School Improvement Plan

Keith Elementary School
Walled Lake Consolidated Schools

Mr. Phillip M Pittman, Principal
2800 Keith Road
West Bloomfield, MI 48324
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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.
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 68 staff members are honored to be able to serve our 656 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. 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. Because of budget constraints, we have not had a head teacher since the 2013-14 school year.
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 2018, By all students will read with sufficient accuracy and fluency to support comprehension. 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. For starters, 3rd grade teacher Melody Arabo was named Michigan's Teacher of the Year for 2014-15. As part of the celebration, we hosted state superintendent of schools, Mike Flanagan, members of the Michigan Department of Education, and members of the state board of education. Keith Elementary was a Michigan Department of Education High-Performing Rewards School for three consecutive years, and we are now in the 92nd percentile in the statewide Top-to-Bottom rankings. In addition, Keith Elementary achieved an overall yellow status on our accountability scorecard. We achieved 34 of 44 proficiency points (77%), which would have earned us lime green status if it weren't for the one red cell we have in mathematics for students with disabilities. One of our primary goals 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% and our special education students. 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.

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 ensure all students will read with sufficient accuracy and fluency to support comprehension. 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.

In addition, Keith Elementary was recognized with a Best and Brightest in Wellness Elite Award during the 2014-15 school year.
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 new document cameras, interactive projectors, and sound field speaker systems, plus teachers have iPads, laptops, and iPod Touches to use. Because of the successful Bond, we will also have Safari Montage as well. Furthermore, we utilize IXL, an online math program, Storia, an online reading program, and several grade levels are using Edmodo to extend learning opportunities.

All 5th grade students utilize laptops or Chromebooks daily through the full implementation of the 5th grade Bring Your Own Device Program. Our 3rd and 4th grade teams each have one class set of Chromebooks to share, as well.

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 started a school-wide garden last year, as well.

At Keith, we utilize a positive behavior supports system guided by the Seven Habits of Highly Effective People that encourages students to be safe, respectful, and responsible. 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 Keith’s Got Talent Variety Show, Family Bingo Night, 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.

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 SY 2015-2016.
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.

In terms of physical fitness, over 250 Keith 2nd-5th grade students raised over $17,000 for the American Heart Association during our 19th annual Jump Rope for Heart. 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.

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

Keith kindergarteners planted a tree on school grounds for the 8th consecutive year in conjunction with their tree unit in science.

The Keith Student Council hosted numerous spirit days and raised money to support several charities.

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.
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.

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, 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 two three-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 data team meets once a month (and once in the summer) to monitor progress and to make adjustments to our implementation plan. 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. Monthly PTA meetings give opportunities for parent input regarding school improvement, as well.

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 two 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 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?

Our enrollment dropped from 671 to 653 from 2013-14 to 2014-15 when our Early Childhood Special Education program was moved to another school in the district from . This year our enrollment is nearly identical to last year. The challenges are related to having such a large student and parent population along with a large staff with just one principal. Therefore, the volume of work is heavy for all of us.

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

Our student attendance rate has improved over the course of the past 3 years while we have also lowered the number of students who are chronically absent. Nonetheless, we still have students who struggle with absences and tardies.

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?

We have reduced the number of discipline referrals and suspensions over the past three years, and we had the lowest number of behavior incidents on our school buses in comparison with the 18 other schools in the district. In 2014-15, we did not have any bus suspensions and we only had one bus write-up.

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

The district could provide us with a head teacher (akin to assistant principal) or a building interventionist as we have had in years past to support our students, staff, and parents.

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?

We have a veteran staff with only 2 probationary teachers, and the principal is beginning his 5th year in the position. This staffing stability should help us maximize student achievement.
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?

We have a veteran staff with only 2 probationary teachers. This staffing stability should help us maximize student achievement.

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?

The principal did not miss any school due to absences, but he did miss 10 school days for professional learning. The professional growth may account for some of the gains in student achievement, but administrative absences also can impact the school in a variety of ways that could impact student achievement negatively.

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?

Our overall teacher attendance rate was quite good, which helps improve student achievement. We did have some staff members miss school because of professional learning opportunities, but the positives outweigh the negatives as teacher growth is so important to improving student achievement.

Teacher/School Leader(s) Demographic Data

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

We need to continue to prioritize the health and wellness of our staff, including an emphasis on staff collaboration in order to maintain a positive culture that keeps the staff engaged and productive.
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?

Governance and leadership are strengths as is teaching and assessing for learning.

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?

We can improve upon our purpose and direction component of the Interim Self Assessment.

12. How might these challenges impact student achievement?

As we switch from a focus on math problem solving to reading, we must have a clear direction and focus in order to maximize student achievement.

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.

We need to revisit the "golden circle" we created for Keith Elementary to ensure we have a consistent purpose and focus. Our data team will be meeting monthly as will our leadership team in order to monitor our progress, make adjustments, and stay focused on our goals.

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?

We utilize a Student Instructional Planning Process (SIPP) that involves the principal, teacher consultant, school psychologist, social worker, speech and language pathologist, English learner paraprofessional, resource room teachers, along with teachers and parents. We work together as a SIPP team once a week to ensure we are meeting all students' needs.

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

We have a Math Club that students K-5 are eligible to participate in. We also have an introduction to engineering club for 4th and 5th grade students. Our district also provides a number of options for after school enrichment programs.
16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We advertise these extended learning opportunities to all of our families through our Skylert Messaging System. We also inform our students through our daily morning announcements. The district mails out the catalog of enrichment offerings, which is also posted on the district website.

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?

