

School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Moraine Elementary School

Grades Served: K,1,2,3,4,5

Principal: Mrs. Denise L Bryan

Building Code: 05283

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Moraine Elementary School
District:	Northville Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	05283
City:	Northville
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Moraine Elementary School

Mission

"Teaching for Learning for All"

Vision

Curriculum/ Instruction

To be an exemplary school Moraine Elementary will provide curriculum that stimulates a deeper understanding of a core curriculum. The school designs instruction that promotes life-long learning and enables students to become effective, productive citizens. In such a school:

- A. Curriculum and instruction are guided by specific, clearly stated, challenging goals for each grade level.
- B. The scope and sequence of the curriculum are aligned from grade to grade, subject to subject and from elementary to middle school.
- C. The academic progress of each student is closely monitored and support is provided for those who require additional assistance to ensure mastery of basic skills.
- D. Instructional strategies, based on research, recognize individual learning styles resulting in students who are actively engaged and are independent learners.
- E. Processes of analysis, goal setting and implementation are in place to demonstrate the school's commitment to continuous improvement.

Staff

To be an exemplary school, Moraine Elementary will be a considerate, respectful, supportive community where staff is committed to working collaboratively. In such a school staff members:

- A. Share ideas and materials.
- B. Nurture an understanding and appreciation for the unique perspectives and individual strengths that each person has to offer.
- C. Model the importance of lifelong learning by their commitment to personal professional growth.
- D. Strive for continuous improvement through modeling best practice based on current research.

Leadership/Professional Learning Community

To be an exemplary school, Moraine Elementary will function as a professional learning community in which teachers are leaders. In such a school, Moraine Staff will:

- A. Communicate openly
- B. Make decisions with input from members of the professional learning community.
- C. Promote a collaborative atmosphere among school personnel.
- D. Pursue continued professional development opportunities essential to an improving school.
- E. Promote and protect continued ongoing teacher reflection time.

Students

To be an exemplary school, Moraine Elementary School will recognize and value the individual student. Those within the school practice concern for each student and provide a pyramid of support. In such a school:

- A. Students' individual learning styles are recognized and instruction is differentiated, allowing students to maximize individual learning.
- B. Students understand they are integral members of their learning community
- C. Students are considerate and value contributions toward school and community service.
- D. Students accept responsibility for their learning, actions and decisions.
- E. Students develop skills to become motivated, self-directed learners.

Parent and Community Support

To be an exemplary school, Moraine Elementary will recognize the importance of creating effective partnerships with the larger community.

In such a school:

- A. The community supports the vision and values of the school.
- B. The community contributes the resources that enable the school to offer exemplary programs.
- C. The community has access to the school's resources and facilities.
- D. Parents play an active role in the education of their children, partner with staff to emphasize the importance of education and model a commitment to lifelong learning.
- E. The school establishes partnerships with the community through service learning opportunities.

Climate

To be an exemplary school Moraine Elementary school will provide a positive environment that compels children to grow and succeed to their greatest potential. In such a school there is a commitment to:

- A. Create a caring and welcoming environment for all members of the learning community; students, staff, families and guests.
- B. Foster the growth of intrinsic motivation through learning that is valuable, involving, successful, safe, caring, and enabling.
- C. Develop the values of caring and compassion, honesty, fairness, respect, service to community, responsibility, non-violence, and courage.
- D. Build an environment promoting self-esteem by challenging students, supporting their success, and providing an emotionally safe classroom.

Adopted by the Moraine Staff on 5/28/04, supported by the Moraine PTA on 6/1/04, and by the Moraine Student Council on 6/8/04.

6/04

Mission Statement

"Teaching for Learning for All"

Beliefs Statement

To enhance student learning , we value:

- * Supporting each student in his/her journey toward the Northville Public Schools Graduate Profile/Adult Roles
- * Living the Stand Up for Justice Principles
- * Promoting self-directed learners through intrinsic motivation
- * The ongoing development of our Professional Learning Community
- * Strengthening parent, community and school partnerships.

Adopted by the Moraine Staff on 5/10/05, supported by the Moraine PTA on 5/10/05, and by the Moraine Student Council on 5/24/05.

