



School Improvement Plan

Kennedy Center

Pontiac City School District

Mrs. Jaronique Devezin
1700 BALDWIN AVE
PONTIAC, MI 48340-1116

TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	9
Component 3: Instruction by Highly Qualified Staff.....	10
Component 4: Strategies to Attract Highly Qualified Teachers.....	11
Component 5: High Quality and Ongoing Professional Development.....	13
Component 6: Strategies to Increase Parental Involvement.....	14
Component 7: Preschool Transition Strategies.....	18
Component 8: Teacher Participation in Making Assessment Decisions.....	19
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	20
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 21	
Evaluation:.....	22

School Improvement Plan 2019-2020

Overview 24

Goals Summary 25

 Goal 1: Increase the involvement of all Kennedy students in the general education curriculum..... 26

 Goal 2: Students will use individualized, adaptive, functional reading skills in their daily lives..... 29

 Goal 3: All students will apply developmentally appropriate functional math skills in their daily lives..... 34

 Goal 4: The School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction..... 37

 Goal 5: The School will establish an academically and socially supportive learning environment..... 43

Activity Summary by Funding Source 49

Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Kennedy Schools conducts their comprehensive needs assessment through the District Turnaround Network and Building Turnaround Network using the problem solving protocol to determine academic, social and emotional needs of the students.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Our target focus was attendance, academics and climate/culture.

ATTENDANCE

Our state required monthly attendance goal did not reach 95% of students attending school. We averaged 87% monthly for student attendance. The concern for Kennedy School's attendance were district half days. As a staff we are implementing half day activities to improve attendance. In addition, we have medically fragile students who do not attend school due to chronic illnesses and many do not attend on half days due to the amount of time it takes the parent/caregiver to ready the student for school. Many parents/caregivers have voiced that it is not worth their effort for the half-day sessions.

ACADEMICS

The school goals are connected to the four Instructional Learning Cycles. Kennedy 180 day program is focused on identifying personal data. The 200 day program focus is making choices. We also monitor students IEP goals and progress.

CLIMATE/CULTURE

Safe and nurturing environment for our special needs population. There was a staff survey provided by the leader. The building principal met with each Paraprofessional to gain input regarding programming for 2019-20 school year. In addition, Paraprofessionals were provided incentives and included in all Professional Development trainings with teachers.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The goals are connected to the district's goals of attendance, academics and climate/culture.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals address students attending school more frequently. We are intentional about reviewing attendance data and providing students with incentives to attend school. Academically we learned that our non-verbal/limited verbal students needed a way to communicate.

Kennedy School adopted the AAC and Language Devices to communicate with our students. This allows teachers to assess non-

verbal/limited students.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

As a separate special education facility all students have individual IEP's to meet their needs. The school wide plan includes MIAccess testing, IEP goals and objectives, PLC and ILC strategy meetings and Brigance Inventory assessments.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Through the use of Effective Feedback, Differentiated Instruction, Problem Solving Protocol and Formative Assessments, the school wide teams analyze data and plan instruction to meet the needs of all of our students. Professional Development in the areas of Math Trajectory and Emergent Literacy became necessary due to the lower cognitive functioning level and younger age of our students. This has provided many varied practices and techniques to improve the quality and quantity of instruction to all students. Student instruction is delivered in small, homogeneous groups as well as individually to ensure optimum quality instruction.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Our research based reform is Emergent Literacy (EL) and Math Trajectories (MT) in addition to AAC and language devices. With EL, MT and AAC devices, teachers explored evidence to create innovative strategies to improve the learning environment.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Kennedy School utilizes Professional Development in the areas of Math Trajectories and Emergent Literacy to improve instruction in all major subgroups

5. Describe how the school determines if these needs of students are being met.

Kennedy School determines if student needs are met by reviewing ILC/PLC results, MIAccess results, IEP goals and objectives are met, Brigance Assessment and Universal Worker Skills Assessment.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	We have eleven teacher positions, 2 are currently staffed by highly qualified substitutes and one classroom is staffed by a teacher not teaching in her area of endorsement. 73% of the teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The school's teacher turnover rate is 27% (3/11).

2. What is the experience level of key teaching and learning personnel?

100% of Kennedy's teaching staff has their Bachelor's Degree

100% of Kennedy's teaching staff has their Master's Degree

18% of Kennedy's teaching staff have a Reading Specialist Certification

100% of Kennedy's Paraprofessional staff is Highly Qualified

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Kennedy School principal collaborates with district Human Resources to attract and retain high quality teachers. The principal cultivates an environment to retain high quality teachers.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The School District of the City of Pontiac has undertaken the following initiatives to attract and retain highly qualified teachers:

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.
2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).
3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.
4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the 2018-2019 school year.
5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.
6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment to see how things are going and to let them know we are there to support their efforts.

7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.

- 8. Provide an opportunity to earn a retention bonus
- 9. Provide an opportunity to receive a recruitment bonus

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Kennedy does not exhibit a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Listed below are the professional development opportunities provided to Kennedy Staff:

- AAC and Language Device
- Adaptive School Training
- Principal Influence
- Community Resource Instruction
- Special Education Law
- District/Building Turnaround Network
- Crisis Intervention Training
- ALICE Training (Active Shooter)
- Emergent Literacy Professional Development
- Math Trajectory Professional Development
- PAES (Physical Activity and Educational Services) LAB Training

2. Describe how this professional learning is "sustained and ongoing."

The professional learning plan is sustained by keeping the priorities on staff meetings and Building Turnaround Network agendas.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The Professional Learning Plan is sustained by keeping the priorities on Professional Development, staff meetings, and Building Turnaround Network agendas. The professional learning is always ongoing.	

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

All parents are involved in the school wide plan through mandatory participation in the Individualized Education Program conference for all students per Federal and State education policies. Parent input is considered throughout school wide decision making.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

School district and IEP parent surveys are used to involve parents in the implementation in the school wide plan. During Open House, the building principal presents Kennedy School mission statement and encourages parental involvement in school wide decision making and activities. Kennedy School has established two family night events - fall and spring - to review and address policies and activities appropriate for our varied population.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are surveyed throughout the school year to be involved in the school wide plan and Kennedy School vision.

