

School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Thornton Creek Elementary School

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

Principal: Ms. Sharon Irvine

Building Code: 07964

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: Writing 7

 Goal 2: Math Fluency and Problem-Solving 17

 Goal 3: Reading 27

Resource Profile 37

Stakeholders 38

Statement of Non-Discrimination 39

Conclusion 40

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:	Thornton Creek Elementary School
District:	Northville Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	07964
City:	Novi
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Individual Oriented: Promote respect for self, each other and our world.

Family, Staff and Community Oriented: Family, staff and community work in close partnership to prepare our students to be successful in life.

Student Oriented: Students are self-directed learners who exercise initiative and persevere toward success while building healthy, active, life-long habits.

Staff Oriented: Staff meets the mental, emotional, and physical needs of the child while working together to promote success and learning.

Mission Statement

We, the students, staff, and families of Thornton Creek Elementary, share the responsibility for creating a safe and positive environment which promotes self-esteem, mutual respect, and optimal student learning.

Beliefs Statement

Education is a shared responsibility of parents, students, and staff.

People learn in different ways, at different rates and at different times in their process of becoming life-long learners.

We believe that both the affective and academic environment of students are important to optimal learning.

Students learn best in a safe and orderly environment.

Goals

ID	Name	Development Status	Progress Status
13043	Writing	Approved	Open
15026	Math Fluency and Problem-Solving	Approved	Open
16965	Reading	Approved	Open

Goal 1: Writing

Content Area : English Language Arts

Goal Source : edyes

Development Status : Approved

Student Goal Statement : Students will improve their grade level writing proficiency.

Gap Statement : At each grade level, a significant percentage of students are not meeting our grade level proficiency bar in writing. In kindergarten, 41% did not meet the benchmark score, in first grade, 5%, in second grade, 21%, in third grade, 72%, in fourth grade, 49%, and in fifth grade, 52%. Yet, in MEAP performance, the number of our nonproficient students is substantially fewer. In third grade, only 10% are not meeting proficiency standards, in fourth grade, 25%, in fifth grade, 13%.

Cause for Gap : There appear to be several reasons for our gap. Instruction and assessment are clearly not aligning. The standards for proficient writing have evolved beyond the professional development opportunities for teachers. Teachers are not aligned in their perspective of quality writing. There is no clear mastery in the expectations of grade level writing and the corresponding instruction and evaluation.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Writing Performance, Teacher-designed grade level evaluation rubrics, Teacher-designed grade level metacognitive rubrics.

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? Students should score a "4" or higher on a 6-point rubric to be considered to meet a grade level competency standard. For each grade, we aiming for 100% grade level proficiency. Pre-test and post-test prompts are administered yearly to collect this data. 100% of fourth grade students should attain a proficient or advanced level on the MEAP writing standard.

Contact Name : Kathy Thompson

List of Objectives:

ID	Objective
16127	One hundred percent of students will demonstrate the use of metacognition in their writing by scoring a 3 or higher in the accompanying metacognitive rubric.
16130	One hundred percent of kindergarten and first grade students will score 2.5 points or higher on the building

	grade-level aligned writing rubrics. One hundred percent of students, second grade through fifth grade will score a 4 or higher on the building grade-level aligned writing rubrics.
16133	Students will demonstrate a yearly increase in the number of times they write for authentic purposes.

EdYES! (40) Challenges : None

1.1. Objective: Metacognition in Writing

Measurable Objective Statement to Support Goal : One hundred percent of students will demonstrate the use of metacognition in their writing by scoring a 3 or higher in the accompanying metacognitive rubric.

List of Strategies:

ID	Strategy	Locked By
16127	Students will complete a self-reflection piece following their formal writing prompt. This piece will be evaluated for metacognitive understanding and participation via a teacher-designed metacognitive rubric.	

1.1.1. Strategy: Students will engage in self-reflection following formal writing prompts.

Strategy Statement: Students will complete a self-reflection piece following their formal writing prompt. This piece will be evaluated for metacognitive understanding and participation via a teacher-designed metacognitive rubric.