Goals

ID	Name	Development Status	Progress Status
11755	Positive Behavior	Approved	Open
13033	Literacy - Informational Text	Approved	Open
13034	Literacy - Narrative Text	Approved	Open

Goal 1: Positive Behavior

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will actively implement a school-wide behavior plan to increase positive behavior and decrease office discipline referrals.

Gap Statement : In the 2008-09 school year there were 13 total out of school suspensions for Moraine students. These suspensions included bullying behaviors and physically aggressive behaviors directed at staff or students. Additionally there were 117 office discipline referrals, some of which were for minor infractions.

Cause for Gap : Based on the pattern of referrals from teachers, paraprofessionals and peer mediators it was determined that during unstructured times some students do not abide by the school code of conduct. Additionally, staff supervising during unstructured times had varying understandings about behavior expectations. Time spent processing office discipline referrals resulted in lost instructional time for students as well as staff. It was determined that the cause for the gap was a lack of universal expectations; inconsistent articulation of expectations; and need for direct teaching and positive reinforcement of school-wide behavior expectations.

Multiple measures/sources of data you used to identify this gap in student achievement : 1) Number of office referrals.

2) Reasons for office referrals. There was inconsistency among the staff. Some staff sent students to the office for relatively minor infractions, while other staff did not send students to the office for major infractions. Staff misconceptions existed regarding how, when and in what instances students should be referred to the office.

3) Staff survey regarding behavior expectations. Staff were unclear about what the behavior expectations were. Students received mixed messages about behavior expectations and varying responses from staff depending on who dealt with the infraction.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Office discipline referrals and suspensions will decrease. Students who need more intervention will receive it through our Response to Intervention plan. Parents and students will be clear on what the expectations are.

Assessments used to monitor progress and the success of this goal:

1) Monthly Positive Behavior Support (PBS) office referral data.

2) Suspension data.

2) Annual Wayne County RESA Positive Behavior Support implementation survey of staff members.

Contact Name : Denise Bryan

List of Objectives:

ID	Objective
11430	Office Discipline Referrals will decrease by 40%. (Target = <70 Office Discipline Referrals annually)

1.1. Objective: Students will implement a school-wide positive behavior plan.

Measurable Objective Statement to Support Goal : Office Discipline Referrals will decrease by 40%. (Target = <70 Office Discipline Referrals annually)

List of Strategies:

ID	Strategy	Locked By
11430	Staff and students will create a shared understanding of Moraine behavior expectations. Positive Behavior Support will be implemented with 3 tiers of intervention as part of our Response to Intervention plan.	
11430	Continuous development of a collaborative culture that emphasizes student learning.	

1.1.1. Strategy: Positive Behavior Support Implementation

Strategy Statement: Staff and students will create a shared understanding of Moraine behavior expectations.

Positive Behavior Support will be implemented with 3 tiers of intervention as part of our Response to Intervention plan.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.1 Establishes policies and procedures that provide for the effective operation of the school
SAR 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students
SAR 5.12 Provides student support services coordinated with the school, home, and community
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
SAR 7.5 Monitors and communicates the results of improvement efforts to stakeholders
SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Sugai,G. (1996)

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J. Gassman, T., Cohen, J., Swartz, J., Horner, R., Sugai,