School Improvement Plan

Kennedy Center

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	No	Kennedy School does not receive Title 1 funding.	

School Improvement Plan

Kennedy Center

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Kennedy receives 31A funding for Art and Music Therapies.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The plan will be evaluated through parental surveys.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The school wide program will be evaluated through parent surveys, IEP meeting dialogue, and fall and spring Teacher/Parent conferences.

The results of these will be evaluated through the BTN team to improve parental involvement and the school wide program.

8. Describe how the school-parent compact is developed.

N/A

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	Kennedy School does not receive Title 1 funding therefore we do not have a School-Parent Compact.	

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Progress reports and narratives updating IEP goals and objectives are provided at marking periods (quarterly). MI-Access reports are sent to parents.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Kennedy School is a separate special education facility. Project Find locates preschool aged children with severe cognitive and/or physical disabilities in the community and refers them to Kennedy School or the Frost preschool program in the Pontiac School District.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Through Project Find, educators and community resources work together to provide support which may include Speech and Language services, Occupational and/or Physical therapies.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Kennedy School has monthly Building Turnaround Network meetings where we utilize the problem solving protocol to address academic assessments. Additionally, we collaborate through Instructional Learning cycles and Professional Learning Communities.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Kennedy School utilizes the Brigance, ILC/PLC data and IEP data to analyze student progress. Through the problem solving protocol, teachers are able to identify students' strengths and weaknesses. Once the problem solving is completed, and action plan is created.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

All of our students are certified in special education with a range of moderately to severely impaired. Kennedy School strives to achieve academic achievement over time. Students at Kennedy School take MI-Access until age 18.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

All students receive additional assistance based on their individual goals from their IEP. In addition Kennedy School groups students for maximum effectiveness in academic instruction.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All students individual needs are addressed through their IEP's. Instruction is differentiated for all throughout the day.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

FEDERAL

IDEA - (Special Education Funding)

- a. Special Education Psychologists (SW9)
- b. Special Education Speech and Language Pathologists (SW9)
- c. Special Education Social Workers (SW9)

School Nutrition Program (SNP) and Community Eligibility Programs (CEP)

- a. During the Day Breakfast and Lunch FREE for all students

STATE/LOCAL

Section 31a

- a. Art and Music Therapy (SW1-10)

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Kennedy School will utilize Art and Music Therapist (Section 31a) to accomplish all of the school-wide components. We know that each of these opportunities will improve student achievement with MI-Access and pre/post ILC results. IDEA funds were used to create a Vocational classroom lab (PAES) to increase our adult students universal worker skills and fulfill transition requirements. Local resources (Oakland Schools) also provided Professional Development in the areas of Emergent Literacy and Math Trajectories throughout the school year. It is the goal to hire 100% highly qualified teachers in all of our classrooms.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Kennedy School has a vocational program and a PAES lab to teach universal worker skills which was provided through IDEA funds. Students may also access Department of Human Resources for housing, food stamps or other programs to assist students or families. Michigan Rehabilitation Services are also available to students for job training and classes. Students also receive a daily free breakfast and lunch through the School Nutrition Program (SNP) and Community Eligibility Provision Program (CEP).

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Annually, Kennedy School evaluates the schoolwide program through surveys taken by all staff. Once evaluations are completed, staff reviews the results and completes the action plan for the following school year.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The results generated from the MI-Access testing, IEP goal achievement, ILC data as well as Brigance Assessments drive the instruction for all the students.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Analyzing the data collected from Assessments.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Teachers' continuous examination of student data to modify and deliver quality instruction ensures continuous improvement of all students. Professional Development in the areas of Emergent Literacy and Math Trajectories throughout the school year helped teachers improve their quality of instruction.

School Improvement Plan 2019-2020

Overview

Plan Name

School Improvement Plan 2019-2020

Plan Description

School Improvement Plan 2019-2020

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	Increase the involvement of all Kennedy students in the general education curriculum.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$36000
2	Students will use individualized, adaptive, functional reading skills in their daily lives.	Objectives: 2 Strategies: 4 Activities: 11	Academic	\$7600
3	All students will apply developmentally appropriate functional math skills in their daily lives.	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$14000
4	The School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.	Objectives: 3 Strategies: 7 Activities: 17	Organizational	\$1000
5	The School will establish an academically and socially supportive learning environment.	Objectives: 2 Strategies: 3 Activities: 11	Organizational	\$1000

Goal 1: Increase the involvement of all Kennedy students in the general education curriculum.

Measurable Objective 1:

collaborate to ensure that all Kennedy students will achieve according to their developmentally appropriate potential by 06/28/2019 as measured by assessment data.

Strategy 1:

Instructional - All staff will understand how to utilize developmentally appropriate instructional strategies to enable students to achieve their full potential and/or greatest independence.

Category: Other - Special Education Facility

Research Cited: Hattie, J.A.C. (2009) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Hattie, J.A.C. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Tier: Tier 1

Activity - Karen Erickson Reading for Students with Moderate to Severe Disabilities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Karen Erickson and David Koppenhaven's Reading for students with significant disabilities reading program in every classroom	Academic Support Program	Tier 1	Getting Ready	01/01/2019	06/30/2020	\$10000	Section 31a	All Kennedy Staff and Classrooms (180 and 200 day programs)

Activity - Effective Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Kennedy Center

Teachers will develop academic intervention plans, using ILC/PLC and IEP data, that utilize effective feedback with data collection for students who are not showing adequate progress on IEP goals	Academic Support Program	Tier 3	Implement	09/04/2018	06/28/2019	\$0	No Funding Required	All instructional staff
---	--------------------------	--------	-----------	------------	------------	-----	---------------------	-------------------------

Activity - Michigan Content Standards (Common Core and Common Core Essential Elements), Career and Employability Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Michigan Content Standards, including Common Core and Common Core Essential Elements, and Employability Content Standards to plan lessons throughout the Kennedy program, as evidenced in students' IEPs or in teacher lesson plans.	Academic Support Program	Tier 1	Monitor	09/03/2018	06/28/2019	\$0	No Funding Required	All Kennedy instructional staff

Activity - AAC & Language Device (Augmentative and Alternative Communication)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate AAC (specifically the Core Vocabulary) into all aspects of the curriculum to promote communication for students who are non-verbal or have limited verbal skills.	Behavioral Support Program, Materials, Academic Support Program	Tier 1	Monitor	09/03/2018	06/28/2019	\$1000	Section 31a	All instructional staff

Measurable Objective 2:

collaborate to ensure that all Kennedy students will increase their knowledge of their daily living environment and increase their adaptive living skills by 06/30/2020 as measured by assessment data.

