



School Improvement Plan

Kalkaska High School

Kalkaska Public Schools

Mr. John Richard Sattler, Principal
109 N. Birch Street
Kalkaska, MI 49646

TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	22
-----------------------	----

Summary	25
---------------	----

School Additional Requirements Diagnostic

Introduction 27

School Additional Requirements Diagnostic 28

2016-2017 Goals

Overview 31

Goals Summary 32

 Goal 1: All students at Kalkaska High School will be proficient in social studies. 33

 Goal 2: All students at Kalkaska High School will be proficient in science. 33

 Goal 3: All students at Kalkaska High School will be proficient in reading. 34

 Goal 4: All students at Kalkaska High School will be proficient in math. 36

 Goal 5: All students at Kalkaska High School will become proficient writers. 37

Activity Summary by Funding Source 39

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?

Kalkaska Public Schools is a rural school district located in northwest lower Michigan covering 440 square miles - a high percentage of state owned land. The district resides on the US 131 corridor and similar to other districts in this area, has lost significant student population over the past 10 years due to the state's economy.

Kalkaska High School is the only high school and one of six buildings in the district. There are approximately 480 students in the high school and over 1600 in the district. Student population is on the rise. Demographics include a 96% white population and 50% economically disadvantaged population. 25 professional staff service the high school students. KHS functions on a 7 period day which allows students to complete the Michigan Merit Curriculum requirements and take elective courses which enhance their overall educational experience. The community continues to enjoy use of the recently renovated high school facilities which serve as a hub for community activities. We are proud to host academic, athletic and performing arts events which will continue to draw guests from Northern Michigan and beyond. Curriculum changes, improvements, instructional materials and decisions have come from staff, administration, the district school improvement committee, and are presented and approved by the Board of Education.

We continue to have many positive changes in the district and the high school, and the focal point is on growth and success.

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.

Kalkaska High School Vision Statement

The vision of Kalkaska High School is to be a model of education and a source of community pride.

Our vision will be accomplished by:

- Providing a physically safe and well maintained learning environment.
- Providing a relevant and rigorous curriculum.
- Using data to make sound decisions resulting in the development and delivery of educational best practices.
- Teaching students to be productive, contributing citizens in our community.

Kalkaska High School Mission Statement

Kalkaska High School is committed to a total educational program that helps all students master essential skills, communicate effectively, think critically which empowers them to meet the challenges of a rapidly changing global society.

Beliefs Statement

We believe...

- Everyone can learn.
- Every person is to be respected, valued and nurtured.
- The learning environment must be organized, with high expectations for each individual.
- Education improves with student, parent, staff and community involvement.

KHS has high expectations for all students and offers a variety of curriculum options for students to succeed toward completion of the Michigan Merit Curriculum and graduation. KHS offers general and honors courses, special education classes, dual enrollment, direct credit, Advanced Placement options, and Traverse Bay Area Intermediate Career Technical Center vocational courses.

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.

Some notable achievements in the past 3 years include: higher reading scores as a result of RAISE training implementation, hosting the Lake Michigan Conference Honors Band, Arts Showcase and Academic Top 12. Because of the new facility improvements, the Theater program has flourished. This past school year, the community passed a bond to provide much needed technology updates.

Student achievement remains the focus of the high school and all the buildings in the district. KHS has seen continued growth in all areas of the Michigan Merit Exam. Most scores are at or above state and national averages, except in math. Strategies are in place to improve scores in reading, writing, science, social studies and math.

Additional Information

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

Kalkaska High School has a large economically disadvantaged population and this subgroups scores over the years has been well above state averages on state assessments.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders are involved in the improvement process at different levels. There are one to two staff meetings held at KHS each month as well as one Site Advisory /School Improvement Committee meeting. All staff have the opportunity/responsibility to take part in school improvement discussions. Four staff members also represent KHS on the District Curriculum Development Council/School Improvement Committee. Board members are actively involved in planning the 5 Year Plan for the district. Parents and community members are able to attend district level community meetings that take place twice a year at night with food provided and monthly KHS Improvement meetings. Parent input is also taken from board meetings, parent meetings and surveys. Parent/community member information is available at parent/teacher conferences and through social media. Student input is taken from Class and Student Council meetings.