Selected Target Areas

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
SPR (90) I.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
SPR (90) III.2.A.1 Staff Participates in Learning Teams: All instructional staff has the skill to be effective

collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.
 SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

Other Required Information for Strategy

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

Calkins, Lucy: Guided Reading and Writing
 Fletcher & Portalupi: Writing Workshop, The Essential Guide
 Fountas & Pinnell, 2001: Guiding Readers and Writers
 Culham, Ruth: 6 + 1 Traits of Writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will develop a grade-level metacognitive rubric with accompanying editing and revising checklists.	01/10/2010	06/17/2010	Classroom teachers
Teachers will instruct students on grade level expectations of editing and revising.	09/10/2010	06/17/2011	Classroom teachers

1.1.1.1. Activity: Develop Metacognitive Rubric

Activity Description: Teachers will develop a grade-level metacognitive rubric with accompanying editing and revising checklists.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 01/10/2010, 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
Teacher Collaboration Meetings	Title II Part A	600.00	0.00

1.1.1.2. Activity: Editing and Revising Instruction

Activity Description: Teachers will instruct students on grade level expectations of editing and revising.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Instruction	General Funds	0.00	0.00

1.2. Objective: Improve the quality of student writing to a prompt

Measurable Objective Statement to Support Goal : One hundred percent of kindergarten and first grade students will score 2.5 points or higher on the building grade-level aligned writing rubrics. One hundred percent of students, second grade through fifth grade will score a 4 or higher on the building grade-level aligned writing rubrics.

List of Strategies:

ID	Strategy	Locked By
16130	Students will receive three opportunities yearly to write to a prompt. Two, fall and spring, will be evaluated through an assessment process. One will occur for instructional purposes.	
16130	In addition to the the District's Writer's Workshop curriculum, teachers will supplement with 6+1 Traits, a directed teaching approach to writing instruction.	

1.2.1. Strategy: Interval prompt writing

Strategy Statement: Students will receive three opportunities yearly to write to a prompt. Two, fall and spring, will be evaluated through an assessment process. One will occur for instructional purposes.

Selected Target Areas

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) I.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

SPR (90) II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

Other Required Information for Strategy

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

6+1 Traits

Calkins, Lucy: Guiding Reading and Writers, grades 3-6

Chi, Marilyn Ph.D: Guided Reading and Word Matters

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grade levels will conduct two blind scoring activities to evaluate the pre/post writing prompts according to building standards. One activity will occur in the fall and one in the spring.	09/10/2010	06/16/2011	All classroom teachers will participate with their grade level collegial group to conduct the blind scoring.
Teachers will administer a minimum of three prompt writing activities. Two will provide assessment with an opportunity for follow-up instruction. One will provide a purely instructional opportunity to support strategies for prompt writing.	09/01/2010	06/16/2011	Classroom Teachers

1.2.1.1. Activity: Grade level blind rubric score

Activity Description: Grade levels will conduct two blind scoring activities to evaluate the pre/post writing prompts according to building standards. One activity will occur in the fall and one in the spring.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All classroom teachers will participate with their grade level collegial group to conduct the blind scoring.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, 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
Collegial Meetings	General Funds	0.00	0.00

1.2.1.2. Activity: Grade Level Designed Prompt Delivery and Instruction

Activity Description: Teachers will administer a minimum of three prompt writing activities. Two will provide assessment with an opportunity for follow-up instruction. One will provide a purely instructional opportunity to support strategies for prompt writing.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, 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 instruction	General Funds	0.00	0.00

1.2.2. Strategy: Direct instruction in prompt writing

Strategy Statement: In addition to the the District's Writer's Workshop curriculum, teachers will supplement with 6+1 Traits, a directed teaching approach to writing instruction.

Selected Target Areas

<p>SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.</p>
<p>SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.</p>
<p>SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p>
<p>SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>
<p>SPR (90) I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)</p>
<p>SPR (90) III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.</p>

Other Required Information for Strategy

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

Culham, Ruth: 6+1 Writing Traits

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will include directed instruction with 6+1 Writing Traits, in addition to Writer's Workshop.	09/10/2010	06/16/2011	All Classroom Teachers

1.2.2.1. Activity: 6+1 Writing Traits Instruction

Activity Description: All teachers will include directed instruction with 6+1 Writing Traits, in addition to Writer's Workshop.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, 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 Instruction	General Funds	0.00	0.00

1.3. Objective: Increase student writing for authentic purposes

Measurable Objective Statement to Support Goal : Students will demonstrate a yearly increase in the number of times they write for authentic purposes.

List of Strategies:

ID	Strategy	Locked By
16133	Each student, grades 1-5 will keep an authentic writing record log attached to their writing journal. As students take opportunities to write for authentic purposes, as defined by school improvement, they record them using a tally mark. This strategy will prompt students to understand the types and frequency of writing in their daily life. At the end of the year, students will record the total number of opportunities taken. Grade level averages will be collected.	
16133	All students will have an opportunity to Write to the Principal and receive a letter in return. All students will write about the community service projects that they participate in yearly. All students will have opportunities to write letters, Thank You notes, invitations, newsletters, poetry, and self-directed projects.	

