

School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Silver Springs Elementary School

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

Principal: Mr. Scott Snyder

Building Code: 06592

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	5
Vision	6
Goals	7
Goal 1: Reading Proficiency	7
Goal 2: Writing Proficiency	13
Goal 3: Math Proficiency	19
Resource Profile	25
Title I Required Components	26
Stakeholders	27
Statement of Non-Discrimination	29
Conclusion	30

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:	Silver Springs Elementary School
District:	Northville Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	06592
City:	Northville
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Northville Public Schools - Vision Statement

The Vision Statement describes what we hope to become and inspires us to stretch toward these possibilities.

We strive for a school community where:

- students exercise initiative and expect success
- graduates are prepared to meet life's challenges and to serve others
- families, staff and community work in close partnership
- teachers are educational leaders
- respect for individuals is demonstrated.

Mission Statement

Silver Springs Elementary School - Mission Statement

Our mission is to provide an atmosphere that fosters self-esteem, promotes individual achievement, emphasizes higher-level thinking skills, provides opportunities for creative self expression and encourages respect for self, others and the environment.

Beliefs Statement

Silver Springs Elementary School - Beliefs

We believe that every child is a unique, constantly developing individual.

We believe that education is the process that nurtures individual academic, social and emotional development in a cooperative setting.

Goals

ID	Name	Development Status	Progress Status
8425	Reading Proficiency	Approved	Open
8436	Writing Proficiency	Approved	Open
14365	Math Proficiency	Approved	Open

Goal 1: Reading Proficiency

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in reading.

Gap Statement : 1. The majority of students exceeded and met the standards of the Michigan Education Assessment Program (MEAP) . Even so, there are students who performed below the grade level benchmark on the Developmental Reading Assessment 2 (DRA2).

2. Based on the DRA2, students still struggle with meeting the benchmarks in comprehension.

3. Some students generally score lower than students who have attended Silver Springs for multiple years.

Cause for Gap : 1. Students need learning experiences connected to content that they have not experienced in the past.

2. Students need repeated learning experiences connected to content that they have experienced in the past but haven't retained the knowledge or developed the skills.

3. Students at all ages are more likely to learn when their experiences connect with and build upon one another.

4. Learning takes time and requires recurring opportunities to practice and to apply knowledge and skills in new contexts

5. Different Test Formats - Multiple choice (MEAP) vs. Written Reponse (DRA2)

6. Different Learning Environments - Daily School Operations vs. Standardized Testing Environment

7. Different amounts of time allotted to complete different assessments

8. Multiple transitions from different communities during the student's elementary schooling appears to create gaps in knowledge. This movement appears to negatively impact the student's academic achievement.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. MEAP Reading Scores

2. District benchmark assessments - DEVELOPMENTAL READING ASSESSMENT 2 (DRA2)-

Comprehension Scores

3. Student work samples
4. IOWA 3rd & 5th Grades
5. Michigan Literacy Progress Profile (MLPP): Grades K-2

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? READING- Criteria for Success

1. All 3rd, 4th and 5th grade students will be proficient on MEAP for Reading.
2. All students will be at proficiency or above on the reading common assessment DRA2.

Kindergarten

100% of kindergarten students will reach a reading level of 3 demonstrating independence in reading engagement, oral reading, printed language concepts, and comprehension on the DRA2. They will also be able to recognize, write, and use 18 sight words of their personal choice by the end of kindergarten.

1st Grade

100% of first grade students will reach a reading level I with a score of 11/16 in fluency and a score of 20/28 in comprehension or higher on the DRA2 assessment by the end of first grade.

2nd Grade

100% of second grade students will reach a reading level M with a score of 11/16 in fluency and a score of 20/28 in comprehension or higher on the DRA2 assessment by the end of second grade.

3rd Grade

100% of third grade students will reach a reading level P with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of third grade.

4th Grade

100% of fourth grade students will reach a reading level 40 with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of fourth grade.

5th Grade

100% of fifth grade students will reach a reading level of 50 with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of fifth grade.

