School Improvement Plan

Kingsley Montgomery School

Waterford School District

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KMS 2013-14 SIP

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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Kingsley Montgomery School (KMS) is a Center Based special education program operated by the Waterford School District. Students attending the school come from 12 different resident districts, primarily in Northern Oakland County. The 120 students attending KMS have severe, complex and unique needs that require placement at this segregated facility. The school is staffed with 14 special education teachers, 17 professional ancillary staff and 37 para professionals. The building that houses the program went through an extensive ($12 million) renovation which was completed in 2009. The school grounds contain a playground area that has equipment for both typically developing children and those with special needs, and is regularly accessed by the community. Demographics at the school have remained relatively consistent. The community continues to experience economic hardship and has seen a marked increase in number of students eligible for Free and Reduced lunch over the past three years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose/Mission Statement: We provide exemplary education for all students while developing the whole learner in a safe and caring environment. Our students will thrive in a rapidly changing, interconnected and competitive world, supported by collaborative relationships with staff, families and the community.

Vision Statement: Inspire, educate and empower our students for their future!

Belief Statement: The District exists for the education of all students. All students are the priority for decision-making. All students can and want to learn. All students can be successful. We control the conditions for student success. The school community is a valuable resource in the educational process. Positive relationships that foster trust and respect promote individual success. Everyone possesses unique strengths and needs. High expectations powerfully impact achievement. We are responsible for our choices and actions. Learning is a life-long commitment. Embracing cultural and individual diversity promotes dignity, worth and value in everyone. The actions of the school community in pursuing these beliefs will determine the integrity of the Waterford School District.

Kingsley Montgomery School provides an individualized and therapeutic learning environment in which students with complex and unique needs can be successful in all areas of learning: including academic, social and emotional, in order to prepare them to successfully return to their home school or to transition to the next step in their lives.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Due to the nature of the Day Treatment Program at Kingsley Montgomery School, there is a rapid turnover of students. The average number of students attending program at any given time is approximately 65. During the 2010-2011 school year 3 students transitioned back to their resident school district and one student graduating. In the 2011-2012 school year, 21 students returned to their resident school district and five students graduating. In the 2012 -2013 school year 29 new students entered the program, while 20 students transitioned back to their resident school district and 8 student graduating. In the area of K - 8 reading, 61% of students increased by one grade level or more. In the area of amount of time students spent outside of their classroom, data indicated there was a 48% decrease in the amount of time students spent outside of their classroom in the Alternative Education Classroom compared to the previous school year.

Over the past 3 years students in the SXI and SCI programs have been observed improving on their communication skills helping them to access their curriculum. Students in the SXI and SCI program continue to achieve their goals and objectives above 80%. In the 2011-2012 school year students in the SXI and SCI program made gains of one level in the Communication Matrix.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Waterford School District, along with other school districts across Oakland County, continues to collaborate with the Oakland Intermediate School District in delivering services and programs to students that need a separate facility per their IEP team decision. As a result of this collaboration, Kingsley Montgomery School will see an increase in the level of need for students accessing its program. Additionally, the process for referral to Kingsley Montgomery School and other separate facilities in Oakland County will continue to change. The staff at Kingsley Montgomery School has been instrumental in continuing to improve the facility by holding fundraisers for playground improvement. Close to $100,000 has been raised over the past 3 years for playground equipment to meet the needs of students.
End of the year activities for students include a graduation and certificate of completion ceremony to mark the transition from receiving services and programs at Kingsley Montgomery School to other programs and institutions that they meet eligibility. We are proud of our partnership with non-resident school districts, Michigan Rehabilitative Services, Macomb-Oakland Regional Center, Community Mental Health, Community Living Supports, and other post-secondary/adult agencies.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders included staff who are employed in a variety of roles, students and parents of students. The school district also conducted an electronic survey of staff, students and parents to gather input. In addition, parents were recruited during parent/teacher conferences for their input.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Administrators - led the structured process of stakeholder participation and trained staff on how to proceed through each step of the SIP process
Parents, Teachers and Students - Were surveyed regarding their perceptions of student growth, program efficacy, strengths and areas of need.
Teachers and Ancillary staff - Analyzed data, determined goals, strategies and activites, and idenified results indicators and recommendations for professional development.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The staff, parents and the community are informed through the Annual Education Report, posted on the distrcit Web site. Staff participate in SIP progress monitoring during weekly PLC meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

There was a 30% turn over of students in the Day Treatment program this school year. The SCI program was stable, while the SXI program experienced an increase in students from the Huron Valley School District as that district consolidates enrollment to Kingsley Montgomery School. Staffing has remained stable, but required support in meeting the new and challenging needs of the students.

