

2017-2018 Waterford Kettering School Improvement Plan

Waterford-Kettering High School
Waterford School District

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Overview

Plan Name

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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.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will increase their mathematics proficiency.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$15000
2	Kettering students and staff will establish a school culture and climate that fosters academic growth.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$75000
3	All students will improve reading achievement.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$15000
4	All students will be proficient in writing.	Objectives: 2 Strategies: 1 Activities: 5	Academic	\$0

Goal 1: Students will increase their mathematics proficiency.

Measurable Objective 1:

70% of Ninth and Tenth grade students will increase student growth in algebra skills in Mathematics by 06/15/2018 as measured by meeting math NWEA projected growth targets..

Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Moss, C., Brookhart, S., (2012). Learning Targets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA. ASCD

Frey., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD.

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press.

Fisher, D., & Frey, N. (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. Alexandria: ASCD.

Tier: Tier 1

Activity - Teacher Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive consistent feedback specific to LTTA and the Gradual Release of Responsibility Instructional Framework via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	General Fund	Administrators and teachers
Activity - LTTA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the LTTA daily when designing and delivering lessons for students. Administrators will monitor the implementation of the Learning Target Theory of Action.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Lesson Design Using Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Kettering administrators will work with CIA to plan and facilitate professional learning for teachers focusing on the Gradual Release of Responsibility Model (specifically the Guided and Collaborative quadrants.) Administrators will monitor teacher implementation through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators.
Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office Staff, Building Administrators

Strategy 2:

Acceleration and Teacher Clarity - Special and general education teachers will intervene using a Math Acceleration Lab model so targeted 9th grade students will receive the time and practice specific to essential algebra skills.

Category: Mathematics

Research Cited: Hattie 2009, Visible learning: a synthesis of over 800 meta-analysis relating to achievement.

Rollins 2014, Learning in the Fast Lane: 8 ways to put all students on the road to academic success.

Tier: Tier 2

Activity - Acceleration Lab Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra 1 teachers design, implement, and monitor a lab model focused on pre-teaching specific Algebra 1 skills to targeted freshmen students. Pre-teaching, goal setting, skill building, and Compass Learning technology will be foundation lab model.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$15000	Section 31a	Algebra 1 teachers

Goal 2: Kettering students and staff will establish a school culture and climate that fosters academic growth.

Measurable Objective 1:

demonstrate a proficiency where 70% of students have acceptable attendance and tardy behaviors by 06/15/2018 as measured by Waterford School District attendance and tardy standards.

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Strategy 1:

Aligned attendance and tardy processes. - PBIS team will align, support, and monitor District-wide attendance and tardy guidelines.

Category: School Culture

Research Cited: Bambrick-Santoyo, P. (2012) Leverage Leadership: A Practical Guide to Building Exceptional Schools. San Francisco, CA. Jossey-Bass.

Fisher, D., Frey, N., and Pumpian, I. (2012) How to Create a Culture of Achievement in your School and Classroom. Alexandria, VA. ASCD.

Tier: Tier 1

Activity - PBIS Prograss Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kettering PBIS team reviews and summarizes attendance/tardy school processes, monitors monthly data, and continually collaborates with staff and students to positively impact student attendance and tardies. Additional mentoring will be provided to bottom 30% students.	Implementation	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	PBIS team

Activity - Academic Center Focus Pods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will be assigned to a smaller pod in Academic Center. The mentor teacher for this pod also has a counseling background. Students will be able to receive more intensive mentoring in this setting.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$75000	Section 31a	Building Administration, Focus Pod Mentor Teacher

Goal 3: All students will improve reading achievement.

Measurable Objective 1:

70% of Ninth and Tenth grade students will increase student growth in reading in English Language Arts by 06/15/2018 as measured by students meeting reading NWEA projected growth targets..

Strategy 1:

Discourse - Teachers will raise the level of discourse so students will be required to think critically and process success criteria of daily learning targets. Teachers will continue to focus on comprehension strategies (supported through RAISE professional development) to ensure students are prepared to sustain discourse.

Category: English/Language Arts

Research Cited: Hattie 2009, Visible learning: a synthesis of over 800 meta-analyses relating to achievement.

Schoenbach, R., Greenleaf, C., and Murphy, L. (2012) Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and

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College Classrooms. San Francisco, CA. Jossey-Bass.