G., 7 hall, S. (1997)
 U.S. Department of Education. (2000)
 Skiba, R.J. (2000)
 Bryk (2003)
 Jenson (2000, 2003)
 DuFour (1998)
 Lambert (2003)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All stakeholders will be included in development of an expectation matrix. The matrix will detail three overarching behavior expectations for all settings, then delineate specific behaviors expected in each school setting.	12/01/2008	06/14/2009	2008-09 Positive Behavior Support Team Paula Beck Kellie Golec Jackie Lenze Sally Mullen Tam Notarianni Cyndi Nickel Holly Piantedosi Sue Redmond Kim Richardson-Hippler Chris Swope Denise Bryan, Principal
The PBS team, working with all stakeholders, will create Tier 1 teaching expectations and interventions. A teacher's guide will be developed. Assignments for direct instruction regarding "public" settings will be determined.	09/01/2008	06/17/2009	All staff in addition to the 2008-09 PBS Team: Denise Bryan, Principal Paula Beck Kellie Golec Jackie Lenze Sally Mullen Cyndi Nickel Holly Piantedosi Kim Richardson-Hippler
Build capacity with staff for consistency in response to student behavior. Visit other PBS schools. Integrate Tier 2 interventions within Response to Intervention plan. Active supervision training for paraprofessionals. Professional development on Tier 2 interventions with teaching staff. Professional development on student behavior tracking systems at the classroom level. Pilot student behavior tracking system at 2nd grade. Implement broadly in 2010-11 school year. Add Tier 2 section to the PBS teacher's guide. Establish a common consequence system for minor infractions. Attend National PBIS Conference to learn from other schools and to bring pertinent implementation tools back to Moraine. Attend training on use of the classroom behavior tracking software.	09/01/2009	06/15/2011	All staff with assistance from the 2009-10 PBS team: Paula Beck Kim Callison Shannon Moore Sally Mullen Cyndi Nickel Holly Piantedosi Kim Richardson-Hippler Sue Segerstrom Danielle Tagai, District PBS coordinator Elly Truran Denise Bryan, Principal
Staff will participate in Tier 3 training. Tier 3 plan will be developed and implemented with staff. Staff will use data to inform behavior interventions at Tiers 2 and 3 and to communicate with parents.	01/03/2011	06/15/2012	All staff working with PBS team: Paula Beck Kim Callison Shannon Moore Cyndi Nickel Holly Piantedosi Kim

			Richardson-Hippler Sue Segerstrom Danielle Tagai - District PBS Coordinator Elly Truran Denise Bryan, Principal
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1.1.1.1. Activity: Develop expectations matrix and procedures

Activity Description: All stakeholders will be included in development of an expectation matrix. The matrix will detail three overarching behavior expectations for all settings, then delineate specific behaviors expected in each school setting.

Activity Type: None

Planned staff responsible for implementing activity: 2008-09 Positive Behavior Support Team

- Paula Beck
- Kellie Golec
- Jackie Lenze
- Sally Mullen
- Tam Notarianni
- Cyndi Nickel
- Holly Piantedosi
- Sue Redmond
- Kim Richardson-Hippler
- Chris Swope
- Denise Bryan, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 12/01/2008, End Date - 06/14/2009

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

1.1.1.2. Activity: Develop and Implement Tier 1 Interventions

Activity Description: The PBS team, working with all stakeholders, will create Tier 1 teaching expectations and interventions.

A teacher's guide will be developed.

Assignments for direct instruction regarding "public" settings will be determined.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff in addition to the 2008-09 PBS Team:

Denise Bryan, Principal

Paula Beck

Kellie Golec

Jackie Lenze

Sally Mullen

Cyndi Nickel

Holly Piantedosi

Kim Richardson-Hippler

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/17/2009

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Grant	Wayne RESA PBS Grant	2,000.00	0.00

1.1.1.3. Activity: Develop and implement Tier 2 Interventions

Activity Description: Build capacity with staff for consistency in response to student behavior.

Visit other PBS schools.

Integrate Tier 2 interventions within Response to Intervention plan.

Active supervision training for paraprofessionals.

Professional development on Tier 2 interventions with teaching staff.

Professional development on student behavior tracking systems at the classroom level.

Pilot student behavior tracking system at 2nd grade. Implement broadly in 2010-11 school year.

Add Tier 2 section to the PBS teacher's guide.

Establish a common consequence system for minor infractions.

Attend National PBIS Conference to learn from other schools and to bring pertinent implementation tools back to Moraine.