Strategy 1:

Lesson Planning and Implementation of Best Practices - Teachers will provide students with opportunities to participate in developmentally appropriate aspects of the general education curriculum through consistency in lesson planning and implementation of best practices in instruction throughout the school.

Category: Other - Center Based Learning

School Improvement Plan

Kennedy Center

Research Cited: Hattie, J.A.C. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge
Schmoker, M (2011). Focus: Elevating the essentials to radically improve student learning. Alexandria, VA: ACSD.

Tier: Tier 1

Activity - Data Collection and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning teams will understand individual student needs through appropriate data collection and assessment (e.g., Instructional Learning Cycles/Professional Learning Communities)	Teacher Collaboration	Tier 1	Evaluate	08/17/2015	06/28/2019	\$0	No Funding Required	All Kennedy instructional staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development that will prepare them to meet student needs, specifically in the areas of Accessible Math and Math Trajectories; and Karen Erickson's Reading for Students with Moderate to Significant Disabilities.	Professional Learning	Tier 1	Evaluate	09/03/2018	06/30/2020	\$10000	Section 31a	All Kennedy instructional staff

Activity - Collaborative Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively develop lesson plans using an agreed upon format to promote consistency throughout each program component.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2020	\$0	No Funding Required	All Kennedy teachers

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Kennedy Center

Interactive technology and Assistive Technology will be integrated into all aspects of the curriculum to promote increased student learning. (Promethean Board and tablets)	Technology	Tier 1	Implement	08/17/2015	06/30/2020	\$12000	Section 31a	Kennedy administrat or and all Kenendy instructiona l staff
---	------------	--------	-----------	------------	------------	---------	-------------	---

Status	Progress Notes	Created On	Created By
In Progress	Not all staff has access to technology at this time.	May 03, 2018	Ms. Jaronique D Devezin

Activity - Vocational Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide all students with opportunities to participate in Community Based Instruction (CBI) and Work Based Learning.(WBL) learning experiences.	Career Preparation /Orientation	Tier 1	Evaluate	08/17/2015	06/30/2020	\$3000	Other	All Kennedy instructional staff

Activity - Real World Training Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with community partners to offer students real world training opportunities (e.g., access public transportation, self-advocacy, employability, nutrition, and finance).	Community Engagement	Tier 1	Evaluate	08/17/2015	06/30/2020	\$0	No Funding Required	All Kenendy18 0 Day program instructional staff

Status	Progress Notes	Created On	Created By
In Progress	All staff needs more access to these opportunities	May 03, 2018	Ms. Jaronique D Devezin

Goal 2: Students will use individualized, adaptive, functional reading skills in their daily lives.

Measurable Objective 1:

25% of Students with Disabilities students will demonstrate a proficiency in their functional reading skills by interacting with books, periodicals and/or magazines daily in English Language Arts by 06/28/2019 as measured by common formative assessments. .

Strategy 1:

Sustained Silent Reading (SSR) - Teachers will use approximately ten minutes per day to model Sustained Silent Reading (SSR) aligned with the Michigan Content Expectations (EGLCEs) to increase student exposure to and proficiency in literacy.

Category:

Research Cited: Hattie, J.A.C. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. Alexandria, VA: ACSD.

Tier:

Activity - Electronic/Online story books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Electronic/Online story books and other interactive technology to increase student exposure to literacy.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$2000	General Fund	All Kennedy instructional staff

Activity - ADL and Vocational Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate a variety of media in their ELA curriculum to increase student exposure and comprehension utilizing Karen Erickson's literacy for students with moderate to significant learning disabilities model.	Academic Support Program	Tier 2	Monitor	08/17/2015	06/28/2019	\$1000	Section 31a	All Kennedy 180- Day instructional staff

School Improvement Plan

Kennedy Center

Activity - Effective Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Effective Feedback with data collection to increase student growth.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	No Funding Required	All Kennedy instructional staff

Strategy 2:

Monthly Teacher Literacy Meetings - Teachers will collaborate to promote visual learning opportunities for students in educational and home environments.

Category: Learning Support Systems

Research Cited: Hattie, J.A.C. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Hattie, J.A.C. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Tier: Tier 1

Activity - Monthly Communications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explore monthly scholastic newsletters in the classroom and send home to engage students in current events.	Community Engagement	Tier 1	Monitor	08/17/2015	06/30/2017	\$3000	Other	Kennedy instructional staff

Activity - Guest Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will invite guest readers to participate in classroom reading activities.	Community Engagement	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	Kennedy instructional staff

School Improvement Plan

Kennedy Center

Measurable Objective 2:

25% of Students with Disabilities students will demonstrate a proficiency in literacy skills by improving word recognition, horizontal eye movement, and one-on-one word correspondence with 80% accuracy in English Language Arts by 06/28/2019 as measured by common formative assessments.

Strategy 1:

Encourage and Improve Letter/Word Skills - Teachers will use visual learning in teaching letter/word skills, aligned with Michigan Curriculum Content Standards, to enhance student retention and reading comprehension.

Category:

Research Cited: Hattie, J.A.C. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Hattie, J.A.C. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Ainsworth, L. and Viegut, D. (2006). Common formative assessments: How to connect standards-based instruction and assessment. Thousand Oaks, CA: Corwin Press.

