

School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Ridge Wood Elementary School

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

Principal: Mrs. Alicia F Parsons

Building Code: 09171

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:	Ridge Wood Elementary School
District:	Northville Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	09171
City:	Northville
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Our vision statement describes what we hope to become and inspires us to stretch toward these possibilities.

We strive for a school community where:

Students, families, staff, and community work in close partnership.

Teachers collaborate and use best practice to meet the needs of all students.

Students display good character and are actively engaged in continuous learning.

Mission Statement

Collaboratively, we will help ALL children develop PACES (physically, academically, creatively, emotionally, and socially) to the best of THEIR ABILITIES.

Beliefs Statement

We are collectively committed to the following:

We will communicate our successes and challenges.

We will create a supportive and respectful environment for all.

We will actively listen to one another and provide honest feedback.

We will be life-long learners.

Goals

ID	Name	Development Status	Progress Status
6592	Writing	Approved	Open
6593	Reading	Approved	Open
12983	Math	Approved	Open

Goal 1: Writing

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

Student Goal Statement : Student abilities in the area of Writing will improve.

Gap Statement : Overall scores for Ridge Wood students on the schoolwide writing sample for grades K - 5 are at a 66% proficiency rate.

Cause for Gap : Student samples receiving below proficient scores are identified as needing more relevant and/or interesting details, sentence variation, smooth transitions, clear organization, sequential details, proper punctuation and formatting with better legibility.

Multiple measures/sources of data you used to identify this gap in student achievement : Building Writing Samples scored with a common rubric

MEAP Writing Scores

Curriculum based assessments

Teacher created assessments

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? A score of 4 on a 6 point rubric

A score of 1 or 2 on the performance level on the 4th and 7th grade MEAP Writing

A score of 80% or higher on curriculum based and teacher created assessments

Forward movement on the District Writing Continuum

Contact Name : Alicia Parsons Heather Bauer

List of Objectives:

ID	Objective
12879	85% of students will show proficiency on using: - relevant and interesting details - sentence variety - transitions - dialogue on the building writing sample by Spring 2012.
12914	85% of our students will achieve proficient scores by showing: - a clear beginning, middle, and end - sequential details - strategies to hook the reader - support and conclusion statements on the building writing sample by Spring 2012.
12985	85% of students will score proficient on using proper punctuation and paragraph formatting on the building-wide writing sample by Spring 2012.
12988	85% of our students will score proficient on using legible handwriting with a neat presentation on the building-wide writing sample by Spring 2012.
18720	85% of our students will achieve a proficient score on the Ridge Wood Building Writing Sample in Spring 2012.

1.1. Objective: Voice

Measurable Objective Statement to Support Goal : 85% of students will show proficiency on using:

- relevant and interesting details
- sentence variety
- transitions
- dialogue

on the building writing sample by Spring 2012.

List of Strategies:

ID	Strategy	Locked By
12879	*Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini lessons on using voice in writing at tiers 1 and/or 2. *Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research based instruction at tier 3. *Classroom teachers will implement mini lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing. *Intervention specialists will implement mini-lessons or research based reading instruction at tiers 2 and/or 3.	

1.1.1. Strategy: Writing - Voice

Strategy Statement: *Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini lessons on using voice in writing at tiers 1 and/or 2.

*Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research based instruction at tier 3.

*Classroom teachers will implement mini lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing.

*Intervention specialists will implement mini-lessons or research based reading instruction at tiers 2 and/or 3.

Selected Target Areas

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 2.5 Fosters a learning community
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
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 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
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 Maintains a system-wide climate that supports student learning
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

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

Allington 2007
 Cummins 2001
 Hurley 2001
 Klenk 2000
 McCormick 2007
 Serafini 2004
 Strickland 2005
 Ernst-Slavin 2002
 Hammond 2000
 Paris 2000
 Sulzby 2000
 Bernabei 2005
 Burke 2007
 Gallagher 2003, 2004, 2006, 2009
 Routman 2005
 Spandel 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will participate in Writer's Workshop, using mini lessons determined as targets from universal screener data, building assessments, and classroom based assessments.	09/13/2010	06/10/2011	Classroom teachers and intervention specialists