Attend training on use of the classroom behavior tracking software.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff with assistance from the 2009-10 PBS team:

Paula Beck
 Kim Callison
 Shannon Moore
 Sally Mullen
 Cyndi Nickel
 Holly Piantedosi
 Kim Richardson-Hippler
 Sue Segerstrom
 Danielle Tagai, District PBS coordinator
 Elly Truran
 Denise Bryan, Principal

Actual staff responsible for implementing activity: Denise Bryan, Principal

Paula Beck
 Kim Callison
 Shannon Moore
 Sally Mullen
 Cyndi Nickel
 Holly Piantedosi
 Kim Richardson-Hippler
 Sue Segerstrom
 Danielle Tagai, PBS Coordinator

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/15/2011

Actual Timeline: Begin Date - 09/01/2009, End Date - 06/01/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support grant	Wayne RESA PBS grant	1,000.00	642.14
Business Incentive Funds	Business Incentives	1,200.00	0.00

1.1.1.4. Activity: Develop and Implement Tier 3 Interventions

Activity Description: Staff will participate in Tier 3 training.

Tier 3 plan will be developed and implemented with staff.

Staff will use data to inform behavior interventions at Tiers 2 and 3 and to communicate with parents.

Activity Type: None

Planned staff responsible for implementing activity: All staff working with PBS team:

- Paula Beck
- Kim Callison
- Shannon Moore
- Cyndi Nickel
- Holly Piantedosi
- Kim Richardson-Hippler
- Sue Segerstrom
- Danielle Tagai - District PBS Coordinator
- Elly Truran
- Denise Bryan, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 01/03/2011, End Date - 06/15/2012

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PBS Grant	Wayne RESA Positive Behavior Support Grant	1,000.00	0.00

1.1.2. Strategy: Professional Learning Community

Strategy Statement: Continuous development of a collaborative culture that emphasizes student learning.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Sugai, G. (1996)
 Taylor-Greene, S., rown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz,J., Horner, R., Sugai, G., & Hall, S. (1997)
 U.S. Department of Education (2000)
 Skiba, R. (2000)
 Bryk (2003)
 Jenson (2000, 2003)
 DuFour (1998)
 Lambert (2003)
 Newmann & Wehlage quoted in DuFour and Eaker (1998)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A team of teachers from Moraine and Silver Springs elementary will collaborate in the Take One process through the National Board for Professional Teaching Standards. The activity will focus PLC efforts as teachers embed analysis and reflection in their practice. Teachers will examine the teaching/learning cycle supporting positive student outcomes in all curricular areas.	09/01/2009	04/30/2010	Mary Kate Brian Denise Bryan, Moraine Principal Shannon Heron Kristin Kreiss Cyndi Nickel Kim Richardson-Hippler Cheryl Sepich Karen Stuard Scott Snyder, Silver Springs principal Christina Witter Lisa Zaar Nancy Flanagan, NBPTS Take One facilitator
All staff will participate in 7 Habits for Successful People training in the 2010-11 school year. 7 Habits training is the foundation for Leader In Me, which is being proposed for all students in the 2011-12 school year.	08/31/2010	06/01/2011	PLC Committee: Amy Devlin Allison LaCombe Joyce Pianin Kim Richardson-Hippler Karen Stuard PBS Committee representatives: Cyndi Nickel Katie Pinkelman Denise Bryan Suzanne Geer, PTA All stakeholders.

1.1.2.1. Activity: Take One

Activity Description: A team of teachers from Moraine and Silver Springs elementary will collaborate in the Take One process through the National Board for Professional Teaching Standards. The activity will focus PLC efforts as teachers embed analysis and reflection in their practice. Teachers will examine the teaching/learning cycle supporting positive student outcomes in all curricular areas.

Activity Type: None

Planned staff responsible for implementing activity: Mary Kate Brian
 Denise Bryan, Moraine Principal
 Shannon Heron

Kristin Kreiss
 Cyndi Nickel
 Kim Richardson-Hippler
 Cheryl Sepich
 Karen Stuard
 Scott Snyder, Silver Springs principal
 Christina Witter
 Lisa Zaar
 Nancy Flanagan, NBPTS Take One facilitator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 04/30/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
USDE Grant	U.S. Department of Education THNI Grant	3,950.00	0.00

1.1.2.2. Activity: 7 Habits Training

Activity Description: All staff will participate in 7 Habits for Successful People training in the 2010-11 school year. 7 Habits training is the foundation for Leader In Me, which is being proposed for all students in the 2011-12 school year.