Multiple Measures of Assessment

1. MEAP Reading Scores
2. IOWA 3rd & 5th Grades
3. DEVELOPMENTAL READING ASSESSMENT 2 - Comprehension Scores
4. Michigan Literacy Progress Profile (MLPP): Grades K-2

Contact Name : Scott Snyder

List of Objectives:

ID	Objective
8694	KINDERGARTEN 100% of kindergarten students will reach a reading level of 3 demonstrating independence in reading engagement, oral reading, printed language concepts, and comprehension on the DRA2. They will also be able to recognize, write, and use 18 sight words of their personal choice by the end of kindergarten. 1ST GRADE 100% of first grade students will reach a reading level I with a score of 11/16 in fluency and a score of 20/28 in comprehension or higher on the DRA2 assessment by the end of first grade. 2ND GRADE 100% of second grade students will reach a reading level M with a score of 11/16 in fluency and a score of 20/28 in comprehension or higher on the DRA2 assessment by the end of second

grade. 3RD GRADE 100% of third grade students will reach a reading level P with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of third grade. 4TH GRADE 100% of fourth grade students will reach a reading level 40 with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of fourth grade. 5TH GRADE 100% of fifth grade students will reach a reading level of 50 with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of fifth grade.

1.1. Objective: Reading Objectives

Measurable Objective Statement to Support Goal : KINDERGARTEN

100% of kindergarten students will reach a reading level of 3 demonstrating independence in reading engagement, oral reading, printed language concepts, and comprehension on the DRA2. They will also be able to recognize, write, and use 18 sight words of their personal choice by the end of kindergarten.

1ST GRADE

100% of first grade students will reach a reading level I with a score of 11/16 in fluency and a score of 20/28 in comprehension or higher on the DRA2 assessment by the end of first grade.

2ND GRADE

100% of second grade students will reach a reading level M with a score of 11/16 in fluency and a score of 20/28 in comprehension or higher on the DRA2 assessment by the end of second grade.

3RD GRADE

100% of third grade students will reach a reading level P with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of third grade.

4TH GRADE

100% of fourth grade students will reach a reading level 40 with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of fourth grade.

5TH GRADE

100% of fifth grade students will reach a reading level of 50 with a score of 11/16 in fluency and a score of 17/24 in comprehension or higher in non-fiction on the DRA2 assessment by the end of fifth grade.

List of Strategies:

ID	Strategy	Locked By
8694	Teachers will model and teach reading comprehension strategies while reading quality literature.	
8694	Teachers will model and teach think alouds while reading quality literature.	

1.1.1. Strategy: Read Alouds

Strategy Statement: Teachers will model and teach reading comprehension strategies while reading quality literature.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
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 3.4 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

Other Required Information for Strategy

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

- Making Meaning, 2004
- Words Their Way
- Allington, 2009, 2007
- Clay, 2005
- Gentile, 2009
- Fountas & Pinnell, 2009
- Johnson, 2001, 1987
- Calkins, 2004
- Ruth Cullham, 2007
- Adams, 1990
- Barron, 1990
- Cummins, 2001
- Farr & Tone, 1994
- Hurley, 2001
- Klenk, 2000
- McCormick, 2007
- Serafini, 2004
- Strickland, 2005
- Ernst-Slavin, 2002
- Hammond, 2000
- Paris, 2000
- Pearson, 1999
- Sulzby, 2000

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
During Reading Workshop teachers will read aloud quality literature to reinforce reading comprehension strategies.	09/07/2010	06/16/2011	Classroom Teachers and Support Staff

1.1.1.1. Activity: Read Aloud

Activity Description: During Reading Workshop teachers will read aloud quality literature to reinforce reading comprehension strategies.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers and Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Reading Materials	General Funds	225.00	0.00
School Improvement Meetings	Title II Part A	100.00	0.00
Building wide Reading Materials	Title I Part A	225.00	0.00
Parent Partnership Seminars and Training	Title I Part A	2,250.00	0.00
Parent Partnership Materials	Title I Part A	2,250.00	0.00
School Improvement Planning Sessions	Title II Part A	150.00	0.00
After School ELL Program	Title III	2,000.00	0.00

1.1.2. Strategy: Think Alouds

Strategy Statement: Teachers will model and teach think alouds while reading quality literature.