Tier:

Activity - Functional Letter/Word Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use functional letter/word manipulatives to improve word recognition skills.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	No Funding Required	All Kennedy instructional staff

Activity - Core Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement core vocabulary by using AAC Devices and through the use of Karen Erickson's Reading Program.	Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$0	No Funding Required	All Kennedy Staff

Activity - Tar-Heel Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Kennedy Center

Teachers will utilize Tar-Heel Reader for students to create and print their own books.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$300	Other	Kennedy instructional staff
---	--------------------------	--------	---------	------------	------------	-------	-------	-----------------------------

Strategy 2:

Parent Involvement - Teachers will improve dialogue with parents through correspondence, transferring resources, techniques, and publishing evidence of student achievement.

Category:

Research Cited: Hattie, J.A.C. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Wellman, B. and Lipton, L. (2004). Data-driven dialogue: A facilitator's guide to collaborative inquiry. Sherman, CT: MiraVia, LLC.

Tier:

Activity - Make-It and Take-It Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to complete Make-It and Take-It books (including Tar-Heel Reader) to increase their engagement in literacy.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$300	Other	Kennedy instructional staff

Activity - Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will encourage parents and caregivers to participate in parent night activities.	Parent Involvement	Tier 1		08/17/2015	06/30/2017	\$1000	Other	All Kennedy staff

Activity - Utilize Public Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Kennedy Center

Teachers will encourage parents to utilize public libraries, and other community resources to increase student literacy.	Parent Involvement	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	No Funding Required	All Kennedy Staff
--	--------------------	--------	----------	------------	------------	-----	---------------------	-------------------

Goal 3: All students will apply developmentally appropriate functional math skills in their daily lives.

Measurable Objective 1:

25% of Students with Disabilities students will demonstrate a proficiency in functional math skills by 25% at their appropriate developmental level in Mathematics by 06/30/2017 as measured by standardized, district and informal data assessment.

Strategy 1:

Differentiated Instruction, Response to Intervention, Effective Feedback - Teachers will use differentiated instruction, response to intervention, effective feedback designed to meet the needs, interests, and aptitudes of individual students to become assesement capable learners.

Category:

Research Cited: Hattie, J.A.C. (2009) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Hattie, J.A.C. (2012). Visible learing for teachers: Maximizing impact on learning. New York, NY: Routledge.

Tier:

Activity - Effective Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop academic intervention plans based on ILC/PLC and IEP data that utilize effective feedback with data collection for students who are not showing adequate progress on IEP goals	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/29/2018	\$0	No Funding Required	All Kennedy staff

School Improvement Plan

Kennedy Center

Activity - Know, Understand, Do (KUD) Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively develop lesson plans using KUD format to promote consistency throughout each program component (SXI, SCI, CI).	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	All Kennedy instructional staff

Activity - Task Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize task analysis and data collection to identify and monitor individual student progress based on Individualized Education Program (IEP) goals.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	No Funding Required	All Kennedy instructional staff

Activity - Common Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement pre-, mid-, and post- assessments. They will modify and adapt their lesson plans as indicated by student growth.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	All Kennedy instructional staff

Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technology into the math skills curriculum to enhance student learning; and teacher leaders will develop a rotating schedule for all teachers to access and utilize the available technology resources.	Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$12000	Section 31a	All Kennedy instructional staff

Measurable Objective 2:

25% of Students with Disabilities students will demonstrate a proficiency in math by engaging in developmentally appropriate activities to reinforce the comprehension and integration of math concepts in the area of daily living skills in Mathematics by 06/30/2017 as measured by the progress toward IEP goals.

Strategy 1:

Utilization of Assessments - Teachers will utilize assessments based on Extended Michigan Curriculum Content Expectations (EGLCE's) framework to inform instruction and increase proficiency.

Category:

Research Cited: Ainsworth, L. and Viegut, D. (2006). Common formative assessments: How to connect standards-based instruction and assessment. Thousand Oaks, CA: Corwin Press.

Reeves, D.B. (2009). Leading change in your school: How to conquer myths, build commitment, and get results. Alexandria, VA: ASCD.

Wellman, B. and Lipton, L. (2004). Data-driven dialogue: A facilitator's guide to collaborative inquiry. Sherman, CT: Mira Via, LLC.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ a variety of differentiated instructional strategies, including in-school vocational activities and community based instruction, and use common formative assessments to measure student achievement.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/29/2018	\$0	No Funding Required	All Kennedy instructional staff.

Activity - Instructional Learning Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will seek the additional resources to support the integration and effective use of interactive technology and develop a rotating schedule for all teachers to access and utilize the available technology.	Technology	Tier 1	Implement	08/17/2015	06/30/2017	\$0	No Funding Required	School leaders

School Improvement Plan

Kennedy Center

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will provide appropriate technology professional development as well as Accessible Math Professional Development for staff to ensure that all staff is trained on implementing new technology and math instruction that is accessible to all students.	Professional Learning	Tier 1	Implement	08/17/2015	06/29/2018	\$0	No Funding Required	School leaders, all Kennedy staff

Activity - Interactive Math Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math activities which are incorporated into various areas of instruction	Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$2000	General Fund	All Kennedy Program Staff

Goal 4: The School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Measurable Objective 1:

demonstrate a proficiency in teacher effectiveness by 06/30/2017 as measured by at least 75% of teachers rated as effective or highly effective on professional competencies as measured by the district's educator evaluation.

Strategy 1:

Collaborative evaluation process - School leader will use a collaborative process for evaluating teachers that incorporates student growth as a significant factor and identifies strategies to support ongoing practice.

Category: School Culture

School Improvement Plan

Kennedy Center

Research Cited: Richard DuFour: What It Takes : How a Professional Learning Community Repsonds When Kids Don't Learn

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job-embedded Professional Development (elements of effective instruction & protocols/processes for improving instruction): Culturally responsive teaching, data analysis, PLC/ILC, Visible Learning (Hattie), KUD lesson planning, teacher self-reflection and goal setting, Specialized Curriculum	Professional Learning	Tier 1		08/17/2015	06/30/2017	\$0	No Funding Required	School leader and teachers

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation of teachers, Pre-Observation Conference, Post-Observation Conference, PLC/ILC	Policy and Process	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School Administrator

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mid-year Goal progress update, Final Evaluation Conferences	Policy and Process	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School Administrator

Strategy 2:

Identify and Reward Effective Teachers - The school leader will identify and reward teachers who have been found to be effective at raising student achievement.

