

# **Kingsley Montgomery School SIP**

## **2017-18**

Kingsley Montgomery School  
Waterford School District

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## **Overview**

### **Plan Name**

Kingsley Montgomery School SIP 2017-18

### **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	All students in the emotional impairment program at Kingsley Montgomery School will complete all academic assignments resulting in one grade level of academic growth each school year in core content areas.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$120
2	All students within the Severely Multiply Impaired program will improve purposeful movement and/or mobility.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000
3	All students in the Severely Multiple Impaired and Severely Cognitively Impaired programs will become proficient communicators.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$300

## **Goal 1: All students in the emotional impairment program at Kingsley Montgomery School will complete all academic assignments resulting in one grade level of academic growth each school year in core content areas.**

### **Measurable Objective 1:**

demonstrate a behavior in which students will show an average of at least 85% completion rate of academic work output by 06/15/2018 as measured by teacher documentation.

### **Strategy 1:**

Improving Classroom Culture - Teachers will teach students new skills that will result in student reflection of their behaviors. Teachers will introduce a structure, to include universal language, in order to enhance communication and interpersonal relationships. As part of this strategy, teachers will continue to support the development of a growth mindset.

Category: School Culture

Research Cited: Costello, B., Wachtel, J., & Wachtel, T. (2009). Restorative practices handbook for teachers, disciplinarians and administrators. Bethlehem, PA: International Institute for Restorative Practices.

Costello, B., Wachtel, J., & Wachtel, T. (2010). Restorative circles in schools: Building community and enhancing learning. Bethlehem, PA: International Institute for Restorative Practices.

Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom. Alexandria, VA: ASCD.

Johnston, P. (2004). Choice words: How our language affects children's learning. York, ME: Stenhouse.

Landau, B. M., & Gathercoal, P. (2000). Creating peaceful classrooms: Judicious discipline and class meetings. Phi Delta Kappan, 81(6), 450–454.

Mullet, J. H. (2014). Restorative discipline: From getting even to getting well. Children and Schools, 36(3), 157–162.

Sapon-Shevin, M. (1998). Because we can change the world: A practical guide to building cooperative, inclusive classroom communities. Boston, MA: Allyn & Bacon.

U.S. Department of Education. (2014). Guiding principles: A resource guide for improving school climate and discipline. Available: <http://files.eric.ed.gov/>

fulltext/ED544743.pdf

Yeager, D., & Dweck, C. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314.

Tier: Tier 1

Activity - Book Study of "Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management" by Smith, Fisher and Frey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of students with emotional impairments will conduct a book study during PLC group to learn how to facilitate the improvement of classroom climate and culture and to better respond to student misbehavior.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	11/30/2017	\$120	Special Education	Teachers of the emotionally impaired

Activity - Implementation of Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement selected activities from the book and engage in collaborative conversations during PLC time.	Implementation, Teacher Collaboration	Tier 1	Implement	11/01/2017	06/15/2018	\$0	No Funding Required	Teachers of the emotionally impaired

## **Goal 2: All students within the Severely Multiply Impaired program will improve purposeful movement and/or mobility.**

### **Measurable Objective 1:**

demonstrate a behavior in which 80% of all students will participate in the MOVE program by 04/30/2018 as measured by having the following MOVE components completed: Interview, Top-Down Motor Milestone Test (TDMMT), and Prompt Plan.

### **Strategy 1:**

Staff will begin implementation of the MOVE curriculum - The MOVE Program (Mobility and Orientation Via Education) is a program specifically for children with severe neurological and physical disabilities for all ages and varying abilities. It is designed to improve quality of life, increase opportunities for meaningful education in life activities, and teach essential functional motor skills. It can be naturally implemented into daily school based activities to allow students to further develop and practice their motor skills. The program provides a way to measure small increments of functional motor skill gains and to document improvement. Another important purpose is to reduce or eliminate staff requirements for lifting and reduce care taking requirements. The program is collaborative, including teachers, classroom assistants, therapists, and students and their families in setting goals for school, home and community.

The key identified trainer will attend MOVE international training to be certified as a MOVE trainer for the program. All staff in the SXI program will receive MOVE training. The key trainer will offer coaching and consultation on an on-going basis, as needed, for classroom staff.

Category: Other - Movement and Mobility Enhancement

Research Cited: Sullivan, K (2007) Innovations in neurologic and pediatric physical therapy: applications of three step principals to clinical practice. From: Advances in adult and pediatric neuro rehabilitation: messages from three step: a regional course of neurology section and section on pediatrics of the APTA. Philadelphia, PA.

Thompson, G (2005). Children with severe disabilities and the MOVE Curriculum: Foundations of a task oriented approach. Chester NY: East River Press.

Whinnery, S.B. & Whinnery, K. W. (2007). Effects of functional mobility training for adults with severe profound disabilities. Manuscript submitted for publications.

Whinnery, S.B. & Whinnery, K.W. (2007). MOVE: Systematic Programming for Early Intervention. Infants and Young Children, 20(2), 102-108.