Selected Target Areas

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 3.2 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 3.4 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

Other Required Information for Strategy

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

- Allington, 2009, 2007
- Clay, 2005
- Gentile, 2009
- Fountas & Pinnell, 2009
- Johnson, 2001, 1987
- Calkins, 2004
- Culham, 2007
- Adams, 1990
- Barron, 1990
- Cummins, 2001
- Farr & Tone, 1994
- Hurley, 2001
- Klenk, 2000
- McCormick, 2007
- Serafini, 2004
- Strickland, 2005
- Ernst-Slavin, 2002
- Hammond, 2000
- Paris, 2000
- Pearson, 1999
- Sulzby, 2000

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
During Reading Workshop teachers will model think alouds while reading quality literature to students.	09/07/2010	06/16/2011	Classroom Teachers and Support Staff

1.1.2.1. Activity: Think Alouds

Activity Description: During Reading Workshop teachers will model think alouds while reading quality literature to students.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers and Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Reading Materials	General Funds	225.00	0.00
School Improvement Meetings	Title II Part A	100.00	0.00
Building Reading Materials	Title I Part A	225.00	0.00
Parent Partnership Seminars and Training	Title I Part A	2,250.00	0.00
Parent Partnership Materials	Title I Part A	2,250.00	0.00
School Improvement Planning Sessions	Title II Part A	150.00	0.00

Goal 2: Writing Proficiency

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in writing.

Gap Statement : 1. The students' overall Michigan Education Assessment Program (MEAP) Reading scores were high, but their overall MEAP writing scores are much lower.

2. Based on the Developmental Reading Assessment 2 (DRA2), the students' oral comprehension scores are high. But when students are asked to demonstrate reading comprehension in writing, their overall comprehension scores drop.

3. Some new enrollees and transient students generally score lower than students who have attended Silver Springs for multiple years.

Cause for Gap : 1. Students need learning experiences connected to content than they have not experienced in the past.

2. Students need repeated learning experiences connected to content that they have experienced in the past but haven't retained the knowledge or developed the skills.

3. Students at all ages are more likely to learn when their experiences connect with and build upon one another.
4. Learning takes time and requires recurring opportunities to practice and to apply knowledge and skills in new contexts.
5. Some students do not know story structure.

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

1. District benchmark assessments
2. Student work samples

1. School wide scored writing samples from previous year
2. MEAP Writing Scores
3. MEAP Total English Language Arts
4. IOWA 3rd & 5th Grades

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?

1. All 4th grade students will be proficient on writing MEAP
2. All students will be at proficiency or above on writing common assessments

1. School wide scored writing samples from previous year
2. MEAP Writing Scores
3. MEAP Total English Language Arts
4. IOWA 3rd & 5th Grades

Contact Name : Scott Snyder

List of Objectives:

ID	Objective
8698	Kindergarten 100% of the kindergarten students will achieve a score of 3 in each area of the 4-point writing rubric by the end of kindergarten. 1st Grade 100% of the first grade students will achieve a holistic score of 1.5 or higher on the 6-point writing rubric based on a grade-wide writing prompt by the end of first grade. 2nd Grade 100% of the second grade students will achieve a holistic score of 2 or higher on the 6-point writing rubric based on a grade-wide writing prompt by the end of second grade. 3rd Grade 100% of the third grade students will achieve a holistic score of 3 or higher on the 6-point writing rubric based on a grade-wide writing prompt by the end of third grade. 4th Grade 100% of fourth grade students will achieve a holistic score of 4 or higher on the 6-point writing rubric based on a grade-wide writing prompt (which includes content and ideas, organization, style and voice, and conventions) by the end of fourth grade. 5th Grade 100% of fifth grade students will achieve a holistic score of 5 or higher on the 6-point writing rubric based on a grade-wide writing prompt (which includes content and ideas, organization, style and voice, and conventions) by the end of fifth grade.

2.1. Objective: Writing Objective

Measurable Objective Statement to Support Goal : Kindergarten

100% of the kindergarten students will achieve a score of 3 in each area of the 4-point writing rubric by the end of kindergarten.

1st Grade

100% of the first grade students will achieve a holistic score of 1.5 or higher on the 6-point writing rubric based on a grade-wide writing prompt by the end of first grade.

2nd Grade

100% of the second grade students will achieve a holistic score of 2 or higher on the 6-point writing rubric based on a grade-wide writing prompt by the end of second grade.

3rd Grade

100% of the third grade students will achieve a holistic score of 3 or higher on the 6-point writing rubric based on a grade-wide writing prompt by the end of third grade.

