School Improvement Plan

Waterford-Kettering High School

Waterford School District

Mr. Jeffrey Frankowiak, Principal
2800 Kettering Drive
Waterford, MI 48329-3412

TABLE OF CONTENTS

School Additional Requirements Diagnostic

2013-2014 Kettering School Improvement Plan

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?

Waterford Kettering High School is one of two comprehensive 9 - 12 high schools in the Waterford School District, which also includes a third, alternative school. Kettering High School enrollment numbers approximately 1500 students in a school district of 11,500. Kettering High School has experienced a drop in enrollment of approximately 70 students each of the past three years. The district's demographic has experienced moderate change and an increase in minority populations and ethnic subgroups. There has been an increase of students of low socioeconomic status (SES). Many of the staff at Kettering High School live in the community, and many are graduates of the school district. Of the approximately 80 teachers, 23 were probationary for the 2012-13 school year.

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.

Waterford Kettering High School's vision statement is congruent with the Waterford School District. "Inspire, Educate, and Empower our students for their future!"

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.

Waterford Kettering High School has strived to improve in the areas of reading, writing, mathematics, and the establishment of a positive student culture with an emphasis on social justice. We are pleased to report that we have made strides in our achievement areas in closing the gaps over the last three years. Additionally with our student culture we have seen decreases in students demonstrating behavior that would be considered violating our student code of conduct.

Within the next three years we are hoping to continue to maintain a closed gap with our subgroups while continuously increasing our student achievement. We have adopted several instructional strategies from frameworks include Reading Apprenticeship and Making Thinking Visible programs. Additionally we have restructured our support delivery to students with IEPs to be less restrictive and provide programs more conducive to each student's individual disabilities.

Additional Information

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

Waterford Kettering High School continues to grow and develop our programs and experiences for our students. This year Waterford Kettering High School will be launching a new Visual Imaging Computer lab and a new HDTV Studio. Both programs will allow our students to creat programs using equipment that is industry standard.

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.

There were three surveys conducted to gather perceptive data from the Waterford Kettering Community. The three populations that were administered the surveys were students staff, and parents. This data was directly used when authoring our improvement plan.

Additionally parent feedback was collected through the Waterford Kettering Parent Teacher Student Association.

The committee was comprised of a divserse group of educators at Kettering. This group consisted of instructors from multiple academic disciplines, administrators and support personnel. The frequency of the meetings was weekly for a duration of approximately 1.5 hours.

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

The representation in the development of the Waterford Kettering High School School Improvement Plan was as follows:

* Parents/Guardians- survey data relating to multiple aspects of school improvement

* Staff - survey data relating to multiple aspects of school improvement
    - teacher, administrator, support staff representation on authoring committee

* Students- survey data relating to multiple aspects of school improvement

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 plan will be communicated to all stakeholders via electronic communication (link will be sent out via BlackBoard Connect).

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?

Student enrollment trends drive the number of staff members working at Waterford Kettering High School. As student enrollment numbers change, whether an increase or decrease from a previous year, so does the number of staff working in the building to support students. Waterford Kettering utilizes class size numbers as recommended by the districts central administration to staff classrooms appropriately for students.

How do student enrollment trends affect staff recruitment?

If an increase in student enrollment is projected Waterford Kettering High School administration works in collaboration with the school districts human resource department to identify, interview, and attain candidates that are highly qualified for the position(s) necessary to fill to accommodate for the change in enrollment. If there is a projected decrease in enrollment, collaboration between Waterford Kettering administration and the districts human resources department determines which content areas need to downsize to accommodate for the change in enrollment and how to proceed in a staff members change in placement.

How do student enrollment trends affect budget?

As student enrollment is tied to the state allocated foundation allowance, a change in enrollment does affect the overall district budget which in turn affects the building budget. With an increase in enrollment Waterford Kettering High School is able use the additional funding to increase resources students such as technology, reading materials, and mathematics manipluatives as well as help maintain building facilities. A decrease in enrollment leads to a decrease in funds available thus limiting the amount of additional/supplemental resources the building is able to provide students.

How do student enrollment trends affect resource allocations?

