



School Improvement Plan

Kingsley Montgomery School

Waterford School District

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Kingsley Montgomery SIP 2018-19

Overview

Plan Name

Kingsley Montgomery SIP 2018-19

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 program for students with Emotional Impairments will complete all academic assignments resulting in one grade level of academic growth each school year.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$300
2	All students in the program for students with Severe Multiple Impairments will improve purposeful movement and/or mobility.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$800
3	All students in the programs for students with Severely Multiple Impairments and Severe Cognitive Impairments will become proficient communicators.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$300

Goal 1: All students in the program for students with Emotional Impairments will complete all academic assignments resulting in one grade level of academic growth each school year.

Measurable Objective 1:

demonstrate a behavior in which students will show an average of at least 85% completion rate of academic work output by 06/14/2019 as measured by teacher documentation..

Strategy 1:

Classroom Culture - Teachers will learn new skills to address student behavioral challenges in the classroom. Teachers will use strategies that create a universal language, enhance communication and improve interpersonal relationships. This will result in students interacting in a more pro-social manner. 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.

Curwin, R., Mendler, A., & Mendler, B. (2018). Discipline with dignity: How to build responsibility, relationships, and respect in your classroom, 4th ed. Alexandria, VA: ASCD

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.

Tier: Tier 1

Activity - Book Study of Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom, 4th Edition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the program for students with Emotional Impairments will conduct a book study, during Professional Learning Community meeting time, to learn strategies that will improve classroom climate and culture and better respond to the behaviors of students with significant emotional impairments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2018	06/14/2019	\$200	Special Education	Teachers of students with emotional impairments.

Strategy 2:

Implementation of age appropriate test taking strategies and organizational skills lessons. - Teachers in the program for students with Emotional Impairments will teach

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students new test taking strategies and organizational skills that will result in an increase in academic participation and achievement. Teachers will introduce structure, and specific time for strategy practice as well as integration into the curriculum.

Category: Learning Support Systems

Research Cited: Bangert-Drowns, Robert L., Kulik, James A. & Kulik, Chen-Lin (1983). "Effects of Coaching Programs on Achievement Test Performance." Review of Educational Research, 53, 571–585.

Beidel, Deborah C. & Turner, Samuel M. (1999). "Teaching Study Skills and Test-Taking Strategies to Elementary School Students." Behavior Modification, 23, 630.

Casanova, Urgula & Berliner, David (1986). "Should Students Be Made Test-Wise?" Instructor, February.

Dreisbach, M. & Keogh, B.K. (1982). "Testwiseness as a Factor in Readiness Test Performance of Young Mexican-American Children." Journal of Educational Psychology, 74, 224–229.

Fueyo, V. (1979). "Training Test-Taking Skills: A Critical Analysis." Psychology in the Schools, 14, 180–184.

Jongsma, Eugene A. & Warshauer, Elaine (1975). "The Effects of Instruction in Test Taking Skills upon Student Performance on Standardized Achievement Tests." Final Report. ERIC Document 114408.

Kalechstein, P., Kalechstein, M. & Doctor, R. (1981). "The Effects of Instruction on Test-Taking Skills in Second Grade Black Children." Measurement and Evaluation in Guidance, 13, 198–202.

Ligon, Glynn D. & Jones, Phil (1981). "Preparing Students for Standardized Testing: One District's Perspective." ERIC Document 218319.

Millman, J. & Pauk, W. (1969). How to Take Tests. New York: McGraw Hill.

Ritter, Shirley & Idol-Maestas, Lorna (1986). "Teaching Middle School Students to Use a Test-Taking Strategy." Journal of Educational Research, 79, 350–357.

Sarnacki, R. (1979). "An Examination of Test-Wiseness in the Cognitive Test Domain." Review of Educational Research, 49, 252–279.

Sampson, Gordon E. (1985). "Effects of Training in Test-Taking Skills on Achievement Test Performance: A Quantitative Synthesis." Journal of Educational Research, 78, 261–266.

Scruggs, Thomas E. & Mastropieri, Margo A. (1987). Effective Instruction for Special Education. Austin, TX: ProEd.

Scruggs, Thomas E. & Mastropieri, Margo A. (1992). Teaching Test-Taking Skills. Cambridge: Brookline Books

Tier: Tier 1

Activity - Gathering, teaching and practicing test taking and organizational strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of students in the program for students with Emotional Impairments will review research on age appropriate test taking strategies. During Professional Learning Community meeting times, teachers will discuss ways to provide students with direct strategy instruction within the school day schedule, as well as incorporating it into the curriculum. Teachers will begin to implement the selected activities in the classroom setting and collaborate with each other to adjust and refine implementation throughout the school year.	Professional Learning, Teacher Collaboration, Getting Ready, Implementation	Tier 1	Implement	09/06/2018	06/14/2019	\$100	Special Education	Teachers of the students in the Day Treatment program.

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Strategy 3:

Core Instruction - Teachers will participate in professional learning regarding effective classroom instruction and assessment.

Category: Other - Core Academic Instruction

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

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

Robinson, V., (2011). Student Centered Leadership. San Francisco, CA., Jossey-Bass.