1.3.1. Strategy: Authentic writing logs

Strategy Statement: Each student, grades 1-5 will keep an authentic writing record log attached to their writing journal. As students take opportunities to write for authentic purposes, as defined by school improvement, they record them using a tally mark. This strategy will prompt students to understand the types and frequency of writing in their daily life. At the end of the year, students will record the total number of opportunities taken. Grade level averages will be collected.

Selected Target Areas

<p>SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.</p>
<p>SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p>
<p>SPR (90) II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.</p>
<p>SPR (90) IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.</p>
<p>SPR (90) V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.</p>
<p>SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.</p>

Other Required Information for Strategy

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

Lucy Calkins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The writing subcommittee will compose a list of frequently used authentic writing opportunities. The list will be created for students to record their authentic writing. A comparable checklist will be provided to provide teachers with the opportunities they provided students.	05/01/2009	06/30/2009	Writing subcommittee members are responsible for the implementation of the activity.

1.3.1.1. Activity: Design Authentic Writing Checklists

Activity Description: The writing subcommittee will compose a list of frequently used authentic writing opportunities. The list will be created for students to record their authentic writing. A comparable checklist will be provided to provide teachers with the opportunities they provided students.

Activity Type: Revised

Planned staff responsible for implementing activity: Writing subcommittee members are responsible for the implementation of the activity.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 05/01/2009, End Date - 06/30/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement substitute accounts	Title II Part A	600.00	0.00

1.3.2. Strategy: Authentic Writing Opportunities

Strategy Statement: All students will have an opportunity to Write to the Principal and receive a letter in return. All students will write about the community service projects that they participate in yearly. All students will have opportunities to write letters, Thank You notes, invitations, newsletters, poetry, and self-directed projects.

Selected Target Areas

<p>SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.</p> <p>SPR (90) I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.</p> <p>SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.</p> <p>SPR (90) II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.</p>

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Calkins, Lucy: Guided Reading and Writers, grades K-6.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will offer multiple opportunities to engage in authentic writing.	09/01/2010	06/30/2011	Classroom teachers

1.3.2.1. Activity: Teacher increase in authentic opportunities.

Activity Description: Teachers will offer multiple opportunities to engage in authentic writing.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement substitute funding	Title II Part A	0.00	0.00

Goal 2: Math Fluency and Problem-Solving

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will improve problem-solving ability.

Gap Statement : In third grade, 74% of students demonstrate MEAP math proficiency at level one and 26% demonstrate proficiency at level two. Special education proficiency levels show a corresponding 67% at level one and 33% level two. In fourth grade, there is a significant drop. 61% of the general education students demonstrate proficiency at level one and 39% demonstrate proficiency at level two. The disaggregation of students with special needs shows the most concerning differences with a corresponding 25% performing at level one and 75% performing at level two. In fifth grade, students demonstrate proficiency at level one at a rate of 83%, and at level two at a rate of 16%. Among special education students, 50% demonstrated proficiency at level one and 50% at level two.

IOWA item-analysis shows that our third grade students fell within the 80th percentile in problem solving in

2009. Our fifth grade students fell within the 76th percentile for problem solving that same year. For math computation, our third grade students fell within the 74th percentile. Our fifth grade students fell within the 59th percentile. This score was disaggregated to show that our students performed in the 23rd percentile in "adding or subtracting with fractions", while the state average fell in the 50% percentile.

Cause for Gap : Teachers experienced a change in math curriculum and thus a learning curve in developing mastery in the new program. The program has a shifted focus from conceptual/numeracy based problem-solving to formula-based problem-solving. Prior curricular materials, Trailblazers, heavily emphasized problem-solving and mathematical reasoning. Teachers are struggling to develop a uniform way to address gaps in problem-solving instruction.

Multiple measures/sources of data you used to identify this gap in student achievement : Teacher survey, IOWA item analysis, MEAP item analysis

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? Success will be determined by a closed gap in proficiency levels according to performance on specific items on the MEAP, teacher surveys, IOWA item-analysis, teacher-developed problem-solving rubric, and NWEA problem-solving tracking.

Contact Name : Sharon Irvine

List of Objectives:

ID	Objective
18676	100% of students will complete grade level fluency objectives at 85% proficiency.
18828	100% of students will score in the highest level of proficiency in MEAP math assessments. Special education students will achieve at MEAP math proficiency levels corresponding to achievement percentages of general education. On the IOWA tests, third and fifth grade students will perform at the 85th percentile nationally for problem-solving and computation. 100% of students will score at an 85% or higher on building-level problem-solving assessments.