As previously mentioned, enrollment trends help in determining what resources can be provided to students. Although the enrollment number may or may not be constant the populations within the enrollment number may and do change. For example, at Waterford Kettering High School an increase or decrease of students falling below the poverty line or a change in our English Language Learners subgroup within a given population affects how resources are allocated and utilized within the building.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends also affect facility use, planning and maintenance at Waterford Kettering High School. Ensuring students have a safe and comfortable place to learn is a priority. With any change in enrollment the utilization of space also changes. At Waterford Kettering we pride ourselves on creating spaces dedicated to content area learning to promote ideal learning environments conducive to content specific needs. With an increase in enrollment we are able to invest and expand in classroom set-ups that match best-practice

recommendations to promote further student learning. If enrollment stays constant or decreases, our facility planning focuses on facility maintenance.

How do student enrollment trends affect parent/guardian involvement?

Enrollment trends at Waterford Kettering also affect parent/guardian involvement but not significantly as Waterford Kettering High School is very fortunate to have a strong core of involved parents that range from PTSA parent members, band booster volunteers, multiple sports boosters family supporters, and building event organizers. As our community demographic continues to evolve and increase in diversity, we will seek out opportunities to reach out to am emerging population. We look forward to continuing and partnering with these organizations to reach out to further increase and diversify our parent involvement at Waterford Kettering over the next school year.

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

We pride ourselves at Waterford Kettering, and a district as a whole, when making decisions which impact student learning, that we do so with students needs at the forefront of the decision making process. As previously mentioned, although our enrollment numbers at Waterford Kettering are fairly steady there are changes in size of subgroup populations within the constant overall figure. Those changes have caused us to rethink and redesign our instructional habits to ensure that we are providing instruction to all students that maximizes students learning potential.

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

With an overall approximate enrollment of 1500 students at Waterford Kettering High School and a recent trend of a slight decline in overall enrollment for the past three years, our biggest challenge is not so much the decline of students but the change of populations within our enrollment data. The slight enrollment decline is in large part due to providing students an alternate learning location within our school district that provides students additional support services to help further the students success. Over the past several years the school district has worked in collaboration with Waterford Kettering High School, Waterford Mott High School, and Durant High School to provide students with a learning environment that best suits the goals of the student. In doing so the enrollment at Waterford Kettering High School has slightly dropped as students have transitioned to a different high school building within the district.

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

Although we have taken steps to provide the most appropriate learning environment for all students (including an alternative high school, cyber learning, etc.) we will continue to look for meaningful ways to engage students within the physical space of the building, as well as adjusting our professional development needs to maximize learning opportunities, utilize available resources and engage stakeholders within the community.

What are the challenges you noticed based on student attendance?

During the 2012-2013 school year Waterford Kettering had 1,256 students with absences. Of those students 700 were for a total of 1-4

absences on the school year, 209 were for 5-6 absences, 186 students were absent 7-9 times throughout the school year, 125 students were absent 10-20 times, and 36 students were absent for 20 or more days for the entire school year. The remaining 206 students had perfect attendance for the school year. Although approximately two thirds of our student body had less than four absences for the school year, a third of our student population was of the classroom with 5 or more absences for the school year. Our challenge is to decrease the number of students with 5 or more absences during a school year and ensure they are present in school learning to help forward their education.

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

Waterford Kettering administrations intentions are to work collaboratively with the school district to ensure alignment with the districts Truancy Initiative. In addition to working along with the districts determined process, at the building level we will continue to monitor student attendance, initiate parent contact, and utilize the support of outside services to assist encourage and support all students attending Waterford Kettering High School on a daily basis.

Student Achievement Data for All Students

This area includes data questions.

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

MME Writing and Reading indicate the highest levels of student achievement at Waterford Kettering High School. In addition, 9th grade Social Studies MEAP scores are generally equal to or consistent with state averages. Within the context of the school building, Language Arts and Social Studies are the areas of highest achievement.

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

MME Writing has shown a generally positive or consistent trend in performance with respect to the period 2008-09 through 2012-13. This follows a Kettering High School building positive trend in the area of Language Arts.

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

MME Writing is above the state averages and has been consistently among all students for the past three (3) years.

