

Northwood Elementary 2018-2019

School Improvement Plan

Northwood Elementary School
Royal Oak Schools

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Royal Oak, MI 48073-3940

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Overview

Plan Name

Northwood Elementary 2018-2019 School Improvement Plan

Plan Description

School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000
2	All students will become proficient in Mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$31700
3	All students will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$27000
4	All students will become proficient in English Language Arts.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$90540
5	Cultural competency and a positive environment for student learning.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7000

Goal 1: All students will become proficient in Social Studies.

Measurable Objective 1:

demonstrate a proficiency in Social Studies Standards by 06/01/2020 as measured by local and state Social Studies assessments.

Strategy 1:

Skill Progression Expectations - District Improvement and Curriculum Team will develop clear expectations for progressions of social studies skills in grades K-12.

Category: Social Studies

Research Cited: Link: <https://www.tandfonline.com/doi/abs/10.3200/TSSS.98.5.185-188>.

American Westward expansion. 2006. In Westward expansion. <http://www.americanwest.com/pages/wexpansi.htm> [Google Scholar]

Batt, L., J. Kim, and G. Sunderman. 2005. Limited English proficient students: Increased accountability under NCLB. The Civil Rights Project at Harvard University.

<http://www.ecs.org/html/offsite.asp/document=http%3A%2F%2Fwww%20civilrightsproject%2Eharvard%2Eedu%2Fresearch%2Fsea%2FLEP%5FPolicy%5FBrief%2Epdf> (accessed June 20, 2007). [Google Scholar]

Brown, C. L. 2007. Supporting English language learners in content-reading. Reading Improvement 44 (1): 32-39. [Google Scholar]

Chamot, A. U., and J. Michael O'Malley. 1994. The CALLA handbook: Implementing the cognitive academic language learning approach. New York: Addison-Wesley. [Google Scholar].

Tier: Tier 1

Activity - K-12 Social Studies Skill Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and develop a K-5 Social Studies Skills Progression articulated within the units of study. K-5 processes will be aligned with 6-12.	Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2020	\$2000	General Fund	Mary Kosnick, Lisa Shannon, Social Studies Teachers

Activity - Social Studies Grade Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide dedicated professional learning time for K-5 teachers for Social Studies instruction at grade level meetings. Align and clarify K-5 instructional time, resources, and delivery expectations.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	No Funding Required	Mary Kosnik, Lisa Shannon, Building Principals

Goal 2: All students will become proficient in Mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency problem solving in Mathematics by 06/01/2022 as measured by State assessments, locally developed math assessments, and nationally normed universal screens.

Strategy 1:

Vertical Standard Mapping and Common Assessment Development - The District Improvement and Curriculum Development Team will vertically map curriculum standards and assessments. The teams will meet bi-monthly to implement and write assessments to achieve our outcomes.

Category: Mathematics

Research Cited: Link: <https://doi.org/10.1080/00098655.2012.657723> Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement, David Squires, May 14, 2012, The Clearing House: A Journal of Educational Strategies, Issues and Ideas

Using Power Standards to Build an ALigned CUrriculum by Joe Crawford. Prioritizing the Common Core by Larry Ainsworth.

Tier: Tier 1

Activity - Grade level team meetings focused on standards mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level or horizontal teams will meet first and then vertical teams will meet to map.	Curriculum Development	Tier 1	Getting Ready	07/01/2018	06/30/2019	\$0	General Fund	K-5 teachers, Jason Taylor

Activity - Grade level common assessment writing and refinement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and adjust common assessments in grades K-5.	Curriculum Development	Tier 1	Getting Ready	07/01/2018	06/30/2019	\$1000	General Fund	Jason Taylor, Lisa Shannon, Teaching Staff

Strategy 2:

Creating/Improving a multi-faceted approach to supporting struggling learners in math - Creation of k-12 District Improvement Team and Curriculum Team to focus on research of Tier 1 and 2 classroom intervention models.

Category: Mathematics

Research Cited: Link: https://www.mbaea.org/media/cms/Best_Practices_in_Math_Intervention_53D80FEED7650.pdf Best Practices in Math

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Interventions August 2014 © 2014 Hanover Research | District Administration Practice.