1.1.1.1. Activity: Writer's Workshop

Activity Description: Students will participate in Writer's Workshop, using mini lessons determined as targets from universal screener data, building assessments, and classroom based assessments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers and intervention specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writer's notebooks, mentor texts, professional books and materials	General Funds	1,500.00	0.00
Teacher time to collaboratively analyze data and determine	PTA Grant for School		

school, grade level, and classroom SMART	Improvement	2,452.00	0.00
Teacher time to collaboratively analyze data and determine school, grade level, and classroom SMART	Title II Part A	2,948.00	0.00
Learning from MRA Conference	Title II Part A	903.00	0.00

1.2. Objective: Organization

Measurable Objective Statement to Support Goal : 85% of our students will achieve proficient scores by showing:

- a clear beginning, middle, and end
 - sequential details
 - strategies to hook the reader
 - support and conclusion statements
- on the building writing sample by Spring 2012.

List of Strategies:

ID	Strategy	Locked By
12914	*Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini lessons on improving organization in writing at tiers 1 and/or 2. *Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research based instruction at tier 3. *Classroom teachers will implement mini lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing. *Intervention specialists will implement mini-lessons or research based writing instruction at tiers 2 and/or 3.	

1.2.1. Strategy: Organization

Strategy Statement: *Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini lessons on improving organization in writing at tiers 1 and/or 2. *Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research based instruction at tier 3. *Classroom teachers will implement mini lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing. *Intervention specialists will implement mini-lessons or research based writing instruction at tiers 2 and/or 3.

Selected Target Areas

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 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel

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 2.8 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 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
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 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Supports the implementation of interventions to help students meet expectations for 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 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts

Other Required Information for Strategy

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

- Allington 2007
- Cummins 2001
- Hurley 2001
- Klenk 2000
- McCormick 2007
- Serafini 2004
- Strickland 2005
- Ernst-Slavin 2002
- Hammond 2000
- Paris 2000

Sulzby 2000
 Bernabei 2005
 Burke 2007
 Burke 2007
 Gallagher 2003, 2004, 2006, 2009
 Routman 2005
 Spandel 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Student's will participate in Writer's Workshop, using mini lessons determined as targets from universal screener data, building assessments, and classroom based assessments.	09/13/2010	06/10/2011	All Certified Staff

1.2.1.1. Activity: Writer's Workshop

Activity Description: Student's will participate in Writer's Workshop, using mini lessons determined as targets from universal screener data, building assessments, and classroom based assessments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Certified Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writer's notebook, mentor texts, professional books and materials	No additional funds required	0.00	0.00
Teacher time to collaboratively analyze data and determine school, grade level, and classroom SMART	No additional funds required	0.00	0.00
Learning from MRA Conference	Available funds established previously	0.00	0.00

1.3. Objective: Conventions

Measurable Objective Statement to Support Goal : 85% of students will score proficient on using proper punctuation and paragraph formatting on the building-wide writing sample by Spring 2012.

List of Strategies:

ID	Strategy	Locked By
12985	Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini-lessons on using conventions in writing at tiers 1 and/or 2. Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research based instruction at tier 3. Classroom teachers will implement mini-lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing. Intervention specialists will implement mini-lessons or research-based reading instruction at tiers 2 and/or 3.	

1.3.1. Strategy: Writing - Conventions

Strategy Statement: Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini-lessons on using conventions in writing at tiers 1 and/or 2.

Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research based instruction at tier 3.

Classroom teachers will implement mini-lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing.

Intervention specialists will implement mini-lessons or research-based reading instruction at tiers 2 and/or 3.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students 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 3.3 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 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment

to equity, and demonstrates an appreciation of diversity
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 Maintains a system-wide climate that supports student learning
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

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

- Allington 2007
- Cummins 2001
- Hurley 2001
- Klenk 2000
- McCormick 2007
- Serafini 2004
- Strickland 2005
- Ernst-Slavin 2002
- Hammond 2000
- Paris 2000
- Sulzby 2000
- Bernabei 2005
- Burke 2007
- Gallagher 2003, 2004, 2006, 2009
- Routman 2005
- Spandel 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will participate in Writer's Workshop, using mini lessons determined as targets from universal screener data, building assessments, and classroom based assessments.	09/13/2010	06/10/2011	All Certified Staff

