School Improvement Plan

Keith Elementary School
Walled Lake Consolidated Schools

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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?

Keith Elementary is proud to celebrate 50 years of excellence since opening in 1963, and our 71 staff members are honored to be able to serve our 687 students. We are located in suburban Metro Detroit in the heart of West Bloomfield, and we serve several communities in Oakland County: West Bloomfield, Commerce, and White Lake, which are predominately middle class communities. Plus, we have 27 students who have transferred to Keith from within the district, and 22 students who live outside of the district, but have come to Keith as school of choice students. We have 21 special education students who receive resource room support, and 39 students who receive speech/language services. Keith Elementary also hosts an Early Childhood Special Education program that serves eight 2 and 3-year-old students in the morning four days per week, and nine 4-year-old students in the afternoon four days per week. In addition, we have 33 English learners, who speak Romanian, Chaldean, Arabic, Chinese, Albanian, Portuguese, Russian, Japanese, and Slovakian. Along with our linguistic diversity, we also have students who practice various religions, namely Christianity and Judaism, and we have students who represent various world cultures.

The Keith community values education, and is highly involved in virtually all aspects of the school from supporting teachers, to supporting students, fundraising, and facilitating numerous activities. This community has high expectations for academic performance as well as their children's social and emotional growth. As a school, we are fortunate that the majority of the families we serve have adequate means to provide the necessary resources to help their children be successful. Nonetheless, we do have an increasing free/reduced lunch population, and we are limited by reduced funding at the state level.

Prior to last year, the Walled Lake Consolidated School District underwent a major redistricting process due to the closure of two elementary schools, one of which was nearest to Keith. As a result, we gained approximately 70 students who formerly attended Twin Beach Elementary. At the same time, Keith Elementary gained six new teachers from other buildings while three teachers who were a part of the Keith staff were relocated to other buildings for this school year. In total (teaching staff, support staff, and student teaching staff), we added 21 new people to our staff this year. This year we have more stability in our teaching staff as we are gaining two new teachers while we have lost one to layoff.

Additionally, Keith Elementary has undergone a significant transition in terms of building leadership in that the former principal of 22 1/2 years retired at the end of the 2010-11 school year. At the same time, the head teacher was hired as principal of another school in the district. A new principal was hired for the 2011-12 school year, and a new head teacher joined the staff in February 2012.
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.

Mission:
The purpose of Keith Elementary is to advance the learning of all students.

Vision:
The Keith Staff is a dedicated, well-trained, professional community working collaboratively to advance the learning of all students.

The Keith students strive to reach their highest potential through continuous growth of conduct, character, and learning.

Instruction is consistently delivered across the grade levels using current best practices for the students' mastery of the curriculum.

Keith Elementary is an inviting place where students and staff feel welcomed into a safe and caring environment.

Beliefs:
All students can achieve high levels of learning, and we will respond in myriad ways to those who have yet to achieve at the highest levels.

Our focus on teaching and assessing our common curriculum will enable us to better identify and meet the needs of all of our students.

Differentiated instructional intervention for students who need more time and/or different instructional strategies for learning will enable all students to reach proficiency.

Values:
We have spent substantial time as a staff and school community to create a clear and shared focus of what we want to create at Keith Elementary. With input from staff, students and our parent community, we have established numerous shared values, including education, communication, honesty, integrity, safety, respect, hard work, community, involvement, trust, leadership, acceptance, positivity, family, kindness, understanding, and creativity.

Golden Circle:
Using our values as a starting point, we have employed Simon Sinek's model of "The Golden Circle," starting with the idea of "why" we do what we do: To help our students become positive contributors in society with the necessary knowledge, skills, and character to be successful.

The next outer ring in the golden circle represents "how" we do what we do: Setting high expectations, emphasizing learning and growth, and actively pursuing continual improvement, while creating a culture of caring in which all students thrive.

The outermost ring of the golden circle represents "what" we do. As a staff, we have created the following building-wide goal that is the core of our professional learning community work: By June 2014 all students will be secure in mathematical problem solving according to grade level specific assessments. This building goal is the umbrella for all grade-level goals and inquiry projects. It is this common focus for
improvement that drives our staff development and research of best practice. The staff collaborates regularly to analyze assessment data and to plan for instruction to meet the needs of all students through differentiated instruction.
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.