Activity Type: None

Planned staff responsible for implementing activity: PLC Committee:

Amy Devlin
 Allison LaCombe
 Joyce Pianin
 Kim Richardson-Hippler
 Karen Stuard

PBS Committee representatives:

Cyndi Nickel
 Katie Pinkelman
 Denise Bryan
 Suzanne Geer, PTA

All stakeholders.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/01/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Business/Activity Funds	School Business incentives and activity fund	2,800.00	0.00

Goal 2: Literacy - Informational Text

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All students will increase skills in the area of informational text literacy.

Gap Statement : An analysis of the Developmental Reading Assessment II revealed:

In 2009 59.7% of first grade students met DRA grade level reading benchmarks.

In 2009 70.1% of second grade students met DRA grade level reading benchmarks.

In 2009 79.5% of third grade students met DRA grade level reading benchmarks.

In 2009 76.3% of fourth grade students met DRA grade level reading benchmarks.

In 2009 82.9% of fifth grade students met DRA grade level reading benchmarks.

An analysis of MEAP revealed:

In 2009 62% of third grade students were successful retelling main ideas and relevant details of informational texts on the MEAP test.

In 2009 67% of third grade students were successful determining the meaning of words and phrases in context on the MEAP test.

In 2009 64% of fourth grade students were successful determining the meaning of words/phrases in context in informational reading on the MEAP test.

In 2009 76% of fourth grade students were successful making textual connections to world themes on the MEAP test.

In 2009 61% of fifth grade students were able to identify or explain characteristics of the informational genre on the MEAP test.

In 2009 84% of fifth grade students were able to successfully retell or summarize informational texts on the MEAP test.

Cause for Gap : Students need more experience reading and writing informational text as a genre.

There is lack of fidelity in administration of the DRA - II.

Inconsistent practices assessing Independent levels on DRA-II.

Students need more instructional time identifying themes and making connections.

Lack of experience implementing interventions with informational text strategies.

Science and Social Studies texts are very difficult for some students.

Multiple measures/sources of data you used to identify this gap in student achievement : Developmental

Reading Assessment

Michigan Educational Assessment Program

Iowa Test of Basic Skills

Conferencing and teacher's notes taken during Reading and Writer's Workshop.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will attain their individual targeted achievement goal as identified by NWEA RIT scores.

85% of students at each grade level will achieve passing scores on informational text MEAP strands.

Targeted interventions will be designed and implemented through Response to Intervention processes.

All students will demonstrate positive growth on MEAP Reading tests.

Contact Name : Denise Bryan

List of Objectives:

ID	Objective
13615	All students will meet or exceed their individual targeted achievement goal as measured by NWEA RIT scores.

2.1. Objective: All students will demonstrate one year's growth in Reading.

Measurable Objective Statement to Support Goal : All students will meet or exceed their individual targeted achievement goal as measured by NWEA RIT scores.

List of Strategies:

ID	Strategy	Locked By
13615	All teachers will target informational text literacy instruction addressed through flexible	

groups, small group instruction, or one on one conferencing.

2.1.1. Strategy: Targeted Instruction

Strategy Statement: All teachers will target informational text literacy instruction addressed through flexible groups, small group instruction, or one on one conferencing.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 2.5 Fosters a learning community
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Dorn &Soffos, 2005;
 Duke &Pearson, 2002;
 Fountas &Pinnel, 2001;
 McGhee, 1982;
 McLaughlin & Devoogd, 2004
 Routman, 2003;
 Robb, 2000;
 Rosenblatt, 1995

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will provide Tier II and Tier III interventions consistent with the district's Response to Intervention plan. Teachers will use data to make decisions regarding individual student progress and the learning cycle per the district's Response to Intervention plan.	09/08/2010	06/01/2015	Response to Intervention Team: Denise Bryan, Principal Amy Devlin, Learning Consultant Suzanne Lipshaw, Resource Room Kellie Golec, Resource Room Courtney Silence, Social Worker Megan Holmes, Psychologist Denise Gomrick, Speech Pathologist Karen Stuard, Classroom Teacher Sally Mullen, Classroom Teacher Joyce Pianin, Classroom Teacher and All Stakeholders.
Teachers will use leveled informational text materials to integrate informational text skills in all curricular areas, especially in the areas of math, science, and social studies. Students will access informational text in a variety of formats, including through the use of technology consistent with 21st century skills.	09/06/2010	06/01/2015	All stakeholders.