Tier: Tier 2

Activity - MAP Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics Measure of Academic Progress (MAP) testing to identify students for intervention.	Academic Support Program	Tier 1	Implement	06/30/2017	06/29/2018	\$30700	General Fund	Executive Director of Instruction, Elementary Curriculum Coordinator, Classroom Teachers
Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention, Academic Support and a group of first grade teachers will be trained in Math Recovery.	Academic Support Program	Tier 2	Getting Ready	08/01/2018	05/19/2019	\$0	Title II Part A	Lisa Shannon, Jason Taylor, Rtl Coordinators and Academic Support Teachers, Trained 1st Grade Teachers
Activity - Math Workshop Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Math Workshop	Implementation, Monitor	Tier 1	Monitor	08/01/2015	06/10/2022	\$0	No Funding Required	Classroom Teachers

Goal 3: All students will become proficient in Science.**Measurable Objective 1:**

demonstrate a proficiency on Michigan Science Standards by 05/01/2023 as measured by an 85% pass rate on the Michigan Science Assessment and locally developed assessments.

Strategy 1:

Inquiry-based learning in science - Inquiry-based and hands on learning and assessment in all science classrooms k-5.

Category: Science

Research Cited: Link: <https://onlinelibrary.wiley.com/doi/abs/10.1002/tea.20347>

Inquirybased science instruction—what is it and does it matter? Results from a research synthesis years 1984 to 2002

Daphne D. Minner Abigail Jurist Levy Jeanne Century

First published: 04 December 2009 <https://doi.org/10.1002/tea.20347> Cited by: 299

Link: <https://www.tandfonline.com/doi/abs/10.1023/A%3A1015171124982?journalCode=uste20>

Reforming Science Teaching: What Research Says About Inquiry

Ronald D. Anderson

Pages 1-12 | Published online: 02 Mar 2017

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning that supports inquiry-based instruction and assessment. K-5 teachers will participate in professional learning during district professional development time.	Professional Learning	Tier 1		07/01/2018	06/17/2022	\$5000	General Fund	Tim Boyer, Lisa Shannon

Strategy 2:

Adoption of NGSS aligned curriculum - The District Improvement and Curriculum Team will plan and review a curriculum resource adoption process during the 2018-19 school year.

Category: Science

Research Cited: Link: <https://ngss.nsta.org/ngss-journal-articles.aspx>

A Framework for the Next Generation

9/1/2011 - NSTA Reports—Lynn Petrinjak

Koper, K.D., T.C. Wallace, S.R. Taylor, and H.E. Hartse. 2001.

Forensic seismology and the sinking of the Kursk. EOS 82 (4):

37–52.

National Research Council (NRC). 2012. A framework for K–12

science education: Practices, crosscutting concepts, and core ideas.

Washington, DC: National Academies Press.

NGSS Lead States. Next Generation Science Standards: For states, by states. Washington, DC: National Academies Press.

Tier: Tier 1

Activity - Resource Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will adopt the new NGSS aligned curriculum K-8. Resources: Cereal City, Stemsopes (K-5) will be piloted in the 2018-19 school year.	Curriculum Development, Materials	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$20000	General Fund	Tim Boyer, Lisa Shannon, Kelly Waterstredt and Danielle Hall will pilot at Northwood.
Activity - Common Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Improvement Team will meet with instructional leaders to develop common assessments aligned to NGSS in grades K-12.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$2000	General Fund	Tim Boyer, Lisa Shannon, District Improvement Team Members

Goal 4: All students will become proficient in English Language Arts.

Measurable Objective 1:

85% of All Students will demonstrate student proficiency (pass rate) in M-STEP, MI-ACCESS, WIDA in English Language Arts by 06/30/2019 as measured by pass rate on state assessments in English Language Arts.

Strategy 1:

Explicit Small Group Reading and Writing Instruction - Limited English Proficient Students enrolled in the ESL program will receive explicit reading instruction in a small group setting. This instruction will be accomplished through reading fiction and non-fiction texts of various genres related to the content and themes in their Social Studies, Science, and Language Arts classes. Reading strategies, vocabulary development, comprehension, and oral fluency will be emphasized.