1.3.1.1. Activity: Writer's Workshop

Activity Description: Students will participate in Writer's Workshop, using mini lessons determined as targets from universal screener data, building assessments, and classroom based assessments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Certified Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writer's notebooks, mentor texts, professional books and materials	No additional fund required	0.00	0.00
Teacher time to collaboratively analyze data and determine school, grade level, and classroom SMART	No additional funds required	0.00	0.00
Learning from MRA Conference	Available funds established previously	0.00	0.00

1.4. Objective: Presentation

Measurable Objective Statement to Support Goal : 85% of our students will score proficient on using legible handwriting with a neat presentation on the building-wide writing sample by Spring 2012.

List of Strategies:

ID	Strategy	Locked By
12988	Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini lessons on presentation of writing at tiers 1 and/or 2. Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research-based instruction at tier 3. Classroom teachers will implement mini lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing. Intervention specialists will implement mini-lessons or research-based reading instruction at tiers 2 and/or 3.	

1.4.1. Strategy: Writing - Presentation

Strategy Statement: Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring mini lessons on presentation of writing at tiers 1 and/or 2.

Staff will evaluate and analyze student writing samples at least 3 times per year to determine names of individuals requiring research-based instruction at tier 3.

Classroom teachers will implement mini lessons at tiers 1 and/or 2 from research-based instructional materials in the area of writing.

Intervention specialists will implement mini-lessons or research-based reading instruction at tiers 2 and/or 3.

Selected Target Areas

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 2.5 Fosters a learning community
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
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 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
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 Maintains a system-wide climate that supports student learning
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

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

- Allington 2007
- Cummins 2001
- Hurley 2000
- Klenk 2000
- McCormick 2007
- Serafini 2004
- Strickland 2005
- Ernst-Slavin 2002
- Hammond 2000
- Paris 2000
- Sulzby 2000
- Bernabei 2005
- Burke 2007
- Gallagher 2003, 2004, 2006, 2009
- Routman 2005
- Spandel 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will participate in Writer's Workshop, using mini-lessons determined as targets from universal screeners, building assessments, and classroom-based assessments.	09/13/2010	06/10/2011	All Certified Staff

1.4.1.1. Activity: Writer's Workshop

Activity Description: Students will participate in Writer's Workshop, using mini-lessons determined as targets from universal screeners, building assessments, and classroom-based assessments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Certified Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writer's notebooks, mentor texts, professional books and materials	No additional funds required	0.00	0.00
Teacher time to collaboratively analyze data and determine school, grade level and classroom SMART g	No additional funds required	0.00	0.00
Learning from MRA Conference	Available funds established previously	0.00	0.00

1.5. Objective: Program Alignment

Measurable Objective Statement to Support Goal : 85% of our students will achieve a proficient score on the Ridge Wood Building Writing Sample in Spring 2012.

List of Strategies:

ID	Strategy	Locked By
18720	Staff will use the 7 Habits of Highly Effective People as the foundation to create alignment in the systems, practices, and overall structure of our school.	

1.5.1. Strategy: 7 Habits of Highly Effective People

Strategy Statement: Staff will use the 7 Habits of Highly Effective People as the foundation to create alignment in the systems, practices, and overall structure of our school.

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 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
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 2.4 Implements policies and procedures that provide for the orientation and training of the governing board
SAR 2.5 Fosters a learning community
SAR 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
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 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
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 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.5 Provides information that is meaningful and useful to stakeholders
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)
SAR 7.2 Engages stakeholders in the processes of continuous improvement
SAR 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
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?

Dr. Stephen R. Covey

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will participate in training and implementation of the 7 Habits of Highly Effective People. Staff will work to use this training as the foundation of our culture to align all school systems, practices, and structures. Staff will build an action plan for introducing and applying these habits with the student body. Staff and parents will build and implement an action plan to train parents on the 7 Habits and the implementation of those habits within the school structure.	08/31/2010	06/10/2011	All certified and non-certified school staff Facilitator from Wayne RESA

1.5.1.1. Activity: 7 Habits Training

Activity Description: Staff will participate in training and implementation of the 7 Habits of Highly Effective People.

Staff will work to use this training as the foundation of our culture to align all school systems, practices, and structures.