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

Our trend data generally follows state and local trends on standardized assessments such as the ACT/MME, and remains consistent with respect to the relationship between our building data, student data at the local (county) level, and at the state level. The gap between the top 30% and bottom 30% of our students has not caused our school to be labeled as a Focus School or Priority School, though we constantly examine our data points and look for ways to address trends with respect to an increase in our achievement gap.

What factors or causes contributed to improved student achievement?

Factors which have contributed to improved student achievement are RAISE (reading apprenticeship), in which staff have been trained in several content areas; additional interventions such as AARI have been helpful in identifying and assisting students. Additionally, we have worked toward smaller class sizes for freshman students, Academic Center (a new initiative), increased support for special education students, and targeting students transitioning from middle school who struggle in specific content areas to provide intentional instructional support.

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

In addition to the data, the strategies we have implemented are research-based and staff are trained in their proper implementation. Further, Advanced Placement (AP) students passed the AP Exam in Language/Literature & Composition at a higher rate than in 2012.

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

Science and Mathematics show the lowest levels of student achievement relative to MME data. This data is consistent with our school based achievement data for mathematics and science courses.

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

MME Mathematics in particular show a negative trend from 2011-12 to 2012-13.

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

MME Math, reading, and science are currently below the state averages, though reading and science have consistently been above state averages in nearly all prior years data points, and therefore this does not represent a trend.

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

As stated previously, the bottom 30% of our students have remained consistent in trend data, following trends and curves of the top 30% of students; although we have specifically targeted students for intervention, our trend data has not caused us to be labeled a Focus or Priority School. We have noted, as will be highlighted later in this report, that several of our subgroups have begun to close the achievement gap.

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

The Waterford School District implemented a new grading system within the secondary buildings in Fall 2012, which in the initial stages was expected to show a downward trend in student grades. This new grading system weighted grades in a manner different from prior practice. Although the data suggest a decline in student achievement, the grades provide staff with a more accurate data-based representation of student learning. Because the grade calculation is different from prior years, it is difficult to state that student achievement declined, but more accurately that "grades" declined.

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

The weighting of grades was changed from equivalent emphasis on homework, quizzes, tests, etc., to a 75 % weight for "achievement" (assessment) and 25% "practice" (homework, etc.). This shift in practice led to a more accurate portrait of student learning, but has initially given the appearance of lower student achievement. As professional staff adjust instructional methodology student achievement is expected to increase accordingly.

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

Professional development opportunities with respect to the evolving curriculum (Common Core State Standards, Next Generation Science Standards) will be necessary, as will opportunities for staff to examine best practices with respect to assessment strategy, and intentional use of effective research-based interventions (as previously mentioned) and resources.

Subgroup Student Achievement

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

- African American or Black

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

- African American or Black

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

African American students have shown an upward trend in the areas of MME Mathematics, MME Reading, MME Science, and MME Social Studies. Math scores for this subgroup are above the state scores, and in the subareas of Social Studies and Science, African American students have surpassed both Hispanic and White students for SY 2012-13.

How do you know the achievement gap is closing?*

Trend data for the Michigan Merit Exam (MME) was retrieved via
https://www.mischooldata.org/DistrictSchoolProfiles/AssessmentResults/Mme/MmePerformanceSummary.aspx

What other data support the findings?

Building wide (local assessments, district common assessments) are consistent with the data from the previously mentioned standardized tests.

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

In addition to a marked increase in SY 2012-13 in subarea test scores by African American students and Hispanic students, the scores for the White student population showed a slight decrease for the same year. However, the rate for which our African American subgroup increased far exceeds the statewide trend.

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

It is not possible to define with certainity or quantify the factors which influenced the closing of the achievement gap. We are hopeful that the rise in scores by our African American subgroup remains consistent, and we will continue to address the decline in achievement by our other student populations.

What actions could be taken to continue this positive trend?

We celebrate the successes of all of our students and look for ways to support those who are struggling. We have many interventions already in place, and have implemented other measures to address the needs of learners at a variety of levels. We continually look for opportunities for professional development for our staff to bring best practices into our daily teaching, and we look for ways to involve our stakeholders in the school improvement process.

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:

• Students with Disabilities

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

The area for potential growth with respect to a greater achievement gap is with our Students with Disabilities subgroup relative to certain subareas of the MME. Worth noting, however, is that within our school building, within certain core areas we have seen an increase in student achievement within that same subgroup. Further, our African American and Hispanic subgroups show an opposite trend (increased achievement).