2.1. Objective: Improve fact fluency

Measurable Objective Statement to Support Goal : 100% of students will complete grade level fluency objectives at 85% proficiency.

List of Strategies:

ID	Strategy	Locked By
18676	All grade levels will have a home practice unit for the fluency objectives of that grade level. These units will correspond developmentally with the curricular objectives of the grade.	

2.1.1. Strategy: Computation fluency homework program

Strategy Statement: All grade levels will have a home practice unit for the fluency objectives of that grade level. These units will correspond developmentally with the curricular objectives of the grade.

Selected Target Areas

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 3.6 Allocates and protects instructional time to support student learning
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

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

An, S., Evans, S., King, J., Ramirez, M., & Wu, Z. Second Grade "Professors". Teaching Children's Mathematics. August, 2009. 34-41.

Baroody, A.J. Why Children Have Difficulties Mastering the Basic Number Combinations and How to Help Them. Teaching Children's Mathematics. August 2006. 22-31.

Heward, W. L., & Miller, A. D. Do Your Students Really Know Their Math Facts? Using Daily Time Trials to Build Fluency. Guidelines for Conducting an Effective Method of Building Fluency-the Time Trial. Intervention in School and Clinic. November 28, 1992 (28. 2) 98-104.

Martin, G. M. & Kasper, L. Reasoning Sense. Teaching Children Mathematics. December 2009. 284-291.

Whiteford, T. Is Mathematics a Universal Language? Teaching Children Mathematics. December, 2009. 276-283.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The math goal subcommittee will meet to design grade-level appropriate homework units.	01/10/2010	11/01/2010	Grade level representative teachers, Learning Consultant, Principal
All teachers will implement the grade-level homework units created by the math subcommittee members.	09/10/2010	06/17/2011	Classroom teachers

2.1.1.1. Activity: Develop homework program

Activity Description: The math goal subcommittee will meet to design grade-level appropriate homework units.

Activity Type: None

Planned staff responsible for implementing activity: Grade level representative teachers, Learning Consultant, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 01/10/2010, End Date - 11/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Meetings	Title II Part A	0.00	0.00

2.1.1.2. Activity: Implement Math Homework Units

Activity Description: All teachers will implement the grade-level homework units created by the math subcommittee members.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Homework program materials	General Funds	400.00	0.00

2.2. Objective: Improve problem-solving ability

Measurable Objective Statement to Support Goal : 100% of students will score in the highest level of proficiency in MEAP math assessments. Special education students will achieve at MEAP math proficiency

levels corresponding to achievement percentages of general education.

On the IOWA tests, third and fifth grade students will perform at the 85th percentile nationally for problem-solving and computation.

100% of students will score at an 85% or higher on building-level problem-solving assessments.

List of Strategies:

ID	Strategy	Locked By
18828	Each classroom teacher will conduct the assigned Problem of the Week with students, focusing on a defined set of quality problem-solving indicators. Classroom teachers will teach the defined problem-solving strategies, engage students in problem solving, and review the Problem of the Week with students using consistent, common problem-solving language.	
18828	Thornton Creek will develop a school culture that will focus on the physical, emotional, and cognitive health of the whole child.	

2.2.1. Strategy: Problem of the Week

Strategy Statement: Each classroom teacher will conduct the assigned Problem of the Week with students, focusing on a defined set of quality problem-solving indicators. Classroom teachers will teach the defined problem-solving strategies, engage students in problem solving, and review the Problem of the Week with students using consistent, common problem-solving language.

Selected Target Areas

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 2.6 Provides teachers and students opportunities to lead
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

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

An, S., Evans, S., King, J., Ramirez, M., & Wu, Z. Second Grade "Professors". Teaching Children's Mathematics. August, 2009. 34-41.

Baroody, A.J. Why Children Have Difficulties Mastering the Basic Number Combinations and How to Help Them. Teaching Children's Mathematics. August 2006. 22-31.

Heward, W. L., & Miller, A. D. Do Your Students Really Know Their Math Facts? Using Daily Time Trials

to Build Fluency. Guidelines for Conducting an Effective Method of Building Fluency-the Time Trial. Intervention in School and Clinic. November 28, 1992 (28. 2) 98-104.

Martin, G. M. & Kasmer, L. Reasoning Sense. Teaching Children Mathematics. December 2009. 284-291.

