Keith School Improvement Plan 2019-2020

Keith Elementary School
Walled Lake Consolidated Schools

Dr. Marci Augenstein
2800 Keith Rd
West Bloomfield, MI 48324-4737
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Overview

Plan Name

Keith School Improvement Plan 2019-2020

Plan Description

During the 2018-2019 school year, teachers, students, and parents engaged in a school-wide school improvement process where we spent time as a community re-writing our purpose and beliefs, as well as used data to inform our work with our goals, objectives, strategies, and activities.

The purpose of the Keith community is to collaboratively inspire and empower all- academically, socially, and emotionally.

We believe we are a dragon family united with a common purpose.

Dragons believe...
...in welcoming and trusting one another;
...in learning beyond the school day and for the future;
...in empowering every member of our community to be helpful, respectful, and kind;
...learning is engaging, purposeful, focused, and fun.
## 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>By June 2024, 100% of our students will be proficient/on grade level range for math on the state required assessment.</td>
<td>Objectives:1 Strategies:1 Activities:3</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:4</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:4 Activities:8</td>
<td>Academic</td>
<td>$4260</td>
</tr>
<tr>
<td>4</td>
<td>100% of Keith Elementary students will increase their capacity to utilize social-emotional coping skills independently when faced with a challenge.</td>
<td>Objectives:1 Strategies:1 Activities:3</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: By June 2024, 100% of our students will be proficient/on grade level range for math on the state required assessment.

Measurable Objective 1:
100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency through teachers’ use of formative assessment in Everyday Math lessons to improve student achievement in Mathematics by 06/14/2024 as measured by iReady diagnostic assessments measured three times per year.

Strategy 1:
Formative Assessment and Embedded Practices - Teachers will plan for and engage students in formative assessment practices as a routine part of EDM4 lessons.

Category: Mathematics


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Learning Targets and Success Criteria</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>Teachers will create and implement learning targets and success criteria for each unit of the EDM4 curriculum. Through professional learning opportunities, teachers will have the opportunity to collaborate and be trained in how to create effective success criteria.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>Other</td>
<td>Classroom teachers in grades K-5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Effective Questioning</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>
</table>
Goal 2: All students at Keith Elementary will become proficient readers.

Measurable Objective 1:
100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency level in Reading by 06/14/2024 as measured by iReady diagnostic assessments given three times per year.

Strategy 1:
Reader's Workshop - Teachers will use the Lucy Calkins Units of Study for Reading to improve reading instruction for all students.

Category: English/Language Arts

Tier: Tier 1
Goal 3: All students at Keith Elementary School will become proficient writers.

Measurable Objective 1:
100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency level in Writing by 06/14/2024 as measured by the Lucy Calkins Writing Units of Study On Demand Writing.

Strategy 1:
Writers' Workshop - Teachers will use the Lucy Calkins Units of Study for Writers.

Category: English/Language Arts

Tier: Tier 1
Strategy 2:
Writing Across the Curriculum - Within the Calkins Reading Units of Study, teachers will teach mini-lessons on strategies for crafting informational and narrative texts. These strategies will be integrated within social studies and science lessons so that students will have opportunities to apply these reading skills to their content area writing.

Category: English/Language Arts
Tier: Tier 1

### Strategy 3:

#### Daily Writing Instruction - Teachers will provide daily time for students to write:

- **30 Minutes in K**
- **At least 1 hour a day grades 1-5**
- **At least 30 minutes dedicated to teaching a variety of writing strategies, techniques and skills throughout the day. (Both inside and outside of Writers’ Workshop)**
- **30 Minutes should be spent on writing practice.**
- **Teachers will provide explicit instruction in spelling strategies, capitalization, punctuation, sentence and paragraph construction.**

#### Category: English/Language Arts


Tier: Tier 1
Strategy 4:
Instructional Rounds/Teacher Lab - Staff development and learning opportunities will be put into place to allow teachers to observe in other classrooms, in order to hone their craft. Teacher discussion and feedback will be used to improve instructional delivery.
Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Teacher Lab</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have the opportunity to observe one another teaching writing and provide feedback to one another with regards to lesson format and how well the mini lessons are aligned to the format presented. They will also be looking for the essential practices in literacy instruction, embedded in the observed lesson.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$3000</td>
<td>Other</td>
<td>Principal, Teacher, Secretary for procuring substitute teachers</td>
</tr>
</tbody>
</table>

Goal 4: 100% of Keith Elementary students will increase their capacity to utilize social-emotional coping skills independently when faced with a challenge.

Measurable Objective 1:
A 90% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with increased mastery of the second step post assessment for all students through teaching them skills utilizing the second step curriculum to build capacity in social-emotional learning. in Practical Living by 06/14/2024 as measured by the second step post assessment.

Strategy 1:
Creating a Supportive and Productive Learning Environment - Teachers will work to create a supportive and productive learning environment, which includes guiding students in authentic communication and discourse between student/student and student/teacher. Teachers will also refer to the Walled Lake Instructional Framework.
website and Second Step curriculum for support.