Category:

Tier:

School Improvement Plan

Kennedy Center

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader will develop creative rewards and utilize effective feedback to recognize highly effective teachers.	Other - School Climate and Culture	Tier 1	Implement	08/17/2015	06/30/2017	\$0	No Funding Required	School administrator/leader

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leader/administrator will recognize staff daily during Teacher Appreciation Week; at Staff Appreciation Luncheon twice per year; and at the Annual Community Stakeholder Recognition Event.	Other	Tier 2	Implement	08/17/2015	06/28/2019	\$0	No Funding Required	School Administrator/Leader

Strategy 3:

Job-embedded Professional Development - The School will establish a system of on-going, high quality, job-embedded professional development that is based on research and aligns with the needs of students and staff.

Category:

Research Cited: Richard DuFour, What It Takes: How a Professional Learning Community Responds Whe Kids Don't Learn

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leader will establish PLCs within their schools to engage in job-embedded professional development to ensure implementation of the SIP	Professional Learning	Tier 1	Implement	08/17/2015	06/30/2017	\$0	No Funding Required	School leader/administrator and staff

School Improvement Plan

Kennedy Center

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader will utilize Professional Development evaluation form and Perception Survey data to inform effectiveness of topics in supporting staff in implementation of district initiatives.	Professional Learning	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School Leader/Administrator

Strategy 4:

Staff Retention - The School Leader will implement strategies designed to retain staff to meet the needs of students in the District.

Category:

Tier:

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leader will implement strategies to retain staff by providing educational leadership opportunities. The School Leader will create collaborative teams to implement SIP Goals and Objectives.	Recruitment and Retention			08/17/2015	06/30/2017	\$0	No Funding Required	School Leader/Administrator

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leader will monitor teacher attendance as evidenced by sign-in/sign-out sheets for Professional Development and Collaborative Team Logs (PLCs, ILCs).	Recruitment and Retention	Tier 1	Evaluate	08/17/2015	06/28/2019	\$0	No Funding Required	School Staff

School Improvement Plan

Kennedy Center

Activity - Staff Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be recognized monthly with an incentive from building leadership for perfect attendance.	Other - Staff Retention	Tier 1	Getting Ready	09/03/2018	06/28/2019	\$1000	Other	Building leadership

Measurable Objective 2:

collaborate to implement comprehensive instructional reform strategies to strengthen and enrich the academic program for all students and/or specialized instruction for at-risk population by 06/30/2017 as measured by local and standardized assessments.

Strategy 1:

Data Utilization - The School will use data to identify and implement an aligned and research-based instructional program.

Category:

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will establish school-wide Professional Learning Communities to identify developmentally appropriate essential skills and to implement Instructional Learning Cycles to analyze student data and develop plans to increase student growth.	Teacher Collaboration	Tier 1	Monitor	08/17/2015	06/28/2019	\$0	No Funding Required	School Staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will utilize the ILC process to support non-traditional learners through collaborative lesson planning, differentiated instruction and data-driven dialogue.	Teacher Collaboration			08/17/2015	06/28/2019	\$0	No Funding Required	School Staff

School Improvement Plan

Kennedy Center

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will utilize the ILC process to monitor progress and develop interventions to increase student growth and use data analysis of student data to monitor and improve the delivery of instruction.	Teacher Collaboration	Tier 1	Monitor	08/17/2015	06/28/2019	\$0	No Funding Required	School Staff

Strategy 2:

Differentiated Instruction - The School will promote the continuous use of data to inform and differentiated instruction.

Category: Learning Support Systems

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will train teacher leaders who will serve as trainers for Adaptive Schools Training to ensure that ILC meetings are run consistently and with integrity. The School will establish developmentally appropriate assessments to monitor student progress within the ILC/PLC process. The School will design, revise, and select common formative assessments to monitor student progress.	Direct Instruction	Tier 1	Implement	08/17/2015	06/28/2019	\$0	No Funding Required	School staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will implement the Instructional Learning Cycle process to guide lesson planning and instructional delivery. PLCs will use the District's ILC protocol to document student assessment results (pre/post), instructional decisions and intervention plans to address students' needs and teachers' reflections on next steps. The PLCs will meet at least two hours monthly for data analysis.	Direct Instruction	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

School Improvement Plan

Kennedy Center

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will identify monthly outcomes on "essential skills", gather data, review progress, and modify instruction. PLCs will gather, compile, and analyze data to monitor mastery of essential skills.	Direct Instruction			08/17/2015	06/28/2019	\$0	No Funding Required	School staff

Measurable Objective 3:

collaborate to increase learning and teacher collaboration time and family and community engagement by 06/30/2017 as measured by school process indicators and results of staff, student, parent, and/or community surveys.

Strategy 1:

Family-Community Engagement - The School will provide ongoing mechanisms for engagement of families and communities.

Category:

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will participate in professional development throughout the school year on best practice to cultivate caring relationships with families, encourage parents to become actively involved in their child's education and ways to reach out to parents as equal partners. The School will hold regular/frequent meetings with parents/families. The School will inform our community stakeholders of our specialized curriculum during our Fall and Spring Parent Nights.	Community Engagement	Tier 1	Implement	08/17/2015	06/30/2017	\$0	No Funding Required	School staff.

Goal 5: The School will establish an academically and socially supportive learning environment.

Measurable Objective 1:

collaborate to create caring relationships and demonstrate culturally competent understandings and methods when interacting with and/or instructing all students and identified student groups by 06/30/2017 as measured by ten percent or greater rate of increase on surveys, assessments, and identified program and process data.

Strategy 1:

Family-Community Engagement - The School will provide venues to invite active participation and encourage engagement of family and community members in the educational programs of the schools.