Whiteford, T. Is Mathematics a Universal Language? Teaching Children Mathematics. December, 2009. 276-283.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math subcommittee teachers will design a problem of the week program with defined problem solving process, utilizing existing research in best practices, that each classroom will follow. Teachers will create or identify one problem per week to use in this process.	09/10/2010	06/17/2011	Math school improvement subcommittee
Professional development sessions focused on problem-solving and research surrounding best practices. These sessions will also instruct staff on the Problem of the Week program to be implemented beginnin fall 2011.	01/01/2011	06/17/2011	Math School Improvement Subcommittee

2.2.1.1. Activity: Design Problem of the Week Program

Activity Description: Math subcommittee teachers will design a problem of the week program with defined problem solving process, utilizing existing research in best practices, that each classroom will follow. Teachers will create or identify one problem per week to use in this process.

Activity Type: None

Planned staff responsible for implementing activity: Math school improvement subcommittee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Collaborative Meeting	Title II Part A	0.00	0.00

2.2.1.2. Activity: Professional Development

Activity Description: Professional development sessions focused on problem-solving and research surrounding best practices. These sessions will also instruct staff on the Problem of the Week program to be implemented beginning in fall 2011.

Activity Type: None

Planned staff responsible for implementing activity: Math School Improvement Subcommittee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 01/01/2011, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Blocks	General Funds	0.00	0.00
Professional Development Materials	Title II Part A	300.00	0.00

2.2.2. Strategy: Developing a Culture to Support the Whole Child

Strategy Statement: Thornton Creek will develop a school culture that will focus on the physical, emotional, and cognitive health of the whole child.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals

Other Required Information for Strategy

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

Costa, Arthur Ed.D and Bena Kallick, Ph.D, Habits of Mind

Dennison & Dennison, EduKinesthetics Inc., Ventura, California

ACSD, ASCD's Commission on the Whole Child

"the success of each learner can be achieved only through a whole child approach to learning and teaching."

Report gives five recommendations:

Each student enters school healthy and learns about and practices a healthy lifestyle. (Physical)

Each student learns in an environment that is physically and emotionally safe for students and adults. (Emotional)

Each student is actively engaged in learning and is connected to the school and broader community. (Cognitive)

Each student has access to personalized learning and to qualified caring adults.

Each graduate is prepared for success in college for further study and for employment in a global environment.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At the beginning of the school year, each classroom will rotate the Bucketfiller book home to read aloud. Students will be sent home three large stars yearly for parents to write about their bucketfilling activities at home. Bucketfiller surveys will be administered at the end of the school year to each student. These surveys will allow them to self-report bucketfilling activities and those of others. This survey also allows them to identify who, among their peers, needs a friend. When the school receives the information about who needs a friend, it is passed along to next year's receiving teacher. Our initial school theme assembly will include a school-wide reading of the Bucketfiller book. Upper elementary students will receive more extensive bucketfiller activities.	09/10/2010	06/17/2011	Classroom teachers and whole child school improvement subcommittee
All classroom teachers will implement a daily 10 minute movement break to improve instructional receptivity and output. Outdoor and indoor movement break areas have been identified and developed. In addition, the Turkey Trot and Fun Runs encourage whole-school physical activities.	09/10/2010	06/17/2011	Classroom teachers
Each year, staff rolls out/introduces Brain Gym activities. Brain Gym is a part of each classroom on a daily basis. Brain Gym activities support neural connections to stimulate and improve cerebral retention and receptivity.	09/10/2010	06/17/2011	Classroom teachers and whole child school improvement subcommittee
The 2010-2011 School Theme is Think. Five critical Habits of Mind will be rolled out: Persisting, Communicating with clarity, Accuracy and Precision, Managing Impulsivity, Listening. These five habits will be reinforced in whole-school assemblies, building visuals, classroom bulletin boards, and in classroom practices.	09/10/2010	06/17/2011	Classroom teachers and whole child school improvement subcommittee.

All students will be encouraged to bring water bottles. All teachers will have classroom policies to permit and promote water consumption.	09/10/2010	06/17/2011	Classroom teachers
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2.2.2.1. Activity: Bucketfillers

Activity Description: At the beginning of the school year, each classroom will rotate the Bucketfiller book home to read aloud. Students will be sent home three large stars yearly for parents to write about their bucketfilling activities at home. Bucketfiller surveys will be administered at the end of the school year to each student. These surveys will allow them to self-report bucketfilling activities and those of others. This survey also allows them to identify who, among their peers, needs a friend. When the school receives the information about who needs a friend, it is passed along to next year's receiving teacher. Our initial school theme assembly will include a school-wide reading of the Bucketfiller book. Upper elementary students will receive more extensive bucketfiller activities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers and whole child school improvement subcommittee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