4th Grade

100% of fourth grade students will achieve a holistic score of 4 or higher on the 6-point writing rubric based on a grade-wide writing prompt (which includes content and ideas, organization, style and voice, and conventions) by the end of fourth grade.

5th Grade

100% of fifth grade students will achieve a holistic score of 5 or higher on the 6-point writing rubric based on a grade-wide writing prompt (which includes content and ideas, organization, style and voice, and conventions) by the end of fifth grade.

List of Strategies:

ID	Strategy	Locked By
8698	Teachers will model all steps of the writing process. Teachers will meet with students one-on-one in order to meet their individual needs.	

2.1.1. Strategy: Writing Process - Individualized Instruction

Strategy Statement: Teachers will model all steps of the writing process. Teachers will meet with students one-on-one in order to meet their individual needs.

Selected Target Areas

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Other Required Information for Strategy

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

- Lucy Calkins, 2003
- Allington, 2007
- Calkins, 2009
- Culham, 2003
- Diller, 2002

Fletcher, 2001
 Langer, 1987
 Murray, 2005
 Tierney, 1989
 Vacca & Vacca, 2002
 Wisendanger, 2001
 Atwell, 1987
 Bernabei, 2005
 Burke, 2007
 Emig, 1971
 Freire & Macedo, 1987
 Gallagher, 2003, 2004, 2006, 2009
 Graves, 1983, 1994
 Lane, 1999
 National Council of Teachers of English (NCTE)
 Routman, 2005
 Spandel, 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will progress through writing stages from pre-writing to publishing in writing.	09/08/2009	06/17/2010	Classroom Teacher
All teachers will intentionally teach students about mnemonic devices (FAT-P = form, audience, topic, and purpose) and how to use one. All students learn the importance of form, audience, topic, and purpose as they pertain to writing. All students will know the mnemonic: FAT-P. All students will apply the mnemonic: FAT-P.	09/07/2010	06/16/2011	Classroom Teachers Support Staff
Teachers will collect, analyze, and evaluate student work samples from all students.	09/07/2010	06/16/2011	Classroom Teachers
All teachers will intentionally teach students about graphic organizers and how to use them. All students learn about using graphic organizers to improve their writing performance. All students will know what graphic organizers are. All students will use graphic organizers to improve their writing performance.	09/07/2010	06/16/2011	Classroom Teachers and Support Staff
All teachers will intentionally teach students about making connections. All students learn the importance of making connections. All students will know about making connections. All students will make connections in their writing.	09/07/2010	06/16/2011	Classroom Teachers and Support Staff

2.1.1.1. Activity: Writer's Workshop

Activity Description: Students will progress through writing stages from pre-writing to publishing in writing.

Activity Type: None

Planned staff responsible for implementing activity: Classroom Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Writing Materials	General Funds	225.00	0.00
School Improvement Meetings	Title II Part A	100.00	0.00
School Improvement Planning Sessions	Title II Part A	150.00	0.00

2.1.1.2. Activity: Mnemonic Device: FAT-P

Activity Description: All teachers will intentionally teach students about mnemonic devices (FAT-P = form, audience, topic, and purpose) and how to use one.

All students learn the importance of form, audience, topic, and purpose as they pertain to writing.

All students will know the mnemonic: FAT-P.

All students will apply the mnemonic: FAT-P.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers
Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Writing Materials	General Funds	225.00	0.00

2.1.1.3. Activity: Student Work Samples

Activity Description: Teachers will collect, analyze, and evaluate student work samples from all students.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Writing Materials	General Funds	225.00	0.00

2.1.1.4. Activity: Graphic Organizers

Activity Description: All teachers will intentionally teach students about graphic organizers and how to use them.

All students learn about using graphic organizers to improve their writing performance.

All students will know what graphic organizers are.

All students will use graphic organizers to improve their writing performance.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers and Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Writing Materials	General Funds	225.00	0.00

2.1.1.5. Activity: Making Connections

Activity Description: All teachers will intentionally teach students about making connections.

All students learn the importance of making connections.

All students will know about making connections.

All students will make connections in their writing.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers and Support Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Writing Materials	General Funds	225.00	0.00

Goal 3: Math Proficiency

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in math.

Gap Statement : 1. The majority of students exceeded and met the standards of the Michigan Education Assessment Program (MEAP) . Even so, there are students who were partially or not proficient.