Tier: Tier 1

Activity - Teacher Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kettering teachers receive feedback focused on the level of student Discourse in their lessons via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering administrators and teachers

Strategy 2:

Core Classroom Instruction - Teachers will improve the quality of core instruction in reading in order to increase student understanding and performance on proficiency measures.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) *The Art and Science of Teaching*, Alexandria, VA: ASCD

Moss, C., Brookhart, S., (2012). *Learning Targets: Helping Students Aim Understanding in Today's Lesson*. Alexandria, VA. ASCD

Frey., Fisher, D. (2011) *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*, Alexandria, VA: ASCD.

Besser, L., Ventura, S. (2010) *The Big Picture: Looking at Data Teams Through a Collaborative Lens*. Englewood, CO: Lead and Learn Press.

Schoenbach, R., Greenleaf, C., and Murphy, L. (2012) *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. San Francisco, CA. Jossey-Bass.

Fisher, D., & Frey, N. (2008). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. Alexandria: ASCD.

Tier: Tier 1

Activity - Teacher Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kettering teachers receive consistent feedback specific to LTTA and Gradual Release of Responsibility Instructional Framework via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering administrators and teachers

Activity - LTTA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize the LTTA daily when designing and delivering lessons for students. Administrators monitor the implementation of the Learning Target Theory of Action through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Lesson Design Using Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kettering administrators will work with CIA to plan and facilitate professional learning for teachers focusing on the Gradual Release of Responsibility Model (specifically the Guided and Collaborative quadrants.) Administrators will monitor teacher implementation through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office Staff, Building Administrators

Measurable Objective 2:

A 10% increase of Ninth grade Bottom 30% students will demonstrate a proficiency in comprehension in Reading by 06/15/2018 as measured by QRI.

Strategy 1:

Acceleration and Teacher Clarity - Acceleration teachers will intervene using AARI and guided instruction so targeted students will receive the time and practice needed to develop essential reading skills.

Category:

Research Cited: Hattie 2009, Visible learning: a synthesis of over 800 meta-analyses relating to achievement.

Rollins 2014, Learning in the Fast Lane: 8 ways to put all students on the road to academic success.

Tier: Tier 2

Activity - Acceleration Lab Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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General and special education teachers will collaborate to design, implement, and monitor a lab model focused on accelerating the reading comprehension skills of targeted ninth and tenth grade students. Compass technology will be incorporated into this program.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$15000	Section 31a	Specific general/special education ELA teachers. Kettering administration.
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Goal 4: All students will be proficient in writing.

Measurable Objective 1:

A 10% increase of Bottom 30% students will demonstrate a proficiency in constructed responses in Writing by 06/15/2018 as measured by a Common Assessment Rubric..

(shared) Strategy 1:

Core Classroom Instruction - Teachers will implement the Learning Target Theory of Action and the Gradual Release of Responsibility Instructional Framework to improve core instruction.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Moss, C., Brookhart, S., (2012). Learning Targets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA. ASCD

Frey., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD.

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press.

Schoenbach, R., Greenleaf, C., and Murphy, L. (2012) Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms. San Francisco, CA. Jossey-Bass.

Fisher, D., & Frey, N. (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. Alexandria: ASCD.

Tier: Tier 1

Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use the graphic organizers and sentence stems the district implemented to continue student exposure and mastery of non-fiction writing.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Teacher Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kettering teachers receive consistent feedback specific to LTTA and Gradual Release of Responsibility Instructional Framework via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering administrators and teachers
Activity - LTTA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the LTTA daily when designing and delivering lessons for students. Administrators will monitor the implementation of the Learning Target Theory of Action.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Lesson Design Using Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kettering administrators will work with CIA to plan and facilitate professional learning for teachers focusing on the Gradual Release of Responsibility Model (specifically the Guided and Collaborative quadrants.) Administrators will monitor teacher implementation through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office Staff, Building Administrators

Measurable Objective 2:

70% of Ninth and Tenth grade students will increase student growth on the NWEA Language Usage test in English Language Arts by 06/15/2018 as measured by students meeting language usage NWEA projected growth targets..

(shared) Strategy 1:

Core Classroom Instruction - Teachers will implement the Learning Target Theory of Action and the Gradual Release of Responsibility Instructional Framework to improve core instruction.

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Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Moss, C., Brookhart, S., (2012). Learning Targets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA. ASCD

Frey., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD.

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press.

Schoenbach, R., Greenleaf, C., and Murphy, L. (2012) Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms. San Francisco, CA. Jossey-Bass.