2.1.1.1. Activity: Response to Intervention

Activity Description: Staff will provide Tier II and Tier III interventions consistent with the district's Response to Intervention plan.

Teachers will use data to make decisions regarding individual student progress and the learning cycle per the district's Response to Intervention plan.

Activity Type: None

Planned staff responsible for implementing activity: Response to Intervention Team:
 Denise Bryan, Principal
 Amy Devlin, Learning Consultant

Suzanne Lipshaw, Resource Room
 Kellie Golec, Resource Room
 Courtney Silence, Social Worker
 Megan Holmes, Psychologist
 Denise Gomrick, Speech Pathologist
 Karen Stuard, Classroom Teacher
 Sally Mullen, Classroom Teacher
 Joyce Pianin, Classroom Teacher
 and
 All Stakeholders.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/01/2015

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

2.1.1.2. Activity: Access to Informational Texts

Activity Description: Teachers will use leveled informational text materials to integrate informational text skills in all curricular areas, especially in the areas of math, science, and social studies.

Students will access informational text in a variety of formats, including through the use of technology consistent with 21st century skills.

Activity Type: None

Planned staff responsible for implementing activity: All stakeholders.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2010, End Date - 06/01/2015

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement Days	Title II Part A	1,959.00	0.00
Informational Text PD - RESA	Title II Part A	350.00	0.00

Goal 3: Literacy - Narrative Text

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will increase skills in the area of narrative text literacy.

Gap Statement : An analysis of DRA data reveals the following gaps:

In 2009 59.7% of first grade students met DRA grade level reading benchmarks.

In 2009 70.1% of second grade students met DRA grade level reading benchmarks.

In 2009 79.5% of third grade students met DRA grade level reading benchmarks.

In 2009 76.3% of fourth grade students met DRA grade level reading benchmarks.

In 2009 82.9% of fifth grade students met DRA grade level reading benchmarks.

An analysis of MEAP revealed:

In 2009 54% of third grade students were able to successfully determine the meaning of words/phrases in context on the MEAP test.

In 2009 64% of third grade students were able to successfully identify thoughts/motivations, themes, main idea and the lesson on the MEAP test.

In 2009 68% of third grade students were able to successfully compare/contrast relationships within and across texts on the MEAP test.

In 2009 72% of third grade students were able to explain how authors use literary devices on the MEAP test.

In 2009 61% of fourth grade students were able to successfully determine the meaning of words and phrases in context on the MEAP test.

In 2009 62% of fourth grade students were able to compare/contrast relationships within and across texts on the MEAP test.

In 2009 69% of fourth grade students were able to successfully identify or explain how authors/illustrators use literary devices on the MEAP test.

In 2009 44% of fifth grade students were able to compare/contrast relationships within and across texts on the MEAP test.

In 2009 61% of fifth grade students were able to analyze characters' thoughts/roles/conflict on the MEAP test.

In 2009 62% of fifth grade students were able to make connections to real world themes/perspectives on the MEAP test.

In 2009 77% of fifth grade students were able to successfully identify or describe a variety of narrative genres on

the MEAP test.

On the 2009 MEAP

Cause for Gap : Students need more experience reading and writing narrative text as a genre. Students need more experience with discrete higher level reading skills including themes, main idea, inferences and literary devices. There is lack of fidelity in administration of DRA-II. Teachers need Professional Development on DRA-II. Inconsistent practices assessing Independent vs. Instructional levels on DRA-II. Lack of experience implementing reading interventions in the whole group classroom setting.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP scores for 3 - 5th grade, DRA-II scores for 1 - 5th grade, teachers notes during Reading Workshop.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will attain their individual targeted achievement goal in the area of narrative literacy.