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

Board members develop and update the district 5 year improvement plan. An outside consultant is brought in to help develop this plan. Instructional and administrative staff review and discuss data and help develop the school improvement plan. Parents and community members review data and have input at the District Improvement meetings and voice their concerns at KHS during the year. KHS SI Committee offers opportunities for stakeholders such as, parents, business owners, and community members to have a voice in developing the school improvement plan.

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 KHS SI Plan is communicated each year in the Annual Report to the public. The AdvancEd QAR team met with community members to review school updates and to keep the public informed. Also the district 5 year plan is developed in public by the Kalkaska Board of Education with input from various stakeholders. The District SI Plan was developed at night meetings and communicated on the districts website. The new District School Improvement Committee, which includes the Curriculum Development Council, will meet monthly to keep stakeholders up to date.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment has increased at the high school over the past two years. Yet with class sizes up, the increased costs of running a district has led to staffing cuts.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Student attendance at KHS is above 90% although attendance has a direct correlation with those students that are not achieving. Many of these students/families live a distance from school. Also, some families do not see education as a valuable tool for their child's future success.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Data shows a decrease in referrals, suspensions and expulsions.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Continue positive administration to teacher and teacher to student/parent relationships. Increase parent communication through a variety of media.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We have had two veteran English teachers leave this summer to take teaching positions closer to home. This could have a major impact on student achievement in the areas of Reading and Writing.

That being said, we have a nice mix of experience, enthusiasm and collegiality.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Teaching experience is mixed although most staff have between 5 - 15 years of experience. We have a nice mix of young teachers and veterans, this should have a positive impact on our students.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

School leaders are dedicated and miss few days of school. This has a positive effect on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We have offered fewer professional development days for teaching staff during the school year. This has a positive impact on learning because the class teacher is not absent as often. Teacher attendance overall is positive. Statistics have shown that student achievement is affected whenever the teacher of record is not in the classroom.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The KHS staff is professional and overall low numbers using sick/PD days. Administration has cut back on sending more staff to the same PD workshops.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Excellent areas - Purpose and Direction, Governance and Leadership, Resources and Support Systems

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Using standardized test results for Continuous Improvement.

12. How might these challenges impact student achievement?

There is a direct correlation - teachers assessing daily and using results to update teaching and impacting student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Professional Learning Community (PLC) time is presently in our PLAN and supported by the Master Agreement. Colleagues share data and insight to improve test results.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Counselors meet with students for academic, emotional, and social support. Students that are at-risk are reviewed at Child Study meetings and PLC's. Individualized Education Plans are reviewed along with possible options - Inclusion classes, Support class, Homework Lab, Odyssey computer classes, and summer school.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

After school Homework Lab, summer school and on-line classes are available to all 9-12

grade students. Internships and dual enrollment are available options also. The Career Technology Center is an option for students in 11th
SY 2016-2017

and 12th grade. We also allow seniors to earn high school credit for qualified school to work experiences.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are discussed at PLC meetings and also directly with counselors. Criteria includes; the at-risk document which takes into consideration - test scores at previous levels, and other factors including attendance, discipline, grades and transcripts. Information is available in the daily announcements, class meetings, the district website, Facebook pages, and also in meetings with parents - Parent/Teacher conferences, parent/counselor/administrator meetings.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Teacher lesson plans, administrator observations, department and PLC meetings, meeting with the Middle School - vertical alignment, regional (ISD) content meetings.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

MIPHY results were reviewed by administration, staff, Site Advisory Committee, Teen health Advisory Council and District and School Wellness Committees. Information is also covered in health and Physical Education classes. Areas of concern are discussed, along with counselor interventions and all school assemblies.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

KHS was above the state averages and above the target on previous Michigan Merit Exam results. All teachers are trained using RAISE strategies. Student and staff surveys indicate positive results.

19b. Reading- Challenges

Although our numbers are positive, we are always looking to decrease the numbers in the lowest levels - 3 and 4, and our special education population.

19c. Reading- Trends

SAT and MME Reading scores have increased each year for a number of years

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Continue using RAISE strategies which is in-line with our School Improvement Plan strategies of Vocabulary Programs and Reciprocal Teaching.

20a. Writing- Strengths

Writing has been a positive area at KHS according to recent Michigan Merit Exam scores. We are above our target and above state averages. Male and female results are positive as are our economically disadvantaged population scores.

20b. Writing- Challenges

Students come to the high school with limited writing skills. We also lost 2 highly effective English teachers this past summer.