2. Based on the MEAP item analysis reports, students still struggle with areas of geometry.

3. Some students generally score lower than students who have attended Silver Springs for multiple years.

Cause for Gap : 1. Students need learning experiences connected to content that they have not experienced in the past.

2. Students need repeated learning experiences connected to content that they have experienced in the past but

haven't retained the knowledge or developed the skills.

3. Students at all ages are more likely to learn when their experiences connect with and build upon one another.
4. Learning takes time and requires recurring opportunities to practice and to apply knowledge and skills in new contexts
5. Different Learning Environments - Daily School Operations vs. Standardized Testing Environment
6. Different amounts of time allotted to complete different assessments
7. Multiple transitions from different communities during the student's elementary schooling appears to create gaps in knowledge. This movement appears to negatively impact the student's academic achievement.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. MEAP Math Scores

2. IOWA 3rd & 5th Grades
3. Local assessments - Math Facts

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? MATH - Criteria for Success

1. All 3rd, 4th and 5th grade students will be proficient in math on the MEAP.
2. All students will be proficient in all areas (addition, subtraction, multiplication, and division) on the local math common assessments.

KINDERGARTEN

100% of kindergarten students will demonstrate mastery of more/less/same and one-to-one correspondence on local assessments.

1ST GRADE

100% of 1st grade students will demonstrate mastery of basic addition facts on local assessments.

2ND GRADE

100% of 2nd grade students will demonstrate mastery of basic addition and subtraction facts on local assessments.

3RD GRADE

100% of 3rd grade students will demonstrate mastery of basic addition, subtraction, and multiplication facts on local assessments.

100% of 3rd grade students will meet or exceed the grade level content expectations as tested on the MEAP.

4TH GRADE

100% of 4th grade students will demonstrate mastery of basic addition, subtraction, multiplication, and division facts on local assessments.

100% of 4th grade students will meet or exceed the grade level content expectations as tested on the MEAP.

5TH GRADE

100% of 5th grade students will demonstrate mastery of basic addition, subtraction, multiplication, and division facts on local assessments.

100% of 5th grade students will meet or exceed the grade level content expectations as tested on the MEAP.

Multiple Measures of Assessment

1. MEAP Math Scores
2. IOWA Math Scores - 3rd & 5th Grades
3. Local math assessments - addition, subtraction, multiplication, and division

Contact Name : Scott Snyder

List of Objectives:

ID	Objective
15954	<p>KINDERGARTEN 100% of kindergarten students will demonstrate mastery of more/less/same and one-to-one correspondence on local assessments. 1ST GRADE 100% of 1st grade students will demonstrate mastery of basic addition facts on local assessments. 2ND GRADE 100% of 2nd grade students will demonstrate mastery of basic addition and subtraction facts on local assessments. 3RD GRADE 100% of 3rd grade students will demonstrate mastery of basic addition, subtraction, and multiplication facts on local assessments. 100% of 3rd grade students will meet or exceed the grade level content expectations as tested on the MEAP. 4TH GRADE 100% of 4th grade students will demonstrate mastery of basic addition, subtraction, multiplication, and division facts on local assessments. 100% of 4th grade students will meet or exceed the grade level content expectations as tested on the MEAP. 5TH GRADE 100% of 5th grade students will demonstrate mastery of basic addition, subtraction, multiplication, and division facts on local assessments. 100% of 5th grade students will meet or exceed the grade level content expectations as tested on the MEAP.</p>

3.1. Objective: Math

Measurable Objective Statement to Support Goal : KINDERGARTEN

100% of kindergarten students will demonstrate mastery of more/less/same and one-to-one correspondence on local assessments.

1ST GRADE

100% of 1st grade students will demonstrate mastery of basic addition facts on local assessments.

2ND GRADE

100% of 2nd grade students will demonstrate mastery of basic addition and subtraction facts on local assessments.

3RD GRADE

100% of 3rd grade students will demonstrate mastery of basic addition, subtraction, and multiplication facts on local assessments.

100% of 3rd grade students will meet or exceed the grade level content expectations as tested on the MEAP.

4TH GRADE

100% of 4th grade students will demonstrate mastery of basic addition, subtraction, multiplication, and division facts on local assessments.

100% of 4th grade students will meet or exceed the grade level content expectations as tested on the MEAP.