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

The data from the MME shows our students with disabilities in a downward trend for SY 2012-13.

What other data support the findings?*

In contrast to the MME data, Waterford Kettering High School showed an increase in achievement for our Students with Disabilities. A restructuring of our Special Education teaching model (a shift from co-teaching) led us to be able to individualize instruction for students in core content areas.

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

This does not generally apply, as the trend data from the MME is not consistent with the trend data in our core content areas. However, we will make every effort to ensure that our Students with Disabilities receive all appropriate interventions and accomodations.

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

This is not applicable.

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

In addition to things previously mentioned, professional development for all staff in interventions for Students with Disabilities and careful monitoring of applicaiton of appropriate student accomodations will be essential. Further, it will be incumbent upon us to be sure that accomodations are appropriate for individuals going forward.

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

Our English Language Learners (ELLs) fall only slightly below the school aggregate at times; generally, ELL data follows the trend of the general population in Math, Reading, Science, and in some subareas are consistently above state averages. There is not enough data on ELLs by subcategory, as this is not a subgroup within our building.

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.)?

Working in coordiation with district special services staff and central office administration, our building teacher consultant and administration ensure compliance within the framework of each of these areas. Funding for each of these programs (ex 31a) is carefully monitored and audited to ensure compliance with regulations.

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

Through counselors, school social workers, psychologist, interventionists, and referrals by staff and administration. Parent involvement is considered as well.

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

Students at Waterford Kettering High School have numerous options based on learning styles; Dual Enrollment (college courses off campus) for students who qualify; Vocational Options for students who may not be on a diploma track, which will give those students the opportunity to

gain valuable employability skills; Oakland Technical Campus for students to gain instruction and valuable experience in vocational and technical areas (such as veterinary medicine, nursing, automotive repair). Further, our location gives several of our students the unique opportunity of learning aviation, as well as attending an EMS/Fire academy. Students may also take courses at our sister high school in the district, if not offered in our building.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	20.0

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

Parents and students are informed via newsletters, personal contacts, website, and district electronic media and communication.

Label	Question	Value
	What is the total FTE count of teachers in your school?	70.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	9.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	12.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	17.0

Label	Question	Value
	How many teachers have been teaching >15 years?	32.0

What impact might this data have on student achievement?

It has been difficult for us to quantify the effect of teacher experience on student achievement because there are innumerable variables other than simple experience. Student Achievement data based on teacher experience may be anecdotal at best. However, we have created an effective model for Professional Learning Communities which calls on the experience of veteran teachers as well as involving the perspective of teachers new to the profession. It is ultimately this spirit of professional collaboration which will be the catalyst for increased student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	51.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	398.0

What impact might this data have on student achievement?

Though teacher professional development is essential to the advancement of their teaching, being out of the classroom for extended periods for conference attendance or absence can negatively impact student achievement if not addressed with careful planning and preparation by individual teachers and administration. In the interest of promoting curricular alignment, teachers use pacing guides, curriculum maps/calendars, and common assessments in a sincere effort to remain consistent within departments. Teacher absence may cause indivdual classes to lag behind and miss key learning points, if proactive measures as well as timely responses and interventions are not implemented.

Perception Data - Students

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

Highest overall levels of satisfaction among students were noted in Purpose and Direction (1) Programs and services are available to help me succeed (approximately 62% agree/strongly agree), Governance and Leadership (8) The Principal and teachers have high expectations of me (approximately 60% agree/strongly agree), Teaching for Assessing and Learning (9) Multiple assessments to check for understanding (approximately 59% agree/strongly agree), and (10) Providing me with challenging curriculum and learning experiences (approximately 56% agree/strongly agree).

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

Student perception data appears to show the most positive trend in the areas of Purpose and Direction, as well as Governance and Leadership. Data within individual grades (by year in school) tends to show increasing satisfaction in grades 10 and 11 from grades 8 and 9 with respect to "Strongly Agree" and "Agree" within these particular areas and subareas.