20c. Writing- Trends

The 5 year trend shows an increase in MME Writing scores. Level 1 scores are below state average.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing is a goal in our School Improvement Plan. Strategies are discussed at PLC's and included in our SIP to overcome our challenges.

21a. Math- Strengths

Teachers have become more well rounded in their instruction because of all the training they received in the Balanced Math program. All teachers have gone through extensive professional development training.

21b. Math- Challenges

Math scores have consistently been below state averages and our target. This area has been our weakest over the years.

21c. Math- Trends

This has been Kalkaska High School's lowest area over the years - consistently below state averages, and our target. Gender results are both below.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This area continues to be addressed in our School Improvement Plan. Self reporting grades along with counselor meetings and web-based programs are a few of the strategies used to increase our deficiencies. The district has recognized this concern - teachers have gone to multiple PD sessions, more time is being spent in elementary and Middle School classes, and the new district focus is on the "Balanced Math" program.

22a. Science- Strengths

Over the years this has been our strongest department along with student achievement. Again they had the highest scores on this year's standardized tests.

22b. Science- Challenges

Although better than state averages, student achievement can improve in levels 3 and 4.

22c. Science- Trends

Consistently above state and national averages.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Science is addressed in our School Improvement Plan. Vocabulary programs and Reciprocal Teaching strategies can help with reading comprehension and student achievement.

23a. Social Studies- Strengths

Social studies scores are around state averages year in and year out. Our economically disadvantaged population scores are above average.

23b. Social Studies- Challenges

We would like to see the female scores numbers in Levels 3 and 4

23c. Social Studies- Trends

Scores are at state averages. Males consistently score above females.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Social studies is currently a goal in our SIP. We plan to continue with RAISE strategies in the classroom which go along with our SIP strategies of Vocabulary programs and Reciprocal Teaching.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Students report high expectations by staff, teachers and counselors.

Staff working together to benefit students, resources available and activities for students to participate in. From senior interviews - Safe environment, Relationships with teaching staff and counselors, New building additions.

24b. Student Perception Data

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

Student concerns - with "fairness" and applying rules to all students. Teacher "favoritism" is also mentioned in the comments section.

Students were toughest on themselves - rating themselves low on respect/treatment of staff and others. From senior interviews - math and student lunches remain a concern.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Student input surveys and opinions from school groups - Student Council, National Honor Society, class meetings, Peer to Peer and students during the lunch period. Other actions include - new staff, motivation techniques, high expectations, and making connections in math.

Documentation, early involvement and interventions concerning student relationships. Student and food service discussion to enhance the lunch menu.

25a. Parent/Guardian Perception Data

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

Survey - Purpose and Direction, Governance and Leadership, and Resources and Support. Prior surveys and AdvancEd QAR and stakeholders meeting - Positive relations with staff, safe environment, challenging curriculum.

25b. Parent/Guardian Perception Data

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

Communication of goals, being informed by teachers, and individualizing instruction. Concern from parent discussions and stakeholders meeting is math department success.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Increase the use of available media to enhance communication with parents - PowerSchool, Facebook, SchoolConnects. Continue to meet with parents on all concerns. Use of Bullying Form to document instances and all actions taken on issues.

26a. Teacher/Staff Perception Data

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

Staff survey is very positive -ex. safe environment and good working relationship with principal.

26b. Teacher/Staff Perception Data

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

Survey - teachers were toughest on themselves; knowing "all" students, professional learning for "all" staff, "all" personnel engage families. PLC's - although improving, there is still a concern over student achievement in math. From site advisory and staff meetings - the new observation and evaluation system. Food service - healthy choices.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Staff meetings and PLC time to use the "team" approach to overcoming our challenges and reaching our goals. Administration has been through pre and post observation conferences with staff and performed a number of classroom observations and put staff concerns at ease. Discussions with the Food Service Director for healthy options.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Stakeholders have positive relations with staff and feel the building is a safe environment. Stakeholders also like the amount of class choices we offer at the high school.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Communication of goals, being informed by teachers, individualizing instruction. Also, math department success.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Increase the use of available media to enhance communication with parents and community members - PowerSchool, Facebook, SchoolConnects. Continue to meet with parents, community members, community groups on all concerns. Use of Bullying Form to document instances and all actions taken on issues.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Overall there is a positive outlook and climate regarding Kalkaska High School - staff, students, parents and community members. Enrollment has stabilized and students attend school. Reading, Writing and Science scores are good. Funding is a concern and could lead to cuts. Math scores continue to be a concern and are being addressed at all levels of the district. Parents want more communication between the school and home.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Overall the perception of KHS is very good but there are some areas of concern. Math scores continue to be our lowest area. This is a concern district-wide. There is also a direct correlation between student attendance and grades. Funding concerns could also have an impact on staffing and support.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Five goals are addressed in our School Improvement Plan. Our main strategy and activities focus on RAISE strategies to help students become better readers and comprehend what is being asked. Math is a concern in all district schools. We are going to continue to use the strategies of "Balanced Math" for the upcoming school year to help students with math instruction.

