

2018-2019 Waterford Kettering School Improvement Plan

Waterford-Kettering High School
Waterford School District

Debra Cooper
2800 Kettering Drive
Waterford, MI 48329-3412

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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	All students will be proficient in mathematics.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$15000
2	All students and staff will establish a school culture and climate that fosters engagement and success.	Objectives: 2 Strategies: 3 Activities: 8	Organizational	\$144420
3	All students will be proficient in reading.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$15000
4	All students will be proficient in writing.	Objectives: 2 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: All students will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of Ninth and Tenth grade students will demonstrate student proficiency (pass rate) by meeting growth targets in Mathematics by 06/14/2019 as measured by NWEA math scores.

(shared) 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	09/04/2018	06/14/2019	\$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, Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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 and 10th grade students will receive the time and practice specific to essential algebra and geometry 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 and Geometry teachers design, implement, and monitor a lab model focused on pre-teaching specific Algebra 1 and Geometry skills to targeted freshmen and sophomore students. Pre-teaching, goal setting, and skill building will be the foundation lab model.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$15000	Section 31a	Algebra 1 and Geometry teachers

Measurable Objective 2:

A 10% increase of Eleventh grade students will achieve college and career readiness by meeting the benchmark proficiency standard from the PSAT/NMSQT to SAT in Mathematics by 06/14/2019 as measured by student performance.

(shared) 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

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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	09/04/2018	06/14/2019	\$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, Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff, Building Administrators

Goal 2: All students and staff will establish a school culture and climate that fosters engagement and success.

Measurable Objective 1:

collaborate to decrease student truancy by 10% by 06/14/2019 as measured by student attendance.

(shared) Strategy 1:

Professional Learning - Staff will engage in professional learning on the following topics: increasing engagement, Restorative Practice, building classroom culture and community, data use and analysis, ACE's model and trauma-informed instruction, and culturally-responsive teaching.

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 - Intervention Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Counselors focus on the most at-risk students in the building, providing intervention to ensure that students are engaged and find success in school.	Academic Support Program, Implementation, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$75000	Section 31a	Intervention Counselors, Administrators, Central Office Staff
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will be trained in Restorative Practices so that these practices may be established and utilized	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Title IV Part A	All staff
Activity - Bully Prevention Task Force	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will convene to evaluate our current practice, augmenting as necessary and appropriate, including the addition of school and community resources	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Title IV Part A	Targeted staff

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Activity - Data Use and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the use of data and will review it on regularly scheduled intervals to inform our practice	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff and administration

Strategy 2:

Attendance - Attendance will be monitored both at Kettering and at the district level. Students who reach 5 absences will receive a parent contact from the school, at 7 absences families will receive a letter to the home, and at 10 absences the district Truancy Officer will meet with the parents/guardians of the student. At 20 absences, the student will be referred to the Oakland County Court System.

Category: School Culture

Tier: Tier 2

Activity - Attendance Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10 absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building office managers, teachers, social workers, counselors, and administrators.

Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At 10 student absences, the Truancy Officer will meet with parents/guardians. At 20 absences, the Truancy Officer will make a referral to the Oakland County Court System.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$67420	Section 31a	Building administration, social workers, counselors, District Truancy Officer

Measurable Objective 2:

collaborate to decrease behavior infractions by 10% by 06/14/2019 as measured by a reduction in referrals and suspensions.

(shared) Strategy 1:

Professional Learning - Staff will engage in professional learning on the following topics: increasing engagement, Restorative Practice, building classroom culture and

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community, data use and analysis, ACE's model and trauma-informed instruction, and culturally-responsive teaching.

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 - Intervention Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Counselors focus on the most at-risk students in the building, providing intervention to ensure that students are engaged and find success in school.	Academic Support Program, Implementation, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$75000	Section 31a	Intervention Counselors, Administrators, Central Office Staff
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will be trained in Restorative Practices so that these practices may be established and utilized	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Title IV Part A	All staff
Activity - Bully Prevention Task Force	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will convene to evaluate our current practice, augmenting as necessary and appropriate, including the addition of school and community resources	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Title IV Part A	Targeted staff
Activity - Data Use and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the use of data and will review it on regularly scheduled intervals to inform our practice	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff and administration

Strategy 2:

Freshmen Focus - Teachers, counselors, and administrators will focus on supporting the academic, behavior, and social/emotional needs of all 9th grade students

Category: School Culture

Research Cited: Smith, D. and N. Frey, et al. (2017). Building Equity: Policies and Practices to Empower All Learners. ACSD. Alexandria, Virginia.