85% of students at each grade level will achieve passing scores on narrative text MEAP strands.

All students will demonstrate positive growth as measured by the DRA-II.

Targeted interventions will be designed and implemented through RtI processes.

All students will demonstrate positive growth on MEAP Reading tests.

Contact Name : Denise Bryan

List of Objectives:

ID	Objective
16821	All students will demonstrate one year's growth in Reading (narrative text) as measured by NWEA (Northwest Education Assessment)and by DRA II(Developmental Reading Assessment II).

3.1. Objective: Narrative Text

Measurable Objective Statement to Support Goal : All students will demonstrate one year's growth in Reading (narrative text) as measured by NWEA (Northwest Education Assessment)and by DRA II(Developmental Reading Assessment II).

List of Strategies:

ID	Strategy	Locked By
16821	All teachers will target narrative text literacy focusing on comprehension and fluency building techniques.	

3.1.1. Strategy: Narrative Text Literacy

Strategy Statement: All teachers will target narrative text literacy focusing on comprehension and fluency building techniques.

Selected Target Areas

SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.5 Fosters a learning community
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 5.10 Provides appropriate support for students with special needs
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

- Dorn & Soffos, 2005
- Duke & Pearson, 2002
- Fountas & Pinnel, 2001
- McGhee, 1982
- McLaughlin & Devoogd, 2004
- Routman, 2003
- Robb, 2000
- Rosenblatt, 1995

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will engage in direct instruction using a Writer's Workshop approach to support the development of student writing skills as part of total literacy.	09/07/2010	06/01/2015	Literacy Committee: Denise Bryan Mary Beth Connolly Kim Dean Amy Devlin Allison LaCombe Jan Loeffler Katie Pinkelman Kim Richardson-Hippler Karen Stuard Christina Witter All teachers and stakeholders.
Using direct instruction and Reading/Writing workshop formats teachers will provide direct instruction on comprehension skills for narrative texts including: retelling, summarizing, comparing/contrasting, inferencing, making connections to self, text, and world.	09/07/2010	06/01/2015	All stakeholders.

3.1.1.1. Activity: Writing

Activity Description: Teachers will engage in direct instruction using a Writer's Workshop approach to support the development of student writing skills as part of total literacy.

Activity Type: None

Planned staff responsible for implementing activity: Literacy Committee:

- Denise Bryan
- Mary Beth Connolly
- Kim Dean
- Amy Devlin
- Allison LaCombe
- Jan Loeffler
- Katie Pinkelman
- Kim Richardson-Hippler
- Karen Stuard
- Christina Witter
- All teachers and stakeholders.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2015

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

3.1.1.2. Activity: Comprehension Strategies

Activity Description: Using direct instruction and Reading/Writing workshop formats teachers will provide direct instruction on comprehension skills for narrative texts including: retelling, summarizing, comparing/contrasting, inferencing, making connections to self, text, and world.

Activity Type: None

Planned staff responsible for implementing activity: All stakeholders.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2015

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Michigan Reading Association	Title II Part A	250.00	0.00
Reading A to Z web access	General Funds	84.95	0.00
Professional Development Materials	General Funds	250.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$334.95	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$2,559.00	\$0.00
Other	\$1,200.00	\$0.00
Other	\$2,800.00	\$0.00
Other	\$3,950.00	\$0.00
Other	\$3,000.00	\$642.14
Other	\$1,000.00	\$0.00

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	08/12/2010	09/01/2010	Submitted