Keith Elementary has earned many notable achievements in the past three years. To begin with, Keith Elementary is a Michigan Department of Education Rewards School and is in the 96th percentile in the statewide Top-to-Bottom rankings. Reward Schools consist of schools that made AYP and were identified in one of three ways: 1) top 5% of schools on the Top-to-Bottom list 2) top 5% of schools making the greatest gains in achievement (improvement metric) or 3) "Beating the Odds." Beating the Odds schools are those that are overcoming traditional barriers to student achievement and are outperforming schools with similar risk factors and demographic makeup. In addition, Keith Elementary achieved an overall yellow status on our accountability scorecard. We achieved 32 of 40 proficiency points (80%), which would have earned us lime green status if it weren't for the four red cells we received regarding our bottom 30% in math, writing, science, and social studies. As a result, our primary goal for the upcoming years will be to raise the achievement levels of all students, with specific emphasis on the performance of the students in our bottom 30%. Initially, we will work to meet the proficiency targets for the bottom 30% in each subject area, and then we will work to surpass the targets.

In comparing MEAP Scores from the past two years, we have made a net gain in proficiency across all subject areas and grades of 29 percentage points. Furthermore, longitudinally (from 3rd grade to 4th grade and from 4th grade to 5th grade), we have a net gain in proficiency in reading and math of 44 percentage points. Plus, Keith Elementary continues to perform at or above the state and district MEAP averages. Specifically, we were 21 percentage points higher in 4th grade writing than the state of Michigan averages. Also, we were at least 20 percentage points higher in 3rd, 4th, and 5th grade mathematics, at least 16 percentage points higher in 3rd, 4th, and 5th grade reading, and 14 percentage points higher than the state of Michigan averages.

Beyond the focus on our students whose performance is in our bottom 30%, in the next three years, Keith Elementary administration and staff members will be working towards achieving three additional goals. The first goal states that all students will be proficient in mathematical problem solving according to grade level specific assessments through differentiated instruction. Secondly, staff will be working to reduce the gap between students who are currently proficient and those who are advanced as measured by the MEAP Reading assessment. Finally, we are working towards creating proficient writers, specifically in the area of content and ideas on the DWA2 Continuum. This is an ongoing effort that builds on the work we have done over the past three years.
Additional Information

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

The Keith Data Team is trained in data collection and analysis using numerous data sources, many of which are housed in Mastery Manager, our district's data clearinghouse. The team is comprised of at least one teacher per grade level and meets monthly. The Data Team disseminates information during block planning time, PLC nights, and staff meetings.

The Keith staff regularly integrates technology in classroom instruction. Every classroom is equipped with document cameras, projectors, iPads, laptops, and iPod Touches. Using money earned from our fall fundraiser, the Keith PTA purchased $17,000 worth of instructional technology, including iPads, interactive Mimio products, a portable classroom speaker system, and white boards, among many other items to enhance the instructional experience of every student at Keith Elementary.

All 5th grade students utilize laptops daily through the full implementation of the Anywhere Anytime Laptop program.

Communication with parents is vital to our success, and we consistently have 100% of our parents attend Fall Parent-Teacher conferences in person or, in some cases, over the phone.

As an environmentally-conscious school, Keith Elementary was honored as a Michigan Green School at the Evergreen Level, which is the highest distinction. As such, Keith Elementary participates in myriad environmentally conscious activities. Along those lines, we are starting a school-wide garden this year, as well.

At Keith, we utilize the "High Five" positive behavior supports system that encourages students to be respectful, to be responsible, to be ready, to show you care, and to follow directions. Plus, we are a "Bully Free Zone," which we have celebrated through an assembly. We also utilize the four S.T.A.R. steps (Stick together, Tell the bully to stop, Alert an adult, Respect others) and the Bully-Free Pledge. We have posters throughout the school promoting all of these initiatives.