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

2.2.2.2. Activity: Movement Breaks

Activity Description: All classroom teachers will implement a daily 10 minute movement break to improve instructional receptivity and output. Outdoor and indoor movement break areas have been identified and developed. In addition, the Turkey Trot and Fun Runs encourage whole-school physical activities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Gross Motor Equipment	No Funds Required	0.00	0.00

2.2.2.3. Activity: Brain Gym

Activity Description: Each year, staff rolls out/introduces Brain Gym activities. Brain Gym is a part of each classroom on a daily basis. Brain Gym activities support neural connections to stimulate and improve cerebral retention and receptivity.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers and whole child school improvement subcommittee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Brain Gym Posters	No Funds Required	0.00	0.00

2.2.2.4. Activity: Habits of Mind

Activity Description: The 2010-2011 School Theme is Think. Five critical Habits of Mind will be rolled out: Persisting, Communicating with clarity, Accuracy and Precision, Managing Impulsivity, Listening. These five habits will be reinforced in whole-school assemblies, building visuals, classroom bulletin boards, and in classroom practices.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers and whole child school improvement subcommittee.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Theme Materials	No Funds Required	0.00	0.00

2.2.2.5. Activity: Increase Water Consumption

Activity Description: All students will be encouraged to bring water bottles. All teachers will have classroom policies to permit and promote water consumption.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

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

Goal 3: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their reading proficiency.

Gap Statement : The fourth quarter reading assessment for K-4 as measured by the DRA (Diagnostic Reading Assessment) at the end of the 2009-2010 school year demonstrated the following:

15% of our students in K-4 are not reading above grade level as measured by the DRA;

19% of our Kindergarteners scored below grade level;

14% of our 1st graders scored below grade level;

8% of our 2nd graders scored below grade level;
 25% of our 3rd graders scored below grade level;
 11% of our 4th graders scored below grade level.

Of third grade students, 95% of students score proficient on the MEAP Reading, 5% did not. Of fourth grade students, 100% scored proficient. Of fifth grade students 99% scored proficient.

Cause for Gap : Lack of fidelity administering the DRA; teachers need professional development; inconsistent practices assessing at Independent level vs. Instructional level; not enough continuous progress monitoring and intervention implementation throughout the school year.

Multiple measures/sources of data you used to identify this gap in student achievement : MLPP; DRA; MEAP; IOWA; Conferencing and teacher notes during Reader's Workshop.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 100% of our students will score at or above grade level as measured by the DRA. All students will demonstrate growth by the end of the school year as measured by the DRA. Targeted interventions will be designed and implemented based upon disaggregation of skills in DRA scores. Ongoing data will be collected and progress monitored throughout the school year. There will be collaboration between classroom teachers and Intervention Team members.

Contact Name : Kathy Thompson

List of Objectives:

ID	Objective
18916	100% of students will score at or above grade level as measured by DRA. 100% of students will score proficient on MEAP Reading.

3.1. Objective: Improve Reading Proficiency

Measurable Objective Statement to Support Goal : 100% of students will score at or above grade level as measured by DRA.

100% of students will score proficient on MEAP Reading.

List of Strategies:

ID	Strategy	Locked By
18916	Thornton Creek Elementary will develop a school culture that assesses and responds to the physical, emotional, and cognitive needs of its students.	
18916	Grade-level proficiency in writing will be handled through a systematic approach to didactic reading instruction, intense intervention models, and progress monitoring. All kindergarten students will receive direct phonemic instruction. First and second grade students will receive	

tailored instruction to identified objectives based on prescribed assessments. Third, fourth, and fifth grades will have narrowly tailored small group interventions to remediate reading as needed and whole group instruction in reading fluency.

3.1.1. Strategy: Developing a Culture to Support the Whole Child

Strategy Statement: Thornton Creek Elementary will develop a school culture that assesses and responds to the physical, emotional, and cognitive needs of its students.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.9 Responds to community expectations and stakeholder satisfaction

Other Required Information for Strategy

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

Costa, Arthur Ed.D and Bena Kallick, Ph.D, Habits of Mind

Dennison & Dennison, EduKinesthetics Inc., Ventura, California

ACSD, ASCD's Commission on the Whole Child

"?the success of each learner can be achieved only through a whole child approach to learning and teaching."

Report gives five recommendations:

Each student enters school healthy and learns about and practices a healthy lifestyle. (Physical)

Each student learns in an environment that is physically and emotionally safe for students and adults. (Emotional)

Each students is actively engaged in learning and is connected to the school and broader community.

(Cognitive)

Each student has access to personalized learning and to qualified caring adults.