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Tier: Tier 1

Activity - Link Crew Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, mentors and Link Crew students will monitor the grades, attendance, and social concerns of the 9th grade students, in addition to providing social activities for them	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers, counselors and administrators
Activity - Dedicated Freshmen Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A dedicated 9th Grade Counselor will assist all students with the transition from middle school to high school	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Counselors and Administrators

Goal 3: All students will be proficient in reading.

Measurable Objective 1:

A 5% increase of Ninth and Tenth grade students will demonstrate student proficiency (pass rate) in reading by meeting growth targets in Reading by 06/14/2019 as measured by NWEA reading scores.

(shared) 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 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

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Kettering teachers receive feedback focused on the level of student Discourse in their lessons via peer observations and administrator walkthroughs.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Kettering administrators and teachers
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(shared) 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	09/04/2018	06/14/2019	\$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 monitor the implementation of the Learning Target Theory of Action through consistent classroom walkthroughs.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff, Building Administrators

Strategy 3:

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
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.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$15000	Section 31a	Specific general/special education ELA teachers. Kettering administration.

Measurable Objective 2:

A 10% increase of Eleventh grade students will achieve college and career readiness by meeting the benchmark proficiency standard from the PSAT/NMSQT to SAT in Reading by 06/14/2019 as measured by student performance.

(shared) 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.

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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 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	09/04/2018	06/14/2019	\$0	No Funding Required	Kettering administrators and teachers

(shared) 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

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Tier: Tier 1

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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	09/04/2018	06/14/2019	\$0	No Funding Required	Kettering administrators and teachers

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Activity - LTТА	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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, Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff, Building Administrators

Goal 4: All students will be proficient in writing.

Measurable Objective 1:

A 5% increase of Ninth and Tenth grade students will demonstrate student proficiency (pass rate) by meeting growth targets in Writing by 06/14/2019 as measured by NWEA Language Usage scores.

(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.

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Activity - LTTA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Measurable Objective 2:

A 10% increase of Eleventh grade students will achieve college and career readiness meeting the benchmark proficiency standard from the PSAT/NMSQT to the SAT in Writing by 06/14/2019 as measured by student performance.

(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

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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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff, Building Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices	Administration and staff will be trained in Restorative Practices so that these practices may be established and utilized	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	All staff
Bully Prevention Task Force	Staff will convene to evaluate our current practice, augmenting as necessary and appropriate, including the addition of school and community resources	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Targeted staff

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 monitor the implementation of the Learning Target Theory of Action through consistent classroom walkthroughs.	Walkthrough, Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Kettering teachers and administrators
Dedicated Freshmen Counselor	A dedicated 9th Grade Counselor will assist all students with the transition from middle school to high school	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Counselors and Administrators
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	09/04/2018	06/14/2019	\$0	Central Office Staff, Building 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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Kettering teachers and administrators
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, Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Kettering teachers and administrators
Data Use and Analysis	Staff will be trained in the use of data and will review it on regularly scheduled intervals to inform our practice	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional staff and administration
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	09/04/2018	06/14/2019	\$0	Kettering administrators and teachers
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	09/04/2018	06/14/2019	\$0	Kettering administrators and teachers
Attendance Monitoring	Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10 absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building office managers, teachers, social workers, counselors, 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, Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Kettering teachers and administrators

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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	09/04/2018	06/14/2019	\$0	Central Office Staff, Building Administrators
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, Professional Learning, Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Kettering teachers and administrators
Link Crew Mentoring Program	Teachers, mentors and Link Crew students will monitor the grades, attendance, and social concerns of the 9th grade students, in addition to providing social activities for them	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Teachers, counselors and administrators
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	09/04/2018	06/14/2019	\$0	Central Office Staff, Building 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	09/04/2018	06/14/2019	\$0	Kettering administrators and teachers

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	09/04/2018	06/14/2019	\$0	Administrators and teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Acceleration Lab Model	Algebra 1 and Geometry teachers design, implement, and monitor a lab model focused on pre-teaching specific Algebra 1 and Geometry skills to targeted freshmen and sophomore students. Pre-teaching, goal setting, and skill building will be the foundation lab model.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$15000	Algebra 1 and Geometry teachers

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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.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$15000	Specific general/special education ELA teachers. Kettering administration.
Intervention Counselor	Intervention Counselors focus on the most at-risk students in the building, providing intervention to ensure that students are engaged and find success in school.	Academic Support Program, Implementation, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$75000	Intervention Counselors, Administrators, Central Office Staff
Truancy Officer	At 10 student absences, the Truancy Officer will meet with parents/guardians. At 20 absences, the Truancy Officer will make a referral to the Oakland County Court System.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$67420	Building administration, social workers, counselors, District Truancy Officer