5TH GRADE

100% of 5th grade students will demonstrate mastery of basic addition, subtraction, multiplication, and division facts on local assessments.

100% of 5th grade students will meet or exceed the grade level content expectations as tested on the MEAP.

List of Strategies:

ID	Strategy	Locked By
15954	Teachers will use a variety of tools taken from the schools' locally developed math facts binder to help students learn and master basic math facts.	

3.1.1. Strategy: Math Facts

Strategy Statement: Teachers will use a variety of tools taken from the schools' locally developed math facts binder to help students learn and master basic math facts.

Selected Target Areas

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Other Required Information for Strategy

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

Math Expressions, Houghton Mifflin 2006

Glencoe Math

Kindergarten School Math Binder

Math Instructional Resource Binder

Trailblazers Geometry Section

Ball & Bass, 2000, 2001, 2003

Borko, et al, 1992

Hill, Schilling & Ball, 2004

Shulman, 1986, 1987

West & Staub, 2003

Bass & Bass, 2000, 2001, 2003

Fuchs & Fuchs, 1998, 2001

Fuchs, Fuchs & Karns, 2001

Marzano

Tomlinson

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The students will sort shapes based on various attributes and explore different ways to sort.	09/08/2009	06/17/2010	Classroom Teacher
Students will accurately measure using measuring devices.	09/08/2009	06/17/2010	Classroom Teacher

3.1.1.1. Activity: Sorting

Activity Description: The students will sort shapes based on various attributes and explore different ways to sort.

Activity Type: None

Planned staff responsible for implementing activity: Classroom Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Math Materials	General Funds	225.00	0.00
School Improvement Meetings	Title II Part A	100.00	0.00
Building wide Math Materials	Title I Part A	450.00	0.00
Staff Professional Development	Title I Part A	450.00	0.00

3.1.1.2. Activity: Measuring

Activity Description: Students will accurately measure using measuring devices.

Activity Type: None

Planned staff responsible for implementing activity: Classroom Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Math Materials	General Funds	225.00	0.00
Building wide Math Materials	Title I Part A	450.00	0.00

Staff Professional Development	Title I Part A	450.00	0.00
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Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,025.00	\$0.00
Title I Part A	\$11,250.00	\$0.00
Title II Part A	\$850.00	\$0.00
Title III	\$2,000.00	\$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	12/02/2009	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
Mr.	Scott	Snyder	Principal	snydersc@northville.k12.mi.us
Mrs.	Connie	Wall	Learning Consultant	wallco@northville.k12.mi.us
Mrs.	Cecelia	Brown	Teacher - Kindergarten	brownce@northville.k12.mi.us
Mrs.	Brooke	Baker	Teacher - 1st Grade	bakerbr@northville.k12.mi.us
Mrs.	Cheryl	Sepich	Teacher - 2nd Grade	sepichch@northville.k12.mi.us
Mrs.	Kathy	Starosciak	Teacher - 3rd Grade	staroska@northville.k12.mi.us
Mr.	Jason	Brooks	Teacher - 4th Grade	brooksja@northville.k12.mi.us
Mr.	David	Wayne	Teacher - 5th Grade	wayneda@northville.k12.mi.us
Mrs.	Pamela	Schulman	Teacher - Resource Room	schulmpa@northville.k12.mi.us
Mrs.	Amy	Morelli	Social Worker	morellam@northville.k12.mi.us
Mrs.	Tonie	Franzese	Parent	toniefranzese@yahoo.com

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

School trends and overall school goals are developed by the School Improvement Team which consists of grade level chairpersons, Learning Consultant (Title I liaison) , humanities representative, parent representatives and the school principal. The team meets 4 times a year. All current school improvement plan goals address identifying needs, intervening with a variety of programs, and monitoring all students including Title I students. Progress reports are shared at PTA meetings, District School Improvement Team meetings, and Board of Education meeting.