Each graduate is prepared for success in college for further study and for employment in a global environment.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At the beginning of the school year, each classroom will rotate the Bucketfiller book home to read aloud. Students will be sent home three large stars yearly for parents to write about their bucketfilling activities at home. Bucketfiller surveys will be administered at the end of the school year to each student. These surveys will allow them to self-report bucketfilling activities and those of others. This survey also allows them to identify who, among their peers, needs a friend. When the school receives the information about who needs a friend, it is passed along to next year's receiving teacher. Our initial school theme assembly will include a school-wide reading of the Bucketfiller book. Upper elementary students will receive more extensive bucketfiller activities.	09/10/2010	06/17/2011	Classroom teachers
All classroom teachers will implement a daily 10 minute movement break to improve instructional receptivity and output. Outdoor and indoor movement break areas have been identified and developed.	09/10/2010	06/17/2011	Classroom teachers
Each year, staff rolls out/introduces Brain Gym activities. Brain Gym is a part of each classroom on a daily basis. Brain Gym activities support neural connections to stimulate and improve cerebral retention and receptivity.	09/10/2010	06/17/2011	Classroom teachers
All students will be encouraged to bring water bottles. All teachers will have classroom policies to permit and promote water consumption.	09/10/2010	06/17/2011	Classroom teachers
The 2010-2011 School Theme is Think. Five critical Habits of Mind will be rolled out: Persisting, Communicating with clarity, Accuracy and Precision, Managing Impulsivity, Listening. These five habits will be reinforced in whole-school assemblies, building visuals, classroom bulletin boards, and in classroom practices.	09/10/2010	06/17/2011	Classroom teachers and whole child school improvement subcommittee.

3.1.1.1. Activity: Bucketfillers

Activity Description: At the beginning of the school year, each classroom will rotate the Bucketfiller book home to read aloud. Students will be sent home three large stars yearly for parents to write about their bucketfilling activities at home. Bucketfiller surveys will be administered at the end of the school

year to each student. These surveys will allow them to self-report bucketfilling activities and those of others. This survey also allows them to identify who, among their peers, needs a friend. When the school receives the information about who needs a friend, it is passed along to next year's receiving teacher. Our initial school theme assembly will include a school-wide reading of the Bucketfiller book. Upper elementary students will receive more extensive bucketfiller activities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Bucketfiller books	General Funds	100.00	0.00

3.1.1.2. Activity: Movement Breaks

Activity Description: All classroom teachers will implement a daily 10 minute movement break to improve instructional receptivity and output. Outdoor and indoor movement break areas have been identified and developed.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Movement Room Gross Motor Equipment	General Funds	0.00	0.00

3.1.1.3. Activity: Brain Gym

Activity Description: Each year, staff rolls out/introduces Brain Gym activities. Brain Gym is a part of each classroom on a daily basis. Brain Gym activities support neural connections to stimulate and improve cerebral retention and receptivity.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Brain Gym Posters	General Funds	200.00	0.00

3.1.1.4. Activity: Increase Water Consumption

Activity Description: All students will be encouraged to bring water bottles. All teachers will have classroom policies to permit and promote water consumption.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

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

3.1.1.5. Activity: Habits of Mind

Activity Description: The 2010-2011 School Theme is Think. Five critical Habits of Mind will be rolled out: Persisting, Communicating with clarity, Accuracy and Precision, Managing Impulsivity, Listening. These five habits will be reinforced in whole-school assemblies, building visuals, classroom

bulletin boards, and in classroom practices.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers and whole child school improvement subcommittee.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Theme Materials	General Funds	200.00	0.00

3.1.2. Strategy: Response to Intervention

Strategy Statement: Grade-level proficiency in writing will be handled through a systematic approach to didactic reading instruction, intense intervention models, and progress monitoring. All kindergarten students will receive direct phonemic instruction. First and second grade students will receive tailored instruction to identified objectives based on prescribed assessments. Third, fourth, and fifth grades will have narrowly tailored small group interventions to remediate reading as needed and whole group instruction in reading fluency.