Staff will build an action plan for introducing and applying these habits with the student body.

Staff and parents will build and implement an action plan to train parents on the 7 Habits and the implementation of those habits within the school structure.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All certified and non-certified school staff
Facilitator from Wayne RESA

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training materials	PTA Grant for School Improvement	4,000.00	0.00

Goal 2: Reading

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

Student Goal Statement : Student abilities in the area of Reading will improve.

Gap Statement : 84% of our students met the district benchmark on the DRA assessment.

96% of our students were proficient on the Reading Section of the MEAP.

Cause for Gap : Analysis of assessment information indicated the need for improvement in:
decoding
fluency
comprehension

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Reading Assessment for grades 3 - 6

DRA

Curriculum-based assessments

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? A score of 1 or 2 on the performance level on the MEAP

Achievement of the grade level target scores for independent proficiency as determined by the district

A score of 80% or higher on curriculum-based assessments

Contact Name : Alicia Parsons Heather Bauer

List of Objectives:

ID	Objective
18794	100% of our students will show improvement toward achieving the grade level target scores on the DRA, as assigned by the District.

2.1. Objective: Reading

Measurable Objective Statement to Support Goal : 100% of our students will show improvement toward achieving the grade level target scores on the DRA, as assigned by the District.

List of Strategies:

ID	Strategy	Locked By
18794	Staff will evaluate and analyze common grade level assessment data to identify individuals requiring interventions at tiers 1, 2, or 3. Staff will implement research-based instruction at appropriate challenge levels for students based on assessment performance.	
18794	Staff will use the 7 Habits of Highly Effective People as the foundation to creat alignment in the systems, practices, and overall structure of our school.	

2.1.1. Strategy: Focused Instruction

Strategy Statement: Staff will evaluate and analyze common grade level assessment data to identify individuals requiring interventions at tiers 1, 2, or 3.

Staff will implement research-based instruction at appropriate challenge levels for students based on assessment performance.

Selected Target Areas

- SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
- SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
- SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
- 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 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- SAR 2.5 Fosters a learning community
- SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
- SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
- SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
- SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
- 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 3.4 Supports instruction that is research-based and reflective of best practice
- SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

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 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 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
SAR 6.5 Provides information that is meaningful and useful to stakeholders
SAR 7.2 Engages stakeholders in the processes of continuous improvement
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?

- Reeves 2006
- Marzano
- Buffum, Mattos, Weber 2009
- DuFour, DuFour, Eaker

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will participate in reading instruction focused on individual greatest areas of need, based on common assessment data.	09/13/2010	06/10/2011	All certified staff

2.1.1.1. Activity: Classroom

Activity Description: Students will participate in reading instruction focused on individual greatest areas of need, based on common assessment data.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All certified staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplies and materials necessary for instructional purposes	No additional funds required at this time	0.00	0.00
Learning from MRA Conference	Available funds established previously	0.00	0.00

2.1.2. Strategy: Program Alignment

Strategy Statement: Staff will use the 7 Habits of Highly Effective People as the foundation to create alignment in the systems, practices, and overall structure of our school.

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 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
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 2.4 Implements policies and procedures that provide for the orientation and training of the governing board
SAR 2.5 Fosters a learning community
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of

participation, responsibility, and ownership
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
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 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.5 Provides information that is meaningful and useful to stakeholders
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)
SAR 7.2 Engages stakeholders in the processes of continuous improvement
SAR 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
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?

Dr. Stephen R. Covey, The Leader in Me

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
*Staff will participate in training and implementation of the 7 Habits of Highly Effective People. Staff will work to use this training as the foundation of our structure to align all school systems and practices. *Staff will develop and implement an action plan for introducing and applying these habits with the student body. *Staff and parents will develop and implement an action plan to train parents on the 7 Habits and the implementation of those habits within the school structure.	08/31/2010	06/10/2011	All certified and non-certified school staff and a facilitator from Wayne RESA

2.1.2.1. Activity: 7 Habits Training

Activity Description: *Staff will participate in training and implementation of the 7 Habits of Highly Effective People. Staff will work to use this training as the foundation of our structure to align all school systems and practices.

*Staff will develop and implement an action plan for introducing and applying these habits with the student body.