In addition, we promote safety through the Buster the Bus program (bus safety), through our partnership with the West Bloomfield and Police Departments by utilizing the mobile "smokehouse" (fire safety), and continuing the T.E.A.M. (Teaching, Educating, and Mentoring) program, which covers topics such as substance abuse, bullying and harassment, and school security issues.

Our PTA sponsored numerous signature events, including the Welcome Back Ice Cream Social, Family Outdoor Movie Night, the Fun Run, the Keith Caring for the Community Family Night, the Mother-Son Minute to Win It Competition, the Keith's Got Talent Variety Show, the Daddy-Daughter Barn Dance, the Keith vs. Pleasant Lake Staff Volleyball Game, and the Fall and Spring Book Fairs. In fact, our spring fair was the most successful in our history and the top book fair in the county. As a result, the principal and head teacher had an opportunity to meet with the Vice President of Scholastic.

87 students in grades K-5 participated in the Keith Math Club in which students learned five different games from the Mathematics Pentathlon program throughout the course of the season that supplement mathematical concepts learned in the classroom.
The 3rd-5th grade students in the Keith Caring Community Club (KC3) planned and participated in many community service activities this year, starting with visiting the Sunrise Senior Living Center to sing songs, read poems, and play Bingo with the senior citizen residents. Next, we collected over 2,000 stuffed animals that we delivered to St. Alexander's Food Pantry, where we also helped sort donated items and stock their pantry. Furthermore, KC3 students visited Grace Centers of Hope to put up holiday decorations and decorate cookies with the children who were staying there. During the Science Fair, the Keith community donated over 300 pounds of canned goods and the KC3 students delivered the food to Walled Lake's Hospitality House and helped stock their shelves. KC3 members have organized books in Keith's Literacy Library, have participated in an Act of Kindness Challenge to clean up the trash and litter around their neighborhoods and to help to their neighbors.

Keith added to the permanent art gallery with a framed student art piece from each grade level, and the principal continued to add one piece of student artwork to his office art gallery.

The Cranbrook Science on the Go hands-on science program gave students a multiplicity of learning experiences in science.

The Defeat the Label program sent representatives to Keith to share their anti-bullying message with our students, which included musical performances in partnership with 98.7 Amp Radio.

Officer Rick Trabulsy from the West Bloomfield Police Department led a parent information session about how to keep children safe on the internet.

Keith students and families packaged nearly 11,000 meals for families in need locally, nationally and internationally during our Kids Against Hunger event.

In terms of physical fitness, over 250 Keith 2nd-5th grade students raised over $13,000 for the American Heart Association during our 19th annual Jump Rope for Heart. This is the 8th largest total in the state and 3rd largest in Oakland County. Plus, more than 200 Keith students tracked progress in nutrition and fitness for Oakland County's "Count Your Steps" program, and over 300 students and family members participated in the annual Walk to School Day. Finally, Keith students collectively traversed over 3,000 miles over the course of the school year on the Mileage Club Track.

Two Keith alums received Keith Elementary Legacy Scholarships.

4th and 5th grade Keith Korale Members have demonstrated a high level of dedication to music and ensemble work, wowing audiences with their talent and poise.

5th grade students raised funds and adopted the chimpanzee habitat at the Detroit Zoo as part of the ADOPTS program.

Keith kindergarteners planted a tree on school grounds for the 6th consecutive year in conjunction with their tree unit in science.

The Keith Student Council hosted numerous spirit days and raised money to buy a compost bin for the school.

Over 50 students were honored for their achievements at the Student Awards Breakfast.
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.
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.

Keith teachers, support staff members, parents, and students completed a perception survey to guide our school improvement efforts. Each spring, the principal meets with all 4th graders in small groups to get improvement input from the student perspective. The Keith Leadership Team, which includes at least one teacher from each grade level and is led by our two PLC co-chairs, head teacher, and principal, developed plans for improvement based on all relevant information. This work is informed by data that our Data Team, which includes at least one teacher from each grade level, collects and analyzes. The PLC Co-chairs, Leadership Team members, and Data Team members have all volunteered for their roles. Each grade-level team develops goals that directly correlate with our building goals, and they meet for an hour every week. We also have day-long staff retreat, monthly staff meetings, and three two-hour PLC nights every school year to work on developing our School Improvement Plan, to share progress in meeting our goals, and to share best instructional practices related to meeting the goals.