How do student enrollment trends affect staff recruitment?

Kingsley Montgomery School has seen an increase in the referral and placement of students with severe of the mental and physical heatlh challenges. This has resulted in the need to recruit candidates that have considerable experience and skills to meet the student's needs.

How do student enrollment trends affect budget?

We have increased our staffing in order to meet more complex student challenges. The budget for staff has increased in order to attract qualified candidates for vacant positions.

How do student enrollment trends affect resource allocations?

The behavioral and medical issues presented by students result in a challenge to resource allocation. Staffing is evaluated on a daily basis and adjustments in room assignments is often altered to meet changing needs. We communicate with Human Resources to collaborate on achieving appropriate staffing.

How do student enrollment trends affect facility planning and maintenance?

We had no changes in enrollment this year that affected facility planning and maintenance.

How do student enrollment trends affect parent/guardian involvement?

Parent and guardian involvement is challenging. Most parents are employed full time and many live 20 miles or more away from the school. This makes coming to the school for a conference or an IEP a committment of time and money requiring a great deal of planning and preparation.

How do student enrollment trends affect professional learning and/or public relations?

While enrollment is relatively stable, the increase in student acuity has resulted in the need to limit the amount of staff that can attend professional development opportunities.

What are the challenges you noticed based on the student enrollment data?

In Day Treatment, there continues to be a relatively high (30%) turn over of students annually. This raises the acuity level because students coming in to the program have severe behaviors that improve over time. When the students improve, they are transitioned back to their home school. In the SXI program, enrollment has increased. The SCI program has seen a moderate increase in enrollment and students are presenting with more complex behavioral and sensory issues.

What action(s) will be taken to address these challenges?

These challenges are part of operating a center program for the types of students we serve. A high turnover in the Day Treatment program is indicative of successful intervention with the students and is actually an indicator of a positive outcome. With the SXI and SCI programs we recognize the need for ongoing professional development to address student's needs behaviorally and academically. We have partnered with Oakland Schools ISD to address communication through the Communication Enhancement Project and recognize the need for continual practice and training in Non-Violent Crisis Intervention techniques.

What are the challenges you noticed based on student attendance?

The majority of the student absences are from a few students who have either complex medical needs or psychiatric issues that prevented them from attending school for the period they were absent. Several of the students who were absent were provided with school work and access to their teacher over the phone or had access to teacher at the institution where they were receiving treatment.

What action(s) will be taken to address these challenges?

We will continue to provide regular contact with students who are absent more than two days. Students who are attending alternate programs, such as a Partial or Inpatient Hospitalization, will continue to receive school work from their teacher of record at Kingsley Montgomery School and assistance with instruction from the teacher at the program they attend. Students who are expected to be out of school and at home for medical reasons will receive "homebound" services.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Day Treatment : Reading
SCI/SXI: ELA at Participation level

Which content area(s) show a positive trend in performance?

Day Treatment: Reading
SCI/SXI: ELA at Participation level

In which content area(s) is student achievement above the state targets of performance?

None

What trends do you notice among the top 30% percent of students in each content area?

Day Treatment: Reading - maintaining or proficient
SCI/SXI: ELA at Participation level

What factors or causes contributed to improved student achievement?

Day Treatment - direct teaching of skills, pre/post testing, individual goal setting, implementation of evidence based reading strategies
SXI and SCI Program - improvement in supporting students with accessing the curriculum through training and support of the
Communication Enhancement Project through Oakland Schools ISD.

How do you know the factors made a positive impact on student achievement?

Day Treatment :Test scores
SXI and SCI: State mandated assessments, Communication Matrix, goals and objectives, and common assessments.

Which content area(s) indicate the lowest levels of student achievement?

Day Treatment: Math and Writing
SXI and SCI: Math at the Participation level

Which content area(s) show a negative trend in achievement?

