruction through observations and instructional rounds.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Principal, Teaching Staff</td>
</tr>
<tr>
<td>Monitor Implementation of BME (Beginning, Middle, End) Graphic Organizers</td>
<td>Monitor the continued implementation of BME (Beginning, Middle, End) graphic organizers through observations and instructional rounds.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Principal, Classroom Teachers</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>Teachers will receive professional learning opportunities to learn more about Everyday Math 4 and collaborate during PLC and professional learning time.</td>
<td>Teacher Collaboration, Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/30/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Principal and teacher leaders</td>
</tr>
<tr>
<td>Teacher Training - Lucy Calkins Writing Rubrics</td>
<td>Teachers will have professional learning opportunities to learn more about the Lucy Calking writing rubrics. They will receive training and have time to collaborate during PLC and other professional learning time to help guide students to greater achievement in writing.</td>
<td>Getting Ready, Teacher Collaboration, Professional Learning, Implementation, Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/31/2016</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Principal, Curriculum Department, Teacher Leaders</td>
</tr>
</tbody>
</table>

## Other

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
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Classroom teachers will facilitate activities in which students view and discuss student exemplars at each point of the math problem-solving rubric, allowing students the opportunity to apply the rubric to authentic student work, to better understand their performance, and to determine the next steps for improvement.