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

Staff members, parents, and students completed the perception survey anonymously. Teachers from each grade level comprise both the Leadership Team and the Data Team; they lead the improvement process on a building-wide level. Each grade-level team, which is composed of every teacher in the grade level, meets weekly to continue their work on meeting their grade-level goals, which pertain to our building-wide goals. The principal meets with all 4th graders in the spring as they will provide the student leadership in the subsequent school year. These students share input related to school improvement efforts.

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

The principal informs the community of our improvement plan at the first PTA meeting of the school year and provides additional updates throughout the year during the monthly PTA meetings, including during the summer PTA Executive Board meeting. During the three PLC nights each year, grade level teams share their progress towards meeting their goals, and at the end of the school year, grade-level teams share their final results during the "Learning Fair." Furthermore, the principal communicates progress to the Keith community through the Skylert messaging system and via the school's website.
School Data Analysis
Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.
Student Enrollment Data

How do student enrollment trends affect staffing?

Our staffing is determined annually on the basis of each school's enrollment. Our staffing is stable from last year to this year.

How do student enrollment trends affect staff recruitment?

Recruitment of staff is generally handled by the district HR office. In addition to district-level recruitment, our principal is always looking for highly qualified, diverse staff.

How do student enrollment trends affect budget?

School and district budgets are determined through a collaborative process with ample opportunity for input.

How do student enrollment trends affect resource allocations?

All schools and departments work collaboratively to assure equitable allocation of resources.

How do student enrollment trends affect facility planning and maintenance?

Schools utilize an online website, Schooldude, to log custodial and maintenance needs and have on-going connections with Enviro-Clean, who handles the custodial services in the district.

How do student enrollment trends affect parent/guardian involvement?

Our parents continue their high level of involvement as evidenced by our 100% participation in parent-teacher conferences, the number of consistent volunteers we have during school hours and in after-school activities, as well as our extremely active PTA.

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

All staff - including support staff - participate in professional development activities that are scheduled throughout the year.

What are the challenges you noticed based on the student enrollment data?
Our enrollment at the district level is declining slightly. We closed two elementary schools a year ago which makes enrollment in some schools, including and especially Keith Elementary, rather high at the present time.

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

We will continue our on-going review of adequacy of facilities. Plus, we have a bond issue planned for November, 2013 for school safety and technology.

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

Keith Elementary's student attendance is excellent.

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

For any individual students who have attendance issues, we communicate and meet with the student and family, and we follow the processes outlined in the district's policies and according to Oakland County's protocols.
Student Achievement Data for All Students

This area includes data questions.

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

Reading

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

Math

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

Reading

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

Our proficiency levels remain well above county and state average.

What factors or causes contributed to improved student achievement?

Our continuous improvement efforts have had a positive impact on student achievement. We utilize numerous interventions for students not achieving the target, and we include parents/families in more effective ways. Our SIPP process allows for collaborative planning, timely data mining, targeted interventions, and progress monitoring.

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

We do a thorough analysis of achievement data - including looking at sub-group achievement, along with a consistent analysis of benchmark assessment reports, MEAP, and related data.

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

Science

Which content area(s) show a negative trend in achievement?
In which content area(s) is student achievement below the state targets of performance?

Science, Social Studies, Math, and Writing

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

Our bottom 30% of students are improving in math proficiency, declining in writing proficiency, are remaining static in science proficiency, are declining in social studies proficiency, and improving in reading proficiency over the past two to three years.

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

The high mobility of subgroup population causes a disconnect between the alignment of curriculum, teaching methodologies, and assessment practices.

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

The data indicates high mobility correlates to low achievement, whereas low mobility and in-district longevity correlates to higher proficiency levels.

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

We are working on developing a K-12 instructional model, instructional strategies, and instructional vision that guarantees researched and evidence-based practices in all classrooms. Plus, we must continue to focus on instruction at district leadership, department, and building meetings with instructional staff.
Subgroup Student Achievement

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

- African American or Black
- White
- Hispanic or Latino
- Multiracial
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)

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

- Asian
- African American or Black
- White
- Hispanic or Latino
- Multiracial
- Male
- Female
- English Language Learners (ELLs)

In what content areas is the achievement gap closing for these subgroups?*
Predominately, the achievement gap is closing in mathematics for each of the subgroups selected.