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

Lowest levels of satisfaction among students appear in the area of Purpose and Direction (4) All students are treated with respect (Neutral/Disagree/Strongly Disagree approximately 75%) Governance and Leadership (6) Rules are applied equally (Neutral/Disagree/Strongly Disagree approximately 66%), and Teaching for Assessing and Learning (12) Motivates me to learn new things (Disagree, approximately 40%).

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

Student perception data appears to show a decreasing trend in certain subareas of Purpose and Direction (adults treating students/students treating adults with respect), as well as Teaching and Assessing for Learning (Prepares me to deal with issues I may face in the future). Data within individual grades (by year in school) tends to show decreasing satisfaction as students advance through grades from 9 to 12 in some subareas. However, Waterford Kettering High School has attempted to address these areas based on perception data as well as identifying needs anecodtally through a variety of intervention programs and resources. We have implemented Positive Behavior Support (PBIS), partnered older students as mentors to younger students (Link Crew), collaboated with staff to recognize students for their accomplishments (Student of the Month luncheon) and have hired and retained staff as interventionists and preventionists, social workers, et al to provide multiple layers of support for students, in addition to resources such as counselors. Administrators work tirelessly to promote a positive and respectful atmosphere.

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

Any number of factors may influence student perception data, including changing administrative leadership multiple times in a short period,

modifications to school schedules and grading policies, situational poverty and changing family dynamics, diminished available resources within the school based on funding levels and declining enrollment, external influences, etc. With each second order change to student and teacher thinking, perceptions will be altered based on individuals' needs.

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

We have already begun to implement numerous measures previously mentioned, such as PBIS and other layers of support for students. We have continued to actively promote an atmosphere in which all students feel valued and in which they feel as though their voices are heard. We constantly examine best instructional practices to promote student engagement and achievement, and initiate student school culture engagement through programs such as Peer Mediation and Intervention.

Perception Data – Parents/Guardians

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

Parent survey responses indicate highest levels of satisfcation in the area of Purpose and Direction (1) Focused on student success (approximately 65% agree/strongly agree) and (3) goals and a plan for improving student learning (approximately 58% agree/strongly agree); Governance and Leadership (6) High expectations for students in all classes (approximately 60% agree/strongly agree); Teaching and Assessing for Learning (19) My child knows the expectations for learning in all classes (approximately 75% agree/strongly agree), (26) school provides a safe learning environment (approximately 73% agree/strongly agree) and (29) school provides opportunities for students to participate in activities that interest them (approximately 76% agree/strongly agree).

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

Governance and Leadership show a positive response within specific subareas. Responses tend to be weighted toward "Agree" or "neutral" with a minority in "disagree/strongly disagree." There has also been a positive trend in the area of Teaching and Assessing for Learning.

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

Parent satisfaction is indicated at lowest levels in Teaching and Assessing for Learning (13) individualizing instruction, (14) teachers work as a team to help my child learn, (18) a relationship between what is being taught and everyday life. These indicators show a range of disagree/strongly disagree of 30% to 47%, the lowest levels of satisfaction in the survey.

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

Consistent with the previous subareas, parent satisfaction is interpreted as decreasing to an extent in Teaching and Assessing for Learning (13) individualizing instruction, (14) teachers work as a team to help my child learn, (18) a relationship between what is being taught and everyday life. This trend is observable as students advance from one grade to the next (8 to 12), parent satisfaction appears to decrease.

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

Possible causes for parent dissatisfaction within specific subareas as mentioned may be linked to frustration relative to student achievement; as students advance through school, parents become concerned that their child's individual needs are not met in the confines of the traditional school; they may be dissatisfied with a perceived lack of resources available to their child or with their child's lack of achievement or motivation, which manifests itself in the parent stating dissatisfaction with the school.

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

We have made significant efforts to increase communication with parents through electronic access to grade reports in our new MIStar grading system; we invite and welcome parents to regularly scheduled meetings with the building principal (Principal's Roundtable, in conjunction with regularly scheduled PTSA meetings). We will look for ways to increase our ability to reach out to parents as stakeholders through electronic media, personal connections, and regular meetings to promote parent involvement.