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

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Only at the elementary levels	

Label	Assurance	Response	Comment	Attachment
2.	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	This report can be found on the district website.	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Each year counselors work with all students to update their EDP.	

Label	Assurance	Response	Comment	Attachment
5.	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	In Board Policy - (NEOLA). Can be found on website - kpschools.com	

Label	Assurance	Response	Comment	Attachment
6.	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	Ms. Karen Sherwood Superintendent 315 S. Coral St. Kalkaska, Michigan 49646-0580 (231) 258-9109	

School Improvement Plan

Kalkaska High School

Label	Assurance	Response	Comment	Attachment
7.	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	In Board Policy - (NEOLA). Can be found on website - kpschools.com - Policy 2112 - Parent Involvement in the School Program	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	KHS is reviewing School-Parent Compacts from other buildings in the district.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	All School Improvement Documents, Plans and Schedules are listed on the District website - kpschools.com	

2016-2017 Goals

Overview

Plan Name

2016-2017 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Kalkaska High School will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	All students at Kalkaska High School will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	All students at Kalkaska High School will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$400
4	All students at Kalkaska High School will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$118000
5	All students at Kalkaska High School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$400

Goal 1: All students at Kalkaska High School will be proficient in social studies.

Measurable Objective 1:

A 11% increase of Eleventh grade students will demonstrate a proficiency on the state assessment in Social Studies by 06/15/2017 as measured by scores on the state assessment. .

Strategy 1:

Reciprocal teaching - All staff will model and use cognitive strategies such as summarizing, questioning, clarifying, and predicting. Students take turns sharing information and developing a dialogue in these activities.

Category:

Research Cited: Rosenshine and Meister 1994, John Hattie - Visible Learning

Tier:

Activity - Literacy strategies in the content area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All KHS staff will receive continued training in metacognitive reading and writing strategies.	Professional Learning			08/28/2013	06/15/2017	\$0	No Funding Required	TBA staff and KHS literacy lead teachers.

Strategy 2:

Vocabulary programs - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words and provide definitional and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.

Category:

Research Cited: Stahl and Fairbanks (1986), Hattie, Visible Learning, 2009

Tier:

Activity - Vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All KHS staff will receive continued training in development of student vocabulary to increase literacy in content areas.	Professional Learning			08/28/2013	06/15/2017	\$0	No Funding Required	TBA staff and KHS literacy teacher leaders

Goal 2: All students at Kalkaska High School will be proficient in science.

Measurable Objective 1:

A 8% increase of Eleventh grade students will demonstrate a proficiency on the state assessment in Science by 06/15/2016 as measured by scores on the state assessment..

Strategy 1:

Reciprocal teaching - All staff will model and use cognitive strategies such as summarizing, questioning, clarifying and predicting. Students take turns sharing information and developing a dialogue in these activities.

Category:

Research Cited: Rosenshine and Meister. 1994, John Hattie - Visible Learning

Tier:

Activity - Literacy strategies in the content area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All KHS staff will receive continued training in metacognitive reading and writing strategies.	Professional Learning			08/28/2013	06/15/2017	\$0	No Funding Required	TBA staff and KHS literacy lead teachers.

Strategy 2:

Vocabulary programs - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words and provide definitional and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.

Category:

Research Cited: Stahl and Fairbanks 1986, John Hattie - Visible Learning 2009

Tier:

Activity - Vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All KHS staff will receive continued training in development of student vocabulary to increase literacy in content areas.	Professional Learning			08/28/2013	06/15/2017	\$0	No Funding Required	TBA staff and KHS literacy lead teachers.