*Staff and parents will develop and implement an action plan to train parents on the 7 Habits and the implementation of those habits within the school structure.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All certified and non-certified school staff and a facilitator from Wayne RESA

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training Materials	No additional funds are required at this point	0.00	0.00

Goal 3: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Student abilities in the area of Math will improve.

Gap Statement : 97% of students were proficient in Math on the MEAP.

Cause for Gap : Analysis of assessment information indicates the need for students to improve performance when working with decimals, including money, problem solving skills, and basic math facts.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Math Assessment for grades 3 - 6

End of Year District Assessment for grades 1 and 2

Curriculum-based Assessments

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? A score of 1 or 2 on the performance level on the MEAP

A score of 80% on the District Assessments

A score of 80% or higher on curriculum-based assessments

Contact Name : Alicia Parsons Heather Bauer

List of Objectives:

ID	Objective
18873	100% of our students will be proficient in the area of Mathematics on the 2013 MEAP assessment.

3.1. Objective: Math

Measurable Objective Statement to Support Goal : 100% of our students will be proficient in the area of Mathematics on the 2013 MEAP assessment.

List of Strategies:

ID	Strategy	Locked By
18873	Staff will evaluate and analyze common grade level assessment data to identify individuals requiring interventions at tiers 1, 2, or 3. Staff will implement research-based instruction at appropriate challenge levels for students based on assessment performance.	
18873	Staff will use the 7 Habits of Highly Effective People as the foundation to create alignment in the systems, practices, and overall structure of our school.	

3.1.1. Strategy: Focused Instruction

Strategy Statement: Staff will evaluate and analyze common grade level assessment data to identify individuals requiring interventions at tiers 1, 2, or 3.

Staff will implement research-based instruction at appropriate challenge levels for students based on assessment performance.

Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
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 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
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 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
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 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 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
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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?

Reeves
 Marzano
 Buffum, Mattos, Weber 2009
 DuFour, DuFour, Eaker

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will participate in math instruction focused on individual greatest areas of need, based on common assessment data.	09/13/2010	06/10/2011	All certified staff

3.1.1.1. Activity: Classroom

Activity Description: Students will participate in math instruction focused on individual greatest areas of need, based on common assessment data.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All certified staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplies and materials necessary for instructional purposes	No additional funds required at this time	0.00	0.00

3.1.2. Strategy: Program Alignment

Strategy Statement: Staff will use the 7 Habits of Highly Effective People as the foundation to create alignment in the systems, practices, and overall structure of our school.

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 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
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
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SAR 2.4 Implements policies and procedures that provide for the orientation and training of the governing board
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SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
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SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.5 Provides information that is meaningful and useful to stakeholders
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)
SAR 7.2 Engages stakeholders in the processes of continuous improvement
SAR 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
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?

Dr. Stephen R. Covey, The Leader in Me

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
*Staff will participate in training and implementation of the 7 Habits of Highly Effective People. Staff will work to use this training as the foundation of our structure to align all school systems and practices. *Staff will develop an implement an action plan for introducing and applying these habits with the student body. *Staff and parents will develop and implement an action plan to train parents on the 7 Habits and the implementation of those habits within the school structure.	08/31/2010	06/10/2011	All certified and non-certified school staff and a facilitator from Wayne RESA

3.1.2.1. Activity: 7 Habits Training

Activity Description: *Staff will participate in training and implementation of the 7 Habits of Highly Effective People. Staff will work to use this training as the foundation of our structure to align all school systems and practices.

*Staff will develop an implement an action plan for introducing and applying these habits with the student body.

*Staff and parents will develop and implement an action plan to train parents on the 7 Habits and the implementation of those habits within the school structure.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All certified and non-certified school staff and a facilitator from Wayne RESA

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training Materials	No additional funds are required at this point	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,500.00	\$0.00
Title II Part A	\$3,851.00	\$0.00
Other	\$0.00	\$0.00
Other	\$0.00	\$0.00
Other	\$0.00	\$0.00
Other	\$0.00	\$0.00
Other	\$0.00	\$0.00
Other	\$6,452.00	\$0.00