Selected Target Areas

SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
SAR 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
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 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

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

Dorn & Soffos, 2005

Duke & Pearson, 2002

Fountas & Pinnel, 2001

McGhee, 1982
 McLaughlin & Devoogd, 2004
 Routman, 2003
 Robb, 2000
 Rosenblatt, 1995

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Kindergarten teachers underwent one year of FAST First Steps training through coach/mentorship. Kindergarten teachers will implement First Steps, a didactic reading instruction program, to develop phonemic awareness. All kindergarten students will receive this instruction.	09/01/2010	06/30/2011	Kindergarten Teachers Learning Consultant Learning Consultant parapro
Students performing below grade level at designated assessment terms will received direct instruction on narrowly targeted literacy goals including letter/sound recognition, fluency, and comprehension. The instruction will last for defined periods of time until specific goals show grade-level competency.	09/01/2010	06/30/2011	Learning Consultant Learning Consultant Paraprofessional
Third, fourth, and fifth grade students will be introduced to independent fluency development activities to monitor their own progress in reading speed and comprehension. The Learning Consultant will introduce these activities to the classroom via Tier I. Teachers will continue these opportunities over the course of the year. Small groups in fluency development will occur via Tier II to establish remedial support for students performing below grade-level.	09/01/2010	06/30/2011	Classroom Teachers Learning Consultant
All students will be tested using DIBELS to determine grade-level proficiency levels. Students in intervention programming will be given the DIBELS for progress montitoring.	09/01/2010	06/30/2011	Learning Consultant Classroom Teachers Support Team: Principal, Speech Therapist, Resource Room Teachers, Social Worker, Learning Consultant paraprofessional, Resource Room paraprofessional.

3.1.2.1. Activity: Kindergarten First Steps FAST

Activity Description: Kindergarten teachers underwent one year of FAST First Steps training through coach/mentorship. Kindergarten teachers will implement First Steps, a didactic reading instruction program, to develop phonemic awareness. All kindergarten students will receive this instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Kindergarten Teachers
 Learning Consultant
 Learning Consultant parapro

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Discretion Budget	General Funds	400.00	0.00

3.1.2.2. Activity: Reading Start and Reading Boost

Activity Description: Students performing below grade level at designated assessment terms will received direct instruction on narrowly targeted literacy goals including letter/sound recognition, fluency, and comprehension. The instruction will last for defined periods of time until specific goals show grade-level competency.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Learning Consultant
 Learning Consultant Paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Discretionary Building Budget	General Funds	0.00	0.00

3.1.2.3. Activity: Fluency Development

Activity Description: Third, fourth, and fifth grade students will be introduced to independent fluency development activities to monitor their own progress in reading speed and comprehension. The Learning Consultant will introduce these activities to the classroom via Tier I. Teachers will continue these opportunities over the course of the year. Small groups in fluency development will occur via Tier II to establish remedial support for students performing below grade-level.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers
Learning Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Discretionary Building Budget	General Funds	0.00	0.00

3.1.2.4. Activity: DIBELS assessment

Activity Description: All students will be tested using DIBELS to determine grade-level proficiency levels. Students in intervention programming will be given the DIBELS for progress monitoring.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Learning Consultant
Classroom Teachers
Support Team: Principal, Speech Therapist, Resource Room Teachers, Social Worker, Learning Consultant paraprofessional, Resource Room paraprofessional.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Discretionary Building Budget	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,300.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$1,500.00	\$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
Ms.	Sharon	Irvine	Principal	irvinesh@northville.k12.mi.us
Ms.	Tricia	Johnson	Speech Teacher	johnsotr@northville.k12.mi.us
Mrs.	Kathy	Thompson	Learning Consultant	thompska@northville.k12.mi.us
Ms.	Nicole	Wesley	Teacher	wesleyni@northville.k12.mi.us

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

Every staff member at Thornton Creek is an active member of the school improvement process. Each is a member of a goal subcommittee and meets three times per year to move the goal forward, evaluate results, and implement the plan school-wide.

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

Decisions about curriculum, instruction, and assessment are made in collaboration. Data is provided to teachers on a school-wide level, grade level committee level, and individual level. These results are evaluated in collegial meetings, school improvement meetings, and staff meetings. Teachers participate in problem identification and resolution. Content area school improvement committees evaluate all input and develop plans to support their subject area.

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

Student and school performance is distributed to parents, students, teachers, and administration through the school improvement process, annual reports, and individual student reports. All are provided in a language they understand.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

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

Position of Contact:	Director of Human Resources
Address:	501 W. Main St., Northville, MI 48167
Telephone Number:	248-344-8451

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?

Thornton Creek continues to rely on staff collaboration sessions and current research in the identified core content areas. Book studies, staff inservices, and individual research opportunities are essential to maintaining the most current information on the whole child.

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

Thornton Creek has relied on funds from the PTA, site-based budgets, and district school improvement funds to support the school improvement plan. This diversity in funding represents the integration of the interests of all stakeholders and constituencies.

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

Thornton Creek relies on the technology plan of the district to provide the resources for research. The use of media equipment has been donated by our parent body.