Day Treatment : Math and Writing
SXI and SCI: Math at the Participation level

In which content area(s) is student achievement below the state targets of performance?

There are less than 10 students assessed in each content area/grade level, therefore a comparision to state targets of performance is not possible.

What trends do you notice among the bottom 30% of students in each content area?

Day Treatment: The achievement leves are declining. Students are observed to show extreme behaviors related to their mental health.
SXI and SCI: Students need support in communicating their understanding of the curriculum. The Communication Enhancement Project has helped support students access the curriculum.

What factors or causes contributed to the decline in student achievement?

Behavioral issues, mental health, and transient student population are factors that have contributed to the decline in student achievement.

How do you know the factors made a negative impact on student achievement?

Staff identifed scores on standardized assessments and work samples as evidence of the negative impact.

What action(s) could be taken to address achievement challenges?

1. Pre-assessing students for their knowledge on content.
2. Utilizing staff meetings to review data of pre-assessments.
3. Staff collaboration during PLC to design strategies to help support students.
4. Post-assess students to observe for growth.
5. Differentiated Instruction
6. Reinforcement of basic skills and concepts (Marzano 9)
7. Positive Behavior Support Plans to help students accept their curriculum.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- None

In what content areas is the achievement gap closing for these subgroups?*

Not applicable.

How do you know the achievement gap is closing?*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

What other data support the findings?

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

What factors or causes contributed to the gap closing? (Internal and External)*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

How do you know the factors made a positive impact on student achievement?

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

What actions could be taken to continue this positive trend?

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

•None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

•None

In what content areas is the achievement gap greater for these subgroups?*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

How do you know the achievement gap is becoming greater?*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

What other data support the findings?*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

What factors or causes contributed to the gap increasing? (Internal and External)*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

How do you know the factors lead to the gap increasing?*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

What actions could be taken to close the achievement gap for these students?*

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Not applicable, or able to discern because there is not a subgroup among the students with an IEP.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Staff works with Professional Development, Oakland Schools ISD, and utilizes all resources from Student Support Services to ensure that students with IEP have access to the full array of interventions and programs.

How are students designated 'at risk of failing' identified for support services?

Students designated 'at risk of failing' work with their local resident school district utilizing their level of supports and interventions starting first with quality instruction, grade level supports and interventions, student assistance teams, and if applicable a referral for evaluation to determine if the student qualifies for support under IDEA or Section 504.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

At the elementary, middle and high school level in the Waterford School District students and families may access Summer SLAM for Title I eligible, or Summer Academy. Each extended learning opportunity offers support and credit in a core content area, or extension of an elective course.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents and students with an IEP are part of the IEP process and are actively informed of their options. Additionally, the Waterford School District provides to the community a catalog of options to extended learning opportunities for students.

Label	Question	Value
	What is the total FTE count of teachers in your school?	13.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

This data shows a balanced staff with experience in supporting students with knowledge of procedures, protocol, and mentoring while recent additions provide energy and new content knowledge.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	66.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	360.0

What impact might this data have on student achievement?

The immediate effect is that a teacher's absence makes it a challenge supporting students in organizing their day and assisting with their individual needs. The long term effect is that teachers are gaining knowledge they will be able to use to support students in accessing the curriculum in meeting their needs through positive behavioral supports.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Two of the three respondents indicated they agreed with the statement, "my school provides learning services for me according to my needs".

Which area(s) show a positive trend toward increasing student satisfaction?

Unable to determine.

What area(s) indicate the lowest overall level of satisfaction among students?

Two of the three students that responded to the survey indicated that they disagree with the statement, "In my school, I have access to counseling, career planning and other programs to help me in school."

Which area(s) show a trend toward decreasing student satisfaction?

Unable to determine.

What are possible causes for the patterns you have identified in student perception data?

No patterns were determined.

What actions will be taken to improve student satisfaction in the lowest areas?

To encourage greater participation among the student population in order to get more accurate student perception data. They may also benefit from being able to ask clarifying questions regarding the statements in the perception survey.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Day Treatment Program: My child has access to support services based on his/her identified needs.
In the SXI and SCI Programs: The two parents that responded to the survey identified safety, student success, challenging goals, and adult support provided for their student/child as overall highest levels of satisfaction.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

None can be identified at this time.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

4 parents shared that their lowest level of satisfaction is help with understanding their child's progress.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Not enough data available to make a determination regarding a decreasing trend in satisfaction.