Category: School Culture


http://dx.doi.org/10.1037/dev0000621


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Implementation of Second Step Curriculum with Fidelity</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>Teachers will work to implement the Second Step curriculum, as well as other social-emotional learning strategies in the classrooms daily through the following activities: morning meetings, greeting students, creating a classroom pledge, mindful minutes, using second step posters, supporting student-led conversations, visual prompts in classrooms, utilization of feelings poster, problem solving modeling, vocabulary and materials, promoting kindness, and supporting school-wide announcements through reinforcement of message in the classroom.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Keith Teachers</td>
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<table>
<thead>
<tr>
<th>Activity - Restorative Practices and Circles</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>Teachers will learn more about the Restorative Practices approach for individual student situations as well as in the whole class setting so that students not only learn effective communication with one another, but also coping strategies to utilize when facing a challenge.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Keith Teachers</td>
</tr>
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<table>
<thead>
<tr>
<th>Activity - Social Justice Modules</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>
</table>
All Keith teachers will continue to learn and grow through collaboration and professional learning using the Walled Lake Social Justice modules.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/26/2019</th>
<th>06/14/2024</th>
<th>$0</th>
<th>No Funding Required</th>
<th>All Keith Teachers</th>
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### 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 Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Lab</td>
<td>Teachers will have the opportunity to observe one another teaching writing and provide feedback to one another with regards to lesson format and how well the mini lessons are aligned to the format presented. They will also be looking for the essential practices in literacy instruction, embedded in the observed lesson.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$3000</td>
<td>Principal, Teacher, Secretary for procuring substitute teachers</td>
</tr>
<tr>
<td>Learning Targets and Success Criteria</td>
<td>Teachers will create and implement learning targets and success criteria for each unit of the EDM4 curriculum. Through professional learning opportunities, teachers will have the opportunity to collaborate and be trained in how to create effective success criteria.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</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 Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Across the Curriculum</td>
<td>Within the Calkins Reading Units of Study, teachers will teach mini-lessons on strategies for comprehending informational and narrative texts. These strategies will be integrated within social studies and science lessons so that students will have opportunities to apply these reading skills to their content area reading.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>Teachers</td>
</tr>
<tr>
<td>Essential Practices with Handwriting</td>
<td>K-2 Teachers will provide explicit instruction in letter formation. Focus of instruction will include: Grip, Efficiency, Legibility, Memory. Multiple short sessions (5-8 X per letter) in context as well as in isolation 10-15 minutes/day.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>Teachers</td>
</tr>
<tr>
<td>Implementation of Second Step Curriculum with Fidelity</td>
<td>Teachers will work to implement the Second Step curriculum, as well as other social-emotional learning strategies in the classrooms daily through the following activities: morning meetings, greeting students, creating a classroom pledge, mindful minutes, using second step posters, supporting student-led conversations, visual prompts in classrooms, utilization of feelings poster, problem solving modeling, vocabulary and materials, promoting kindness, and supporting school-wide announcements through reinforcement of message in the classroom.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>All Keith Teachers.</td>
</tr>
<tr>
<td>Grouping Strategies for Reading</td>
<td>Small group and individual instruction will include a variety of grouping strategies. For example: Level Based Needs based Interest based Paired Random</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>Principal, Teaching Staff</td>
</tr>
<tr>
<td>Implementation and Instruction of Lucy Calkins Writing Units of Study</td>
<td>Teachers will provide their students with instruction using the writer's workshop model through implementing the Lucy Calkins Writing Units of Study with fidelity.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>Principal, Classroom Teachers</td>
</tr>
<tr>
<td>Writing Evaluation</td>
<td>All teachers will use the Calkins Narrative, Information and Opinion writing rubric to evaluate and analyze student writing proficiency.</td>
<td>Evaluation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>Teachers</td>
</tr>
<tr>
<td>Descriptive Feedback</td>
<td>Teachers will provide descriptive, actionable, and timely feedback to inform student thinking. Staff will receive professional learning opportunities in how to implement effective descriptive feedback, creating inquiry questions.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/26/2019</td>
<td>06/14/2024</td>
<td>$0</td>
<td>All Keith K-5 grade level teachers.</td>
</tr>
<tr>
<td>Teacher Training - Lucy Calkins Writing Rubrics</td>
<td>Teachers will have professional learning opportunities to learn more about the Lucy Calkins writing rubrics. They will receive training and have time to collaborate during PLC and other professional learning time to help guide students to greater achievement in writing.</td>
<td>Getting Ready, Direct Instruction, Implementation, Teacher Collaboration, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/31/2016</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Principal, Curriculum Department, Teacher Leaders</td>
</tr>
<tr>
<td>Ongoing Support for the Lucy Calkins Model</td>
<td>District curriculum coordinators will provide ongoing support for the Lucy Calkins units of study implementation.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td></td>
<td>08/19/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Teachers, Curriculum coordinators</td>
</tr>
</tbody>
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### Title II Part A

<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>Lucy Calkins Summer Institute</td>
<td>Keith teachers will attend the Lucy Calkins summer institutes - both the four day home-grown institute as well as the one-day intensive opportunity to continue their professional learning around the reading and writing units of study.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>08/26/2019</td>
<td>$1260</td>
<td>Teachers</td>
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