Category: School Culture

Research Cited: Sanders, M.G. (2005). Building school-community partnerships: Collaboration for student success. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will conduct surveys on parent perception to inform planning of differentiated programs for parents.	Parent Involvement	Tier 1		08/17/2015	06/30/2017	\$0	No Funding Required	School SI Team

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When preparing documents and resources for parents/families, the school and staff will use parent-friendly language, free of educational jargon, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

School Improvement Plan

Kennedy Center

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Staff will obtain feedback from participants following parent/family workshops and activities and will study the results along with other evidence (i.e. agendas, workshop materials, minutes, attendance data) to evaluate the effectiveness of these activities.	Parent Involvement	Tier 1	Implement	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

Strategy 2:

Effective Behavior Supports - The School will implement effective behavior support systems that are proactive, positive, skill building approaches for the teaching and learning of successful student behaviors to improve the climate and academic culture.

Category:

Research Cited: Luiselli, J.K. , Putnam, R.F., Handler, M.W., & Feinberg, A.B. (2005). Whole school positive behavior support: Effects on student discipline problems and academic performance. *Educational Psychology* 25 (2-3) 183-198.

Hattie, J.A.C.,(2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY; Routledge.

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will maintain the District's disciplinary system, including PBIS support from the PBIS committee.	Behavioral Support Program	Tier 1	Implement	08/17/2015	06/28/2019	\$0	No Funding Required	School staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Kennedy Center

The School Staff will implement the Student Code of Conduct in a consistent and equitable manner. Teachers will teach students classroom rules and routines, monitor student behavior, and implement classroom rules. Teachers will celebrate positive student behaviors by giving relevant incentives and planning activities according to the school's behavior system. Teachers will reward students monthly/weekly. School staff will conduct student involvement activities such as classroom presentations and/or assemblies to remind students about positive school behaviors.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School staff
--	----------------------------	--------	---------	------------	------------	-----	---------------------	--------------

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will teach student conflict resolution skills emphasizing constructive feedback with no tolerance for ridicule.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/PLCs will review students' progress, identify indicators (attendance, failing grades, and discipline referrals) to develop intervention plans and specialized services to support students.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

Activity - Monitoring/Evaluating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/PLCs will utilize SID data to monitor behavior, attendance, and tardiness. The School will partner with DHS to help parents resolve issues of attendance/tardiness. Students will exhibit improved behavior as evidenced through improved attendance/classroom performance and fewer discipline referrals.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

School Improvement Plan

Kennedy Center

Measurable Objective 2:

demonstrate a proficiency in student and staff engagement in learning by 06/30/2017 as measured by a decrease in staff and student absenteeism/tardiness and reductions in the number of discipline infractions and improvements in stakeholder perceptions.

Strategy 1:

Student Re-engagement - School staff will implement strategies designed to re-engage students who are disengaged in school.

Category:

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will establish social skills instruction by designing lessons to provide opportunities for meaningful application of learning Teachers will establish a culture of trust with students, provide support/direction in relationships with students and engage students in decision-making.	Behavioral Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will establish DHS Partnership to work with parents to resolve issues of attendance, tardiness, and case management.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	No Funding Required	School staff

Activity - Staff Attendance Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Kennedy Center

Building leadership will develop and implement monthly incentives for staff perfect attendance.	Other - Staff Engagement/Retention	Tier 1	Getting Ready	09/03/2018	06/28/2019	\$1000	Other	building leadership
---	------------------------------------	--------	---------------	------------	------------	--------	-------	---------------------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Math Activities	Math activities which are incorporated into various areas of instruction	Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$2000	All Kennedy Program Staff
Electronic/Online story books	Teachers will use Electronic/Online story books and other interactive technology to increase student exposure to literacy.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$2000	All Kennedy instructional staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Nights	Teachers will encourage parents and caregivers to participate in parent night activities.	Parent Involvement	Tier 1		08/17/2015	06/30/2017	\$1000	All Kennedy staff
Tar-Heel Reader	Teachers will utilize Tar-Heel Reader for students to create and print their own books.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$300	Kennedy instructional staff
Monthly Communications	Teachers will explore monthly scholastic newsletters in the classroom and send home to engage students in current events.	Community Engagement	Tier 1	Monitor	08/17/2015	06/30/2017	\$3000	Kennedy instructional staff
Staff Attendance	Staff will be recognized monthly with an incentive from building leadership for perfect attendance.	Other - Staff Retention	Tier 1	Getting Ready	09/03/2018	06/28/2019	\$1000	Building leadership
Vocational Programming	Teachers will provide all students with opportunities to participate in Community Based Instruction (CBI) and Work Based Learning.(WBL) learning experiences.	Career Preparation /Orientation	Tier 1	Evaluate	08/17/2015	06/30/2020	\$3000	All Kennedy instructional staff
Make-It and Take-It Books	Teachers will provide opportunities for students to complete Make-It and Take-It books (including Tar-Heel Reader) to increase their engagement in literacy.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$300	Kennedy instructional staff

School Improvement Plan

Kennedy Center

Staff Attendance Incentive	Building leadership will develop and implement monthly incentives for staff perfect attendance.	Other - Staff Engagement/Retention	Tier 1	Getting Ready	09/03/2018	06/28/2019	\$1000	building leadership
----------------------------	---	------------------------------------	--------	---------------	------------	------------	--------	---------------------