How do you know the achievement gap is closing?*
The data shows the performance of the subgroups is closer in comparison to all students in proficiency from the 2011 MEAP to the 2012 MEAP.

What other data support the findings?
Our Benchmark Assessment (BA) data.

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

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- Additional intervention time with the teacher individually or in small groups.
- Targeted interventions for bottom 30% students and students identified in the SIPP process.
- Continual growth in teachers’ instructional practices.
- Grade-level and school-wide collaboration.
- Regularly analyzing our student performance data.

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

Student achievement is increasing among our subgroups.

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

- Continued collaboration.
- Continued focus on growth for ALL students.
- Continued professional learning.
- Better partnerships with parents in increasing student performance.

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

**Response:**

- None

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

**Response:**

- Students with Disabilities

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

- 4th grade mathematics, reading, and writing
- 5th grade reading and science

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

Through analyzing our MEAP data of proficiency levels of our students with disabilities compared to all of our students.

**What other data support the findings?**
**Benchmark Assessments and DRA scores**

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

- Larger class sizes
- Inability to increase proficiency of our students with disabilities at the same rate as our other subgroups.

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

- Correlational data

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

- More specific IEP goals that relate to high-stakes assessments.

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

Our ELL's have shown tremendous improvement as they have narrowed the achievement gap in comparison to the school aggregate.

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

- We maintain equity in all of our policies and practices.

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

Through child find, SIPP, staff, parents, students themselves.

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

- Some of our students qualify for ESY.
- Math club
- Community Education offers a number of programs
- Sunshine Academy
What is the school doing to inform students and parents of Extended Learning Opportunities?

- Email, website, flyers, posters, announcements, automated phone messages

What impact might this data have on student achievement?

Our veteran staff has the experience to positively impact student achievement.

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?</td>
<td>15.0</td>
</tr>
<tr>
<td></td>
<td>What is the total FTE count of teachers in your school?</td>
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</tr>
<tr>
<td></td>
<td>How many teachers have been teaching 0-3 years?</td>
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</tr>
<tr>
<td></td>
<td>How many teachers have been teaching 4-8 years?</td>
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</tr>
<tr>
<td></td>
<td>How many teachers have been teaching 9-15 years?</td>
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<td></td>
<td>How many teachers have been teaching &gt;15 years?</td>
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</tr>
<tr>
<td></td>
<td>Indicate the total number of days for teacher absences due to professional learning or professional meetings.</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Indicate the total number of days for teacher absences due to illness.</td>
<td>174.0</td>
</tr>
</tbody>
</table>

What impact might this data have on student achievement?

Any time teachers are absent, student achievement suffers. However, as a staff, we have relatively few teacher absences. Therefore, our
student achievement doesn't suffer as much as it could otherwise.
Perception Data - Students

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

- My teacher wants me to do my best
- My school has books for me to read
- In my school my principal and teachers want every student to learn.

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

We have only administered this survey once, so we do not have a point of comparison to determine trends.

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

- Other teachers know me.
- I use a computer to learn at school.
- My principal and teachers ask me what I think about school.

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

We have only administered this survey once, so we do not have a point of comparison to determine trends.

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

- We have high expectations for student achievement.
- We have not given students enough opportunities to use computers in school.
- We have not asked our students their perceptions about school often enough.

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

- We will continue to integrate technology in our instructional practices.
- We will solicit student perceptions more often.
Perception Data – Parents/Guardians

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

-Our school's purpose statement is clearly focused on student success.
-Our school provides a safe learning environment.

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

We have administered this survey once, so we do not have the ability to discern trends.

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

-Our school's purpose statement is formally reviewed and revised with involvement from parents.
-Our school provides excellent support services (e.g., counseling, and/or career planning).

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

We have administered this survey once, so we do not have the ability to discern trends.