What are possible causes for the patterns you have identified in parent/guardian perception data?

There is not enough data to establish a pattern for causes in the parent/guardian perception data.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We believe that it is important to continue to survey parents/guardians to identify their level of satisfaction in order to identify trends and to share these results with staff and stakeholders to address concerns.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

All teachers report that participating in Professional Learning Communities which meet informally/formally across all grade levels and content areas as satisfying.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

There is not enough data to establish a tredn in overall teacher satisfaction.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The lowest overall level of satisfaction reported by teachers is scattered between student achievement, grading, and access to career planning. This was determined by one teacher responding to each of these areas indicating they disagreed with a corresponding statement.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

There is not enough data to make a determination as to trends for decreasing level of satisfaction.

What are possible causes for the patterns you have identified in staff perception data?

There is not enough data to determine causes for a pattern in staff perception data.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Curriculum decisions are based on the Michigan Merit Curriculum and Extensions to Grade Level Content Expectations at the Functional, Supported, and Participation Level. Based on these expectations staff designs instruction to address scope and sequence with the support of the Waterford School District Board of Education, Central Office, Professional Development and instructional staff. Local Common Assessments are used to guide instruction. Students are provided information as to course and grade level expectations. Parents are regularly informed during Curriculum Nights and the four Parent Teacher Conferences regarding curriculum expectations. The IEP process guides instructional and support staff on how to best support the student in accessing his/her curriculum.

What evidence do you have to indicate the extent to which the standards are being implemented?

Teachers are beginning to access the Common Core State Standard expectations through Professional Development opportunities, professional reading provide by administration, Peer Coaching, and Professional Learning Communities.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	Students in grades 1 and 2 are assessed by District Assessments. Students in grades 3-5 take the MEAP, MEAP Access or MI-Access State Assessments.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Link is: http://www.waterford.k12.mi.us/kms/	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	The Day Treatment program has them on file with the school counselor. She reviews EDP summaries with students at least annually. The SXI and SCI programs use the ESTRS and the MISD Transition Assessment which is reviewed at the annual IEP.	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Annual updates reported at IEP team meetings. School district audits this on an annual basis.	

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	School Board Policy 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY The Board of Education does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, or genetic information in its programs, activities or employment. Further, it is the policy of this District to provide an equal opportunity for all students, regardless of gender, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the District, or social or economic status, and/or any other legally protecte	

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Pugh, J.D., Executive Director, Human Resources 501 N. Cass Lake Road Waterford, MI 48928 Phone: 248.706.4870 | Fax: 248.706.4889 E-mail: pughk01@wsdmi.org	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We are not a building that receives Title I funding. But the Board Policy, in part, is as follows: 2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served. The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students.	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We do not have a specific School-Parent Plan or Compact	

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	No		

KMS 2013-14 SIP

Overview

Plan Name

KMS 2013-14 SIP

Plan Description

School improvement plan for KMS 2013-2014 school year

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	The students in our SXI and SCI Programs at Kingsley Montgomery School will demonstrate improvement in informational writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	All SXI and SCI students at Kingsley Montgomery School will demonstrate an improvement in the area of mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	All students in the Day Treatment program at Kingsley Montgomery School will be present for learning in the classroom.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$2400
4	All K-8th grade students at Kingsley Montgomery School in the day treatment program will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$550
5	All Kingsley Montgomery Day Treatment Students will become proficient writers	Objectives: 1 Strategies: 1 Activities: 3	Academic	$640

Goal 1: The students in our SXI and SCI Programs at Kingsley Montgomery School will demonstrate improvement in informational writing.

Measurable Objective 1:

80% of All Students will demonstrate a behavior by improving in writing by one assistance level in targeted MISD Assessment Items in English Language Arts by 04/16/2014 as measured by Pre and Post Assessments from MISD Assessment in the targeted eGLCE in the area of writing.

Strategy 1:

Alternative Pencils - Most students can not hold a pencil. By providing students an alternative they are able to express their thoughts, ideas, and opinions. Examples

of alternative pencils are picture choices, alphabet charts, adapting keyboards, and eye gaze frames.