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Content Standards (Common Core and Common Core Essential Elements), Career and Employability Standards	Teachers will use the Michigan Content Standards, including Common Core and Common Core Essential Elements, and Employability Content Standards to plan lessons throughout the Kennedy program, as evidenced in students' IEPs or in teacher lesson plans.	Academic Support Program	Tier 1	Monitor	09/03/2018	06/28/2019	\$0	All Kennedy instructional staff
Implementation	Evaluation of teachers, Pre-Observation Conference, Post-Observation Conference, PLC/ILC	Policy and Process	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School Administrator
Task Analysis	Teachers will utilize task analysis and data collection to identify and monitor individual student progress based on Individualized Education Program (IEP) goals.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	All Kennedy instructional staff
Implementation	PLCs will implement the Instructional Learning Cycle process to guide lesson planning and instructional delivery. PLCs will use the District's ILC protocol to document student assessment results (pre/post), instructional decisions and intervention plans to address students' needs and teachers' reflections on next steps. The PLCs will meet at least two hours monthly for data analysis.	Direct Instruction	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School staff
Monitoring/Evaluating	The School Leader will monitor teacher attendance as evidenced by sign-in/sign-out sheets for Professional Development and Collaborative Team Logs (PLCs, ILCs).	Recruitment and Retention	Tier 1	Evaluate	08/17/2015	06/28/2019	\$0	School Staff
Collaborative Lesson Planning	Teachers will collaboratively develop lesson plans using an agreed upon format to promote consistency throughout each program component.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2020	\$0	All Kennedy teachers
Monitoring/Evaluating	The School will utilize the ILC process to monitor progress and develop interventions to increase student growth and use data analysis of student data to monitor and improve the delivery of instruction.	Teacher Collaboration	Tier 1	Monitor	08/17/2015	06/28/2019	\$0	School Staff

School Improvement Plan

Kennedy Center

Differentiated Instruction	Teachers will employ a variety of differentiated instructional strategies, including in-school vocational activities and community based instruction, and use common formative assessments to measure student achievement.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/29/2018	\$0	All Kennedy instructional staff.
Monitoring/Evaluating	PLCs will identify monthly outcomes on "essential skills", gather data, review progress, and modify instruction. PLCs will gather, compile, and analyze data to monitor mastery of essential skills.	Direct Instruction			08/17/2015	06/28/2019	\$0	School staff
Getting Ready	Job-embedded Professional Development (elements of effective instruction & protocols/processes for improving instruction): Culturally responsive teaching, data analysis, PLC/ILC, Visible Learning (Hattie), KUD lesson planning, teacher self-reflection and goal setting, Specialized Curriculum	Professional Learning	Tier 1		08/17/2015	06/30/2017	\$0	School leader and teachers
Professional Development	School leaders will provide appropriate technology professional development as well as Accessible Math Professional Development for staff to ensure that all staff is trained on implementing new technology and math instruction that is accessible to all students.	Professional Learning	Tier 1	Implement	08/17/2015	06/29/2018	\$0	School leaders, all Kennedy staff
Implementation	The School will establish DHS Partnership to work with parents to resolve issues of attendance, tardiness, and case management.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School staff
Effective Feedback	Teachers will develop academic intervention plans, using ILC/PLC and IEP data, that utilize effective feedback with data collection for students who are not showing adequate progress on IEP goals	Academic Support Program	Tier 3	Implement	09/04/2018	06/28/2019	\$0	All instructional staff
Data Collection and Assessment	Professional learning teams will understand individual student needs through appropriate data collection and assessment (e.g., Instructional Learning Cycles/Professional Learning Communities)	Teacher Collaboration	Tier 1	Evaluate	08/17/2015	06/28/2019	\$0	All Kennedy instructional staff
Monitoring/Evaluating	Teachers/PLCs will utilize SID data to monitor behavior, attendance, and tardiness. The School will partner with DHS to help parents resolve issues of attendance/tardiness. Students will exhibit improved behavior as evidenced through improved attendance/classroom performance and fewer discipline referrals.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School staff

School Improvement Plan

Kennedy Center

Getting Ready	The School will establish social skills instruction by designing lessons to provide opportunities for meaningful application of learning Teachers will establish a culture of trust with students, provide support/direction in relationships with students and engage students in decision-making.	Behavioral Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$0	School staff
Getting Ready	The School will establish school-wide Professional Learning Communities to identify developmentally appropriate essential skills and to implement Instructional Learning Cycles to analyze student data and develop plans to increase student growth.	Teacher Collaboration	Tier 1	Monitor	08/17/2015	06/28/2019	\$0	School Staff
Monitoring/Evaluating	Teachers/PLCs will review students' progress, identify indicators (attendance, failing grades, and discipline referrals) to develop intervention plans and specialized services to support students.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School staff
Getting Ready	The School Leader will establish PLCs within their schools to engage in job-embedded professional development to ensure implementation of the SIP	Professional Learning	Tier 1	Implement	08/17/2015	06/30/2017	\$0	School leader/administrator and staff
Monitoring/Evaluating	The school leader will utilize Professional Development evaluation form and Perception Survey data to inform effectiveness of topics in supporting staff in implementation of district initiatives.	Professional Learning	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School Leader/Administrator
Getting Ready	The School will participate in professional development through out the school year on best practice to cultivate caring relationships with families, encourage parents to become actively involved in their child's education and ways to reach out to parents as equal partners The School will hold regular/frequent meetings with parents/families. The School will inform our community stakeholders of our specialized curriculum during our Fall and Spring Parent Nights.	Community Engagement	Tier 1	Implement	08/17/2015	06/30/2017	\$0	School staff.
Implementation	When preparing documents and resources for parents/families, the school and staff will use parent-friendly language, free of educational jargon, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School staff
Getting Ready	The School will maintain the District's disciplinary system, including PBIS support from the PBIS committee.	Behavioral Support Program	Tier 1	Implement	08/17/2015	06/28/2019	\$0	School staff