Perception Data – Teachers/Staff

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

Teacher/staff satisfaction indicators are highest in Purpose and Direction (1) Purpose statement clearly focused on student success (approximately 80% agree/strongly agree); Governance and Leadership (9) expect staff members to hold all students to high academic standards (approximately 87% agree/strongly agree); Teaching and Assessing for Learning (24) collaborative learning communities (approximately 79% agree/strongly agree); Resources and Support Systems (36) qualified staff members to support students learning (approximately 85% agree/strongly agree).

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

In the area of Governance and Leadership, there is a positive trend in most if not all subareas, where teacher/staff satisfaction (agree/strongly agree in item responses) shows a range of 62% to 87%. The overall satisfaction index expressed as a percentage (agree/strongly agree) in the area of Governance and Leadership is approximately 76%.

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

The lowest level of teacher satisfaction is noted in the area of Using Results for Continuous Improvement, and tends to favor subareas which are generally categorized as data-driven, and the evaluation, interpretation, and use of data.

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

As previously stated, the trend toward decreasing satisfaction seems to be indicated in the (sub) areas of Using Results for Continuous Improvement. It is likely that this is caused by a dramatic shift in the purposeful discussion, use, and monitoring of student data, as well as the implementation of new ways of examining data as professional learning communities.

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

The introduction of a new professional learning community (PLC) process and the method for the collection, examination, and interpretation of data is a shift for our staff. The data teams process began this year at a district level and, coupled with a process for teacher evaluation reliant on student data, may have initially caused concerns among staff leading to a dissatisfaction. However, we have intentionally addressed the concerns of staff with respect to the evaluation process, and remain steadfast in our commitment to the examination and purposeful use of student data to drive and modify instruction to promote student achievement.

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.)

Our school reviews the MiPHY survey results and has been analyzing trend data over the last few years. Though we still have progress to make, we have seen a decrease in students self-reporting that they engage in dangerous health risk behavior (i.e. alcohol, drugs, and tobacco). By having fewer students engage in these behaviors we have ascertained that students feel safer in school and more connected with positive relationships.

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

Decisions about curriculum, instruction, and assessment are made by a team of administrators (central office and building) based on the requirements of the Michigan Merit Curriculum (MMC) and district initiatives based on increasing student achievement. Further input is received from teachers who are employed in the Staff Development office, who provide support and training to other teachers. The director of Curriculum, Instruction, and Assessment (CIA) oversees all areas, including those previously mentioned, as well as textbook purchases, capital outlay, and common summative assessment(s) in core subject areas on a district-wide level. Finally, teacher leaders are sought out to work in cooperation with staff development and the CIA office.

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

In coordination with our district office and other district staff, teachers and administrators have attended workshops (for example, Oakland Schools) since summer 2012. Pacing guides, development and implementation of units will show the extent to which we have implemented Common Core. This is an ongoing and evolving process.

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		

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	http://www.waterford.k12.mi.us/reports/Annual_Reports/11-12/Waterford%20Kettering%20High%20School%20(AER).pdf	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

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		WSD Section 1118

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.	Yes		WSD Section 1118

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

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

2013-2014 Kettering School Improvement Plan

Overview

Plan Name

2013-2014 Kettering School Improvement Plan

Plan Description

SIP

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will increase their mathematics proficiency.	Objectives: 3 Strategies: 2 Activities: 2	Academic	$4000
2	Establish a culture and school climate that fosters academic growth and social justice.	Objectives: 3 Strategies: 2 Activities: 2	Organizational	$3000
3	All students will improve reading achievement.	Objectives: 3 Strategies: 3 Activities: 3	Academic	$2000
4	All students will be proficient in writing.	Objectives: 3 Strategies: 3 Activities: 3	Academic	$0

Goal 1: Students will increase their mathematics proficiency.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency   in Mathematics by 06/13/2014 as measured by rubrics for local assessments.

(shared) Strategy 1:

Classroom Discourse - Teachers will increase the opportunities students have to discuss mathematical concepts in a group setting.

Research Cited: Smith. M, Stein. M, (2011). 5 Practices for orchestrating productive mathematics discussions. Reston: VA

Activity - Teacher Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in labs that will focus on classroom discourse in mathematics.	Professional Learning	09/03/2013	06/13/2014	$2000	Title II Part A	Curriculum Instruction and Assessment Kettering faculty and administration

Measurable Objective 2:

80% of All Students will demonstrate a behavior where students use data tables and graphs to differentiate between function families in Mathematics by 06/13/2014 as measured by qualitative measures .