Title I and Regular Education Coordination

Grade level teams meet collegially twice a week to coordinate activities to meet school improvement goals. This includes the identification through data analysis of students in need. Silver Springs has an Intervention Team (IT) that provides intervention services to help achieve all school improvement plan goals. The IT consists of 2 Teacher Consultants, Speech Teacher, School Psychologist, Social Worker, Principal, Learning Consultant, and Classroom Teacher Representative. The IT meets weekly to review cases, monitor data, and provide Response to Intervention Tier 2 services: consultation, ELL services, diagnostic testing, hypothesis formation, differentiation, monitoring, recommendations for before school tutoring, summer school, and Title I. Teachers and parents may refer students to the IT for problems in any of the 4 core curriculum standards. One of the responsibilities of the social worker is to coordinate social services with our lunch program and outside

agencies. The team also meets to determine when and how to increase the frequency and intensity of interventions, set criteria for exit, and prioritize services. A member of the IT team is assigned as a liaison to each grade level collegial team. This IT model helps to coordinate resources and programs from regular education to Title I to Special Education. Early Childhood coordinates with Silver Springs in the transition of preschool students with: 1) an evening parent meeting that describes the curriculum and program, and (2) Kindergarten Round-up to screen students, provide feedback to parents, and begin the process of parent involvement. The Special Services Department coordinates transition services for identified at risk students in Early Childhood and the Elementary program.

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

In May of each school year the School Improvement Team analyzes cognitive/academic data (MEAP, ITBS, COGAT) and affective (attendance, discipline, self-efficacy survey, community and parent survey) data to determine needs, to recommend goals for programmatic improvement, to develop action plans, and to recommend professional development for the next school year.

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

School achievement data is placed on the Silver Springs web site. When Michigan Education Assessment Program (MEAP) and Iowa Test of Basic Skills (ITBS) data is received it is first presented to grade level collegial teams and analyzed. Both aggregate and disaggregated data is then presented at the following PTA meeting. All data is placed on a common drive and Class A database for all teacher access and analysis.

Individual student progress is shared with parents in the following manner:

1. Parent reports of all standardized test data are sent home.
2. Title I - weekly parent packets.
3. Parent/Teacher Conferences are scheduled in November and April.
4. Report cards are sent home quarterly.
5. Class newsletters are sent home weekly.
6. Curriculum expectations are available on Silver Springs's web site.
7. Parent resources are available on Silver Springs's web site and in the parent library.
8. Translation services are available through the English Language Learner offices of the Special Services Department.

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:

Northville Public Schools, 501 West Main Street,
Northville, MI 48167

Telephone Number:

(248) 344-8447

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?

The following is Silver Springs's schedule of professional development for staff:

TEACHER PROFESSIONAL DEVELOPMENT MEETINGS

Duration - 1 hour

MEETING # DATE TOPIC(S)

- 1 November 26 Writing - K-5 Anchor Papers
- 2 December 17 SIT Subcommittee Work
- 3 January 21 Writing - Collaborative Assessment Conferences
- 4 February 25 Writing - Data Analysis & Instructional Practices Reflection
- 5 March 25 Writing - Scoring and Interreliability
- 6 April 29 2008-2009 SIT: Review and Reflections

District Professional Development

Date Level Topic

- 9/1/2009 Kdg. - 5th Grade Focus Area: Science
- 9/2/2009 Kdg. - 5th Grade Building Level School Improvement
- 11/3/2009 Kdg. - 2nd Grade
- 3rd - 5th Grade Collaborative Inquiry Cycle
- Focus Area: Science
- 3/9/2010 Kdg. - 5th Grade Building Level School Improvement

Title One Paraprofessional

Professional Development

Date and Conference

8/5,8/6,8/11,8/13/2009

Michigan Literacy Progress Profile K-2

8/14,8/20,8/25,8/27/2009

Michigan Literacy Progress Profile 3-5

7/28-7/30/09

Prevention of Early Learning Failure

Professional development for certified staff is coordinated with the Office of Instruction, Office of Special Services and is based upon District School Improvement and building school improvement goals.

An annual parent workshop will be held in October to describe services including means of communication, resources available from the Learning Consultant and Parent Library, and techniques to work with students at home.

At the end of each school year every parent will receive a letter from next year's grade level team outlining suggested activities and several free educational materials are available in the lobby to "Fill the Summer." A list of free on-line resources are also made available to parent on the Silver Springs Website 24/7.

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

The district provides each school building with a school improvement budget to support meetings and professional development.

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

The Citizen/Staff Technology Committee makes recommendations to the Board of Education for recommended curriculum, technology uses, and alignment with MDE technology curriculum. At the elementary level students are taught key boarding, graphic design and presentation, and database/web resources for research. Technology application at Silver Springs include distance learning, word processing, spreadsheets, web research, and computer presentations.