

School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Old Village School

Grades Served: 3,4,5,6,7,8

Principal: Mr. Arthur H Fischer, Jr.

Building Code: 06707

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

School Information

| | |
|---------------------|----------------------------------|
| School: | Old Village School |
| District: | Northville Public Schools |
| Public/Non-Public: | Public |
| Grades: | 3,4,5,6,7,8 |
| School Code Number: | 06707 |
| City: | Northville |
| State/Province: | Michigan |
| Country: | United States |

Vision

Vision Statement

Overarching Goal: Student Learning

All students will successfully complete each grade level and/or course taken, demonstrating proficiency on local and state assessments.

In order to help achieve the overarching District Goal, best practice, research and the following critical questions will guide curriculum, assessment, and intervention in every school and school improvement plan:

- What is it we expect learners to learn/be able to do?
- How will we know if they've learned it?
- How will we respond if they haven't?
- How will we respond if they've already learned it?

Vision Statement

We strive for a school community where:

- Students, families, staff, and community work in close partnership.
- Staff continuously improves through modeling best practice based on current research and professional development.
- Parents play an active role in the education of their children.
- A professional learning community is encouraged in a collaborative atmosphere.
- Students' individual learning styles are recognized and instruction is differentiated.
- Students are provided with a positive, safe learning environment.
- Students are actively engaged in continuous learning.

Mission Statement

Mission

Our mission is to challenge all students to reach their potential in order to participate, as independently as possible, within the school, home and community, through a dynamic and comprehensive curriculum provided in cooperation with the parents and with the support of the community.

Beliefs Statement

We Believe

- ... that children learn best when their physical and emotional needs are met.
- ... that an environment which fosters self-esteem is critical for learning to occur.
- ... that partial participation is preferable to non-participation.
- ... all students should have the opportunity to learn at their own pace and ability level.
- ... students learn best when meaningful instruction is integrated into the school, home and community.
- ... meaningful instruction is not limited to school settings; it also takes place in natural environments where students learn and practice skills in real-life settings.

Goals

| ID | Name | Development Status | Progress Status |
|-------|--------------------------------|--------------------|-----------------|
| 12124 | Handwriting Without Tears / DD | Approved | Open |
| 12128 | SCI Department Science goal | Approved | Open |
| 12130 | SXI Department Goal | Approved | Open |

Goal 1: Handwriting Without Tears / DD

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

Student Goal Statement : All students will improve pre-handwriting and handwriting skills demonstrated in the portfolio and pre/post test.

Gap Statement : Based on Pre-test/Post-test 20% of our DD students are not participating in pre-handwriting or handwriting activities.

Cause for Gap : Due to wide range of I.Q.'s, behaviors, and staff not having proper curriculum materials or training to encourage pre-handwriting and handwriting skills.

Multiple measures/sources of data you used to identify this gap in student achievement : Pre-test/Post-test
 Student profile/portfolio
 Teacher/parent survey
 IEP goals

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? Relevant professional days
 Minutes of collaboration of team meetings
 Samples of lesson plans
 Samples of student work
 Progress reports/IEP goals
 Pre-test/post test, Mi-Access

Contact Name : Carrie Schade

List of Objectives:

| ID | Objective |
|-------|---|
| 11835 | 90% of DD students will participate in pre-writing/handwriting activities |

1.1. Objective: DD students participate in pre handwriting / handwriting activities

Measurable Objective Statement to Support Goal : 90% of DD students will participate in pre-writing/handwriting activities

List of Strategies:

| ID | Strategy | Locked By |
|-------|---|-----------|
| 11835 | Staff will continue to research best practices and participate in training regarding handwriting without tears, incorporating collaboration and sharing of strategies. Staff will insure that handwriting without tears activities will occur for every student every week. | |

1.1.1. Strategy: DD staff strategies

Strategy Statement: Staff will continue to research best practices and participate in training regarding handwriting without tears, incorporating collaboration and sharing of strategies. Staff will insure that handwriting without tears activities will occur for every student every week.

Selected Target Areas

| |
|---|
| SAR 3.4 Supports instruction that is research-based and reflective of best practice |
| SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff |

Other Required Information for Strategy

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

Clark-Wentz Clark-Wentz, J. (1997, October). Improving students' handwriting. OT Practice, 29?33. This article describes the simplicity of handwriting without tears that makes it so effective when teaching handwriting to students.

Touch to Teach Handwriting ? You Still Need to Teach it. Jan Z. Olsen. Creative Classroom, October/September 2000 <http://www.hwtears.com/pdf/creativeclassroom.pdf> is a website that describes the importance of teaching handwriting in the school setting.