We utilize the units of study and pacing guides the district provided us with that address the standards with fidelity. The teacher evaluation process also involves oversight into the implementation of the standards.

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.

Not applicable.
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

Kindergarten: Comprehension (literature and informational texts) and phonological awareness
1st Grade: High-frequency words and comprehension (literature)
2nd Grade: Phonological awareness, high-frequency words, comprehension (informational texts and literature)
3rd Grade: Vocabulary and comprehension (literature and informational texts)
4th grade: Vocabulary and comprehension (literature and informational texts)
5th grade: Phonics and comprehension (literature and informational texts)

19b. Reading- Challenges

Kindergarten: Phonics, high-frequency words, vocabulary
1st Grade: Vocabulary, phonological awareness, and comprehension (informational texts)
2nd grade: Vocabulary and phonics
3rd Grade: Phonics
4th Grade: Phonics
5th Grade: Vocabulary

19c. Reading- Trends
Go to https://goo.gl/e29XAd for trend data.

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.

These challenges will specifically addressed by each grade-level team through setting, and working to achieve, their SMART goals.

20a. Writing- Strengths

Writing process, narrative Writing, spelling, and genre

20b. Writing- Challenges

Revising drafts, Informational writing, grammar and usage

20c. Writing- Trends

Go to https://goo.gl/MRbVzd for our trends in writing.

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.
We will be putting more emphasis on informational writing, revision, and grammar and usage.

21a. Math- Strengths

Kindergarten: Geometry
1st Grade: Algebraic thinking
2nd Grade: Geometry and algebraic thinking
3rd Grade: Algebraic thinking, measurement and data
4th Grade: Algebraic thinking, number and operations
5th Grade: Measurement and data, algebraic thinking, number and operations

21b. Math- Challenges

Kindergarten: Number and operations
1st Grade: Geometry
2nd Grade: Number and operations
3rd Grade: Number and operations
4th grade: Geometry
5th Grade: Geometry

21c. Math- Trends

Go to https://goo.gl/rnaQVh for trends in math achievement.

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 will focus on number and operations and geometry to improve our performance in mathematics.

22a. Science- Strengths

Physical Science and Life Science

22b. Science- Challenges

Science processes and earth science

22c. Science- Trends

Go to https://goo.gl/bxJAxh for trends in science achievement.

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.

We will emphasize science processes and earth science.

23a. Social Studies- Strengths

Environment and society

23b. Social Studies- Challenges

Places and regions and public decision making
23c. Social Studies- Trends

Go to https://goo.gl/YrEy8g for our trends in social studies achievement.

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.

We will focus on places and regions, as well as public decision making.
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 strongly believe the staff cares about them and their learning.

24b. Student Perception Data

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

Our students do not feel that staff asks their opinion about school often enough.

24c. Student Perception Data

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

We will begin utilizing student focus groups to gain a better sense of our students’ perspectives.

25a. Parent/Guardian Perception Data

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

Our parents are highly satisfied with how much we involve them in school life and that we provide a safe learning environment.

25b. Parent/Guardian Perception Data

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

Our parents would like more robust student support services.
What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We will continue to advocate for additional supports in the schools, namely a head teacher, interventionist, and/or counselor.

26a. Teacher/Staff Perception Data

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

Our staff believes we have a well-articulated purpose and direction.

26b. Teacher/Staff Perception Data

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

Our staff would like us to improve our formal processes for supporting new teachers.

26c. Teacher/Staff Perception Data

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

We have totally revised our new teacher support systems for this school year.

27a. Stakeholder/Community Perception Data

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

The community is proud of the student achievement in the district and the many programs of excellence.

27b. Stakeholder/Community Perception Data

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

Our community is concerned about large class sizes and fewer support services.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?
Each employee group negotiated a number of concessions to maintain our current level of staffing.
28a. Summary

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

Overall, our staff has remained relatively stable, which has allowed us to make great progress in terms of student achievement. After focusing on math problem-solving for the past three years, we have seen marked improvement in our math achievement. However, our reading scores are not what we would like them to be, so we have shifted our focus to a building-wide reading goal. The Keith Community is highly satisfied with their experience in our school, but the reductions in staff over time have affected the level of support we can provide for students.

28b. Summary

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

With fewer supports in place, it is more difficult to meet the needs of every child.

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?

As a staff, we are developing a clear and shared focus to address reading fluency, accuracy, and comprehension.
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>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>
<td></td>
</tr>
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<tbody>
<tr>
<td>Our school published a fully compliant annual report. <em>(The Annual Education Report (AER) satisfies this).</em> 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.wlcasd.org/Keith.cfm?subpage=922353">http://www.wlcasd.org/Keith.cfm?subpage=922353</a>.</td>
<td></td>
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</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<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>We do not discriminate against any member of the Keith community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<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></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>Yes</td>
<td>Go to <a href="http://board-policy.wlcsd.org/K-School-Community_Relations/kfc.htm">http://board-policy.wlcsd.org/K-School-Community_Relations/kfc.htm</a> for more information regarding our parent involvement policies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

This plan includes progress notes which are at the very end of this document

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.


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.

This plan includes progress notes which are at the very end of this document

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.

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 Responsibility</th>
</tr>
</thead>
</table>

Goal 3: All students at Keith Elementary School will become proficient writers.
This plan includes progress notes which are at the very end of this document

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.
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

### 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 Responsibility</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>

### 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 Responsibility</th>
</tr>
</thead>
<tbody>
<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>
<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>
</tbody>
</table>
# Progress Notes

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Comments</th>
<th>Created On</th>
<th>Created By</th>
</tr>
</thead>
</table>