(shared) Strategy 1:

Classroom Discourse - Teachers will increase the opportunities students have to discuss mathematical concepts in a group setting.

Research Cited: Smith. M, Stein. M, (2011). 5 Practices for orchestrating productive mathematics discussions. Reston: VA

Activity - Teacher Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in labs that will focus on classroom discourse in mathematics.	Professional Learning	09/03/2013	06/13/2014	$2000	Title II Part A	Curriculum Instruction and Assessment Kettering faculty and administration

Measurable Objective 3:

80% of All Students will complete a portfolio or performance with examples of proficiencies in Mathematics by 06/13/2014 as measured by evaluation of student work using rubrics.

Strategy 1:

"Pre-"Instruction Stategies - Students will keep a math journal of specific current level of proficiency of learning on a specific math literacy.

Research Cited: Marzano 9

Activity - Teacher Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a lab based experience in other mathematic classrooms.	Professional Learning	09/03/2013	06/13/2014	$2000	Title II Part A	Curriculum Instruction and Assessment staff Teachers/faculty at Kettering High School

Goal 2: Establish a culture and school climate that fosters academic growth and social justice.

Measurable Objective 1:

 demonstrate a behavior which will be modeled and reinforced by staff by 06/13/2014 as measured by student self-reported surveys.

(shared) Strategy 1:

Positive Behavior Intervention Supports (PBIS) - Teachers will establish PBIS school-wide rules and expectations which will be posted in the classrooms, hallways,

cafeteria, and restrooms.

Research Cited: PBIS. org

Activity - PBIS Post Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reinforce positive behavior by mailing out post cards to the families of the students.	Behavioral Support Program	09/03/2013	06/13/2014	$1500	General Fund	Professional and Instructional staff

Measurable Objective 2:

 demonstrate a behavior where their absences will decline by 5% by 06/13/2014 as measured by the student data system (MiStar).

(shared) Strategy 1:

Positive Behavior Intervention Supports (PBIS) - Teachers will establish PBIS school-wide rules and expectations which will be posted in the classrooms, hallways, cafeteria, and restrooms.

Research Cited: PBIS. org

Activity - PBIS Post Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reinforce positive behavior by mailing out post cards to the families of the students.	Behavioral Support Program	09/03/2013	06/13/2014	$1500	General Fund	Professional and Instructional staff

Measurable Objective 3:

demonstrate a behavior where the number of monthly suspensions will decrease by 5% by 06/13/2014 as measured by information in the student data system (MiStar).

Strategy 1:

Addressing behaviors proactively - Teachers will show students respect when discipline is necessary.

Teachers will establish norms for behaviors.

Teachers will offer community service instead of suspension.

Teachers will be present in the hallways during passing time.

Teachers will establish high expectations and consquences will be consistant.

Research Cited: PBIS.org

Activity - PBIS Classroom Proceedures Signs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consistent signs will be posted around the school	Behavioral Support Program	09/03/2013	06/13/2014	$1500	General Fund	Professional and Instructional staff

Goal 3: All students will improve reading achievement.

Measurable Objective 1:

80% of All Students will demonstrate a behavior of using transferrable vocabulary to access complex texts in English Language Arts by 06/13/2014 as measured by reading comprehension local assessments and standardized sub scores.

Strategy 1:

Pre-Instruction - Teachers will provide and practice direct vocabulary instruction focused on building student's transferable vocabulary.

Research Cited: Marzano 9

Activity - Word Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The activity will encourage students and staff in the classroom to increase their frequency of using the specific vocabulary.	Direct Instruction	09/03/2013	06/13/2014	$0	General Fund	Instructional staff

Measurable Objective 2:

80% of All Students will complete a portfolio or performance of artifacts that demonstrates comprehension strategies in English Language Arts by 06/13/2014 as measured by reading comprehension rubrics.

Strategy 1:

Visible Thinking - Teachers will provide and practice Visible Thinking Strategies focused on student's reading comprehension.