Handwriting Readiness: Locatives and Visual motor Skills in the Kindergarten Year. ECRP Spring 2001, Volume 1

<http://ecrp.uiuc.edu/v3n1/marr.html> describing the importance of a multi-sensory approach when teaching handwriting

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|----------------------------------|
| Professional development day- participate in activities related to DD goal Collaborative meetings about DD goal in order to share strategies/ideas Continued training in Handwriting without tears activities Continued training in Handwriting without tears assessments Acquire replacement Handwriting without tears materials PBS training | 05/01/2010 | 05/01/2011 | DD staff/support staff/principal |

1.1.1.1. Activity: DD staff activities to support HWT

Activity Description: Professional development day- participate in activities related to DD goal Collaborative meetings about DD goal in order to share strategies/ideas Continued training in Handwriting without tears activities Continued training in Handwriting without tears assessments Acquire replacement Handwriting without tears materials PBS training

Activity Type: Maintenance

Planned staff responsible for implementing activity: DD staff/support staff/principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 05/01/2010, End Date - 05/01/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------------------------|-------------------|----------------|---------------|
| Materials and Supplies for HWT | Special Education | 600.00 | 0.00 |

Goal 2: SCI Department Science goal

Content Area : Science

Goal Source : edyes

Development Status : Approved

Student Goal Statement : SCI students will improve science proficiency

Gap Statement : Based on the review of assessments and Mi-Access data 80% percentage of SCI students were not proficient in science.

Cause for Gap : Due to students severe cognitive impairments and lack of training and curriculum for the population, students were not given the opportunity to participate in science activities.

Multiple measures/sources of data you used to identify this gap in student achievement : Mi-Access
 Student awareness survey
 Attention to task survey
 Participation survey

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? Relevant Professional Days
 Written Minutes of Collaborative Team meetings
 Samples of lesson plans
 Pre test/ Post test, Mi Access results

Contact Name : Vicky Wickering

List of Objectives:

| ID | Objective |
|-------|--|
| 11840 | SCI students will increase their science proficiency as measured by the State Mi-Access Science assessment by June 2012. |

EdYES! (40) Challenges : None

2.1. Objective: SCI science objective

Measurable Objective Statement to Support Goal : SCI students will increase their science proficiency as measured by the State Mi-Access Science assessment by June 2012.

List of Strategies:

| ID | Strategy | Locked By |
|-------|---|-----------|
| 11840 | Staff will continue to research best practices and participate in training regarding sensory science, incorporating collaboration and sharing of strategies. Staff will insure that sensory science activities will occur for every student every week. | |

2.1.1. Strategy: SCI science strategies

Strategy Statement: Staff will continue to research best practices and participate in training regarding sensory science, incorporating collaboration and sharing of strategies. Staff will insure that sensory science activities will occur for every student every week.

Selected Target Areas

SPR (90) III.2.B.1 Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

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

- 1)Klemm, E. Barbara. Examining the Multisensory Characteristics of Hands on Science activities 2003 AETS conference
- 2)Patton, J. R.(1995). Teaching Science to Students with Special Needs. Teaching Exceptional Children, 27(4), 4-6
- 3)Stephanic. G.(2001.January) Inclusive Science Education- Model Lessons. Paper presented at the 2001 Association for the Education of Teachers of Science Annual International Meeting. Costa Mesa. CA.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|-----------------------------------|
| Professional development day- participate in activities related to SCI goal Collaborative meetings about SCI goal in order to share strategies/ideas Create science activity books Acquire/make science and sensory related materials Using data teachers will monitor and adjust instruction | 05/01/2010 | 05/01/2011 | SCI staff/support staff/principal |

2.1.1.1. Activity: SCI science activities

Activity Description: Professional development day- participate in activities related to SCI goal Collaborative meetings about SCI goal in order to share strategies/ideas Create science activity books Acquire/make science and sensory related materials Using data teachers will monitor and adjust instruction

Activity Type: Maintenance

Planned staff responsible for implementing activity: SCI staff/support staff/principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 05/01/2010, End Date - 05/01/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|-------------------|----------------|---------------|
| Science experiment and activities materials | Special Education | 300.00 | 0.00 |

Goal 3: SXI Department Goal

Content Area : Math

Goal Source : edyes

Development Status : Approved

Student Goal Statement : Students in SXI classrooms will increase their interactions with the environment as demonstrated by enhanced observable responses when involved in vision activities.

Gap Statement : Based on the review of a visual checklist only 56% of SXI students were proficient in visual targeting

Cause for Gap : Due to student's cognitive, visual, motor, and health impairments, and the lack of staff training and materials, students were not given ample opportunities to participate in visual targeting activities.

Multiple measures/sources of data you used to identify this gap in student achievement : Parent survey
Carolina
Visual checklist

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? Our criteria includes:

Attendance at Professional development days

Minutes of team meetings

Samples of lesson plans

We will monitor progress using:

Visual checklist

Contact Name : Katie Grimm

List of Objectives:

| ID | Objective |
|-------|--|
| 11844 | Based on the review of the visual checklist, 70% of SXI students will be proficient in visual target |

EdYES! (40) Challenges : None

3.1. Objective: SXI Objective

Measurable Objective Statement to Support Goal : Based on the review of the visual checklist, 70% of SXI students will be proficient in visual target

List of Strategies:

| ID | Strategy | Locked By |
|-------|---|-----------|
| 11844 | Staff will continue to research best practices and participate in training regarding visual stimulation, incorporating collaboration and sharing of strategies. Staff will insure that visual stimulation activities will occur for every student every week. | |

3.1.1. Strategy: SXI visual targeting strategies

Strategy Statement:

Staff will continue to research best practices and participate in training regarding visual stimulation, incorporating collaboration and sharing of strategies. Staff will insure that visual stimulation activities will occur for every student every week.