Category: English/Language Arts

Research Cited: Link: <https://www2.ed.gov/about/inits/ed/lep-partnership/interventions.pdf>

Practical Guidelines for the Education of English Language Learners: RESEARCH-BASED RECOMMENDATIONS
FOR INSTRUCTION AND ACADEMIC

INTERVENTIONS. David J. Francis, Mabel Rivera

Center on Instruction English Language Learners Strand

Texas Institute for Measurement, Evaluation, and Statistics

University of Houston

Nonie Lesaux, Michael Kieffer

Harvard Graduate School of Education

Hector Rivera

Center on Instruction English Language Learners Strand

Texas Institute for Measurement, Evaluation, and Statistics

University of Houston. 2006.

Tier: Tier 2

Activity - Step Up to Writing for K-5 English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL instructors will use Step Up to Writing program to instruct students about the organization of text throughout various genres. Students will organize text details on a variety of graphic organizers and learn academic vocabulary with an emphasis on social studies and science texts at each grade level.	Direct Instruction	Tier 2	Monitor	09/17/2011	06/14/2019	\$80000	General Fund	ESL Instructors

Activity - Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will implement a balanced literacy framework in order to provide comprehensive literacy instruction for all students. The components will include, but are not limited to: read aloud with accountable talk, word study block (Words Their Way). Reading Workshop Units of Study, small group instruction (guided reading, strategy instruction, conferring, and/or interventions).	Implementation	Tier 1	Implement	09/04/2018	06/10/2022	\$1000	General Fund	Classroom Teachers

Strategy 2:

Language Acquisition - Identified immigrant and LEP families will be offered online subscriptions to Rosetta Stone in order to acquire speaking and listening skills needed to improve pre-requisite language arts skills.

Category: English/Language Arts

Research Cited: Link: <https://k12hub.rosettastone.com/language-in-k-12-rosetta-stone-blog-2/25-reasons-why-language-skills-matter>

25 Reasons Why Language Skills Matter. JULY 20, 2017 ROSETTA STONE ENTERPRISE AND EDUCATION

Tier: Tier 2

Activity - Professional Development for General Education Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development workshops provided by local and state offerings as well as ESL Coordinator to increase abilities of classroom teachers to build content literacy for LEP students. Substitutes will be provided.	Professional Learning	Tier 1	Evaluate	02/27/2013	06/14/2013	\$3860	Title III	ESL Coordinator and Bilingual ESL Instructor
Activity - Reading Comprehension in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school tutoring and tuition will be purchased for identified LEP students in grades K-12.	Other - Tutoring	Tier 2	Implement	12/03/2012	06/14/2013	\$5680	Title III	ESL Coordinator, Director of Instruction, District Tutors

Goal 5: Cultural competency and a positive environment for student learning.

Measurable Objective 1:

100% of All Students will demonstrate a behavior in cultural competence as measured by stakeholder feedback data related to achievement growth and social emotional growth in Practical Living by 06/30/2022 as measured by stakeholder feedback.

Strategy 1:

Professional Development for staff in Cultural Proficiency - Staff to engage in professional development in Cultural Proficiency and Culturally Responsive Teaching.

Category: School Culture

Research Cited: Link: <http://www.nea.org/tools/30402.htm>

<http://www.nea.org/tools/30402.htm>

Link: <http://journals.sagepub.com/doi/abs/10.1093/phr/118.4.293>

Defining Cultural Competence: A Practical Framework for Addressing Racial/Ethnic Disparities in Health and Health Care

Show all authors

Joseph R. Betancourt, MD, MPH, Alexander R. Green, MD, J. Emilio Carrillo, MD, MPH, ...

First Published July 1, 2003 Research Article

<https://doi.org/10.1093/phr/118.4.293>

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Tier: Tier 1

Activity - Professional Development in Culturally Responsive Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for staff in Culturally Responsive Teaching will be implemented based on instruction provided by Oakland Schools.	Professional Learning, Implementation	Tier 1	Implement	08/01/2018	06/30/2022	\$6000	Title II Part A	Office of Instruction and Professional Development

Strategy 2:

Positive Behavior Interventions and Supports - The purpose of Positive Behavior Interventions and Supports (PBIS) is to improve the effectiveness, efficiency and equity of schools for all stakeholders. PBIS improves social, emotional, and academic outcomes for all students.