Research Cited: Making Thinking Visible (Project Zero book)

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select, evaluate, and measure the effectiveness of the Visible Thinking Stategies on a weekly basis.	Professional Learning	09/03/2013	06/13/2014	$0	General Fund	Instructional Staff

Measurable Objective 3:

80% of All Students will demonstrate a proficiency on interpretation of texts in English Language Arts by 06/13/2014 as measured by rubrics.

Strategy 1:

Classroom Discource - Teachers will provide structured opportunities for student discourse and will facilitate high quality classroom discussions,

Research Cited: Marzano 9

Activity - Teacher Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will visit classrooms and engage in professional dialogue focused on student discourse strategies	Professional Learning	09/03/2013	06/13/2014	$2000	Title II Part A	Professional and Instruction Staff

Goal 4: All students will be proficient in writing.

Measurable Objective 1:

A 5% increase of Eleventh grade students will demonstrate a proficiency of an eight or higher on the writing portiion of the ACT in English Language Arts by 06/13/2014 as measured by the ACT Writing rubric..

Strategy 1:

Modeling - Teachers will compose writing samples while making their thinking visible in the classroom.

Research Cited: Marzano 9

Activity - ACT Writing Prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use authentic ACT prompts within classroom instruction	Implementation	09/03/2013	06/13/2014	$0	General Fund	Kettering Instructional Staff (11th grade teachers)

Measurable Objective 2:

65% of Twelfth grade students will demonstrate a proficiency writing a persuasive essay   in English Language Arts by 06/13/2014 as measured by an ACT writing rubric score of at least four.

Strategy 1:

Feedback - Teachers will provide individualized feedback.

Teachers will provide opportunities for students to revise their writing.

Teachers will incorporate conferencing techniques in their insruction.

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students recieving less than a four on persusive essays will revise by conferencing with a Language Arts teacher or in Academic Center	Implementation	09/03/2013	06/13/2014	$0	General Fund	Kettering Instructional Staff

Measurable Objective 3:

100% of All Students will demonstrate a behavior of writing in all classes including in English Language Arts by 06/13/2014 as measured by self-reporting and artifacts.

Strategy 1:

Pre-Instruction - Teachers will utilize the Waterford School District paragraph model.

Research Cited: Marzano

Activity - Paragraphs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly paragraphs and student journals	Implementation	09/03/2013	06/13/2014	$0	General Fund	Kettering Instructional Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Lab	Teachers will participate in labs that will focus on classroom discourse in mathematics.	Professional Learning	09/03/2013	06/13/2014	$2000	Curriculum Instruction and Assessment Kettering faculty and administration
Teacher Lab	Teachers will participate in a lab based experience in other mathematic classrooms.	Professional Learning	09/03/2013	06/13/2014	$2000	Curriculum Instruction and Assessment staff Teachers/faculty at Kettering High School
Teacher Lab	Teachers will visit classrooms and engage in professional dialogue focused on student discourse strategies	Professional Learning	09/03/2013	06/13/2014	$2000	Professional and Instruction Staff
				Total	$6000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Grouping	Students recieving less than a four on persusive essays will revise by conferencing with a Language Arts teacher or in Academic Center	Implementation	09/03/2013	06/13/2014	$0	Kettering Instructional Staff
Paragraphs	Weekly paragraphs and student journals	Implementation	09/03/2013	06/13/2014	$0	Kettering Instructional Staff

ACT Writing Prompts	Use authentic ACT prompts within classroom instruction	Implementation	09/03/2013	06/13/2014	$0	Kettering Instructional Staff (11th grade teachers)
Professional Learning Community	Teachers will select, evaluate, and measure the effectiveness of the Visible Thinking Stategies on a weekly basis.	Professional Learning	09/03/2013	06/13/2014	$0	Instructional Staff
PBIS Post Cards	Teachers will reinforce positive behavior by mailing out post cards to the families of the students.	Behavioral Support Program	09/03/2013	06/13/2014	$1500	Professional and Instructional staff
Word Wall	The activity will encourage students and staff in the classroom to increase their frequency of using the specific vocabulary.	Direct Instruction	09/03/2013	06/13/2014	$0	Instructional staff
PBIS Classroom Proceedures Signs	Consistent signs will be posted around the school	Behavioral Support Program	09/03/2013	06/13/2014	$1500	Professional and Instructional staff
				Total	$3000	