Fisher, D., & Frey, N. (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. Alexandria: ASCD.

Tier: Tier 1

Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the graphic organizers and sentence stems the district implemented to continue student exposure and mastery of non-fiction writing.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Teacher Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kettering teachers receive consistent feedback specific to LTTA and Gradual Release of Responsibility Instructional Framework via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering administrators and teachers
Activity - LTTA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the LTTA daily when designing and delivering lessons for students. Administrators will monitor the implementation of the Learning Target Theory of Action.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Lesson Design Using Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Kettering administrators will work with CIA to plan and facilitate professional learning for teachers focusing on the Gradual Release of Responsibility Model (specifically the Guided and Collaborative quadrants.) Administrators will monitor teacher implementation through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Kettering teachers and administrators
Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Central Office Staff, Building Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Acceleration Lab Model	Algebra 1 teachers design, implement, and monitor a lab model focused on pre-teaching specific Algebra 1 skills to targeted freshmen students. Pre-teaching, goal setting, skill building, and Compass Learning technology will be foundation lab model.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$15000	Algebra 1 teachers
Academic Center Focus Pods	At risk students will be assigned to a smaller pod in Academic Center. The mentor teacher for this pod also has a counseling background. Students will be able to receive more intensive mentoring in this setting.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$75000	Building Administration, Focus Pod Mentor Teacher
Acceleration Lab Model	General and special education teachers will collaborate to design, implement, and monitor a lab model focused on accelerating the reading comprehension skills of targeted ninth and tenth grade students. Compass technology will be incorporated into this program.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$15000	Specific general/special education ELA teachers. Kettering administration.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LTTA	Teachers will utilize the LTTA daily when designing and delivering lessons for students. Administrators will monitor the implementation of the Learning Target Theory of Action.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Kettering teachers and administrators

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Lesson Design Using Gradual Release of Responsibility Model	Kettering administrators will work with CIA to plan and facilitate professional learning for teachers focusing on the Gradual Release of Responsibility Model (specifically the Guided and Collaborative quadrants.) Administrators will monitor teacher implementation through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Kettering teachers and administrators
Non-Fiction Writing Initiative	Teachers will use the graphic organizers and sentence stems the district implemented to continue student exposure and mastery of non-fiction writing.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Kettering teachers and administrators
Teacher Feedback	Kettering teachers receive consistent feedback specific to LTТА and Gradual Release of Responsibility Instructional Framework via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Kettering administrators and teachers
Administrator Partnerships	Central office administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Central Office Staff, Building Administrators
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Central Office Staff, Building Administrators
LTТА	Teachers will utilize the LTТА daily when designing and delivering lessons for students. Administrators monitor the implementation of the Learning Target Theory of Action through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Kettering teachers and administrators
PBIS Progress Monitoring	Kettering PBIS team reviews and summarizes attendance/tardy school processes, monitors monthly data, and continually collaborates with staff and students to positively impact student attendance and tardies. Additional mentoring will be provided to bottom 30% students.	Implementation	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	PBIS team
Administrator Partnerships	Central office administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Central Office Staff, Building Administrators
Teacher Feedback	Kettering teachers receive feedback focused on the level of student Discourse in their lessons via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Kettering administrators and teachers

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Lesson Design Using Gradual Release of Responsibility Model	Kettering administrators will work with CIA to plan and facilitate professional learning for teachers focusing on the Gradual Release of Responsibility Model (specifically the Guided and Collaborative quadrants.) Administrators will monitor teacher implementation through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Kettering teachers and administrators.
Lesson Design Using Gradual Release of Responsibility Model	Kettering administrators will work with CIA to plan and facilitate professional learning for teachers focusing on the Gradual Release of Responsibility Model (specifically the Guided and Collaborative quadrants.) Administrators will monitor teacher implementation through consistent classroom walkthroughs.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Kettering teachers and administrators
Teacher Feedback	Kettering teachers receive consistent feedback specific to LTTA and Gradual Release of Responsibility Instructional Framework via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Kettering administrators and teachers
LTTA	Teachers will utilize the LTTA daily when designing and delivering lessons for students. Administrators will monitor the implementation of the Learning Target Theory of Action.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Kettering teachers and administrators

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Feedback	Teachers receive consistent feedback specific to LTTA and the Gradual Release of Responsibility Instructional Framework via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Administrators and teachers