Selected Target Areas

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.

SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

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

Ayres, Jean, Sensory Integration & the Child

Cooke, Jackie, Early Sensory Skills

Carolina Curriculum for Infants and Toddlers with Special Needs & The Carolina Curriculum for Preschoolers with Special Needs

Chandler, Barbara, The Essence of Play

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|-----------------------------------|
| Professional development day- participate in activities related to SXI goal Collaborative meetings about SXI goal in order to share strategies/ideas Acquire/make materials related to visual stimulation Using data teachers will monitor and adjust instruction | 05/01/2010 | 05/01/2011 | SXI staff/support staff/principal |

3.1.1.1. Activity: SXI Visual targeting activities

Activity Description: Professional development day- participate in activities related to SXI goal Collaborative meetings about SXI goal in order to share strategies/ideas Acquire/make materials related to visual stimulation Using data teachers will monitor and adjust instruction

Activity Type: Maintenance

Planned staff responsible for implementing activity: SXI staff/support staff/principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 05/01/2010, End Date - 05/01/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--|-------------------|----------------|---------------|
| Visual sensory activities, materials, curriculum | Special Education | 300.00 | 0.00 |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-------------------|----------------|---------------|
| Special Education | \$1,200.00 | \$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 |
|-------|------------|-----------|--------------------------|-------------------------------|
| Mr. | Arthur | Fischer | Principal | fischear@northville.k12.mi.us |
| Mrs. | Carrie | Schade | teacher - DD program | schadeca@northville.k12.mi.us |
| Mrs. | Samantha | Brennan | Para educator | brennasa@northville.k12.mi.us |
| Mrs. | Debra | Ross | School Nurse | rossde@northville.k12.mi.us |
| Mrs. | Jeanne | Voet | Parent | rocco1v@aol.com |
| Mrs. | Christine | Lalinsky | Teacher Adaptive Phys Ed | Lalinsch@northville.k12.mi.us |
| Mrs. | Vicky | Wickering | teacher SCI | wickervi@northville.k12.mi.us |
| Mr. | Al | Rose | Occupational therapist | roseal@northville.k12.mi.us |
| Mrs. | Kathy | Langham | teacher SXI program | langhaka@northville.k12.mi.us |
| Mrs. | Gayle | Jingozian | Curriculum Consultant | jingozga@northville.k12.mi.us |

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

Stakeholders are Parents, Staff, Community Members and Administrators. Parents are involved through Family Priority Interviews, surveys, the PTA, various committees and are members of the School Improvement Team. All staff members have the opportunity to give input through committee work, staff meetings, department meetings, department chairs, and have representatives on the School Improvement Team. Community Members and Administration are included through our Service Learning program, School Board Presentations and the District School Improvement Team

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

A Curriculum Consultant is on staff working with other State and ISD professionals to bring the best practice information to our school. Professional development opportunities, classroom meetings, team meetings and department meetings encourage collaboration. Every student has an Individualized Educational Plan that has been developed and agreed upon by all of his/her teachers, guardians, therapists and administrators.

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

Annual Report, video, brochure, district website, school website, school newsletters, email, phones in every classroom and therapy room, School Board Presentation, progress reports for parents, District School Improvement Team presentation, Home-to-School Communication Books.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

| | |
|----------------------|--|
| Position of Contact: | Director of Human Resources |
| Address: | 501 West Main Street, Northville, Michigan 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?

Building department Chairs will collaborate on a school improvement planning calendar for the 2010-2011 school year.

Specific in service activities to each department goal will be tailored to address the areas of: 1) Handwriting without tears (Dual Diagnosed) 2) Sensory activities (Severely Multiply Impaired) to increase student interaction in their classroom environment 3) Increase student participation (Severely Cognitively Impaired) in science activities.

These activities will include speakers, workshop opportunities, visitation to other school programs, purchase of supporting materials for classroom use and dedicating time on professional development days for staff collaboration & planning.

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

Four professional days are given through the school year for staff to work in their school improvement area. Additionally, six one hour sessions are also available for professional development topics.

Specific money is dedicated to each school improvement area to support activities during the school year.

Monies are also set aside for workshops and/or conferences related to the school improvement.

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

Technology training for staff is a part of the District Technology Plan. Assistive technology is used throughout the building for all students. Multiple computers are located within each classroom and are supported by the District's Educational Technology Department. A Building Technology Assistant is available on-site. We also receive support from Wayne County ATRC. The staff uses a common drive to share information and resources and has embedded technology within their teaching practices