Allington, R. (2011) What Really Matters for Struggling Readers. New York, NY: Pearson

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

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

Tier: Tier 1

Activity - Administrator Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction. Principals will also participate in Principal labs facilitated by CIA staff to ensure horizontal alignments across buildings. These labs will focus on supporting teachers in our lesson design model and differentiation, teacher evaluation and school improvement.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff, Learning Coaches, Building Administrators
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All second grade teachers will participate in professional development through a job embedded lab specifically on guided reading and its implementation in the classroom. All secondary ELA teachers will participate in professional learning specific to gradual release and differentiation through embedding literacy circles in curriculum.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Learning Coaches, Classroom Teachers, ELA Consultant
Activity - Teacher Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	Curriculum Consultants, Learning Coaches, Central Office Administrators, Building Administrators, Classroom Teachers
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Strategy 4:

Attendance - Attendance will be monitored daily. Students who reach 5 absences will receive a parent contact from the school, at 7 absences a letter will be sent home, and at 10 absences the district Truancy Officer will meet with the parent/guardian of the student. If the student is 18 years of age or younger and reaches 20 absences, the student will be referred to the Oakland County Court System.

Category: School Culture

Research Cited: --

Tier: Tier 2

Activity - Attendance Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will monitor student attendance. For students 18 years of age and younger, contacts will be made with the parent/guardian at 5 and 7 absences. A referral to the district Truancy Officer will occur after 10 absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building office manager, teachers, social workers and building principals.

Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If a student 18 years of age or younger has 20 absences, the truancy office will make a referral to the Oakland County court system.	Policy and Process	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	District Truancy Officer

Goal 2: All students in the program for students with Severe Multiple Impairments will improve purposeful movement and/or mobility.

Measurable Objective 1:

demonstrate a behavior in which 80% of students participate in the MOVE program by 06/14/2019 as measured by having the following MOVE components completed: Interview, top-down motor milestone test, and prompt plan.

Strategy 1:

Ongoing MOVE training for new staff - 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 offer coaching and consultation on an on-going basis, as needed, for classroom staff.

Category: Other - Teacher training in mobility and movement enhancement

Research Cited: 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, Teacher Collaboration	Tier 1	Implement	09/06/2018	06/06/2019	\$800	Special Education	Teachers of students in the Severe Multiple Impairments program; occupational therapist, physical therapist, and physical therapist assistant

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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.	Monitor, Implementation	Tier 1		09/06/2018	06/06/2019	\$0	Special Education	Teacher of students with severe multiple impairments, occupational therapist, physical therapist, and physical therapist assistant

Goal 3: All students in the programs for students with Severely Multiple Impairments and Severe Cognitive Impairments will become proficient communicators.

Measurable Objective 1:

increase student growth by 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 06/14/2019 as measured by teacher developed prompting hierarchy/rubic.

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
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Teachers of students with severe multiple impairments 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	09/06/2018	06/14/2019	\$0	No Funding Required	Teachers of students with Severe Multiple Impairments.
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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 - Using High Interest Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of students in the SCI program will identify student interests and will select high interest literacy materials for use in daily literacy activities.	Materials, Implementation	Tier 1	Monitor	09/06/2018	06/06/2019	\$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

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Professional Learning	Teachers will continue to engage in professional learning around effective lesson design including frequent formative assessments, differentiation and the implementation of Learning Target Theory of Action using the Gradual Release Model.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, Building Administrators, Classroom Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Truancy Officer	If a student 18 years of age or younger has 20 absences, the truancy office will make a referral to the Oakland County court system.	Policy and Process	Tier 3	Implement	09/04/2018	06/14/2019	\$0	District Truancy Officer
Instructional Labs	All second grade teachers will participate in professional development through a job embedded lab specifically on guided reading and its implementation in the classroom. All secondary ELA teachers will participate in professional learning specific to gradual release and differentiation through embedding literacy circles in curriculum.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Learning Coaches, Classroom Teachers, ELA Consultant

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Implementation of Emergent Literacy Strategies	Teachers of students with severe multiple impairments 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	09/06/2018	06/14/2019	\$0	Teachers of students with Severe Multiple Impairments.
Administrator Professional Learning	Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction. Principals will also participate in Principal labs facilitated by CIA staff to ensure horizontal alignments across buildings. These labs will focus on supporting teachers in our lesson design model and differentiation, teacher evaluation and school improvement.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Central Office Staff, Learning Coaches, Building Administrators
Attendance Monitoring	Building staff will monitor student attendance. For students 18 years of age and younger, contacts will be made with the parent/guardian at 5 and 7 absences. A referral to the district Truancy Officer will occur after 10 absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building office manager, teachers, social workers and building principals.

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study of Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom, 4th Edition	Teachers in the program for students with Emotional Impairments will conduct a book study, during Professional Learning Community meeting time, to learn strategies that will improve classroom climate and culture and better respond to the behaviors of students with significant emotional impairments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2018	06/14/2019	\$200	Teachers of students with emotional impairments.

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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, Teacher Collaboration	Tier 1	Implement	09/06/2018	06/06/2019	\$800	Teachers of students in the Severe Multiple Impairments program; occupational therapist, physical therapist, and physical therapist assistant
Using High Interest Materials	Teachers of students in the SCI program will identify student interests and will select high interest literacy materials for use in daily literacy activities.	Materials, Implementation	Tier 1	Monitor	09/06/2018	06/06/2019	\$300	Teachers of students in the Severe Cognitive Impairment program
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.	Monitor, Implementation	Tier 1		09/06/2018	06/06/2019	\$0	Teacher of students with severe multiple impairments, occupational therapist, physical therapist, and physical therapist assistant
Gathering, teaching and practicing test taking and organizational strategies.	Teachers of students in the program for students with Emotional Impairments will review research on age appropriate test taking strategies. During Professional Learning Community meeting times, teachers will discuss ways to provide students with direct strategy instruction within the school day schedule, as well as incorporating it into the curriculum. Teachers will begin to implement the selected activities in the classroom setting and collaborate with each other to adjust and refine implementation throughout the school year.	Professional Learning, Teacher Collaboration, Getting Ready, Implementation	Tier 1	Implement	09/06/2018	06/14/2019	\$100	Teachers of the students in the Day Treatment program.