School Improvement Plan

Kennedy Center

Implementation	The School Staff will implement the Student Code of Conduct in a consistent and equitable manner. Teachers will teach students classroom rules and routines, monitor student behavior, and implement classroom rules. Teachers will celebrate positive student behaviors by giving relevant incentives and planning activities according to the school's behavior system. Teachers will reward students monthly/weekly. School staff will conduct student involvement activities such as classroom presentations and/or assemblies to remind students about positive school behaviors.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School staff
Getting Ready	The School Improvement Team will conduct surveys on parent perception to inform planning of differentiated programs for parents.	Parent Involvement	Tier 1		08/17/2015	06/30/2017	\$0	School SI Team
Implementation	The School will utilize the ILC process to support non-traditional learners through collaborative lesson planning, differentiated instruction and data-driven dialogue.	Teacher Collaboration			08/17/2015	06/28/2019	\$0	School Staff
Core Vocabulary	Teachers will implement core vocabulary by using AAC Devices and through the use of Karen Erickson's Reading Program.	Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$0	All Kennedy Staff
Functional Letter/Word Manipulatives	Teachers will use functional letter/word manipulatives to improve word recognition skills.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	All Kennedy instructional staff
Getting Ready	The School will train teacher leaders who will serve as trainers for Adaptive Schools Training to ensure that ILC meetings are run consistently and with integrity. The School will establish developmentally appropriate assessments to monitor student progress within the ILC/PLC process. The School will design, revise, and select common formative assessments to monitor student progress.	Direct Instruction	Tier 1	Implement	08/17/2015	06/28/2019	\$0	School staff
Monitoring/Evaluating	Mid-year Goal progress update, Final Evaluation Conferences	Policy and Process	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School Administrator
Common Formative Assessment	Teachers will implement pre-, mid-, and post-assessments. They will modify and adapt their lesson plans as indicated by student growth.	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	All Kennedy instructional staff
Guest Readers	Teachers will invite guest readers to participate in classroom reading activities.	Community Engagement	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	Kennedy instructional staff

School Improvement Plan

Kennedy Center

Effective Feedback	Teachers will develop academic intervention plans based on ILC/PLC and IEP data that utilize effective feedback with data collection for students who are not showing adequate progress on IEP goals	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/29/2018	\$0	All Kennedy staff
Implementation	School staff will teach student conflict resolution skills emphasizing constructive feedback with no tolerance for ridicule.	Behavioral Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	School staff
Monitoring/Evaluating	The School Staff will obtain feedback from participants following parent/family workshops and activities and will study the results along with other evidence (i.e. agendas, workshop materials, minutes, attendance data) to evaluate the effectiveness of these activities.	Parent Involvement	Tier 1	Implement	08/17/2015	06/30/2017	\$0	School staff
Implementation	The School Leader/administrator will recognize staff daily during Teacher Appreciation Week; at Staff Appreciation Luncheon twice per year; and at the Annual Community Stakeholder Recognition Event.	Other	Tier 2	Implement	08/17/2015	06/28/2019	\$0	School Administrator/Leader
Utilize Public Libraries	Teachers will encourage parents to utilize public libraries, and other community resources to increase student literacy.	Parent Involvement	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	All Kennedy Staff
Real World Training Opportunities	Teachers will collaborate with community partners to offer students real world training opportunities (e.g., access public transportation, self-advocacy, employability, nutrition, and finance).	Community Engagement	Tier 1	Evaluate	08/17/2015	06/30/2020	\$0	All Kennedy 180 Day program instructional staff
Getting Ready	The school leader will develop creative rewards and utilize effective feedback to recognize highly effective teachers.	Other - School Climate and Culture	Tier 1	Implement	08/17/2015	06/30/2017	\$0	School administrator/leader
Effective Feedback	Teachers will use Effective Feedback with data collection to increase student growth.	Academic Support Program	Tier 1	Evaluate	08/17/2015	06/30/2017	\$0	All Kennedy instructional staff
Know, Understand, Do (KUD) Lesson Plans	Teachers will collaboratively develop lesson plans using KUD format to promote consistency throughout each program component (SXI, SCI, CI).	Academic Support Program	Tier 1	Monitor	08/17/2015	06/30/2017	\$0	All Kennedy instructional staff
Implementation	The School Leader will implement strategies to retain staff by providing educational leadership opportunities. The School Leader will create collaborative teams to implement SIP Goals and Objectives.	Recruitment and Retention			08/17/2015	06/30/2017	\$0	School Leader/Administrator

School Improvement Plan

Kennedy Center

Instructional Learning Lab	School leaders will seek the additional resources to support the integration and effective use of interactive technology and develop a rotating schedule for all teachers to access and utilize the available technology.	Technology	Tier 1	Implement	08/17/2015	06/30/2017	\$0	School leaders
----------------------------	---	------------	--------	-----------	------------	------------	-----	----------------

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Karen Erickson Reading for Students with Moderate to Severe Disabilities	Teachers will implement Karen Erickson and David Koppenhaven's Reading for students with significant disabilities reading program in every classroom	Academic Support Program	Tier 1	Getting Ready	01/01/2019	06/30/2020	\$10000	All Kennedy Staff and Classrooms (180 and 200 day programs)
Instructional Technology	Teachers will integrate technology into the math skills curriculum to enhance student learning; and teacher leaders will develop a rotating schedule for all teachers to access and utilize the available technology resources.	Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2017	\$12000	All Kennedy instructional staff
AAC & Language Device (Augmentative and Alternative Communication)	Teachers will integrate AAC (specifically the Core Vocabulary) into all aspects of the curriculum to promote communication for students who are non-verbal or have limited verbal skills.	Behavioral Support Program, Materials, Academic Support Program	Tier 1	Monitor	09/03/2018	06/28/2019	\$1000	All instructional staff
Professional Development	All staff will participate in professional development that will prepare them to meet student needs, specifically in the areas of Accessible Math and Math Trajectories; and Karen Erickson's Reading for Students with Moderate to Significant Disabilities.	Professional Learning	Tier 1	Evaluate	09/03/2018	06/30/2020	\$10000	All Kennedy instructional staff
ADL and Vocational Reading Skills	Teachers will incorporate a variety of media in their ELA curriculum to increase student exposure and comprehension utilizing Karen Erickson's literacy for students with moderate to significant learning disabilities model.	Academic Support Program	Tier 2	Monitor	08/17/2015	06/28/2019	\$1000	All Kennedy 180- Day instructional staff
Technology Integration	Interactive technology and Assistive Technology will be integrated into all aspects of the curriculum to promote increased student learning. (Promethean Board and tablets)	Technology	Tier 1	Implement	08/17/2015	06/30/2020	\$12000	Kennedy administrator and all Kennedy instructional staff