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

-We are focused on student success and student safety.
-We have started to engage our parents in work on our mission/purpose, but the leadership transition occurred in the year of the survey.
-We have made significant cuts over the years to our ancillary services because of budget concerns.

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

-We will invite more parent involvement with our vision and mission.
-We will do everything we can with the ancillary and administrative staff we have to support our students’ needs.
Perception Data – Teachers/Staff

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

-Our school's purpose statement is clearly focused on student success.
-Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
-Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
-Our school's leaders expect staff members to hold all students to high academic standards.

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

We have administered this survey once, so we do not have the ability to discern trends.

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

-All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.
-All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
-All teachers in our school use a variety of technologies as instructional resources.
-In our school, a formal process is in place to support new staff members in their professional practice.

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

We have administered this survey once, so we do not have the ability to discern trends.

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

-We have high expectations for student learning and growth.
-We have a very small number of teachers who are not differentiating to the degree needed nor using a variety of technologies.
-Are support for new teachers is not robust enough.
How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

Collaboratively with data to support the decisions.

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

- Our writing assessments have begun to change.
- Our building math goal and assessments are based on the CCSS.
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
School Additional Requirements Diagnostic

<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>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
<td>Yes</td>
<td>The Annual Education Report (AER) can be found on our website at <a href="http://www.wlcsd.org/Keith.cfm?subpage=322353">http://www.wlcsd.org/Keith.cfm?subpage=322353</a>.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>No</td>
<td>As an elementary school, 5th grade is our highest grade.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>No</td>
<td>As an elementary school, 5th grade is our highest grade, so we do not have EDP's.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>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.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>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.</td>
<td>Yes</td>
<td>Margaret Hazlett, Assistant Supt. for Human Services, 850 Ladd Rd. Bldg D. Walled Lake, MI 48390  248-956-6000</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>7.</td>
<td>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.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Improvement Plan 2015-16
Overview

Plan Name

School Improvement Plan 2015-16

Plan Description
## Goals Summary

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

<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:1 Activities:1</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:1 Activities:1</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 06/12/2014 as measured by grade level assessments.

Strategy 1:
Student-Friendly Rubrics - Students will adapt the math problem-solving rubrics using language they understand. In that way, they will have clarity as to the rubric's evaluation criteria.

Category:

Tier:

<table>
<thead>
<tr>
<th>Activity - Creating Student-Friendly 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>Classroom teachers will facilitate activities in which students adapt the language in our math problem solving rubrics so that the students can clearly understand the language.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2014</td>
<td>$0</td>
<td>Other</td>
<td>Classroom teachers in grades K-5.</td>
</tr>
</tbody>
</table>

Goal 2: All students at Keith Elementary will become proficient readers.

Measurable Objective 1:
84% of Third, Fourth and Fifth grade students will demonstrate a proficiency level in Reading by 01/01/2014 as measured by the MEAP Reading Assessment.
Strategy 1:
Differentiation - Teachers will differentiate their instruction in reading to increase all students’ reading proficiency.

Category:

Research Cited: Richardson, J. W. (2011). "Differentiation in reading: Meeting the needs of all students." ERIC.

Tier:

<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></td>
<td>09/03/2013</td>
<td>06/12/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Prinicpal, Head Teacher, Teaching Staff</td>
<td></td>
</tr>
</tbody>
</table>

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

Measurable Objective 1:
74% of Fourth grade students will demonstrate a proficiency level in Writing by 01/01/2014 as measured by the MEAP Writing Assessment.

Strategy 1:
Graphic Organizers - Students will use graphic organizers during the pre-writing stage of the writing process.

Category:


Tier:
<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 Responsible</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></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, Head Teacher, Classroom Teachers</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></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2014</td>
<td>$0</td>
<td>Principal, Head Teacher, 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></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2014</td>
<td>$0</td>
<td>Principal, Head Teacher, Classroom Teachers</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>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Student-Friendly Rubrics</td>
<td>Classroom teachers will facilitate activities in which students adapt the language in our math problem solving rubrics so that the students can clearly understand the language.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/12/2014</td>
<td>$0</td>
<td>Classroom teachers in grades K-5.</td>
</tr>
</tbody>
</table>