Goal 3: All students at Kalkaska High School will be proficient in reading.

Measurable Objective 1:

A 4% increase of Eleventh grade students will demonstrate a proficiency in Reading / in English Language Arts by 06/15/2016 as measured by scores on the state assessment..

Strategy 1:

Vocabulary programs - All staff will include vocabulary instruction to improve reading comprehension of passages containing taught content area words and provide definitional and contextual information that involves students in deeper processing to give multiple exposures of new vocabulary.

Category:

Research Cited: Stahl and Fairbanks (1986), Hattie, Visible Learning, 2009

Tier:

Activity - Vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All KHS staff will receive continued training in development of student vocabulary to increase literacy in content areas.	Professional Learning			08/28/2013	06/15/2017	\$0	No Funding Required	Staff - TBA staff and KHS literacy teachers leaders.

Strategy 2:

Reciprocal Teaching - All staff will model and use cognitive strategies such as summarizing, questioning, clarifying, and predicting. Students take turns sharing information and developing a dialogue in these activities.

Category:

Research Cited: Rosenshine and Meister 1994, Hattie - Visible Learning, 2009

Tier:

Activity - Literacy strategies in the content area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All KHS staff will receive continued training in metacognitive reading and writing strategies.	Professional Learning			08/28/2013	06/15/2017	\$400	General Fund, No Funding Required	Staff - TBA staff and KHS literacy lead teachers.

Goal 4: All students at Kalkaska High School will be proficient in math.

Measurable Objective 1:

A 15% increase of Eleventh grade students will demonstrate a proficiency on the state assessment in Mathematics by 06/15/2016 as measured by scores on the state assessment.

Strategy 1:

Self-reported grades - All math staff will meet at least monthly with students on their level of achievement. Students will estimate their progress, review their grades and performance, then predict their chances for improvement and success.

Category:

Research Cited: Kuncel, Crede, and Thomas (2005)

Tier:

Activity - Self reporting in math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have a remarkably high level of predicatability about achievement in the classroom. Teachers will have a checklist and meet with students at least monthly to view their progress, support them and review the expectation.	Monitor		Implement	08/28/2013	06/15/2017	\$0	No Funding Required	All math staff and KHS principal.

Strategy 2:

Web-based learning/Summer School - Students struggling in math will meet with their counselor to review their career path and progress. Web-based learning and summer school will be used as options to enhance and remediate student learning.

Category:

Research Cited: Olson and Wisner (2002), Cooper, Charlton, Valentine, Muhlenbruck, and Borman (2000)

Tier:

Activity - Student/Counselor meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will meet with math teachers during PLC's to determine students struggling in math. Counselors will meet with at-risk students to review their career path and progress. Counselors will review computer/web based options and summer school to remediate instruction.	Academic Support Program		Implement	08/29/2013	06/15/2017	\$83000	Section 31a	Counselors . Administrati on will monitor.

Activity - Web-based learning/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Kalkaska High School

The Odyssey computer/web-based program will be used by at-risk students to enhance and remediate during after school and before school homework labs and also during summer school with teacher assistance.	Academic Support Program			08/29/2013	06/15/2017	\$35000	Section 31a	Counselors , KHS teaching staff in charge of Odyssey program - before and after school, and KHS staff assisting during summer school. KHS administration to monitor.
---	--------------------------	--	--	------------	------------	---------	-------------	--

Strategy 3:

Professional Development - Balanced Math - All KHS Math teachers will be inserviced in Balanced Math Instruction.

Category:

Research Cited: Five Easy Steps to a Balanced math Program - Larry Ainsworth and Jan Christinson

Tier: Tier 1

Activity - Balanced Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KHS Math staff will include Balanced Math strategies and activities in their daily math lessons.	Academic Support Program	Tier 1	Implement	01/15/2015	06/15/2017	\$0	No Funding Required	KHS Math staff and TBAISD Math consultants .

Goal 5: All students at Kalkaska High School will become proficient writers.

Measurable Objective 1:

A 3% increase of Eleventh grade students will demonstrate a proficiency on the state assessment in English Language Arts by 06/15/2016 as measured by writing scores on the state assessment.

School Improvement Plan

Kalkaska High School

Strategy 1:

Writing : Demonstrate improvement in writing skills. - All students will use the writing process to construct correct paragraph structure including effective organization and ample supporting details. Strategies taught will include setting goals with their writing product, planning/draft/ revising/and editing, using word processing, and writing increasingly more complex sentences.