Tier: Tier 1

Activity - MOVE Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity supports implementation of the MOVE curriculum which includes positioning students into upright weight bearing postures and improves engagement in learning. Postures are obtained with assistance of static and dynamic equipment such as standers, gait trainers, and supported adapted activity chairs. Activity based intervention refers to practicing these movements during functionally meaningful activities. The MOVE Summary of Test Results is a specific assessment tool for each student that measures their skill level and targets each student's realistic short and long term goals developed and agreed upon by the MOVE team members.	Professional Learning, Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$2000	Special Education	Teachers of the severely multiply impaired, occupational therapist, physical therapist, and physical therapist assistant
Activity - Monitoring of Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The MOVE team will monitor implementation steps through a monthly calendar (that identifies individual student plans and implementation schedule). The MOVE team will also provide parent/guardian check-ins, at least twice during the school year, to share student progress.	Implementation, Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teachers of the severely multiply impaired, occupational therapist, physical therapist, and physical therapy assistant.
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### **Goal 3: All students in the Severely Multiple Impaired and Severely Cognitively Impaired programs will become proficient communicators.**

**Measurable Objective 1:**

increase student growth in 80% of all students as evidenced by joint attention during literacy activities (i.e., show signs of engagement such as eye gaze, reaching out, turning pages, and/or voice/AAC output) by one or more levels by 04/30/2018 as measured by teacher developed prompting heirarchy/rubric.

**Strategy 1:**

Core Classroom Instruction - Teachers will improve the quality of core instruction in reading in order to increase student understanding and student performance on proficiency measures. Teachers will assist each other in providing effective feedback and constructive dialogue during Professional Learning Community discussions.

Category: English/Language Arts

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

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

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

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

Tier: Tier 1

Activity - Implementation of Emergent Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of the severely multiply impaired will implement selected emergent literacy strategies during daily instruction. Teachers will consult with ISD low incidence consultant as needed and will collaborate with each other during PLC time. Teachers will utilize additional resources such as modeling and peer to peer observations and feedback.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teachers of the severely multiply impaired



**Strategy 2:**

Implementation of literacy strategies - Teachers in the Severe Cognitively Impaired program will utilize high interest materials during instructional activities, such as National Geographic Kids publication and Scholastic News publication, as well as incorporate personally meaningful topics and pictures (restaurants, community places, school based people and events). Teachers will also utilize communication scripts, prompting/fading, and chaining strategies.

Category: English/Language Arts

Research Cited: Hidi, S. (2001). Interest, reading, and learning: Theoretical and practical considerations. *Educational Psychology Review*, v. 13, pp. 103, 191–209.

Hidi, S., & Harackiewicz, J.M. (2000). Motivating the academically unmotivated. *Review of Educational Research*, v. 70, pp. 151–179.

Horner, R. D., & Keilitz, I. (1975). Training mentally retarded adolescents to brush their teeth. *Journal of Applied Behavior Analysis*, 8, 301-309.

Wolery, M., & Gast, D. L. (1984). Effective and efficient procedures for the transfer of stimulus control. *Topics in Early Childhood Special Education*, 4, 52-77.

Tier: Tier 1

Activity - Preparing and Obtaining High Interest Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of the SCI program will identify student interests and will select high interest literacy materials for use in daily literacy activities.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$300	Special Education	Teachers of students in the Severe Cognitive Impairment program

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MOVE Training for Staff	This activity supports implementation of the MOVE curriculum which includes positioning students into upright weight bearing postures and improves engagement in learning. Postures are obtained with assistance of static and dynamic equipment such as standers, gait trainers, and supported adapted activity chairs. Activity based intervention refers to practicing these movements during functionally meaningful activities. The MOVE Summary of Test Results is a specific assessment tool for each student that measures their skill level and targets each student's realistic short and long term goals developed and agreed upon by the MOVE team members.	Professional Learning, Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$2000	Teachers of the severely multiply impaired, occupational therapist, physical therapist, and physical therapist assistant
Book Study of "Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management" by Smith, Fisher and Frey	Teachers of students with emotional impairments will conduct a book study during PLC group to learn how to facilitate the improvement of classroom climate and culture and to better respond to student misbehavior.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	11/30/2017	\$120	Teachers of the emotionally impaired
Preparing and Obtaining High Interest Materials	Teachers of the SCI program will identify student interests and will select high interest literacy materials for use in daily literacy activities.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$300	Teachers of students in the Severe Cognitive Impairment program

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Restorative Practices	Teachers will implement selected activities from the book and engage in collaborative conversations during PLC time.	Implementation, Teacher Collaboration	Tier 1	Implement	11/01/2017	06/15/2018	\$0	Teachers of the emotionally impaired

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Monitoring of Implementation	The MOVE team will monitor implementation steps through a monthly calendar (that identifies individual student plans and implementation schedule). The MOVE team will also provide parent/guardian check-ins, at least twice during the school year, to share student progress.	Implementation, Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teachers of the severely multiply impaired, occupational therapist, physical therapist, and physical therapy assistant.
Implementation of Emergent Literacy Strategies	Teachers of the severely multiply impaired will implement selected emergent literacy strategies during daily instruction. Teachers will consult with ISD low incidence consultant as needed and will collaborate with each other during PLC time. Teachers will utilize additional resources such as modeling and peer to peer observations and feedback.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teachers of the severely multiply impaired