Research Cited: Gretchen Hanser

Activity - Communication Enhancement Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Staff professional development on strategies to support students communication needs as presented by Kelly Fonner 2. Professional Development with OISD staff coming into individual classrooms focusing on utilizing the alphabet. 3. Share, activities, lessons, and resources during PLC with teachers focusing on alternative writing strategies for students with severe needs. 4. Book study on Teaching Students with Severe by Browder and Spooner, Chapter 6 "Balance Literacy Classrooms and Embedded Instruction for Students with Severe Disabilities" 5. Collect Baseline data MISD assessment on targeted writing items with assistance levels	Professional Learning	09/02/2013	04/16/2014	$0	Special Education	Sharon Konieczny

Goal 2: All SXI and SCI students at Kingsley Montgomery School will demonstrate an improvement in the area of mathematics.

Measurable Objective 1:

80% of All Students will demonstrate a behavior students to identify which of two choices is needed to a answer question or solve a problem in Mathematics by 04/16/2014 as measured by Pre and Post assessment on the MISD Assessment for Mathematics in the targeted eGLCE item.

Strategy 1:

Math for Students with Severe Disabilities - 1. Focus Learning

2. Big Picture Topic

3. Relevant Concepts

4. Concrete Concepts

5. Engage 5 Senses

6. Real Objects

Research Cited: Michigan CEC as presented by Wing Lake Staff, T. Gersh (2012)

Activity - Teaching Mathematics to Students with Severe Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Read selected chapters for a book study on Learning and Teaching Early Math: The learning trajectories approach by Clements and Sarama. 2. Collaborate on lessons and resources during PLC, specifically focusing on choices to solve a problem or answering a question.	Direct Instruction	09/02/2013	04/16/2014	$0	Special Education	Karen Smith

Goal 3: All students in the Day Treatment program at Kingsley Montgomery School will be present for learning in the classroom.

Measurable Objective 1:

collaborate to ensure that students removed from the classroom and sent to the Alternative Education Room (AER) will decrease the time spent in the AER from 77 minutes to 42 minutes on average per removal from class by 04/30/2014 as measured by SWIS data and AER processing sheets.

Strategy 1:

Second Step social skills curriculum - Second Step and Connect will be taught during Personal Achievement class to address students' lagging skills as identified through Collaborative Problem Solving assessments.

Research Cited: Second Step is a research based social skills curriculum to improve social skills, conflict resolution, empathy, problem solving and anger management. Empirical evidence has demonstrated that Second Step can decrease aggression and increase pro-social behaviors in students in grades K-8.

Activity - Second Step/Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will instruct students in Second Step/Connect curriculum	Direct Instruction	09/09/2013	04/15/2014	$400	General Fund	Day Treatment School Social Workers

Strategy 2:

Collaborative Problem Solving - Plan B pro-active approach allows students to be an active participant in the identification of lagging skills. Staff can help by recognizing what causes their difficult behaviors and teaching kids the skills they need. CPS staffing model to develop FBA's and BIP's.

Research Cited: Collaborative Problem Solving is a research based model for understanding and helping kids with social emotional and behavioral challenges.

Activity - Collaborative Problem Solving Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend professional development conferences. Participate in webinars pertaining to Dr. Ross Green's Collaborative Problem Solving to provide resources, education, and further information on the CPS process.	Professional Learning	09/16/2013	04/15/2014	$1600	General Fund	Social workers and/or administration

Strategy 3:

Life Space Crisis Intervention - Staff will recieve experientially based training, allowing them to intervene effectively and confidently in preventing and managing crisis situations.

Research Cited: Life Space Crisis Intervention is an evidence-based, comprehensive, and systematic approach to preventing and managing interpersonal and intrapersonal crisis situations.

Activity - Life Space Crisis Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select social work staff will attend training on Life Space Crisis Intervention.	Professional Learning	07/08/2013	07/12/2013	$400	General Fund	Social workers and/or administrators

Goal 4: All K-8th grade students at Kingsley Montgomery School in the day treatment program will become proficient readers.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of improving 2 grade levels in reading comprehension in English Language Arts by 04/30/2014 as measured by curriculum based measurement tools (Qualitative Reading Inventory and/or Developmental Reading Assessment).

Strategy 1:

Graphic Organizers - Teachers and staff will incorporate and model story maps, diagrams, and charts.