Category:

Research Cited: Graham and Perrin 2007, Bangert-Downs, Hurley and Wilkinson 2004, Gersten and Baker 2001

Tier:

Activity - Teacher Training on Paragraph Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KHS English staff will review the writing process and rubric with the KHS teaching staff on a professional development day. All teaching staff will have a required writing assignment following our rubric at least once per 9 week marking period.	Academic Support Program			08/29/2013	06/15/2017	\$400	General Fund, No Funding Required	All KHS teaching staff are responsible for the writing requirement. The Principal will monitor with walkthrough observations and collection/ checklist of writing samples.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Web-based learning/Summer School	The Odyssey computer/web-based program will be used by at-risk students to enhance and remediate during after school and before school homework labs and also during summer school with teacher assistance.	Academic Support Program			08/29/2013	06/15/2017	\$35000	Counselors , KHS teaching staff in charge of Odyssey program - before and after school, and KHS staff assisting during summer school. KHS administration to monitor.
Student/Counselor meeting	Counselors will meet with math teachers during PLC's to determine students struggling in math. Counselors will meet with at-risk students to review their career path and progress. Counselors will review computer/web based options and summer school to remediate instruction.	Academic Support Program		Implement	08/29/2013	06/15/2017	\$83000	Counselors . Administration will monitor.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy strategies in the content area	All KHS staff will receive continued training in metacognitive reading and writing strategies.	Professional Learning			08/28/2013	06/15/2017	\$0	TBA staff and KHS literacy lead teachers.

School Improvement Plan

Kalkaska High School

Literacy strategies in the content area	All KHS staff will receive continued training in metacognitive reading and writing strategies.	Professional Learning			08/28/2013	06/15/2017	\$0	Staff - TBA staff and KHS literacy lead teachers.
Self reporting in math	Students have a remarkably high level of predicatability about achievement in the classroom. Teachers will have a checklist and meet with students at least monthly to view their progress, support them and review the expectation.	Monitor		Implement	08/28/2013	06/15/2017	\$0	All math staff and KHS principal.
Literacy strategies in the content area	All KHS staff will receive continued training in metacognitive reading and writing strategies.	Professional Learning			08/28/2013	06/15/2017	\$0	TBA staff and KHS literacy lead teachers.
Teacher Training on Paragraph Structure	KHS English staff will review the writing process and rubric with the KHS teaching staff on a professional development day. All teaching staff will have a required writing assignment following our rubric at least once per 9 week marking period.	Academic Support Program			08/29/2013	06/15/2017	\$0	All KHS teaching staff are responsible for the writing requirement. The Principal will monitor with walkthrough observations and collection/c hecklist of writing samples.
Vocabulary development	All KHS staff will receive continued training in development of student vocabulary to increase literacy in content areas.	Professional Learning			08/28/2013	06/15/2017	\$0	Staff - TBA staff and KHS literacy teachers leaders.
Vocabulary development	All KHS staff will receive continued training in development of student vocabulary to increase literacy in content areas.	Professional Learning			08/28/2013	06/15/2017	\$0	TBA staff and KHS literacy lead teachers.

School Improvement Plan

Kalkaska High School

Vocabulary development	All KHS staff will receive continued training in development of student vocabulary to increase literacy in content areas.	Professional Learning			08/28/2013	06/15/2017	\$0	TBA staff and KHS literacy teacher leaders
Balanced Math Instruction	KHS Math staff will include Balanced Math strategies and activities in their daily math lessons.	Academic Support Program	Tier 1	Implement	01/15/2015	06/15/2017	\$0	KHS Math staff and TBAISD Math consultants

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Paragraph Structure	KHS English staff will review the writing process and rubric with the KHS teaching staff on a professional development day. All teaching staff will have a required writing assignment following our rubric at least once per 9 week marking period.	Academic Support Program			08/29/2013	06/15/2017	\$400	All KHS teaching staff are responsible for the writing requirement. The Principal will monitor with walkthrough observations and collection/checlist of writing samples.
Literacy strategies in the content area	All KHS staff will receive continued training in metacognitive reading and writing strategies.	Professional Learning			08/28/2013	06/15/2017	\$400	Staff - TBA staff and KHS literacy lead teachers.