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Denise	Bryan	Principal	bryande@northville.k12.mi.us
Ms.	Mary Beth	Connolly	Classroom teacher	connolma@northville.k12.mi.us
Ms.	Paula	Beck	Classroom Teacher	beckpa@northville.k12.mi.us
Mr.	Kurt	Bartel	Physical Education	bartelku@northville.k12.mi.us
Ms.	Janice	Dabkowski	Classroom Teacher	dabkowja@northville.k12.mi.us
Ms.	Kimberly	Dean	Classroom Teacher	deanki@northville.k12.mi.us
Ms.	Amy	Devlin	Classroom Teacher	devlinam@northville.k12.mi.us
Ms.	Golec	Kellie	Special Education Teacher	golecke@northville.k12.mi.us
Ms.	Denise	Gomrick	Teacher of Speech Language	gomricde@northville.k12.mi.us
Ms.	Suzanne	Lipshaw	Special Education Teacher	lipshasu@northville.k12.mi.us
Ms.	Janice	Loeffler	Classroom Teacher	loefflja@northville.k12.mi.us
Ms.	Sally	Mullen	Classroom Teacher	mullensa@northville.k12.mi.us
Ms.	Cyndi	Nickel	Classroom Teacher	nickeicy@northville.k12.mi.us
Ms.	Joyce	Pianin	Classroom Teacher	pianinjo@northville.k12.mi.us
Ms.	Holly	Piantedosi	Classroom Teacher	Pianteho@northville.k12.mi.us
Ms.	Kimberly	Richardson-Hippler	Classroom Teacher	richarki@northville.k12.mi.us
Ms.	Susan	Segerstrom	World Language Teacher	segerssu@northville.k12.mi.us
Ms.	Courtney	Silence	Social Worker	silenco@northville.k12.mi.us
Ms.	Karen	Stuard	Classroom Teacher	stuardka@northville.k12.mi.us

Ms.	Elinor	Truran	Classroom Teacher	truranel@northville.k12.mi.us
Ms.	Clara	Wagner	Special Education Teacher	wagnercl@northville.k12.mi.us
Ms.	Lisa	Zaar	Media Specialist	zaarli@northville.k12.mi.us

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Stakeholders participate in the school improvement process. While all faculty members participate in school improvement planning during the course of the year, some teachers participate on school improvement subcommittees under each of the goals.

Staff who participate on subcommittees include:

- Paula Beck,
- Mary Beth Connolly,
- Amy Devlin,
- Jan Loeffler,
- Joyce Pianin,
- Holly Piantedosi,
- Kim Richardson-Hippler,
- Sue Segerstrom,
- Karen Stuard,
- Elly Truran,
- Christina Witter,
- Denise Bryan

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Decisions about curriculum and instruction are made through curriculum and instruction board subcommittees. Curricular committees are comprised of members of each grade level, building and each curricular area across the district. As decisions are made information is filtered back to individual schools and teachers through the curriculum committee process. Assessment decisions are also made through a board committee process which is congruent with state and federal laws.

Individual teachers have latitude for daily pedagogical decisions within common curricular and instructional practices.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Institution information is shared with teachers through monthly staff meetings. Additionally there is a monthly collegial chairperson meeting where the principal shares pertinent information with chairs who take information back to their teacher teams. School improvement meetings are held monthly to plan and to discuss current data and implementation of the school improvement plan. Finally institutional information is shared with parents through our school website, PTA meetings and newsletters. We hold two parent teacher conference sessions for teachers to meet with parents specifically about their child's individual progress, which is also reported quarterly in the form of a progress report or report card.

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Director of Human Resources

Address:

501 West Main Street, Northville, MI 48167

Telephone Number:

248-344-8443

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Teachers will participate in professional development on the new Social Studies curriculum. This will support teacher implementation of the Informational Text Literacy goal.

Teachers will participate in professional development on the NWEA assessment, which will support using assessment in order to drive instruction, especially as it relates to both the Narrative Literacy Goal and the Informational Text Literacy Goal and implementation of Response to Intervention.

Teachers will participate in 7 Habits training which will prepare them to assist students with the development of organizational skills pertinent to full implementation of both Response to Intervention and Positive Behavior Support.

Teachers will receive training on supporting Informational Text Literacy through a RESA conference.

Our Learning Consultant will attend the Michigan Reading Association conference.

Teachers will receive training on implementation of Tiers 2 and 3 of Positive Behavior Support.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

The district provides general funds which will be used to support professional development and materials purchases implement school improvement efforts. Additionally, Title II funds will be used to support professional development efforts.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

The district has a technology plan which supports implementation of the school improvement plan. Distance Learning technology will be used for professional development purposes, additionally district technology will support implementation of the NWEA assessment per our school improvement plan.