Research Cited: Strategies found in CORE Literacy Library

Activity - PLC Designated Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC members will investigate and purchase resources to implement and model research-based graphic organizers to improve students' reading comprehension. Teachers will then discuss student progress in order to improve instruction and intervention.	Professional Learning	09/30/2013	04/30/2014	$550	Special Education	PLC members of the K-8th grade day treatment classrooms

Goal 5: All Kingsley Montgomery Day Treatment Students will become proficient writers

Measurable Objective 1:

70% of Tenth and Eleventh grade students will demonstrate a proficiency by gaining one proficiency level in organization of writing and writing across content areas in English Language Arts by 04/30/2014 as measured by Waterford School District Informational Writing Scoring Rubric.

Strategy 1:

Graphic Organizer - *Students will be able to organize their thoughts before having to put their thoughts into writing

*This will be able to break down the writing process in an organized form and make things easier for students to process and feel less anxiety to address

Research Cited: *National Reading Panel's 2000 Report

*Fountas & Pinnell (2001)

*Ausubel (1963)

*Ellis (2001)

*etc.

Activity - Literacy Note Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should pose and respond to questions by incorporating details from the texts.	Direct Instruction	09/09/2013	04/30/2014	$0	No Funding Required	ELA Staff Members

Activity - Common Core Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core leaders come to building to support the upcoming changes.	Professional Learning	10/01/2013	04/01/2014	$0	No Funding Required	ELA Staff, Professional Development Staff

Activity - Cracking the ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Practice Assessment - will aid students in creating a graphic organizer (web) to map out their ideas for the writing prompt.	Direct Instruction	09/09/2013	02/17/2014	$640	Special Education	All High School Core Teachers, School Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication Enhancement Project	1. Staff professional development on strategies to support students communication needs as presented by Kelly Fonner 2. Professional Development with OISD staff coming into individual classrooms focusing on utilizing the alphabet. 3. Share, activities, lessons, and resources during PLC with teachers focusing on alternative writing strategies for students with severe needs. 4. Book study on Teaching Students with Severe by Browder and Spooner, Chapter 6 "Balance Literacy Classrooms and Embedded Instruction for Students with Severe Disabilities" 5. Collect Baseline data MISD assessment on targeted writing items with assistance levels	Professional Learning	09/02/2013	04/16/2014	$0	Sharon Konieczny
PLC Designated Time	PLC members will investigate and purchase resources to implement and model research-based graphic organizers to improve students' reading comprehension. Teachers will then discuss student progress in order to improve instruction and intervention.	Professional Learning	09/30/2013	04/30/2014	$550	PLC members of the K-8th grade day treatment classrooms
Cracking the ACT	ACT Practice Assessment - will aid students in creating a graphic organizer (web) to map out their ideas for the writing prompt.	Direct Instruction	09/09/2013	02/17/2014	$640	All High School Core Teachers, School Counselor
Teaching Mathematics to Students with Severe Disabilities	1. Read selected chapters for a book study on Learning and Teaching Early Math: The learning trajectories approach by Clements and Sarama. 2. Collaborate on lessons and resources during PLC, specifically focusing on choices to solve a problem or answering a question.	Direct Instruction	09/02/2013	04/16/2014	$0	Karen Smith
				Total	$1190	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Support	Common Core leaders come to building to support the upcoming changes.	Professional Learning	10/01/2013	04/01/2014	$0	ELA Staff, Professional Development Staff
Literacy Note Organizer	Students should pose and respond to questions by incorporating details from the texts.	Direct Instruction	09/09/2013	04/30/2014	$0	ELA Staff Members
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Life Space Crisis Intervention	Select social work staff will attend training on Life Space Crisis Intervention.	Professional Learning	07/08/2013	07/12/2013	$400	Social workers and/or administrators
Collaborative Problem Solving Training	Attend professional development conferences. Participate in webinars pertaining to Dr. Ross Green's Collaborative Problem Solving to provide resources, education, and further information on the CPS process.	Professional Learning	09/16/2013	04/15/2014	$1600	Social workers and/or administration
Second Step/Connect	Staff will instruct students in Second Step/Connect curriculum	Direct Instruction	09/09/2013	04/15/2014	$400	Day Treatment School Social Workers
				Total	$2400	