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
Mrs.	Alicia	Parsons	Principal	parsonal@northville.k12.mi.us
Mrs.	Heather	Bauer	Learning Consultant	bauerhe@northville.k12.mi.us
Mrs.	Kim	Gall	Kindergarten Teacher	gallki@northville.k12.mi.us
Ms.	Teri	Scott	1st Grade Teacher	scotte@northville.k12.mi.us
Ms.	Anna (Kate)	Sims	2nd Grade Teacher	simskanorthville.k12.mi.us
Mrs.	Sue Beth	Balash	3rd Grade Teacher	balashsu@northville.k12.mi.us
Mrs.	Morgen	Salah	4th Grade Teacher	salahmo@northville.k12.mi.us
Mrs.	Merilee	Zane	5th Grade Teacher	zaneme@northville.k12.mi.us
Mrs.	Kristy	Kenneally	Special Education Teacher	kenneakr@northville.k12.mi.us
Mrs.	Nancy	Robbert	Physical Education Teache	robberna@northville.k12.mi.us
Mrs.	Monica	Casillas	Parent	monica.casillas@gmail.com
Mrs.	Erika	Iafrate	Parent	eiafrate@comcast.net

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

Although all of our community members are stakeholders in the School Improvement process and members of the team, the names listed above are formally involved in the central School Improvement Team in our building. The Principal oversees the entire committee, while the Learning Consultant is officially the Chair Person. The teachers listed all represent their grade level or department and the parents represent the PTA and local community. Each stakeholder is responsible for communicating information between the groups that they represent and this central team. They provide the final votes on issues relating to school improvement on the behalf of their representative group. They all assist in developing agendas for upcoming meetings and professional development and provide input to and manpower for completion of action plans. They review proposals and draft documents for revisions and complete documentation that serves as evidence to support the status on our building goals and initiatives.

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

Our school follows the Northville Public School District's curriculum. Our building School Improvement Team uses State, District, and Building data to determine target areas or indicators within grade level curriculum for specific improvement of identified goal areas. Teacher teams use individual classroom data to focus instruction and intervention within the classroom and grade level. Grade levels then use curriculum-based common assessments to probe for understanding and determine progress toward targets. Students are serviced in a 3-tiered system to assist in achievement. Appropriate tiered support is determined through the on-going use of all data sources. Individual goals are determined for students in the various tiers and progress is continually monitored for achievement of said goals.

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

Pertinent information shared at the central School Improvement Team meetings are taken to other stakeholders through their representatives. Teacher representatives present the information to their grade level or department colleagues during weekly Collegial Collaboration Meetings. Parents share information at the building Parent Teacher Association Meetings. Summary reports of State, District, and Building assessments are created and shared at meetings involving all staff, PTA meetings, District School Improvement Team meetings, and are part of the annual Administrator Evaluation process.

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:	Human Resource Director
Address:	501 S Main Northville, MI 48167
Telephone Number:	248-349-3400

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?

We will continue to look at ways to collect, analyze, and respond to formal and informal data around student achievement in a meaningful way. We will continue to research best practices to differentiate instruction and appropriately intervene to meet the needs of students at their level. We will continue to collaborate for continuous improvement and grow in our abilities to function as a successful professional learning community. We will be trained in the 7 Habits of Highly Effective People and align all school systems and practices to create a structure with values that are clearly focused on the achievement of one mission and vision. We will reflect upon our learning of these habits and create an action plan to become a school that practices The Leader in Me concept and strive to create a culture that promotes high levels of student achievement involving the whole child.

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

We will be using monies allocated to us from our PTA to support the materials necessary for training on the 7 Habits of Highly Effective People and our movement toward becoming a school that implements The Leader in Me concept. We will be using more of the PTA grant along with Title IIA money to support the teacher time and materials needed to expand our knowledge of how to collect, analyze, and respond to formal and informal data around student achievement in a meaningful way. We will use Title IIA money to support representative attendance at the MRA Conference in order to allow for all staff to benefit through their sharing of the learning that this conference affords around current best practices.

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

It is an expectation that technology, using the Michigan Technology Grade Level Expectations, is integrated into instruction whenever possible. Technology is consistently used to share information and access professional learning opportunities. The 7 Habits training that will be taking place in our building will be broadcast live to another elementary building within the district. Electronic, adaptive assessment opportunities are being pursued and training and implementation are expected in the Fall.