PBIS is a research-based framework for implementing school-wide systems of behavioral support, in a tiered continuum based on student responsiveness to intervention, to help prevent and reduce undesired behavior and improve social and academic behavior outcomes for all students in a school.

Teachers will implement the Behavior Matrix, Clip Chart System and Northwood Nests.

Category: School Culture

Research Cited: Link: https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72833-361319--,00.html#eight

Tier: Tier 1

Activity - Northwood Nests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a family system of support in the school combining K-5 students into groups to work on character development.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/10/2022	\$1000	General Fund	PBIS Committee, Staff

Activity - Restorative Justice Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Julie McDaniels will present on Restorative Justice to staff and then assess our progress with using it.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers, Principal, Ancillary Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessment Development	The District Improvement Team will meet with instructional leaders to develop common assessments aligned to NGSS in grades K-12.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$2000	Tim Boyer, Lisa Shannon, District Improvement Team Members
Northwood Nests	Create a family system of support in the school combining K-5 students into groups to work on character development.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/10/2022	\$1000	PBIS Committee, Staff
Grade level common assessment writing and refinement	Monitor and adjust common assessments in grades K-5.	Curriculum Development	Tier 1	Getting Ready	07/01/2018	06/30/2019	\$1000	Jason Taylor, Lisa Shannon, Teaching Staff
MAP Universal Screening	Mathematics Measure of Academic Progress (MAP) testing to identify students for intervention.	Academic Support Program	Tier 1	Implement	06/30/2017	06/29/2018	\$30700	Executive Director of Instruction, Elementary Curriculum Coordinator, Classroom Teachers
Balanced Literacy	Elementary teachers will implement a balanced literacy framework in order to provide comprehensive literacy instruction for all students. The components will include, but are not limited to: read aloud with accountable talk, word study block (Words Their Way). Reading Workshop Units of Study, small group instruction (guided reading, strategy instruction, conferring, and/or interventions).	Implementation	Tier 1	Implement	09/04/2018	06/10/2022	\$1000	Classroom Teachers

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Resource Pilot	District will adopt the new NGSS aligned curriculum K-8. Resources: Cereal City, Stemscopes (K-5) will be piloted in the 2018-19 school year.	Curriculum Development, Materials	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$20000	Tim Boyer, Lisa Shannon, Kelly Waterstredt and Danielle Hall will pilot at Northwood.
Step Up to Writing for K-5 English Language Learners	ESL instructors will use Step Up to Writing program to instruct students about the organization of text throughout various genres. Students will organize text details on a variety of graphic organizers and learn academic vocabulary with an emphasis on social studies and science texts at each grade level.	Direct Instruction	Tier 2	Monitor	09/17/2011	06/14/2019	\$80000	ESL Instructors
Grade level team meetings focused on standards mapping	Grade level or horizontal teams will meet first and then vertical teams will meet to map.	Curriculum Development	Tier 1	Getting Ready	07/01/2018	06/30/2019	\$0	K-5 teachers, Jason Taylor
Professional Learning	Teachers will receive professional learning that supports inquiry-based instruction and assessment. K-5 teachers will participate in professional learning during district professional development time.	Professional Learning	Tier 1		07/01/2018	06/17/2022	\$5000	Tim Boyer, Lisa Shannon
K-12 Social Studies Skill Alignment	Identify and develop a K-5 Social Studies Skills Progression articulated within the units of study. K-5 processes will be aligned with 6-12.	Curriculum Development	Tier 1	Getting Ready	08/01/2018	06/30/2020	\$2000	Mary Kosnick, Lisa Shannon, Social Studies Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Justice Professional Development	Julie McDaniels will present on Restorative Justice to staff and then assess our progress with using it.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Teachers, Principal, Ancillary Staff
Math Workshop Delivery	Use Math Workshop	Implementation, Monitor	Tier 1	Monitor	08/01/2015	06/10/2022	\$0	Classroom Teachers

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Social Studies Grade Level Professional Learning	Provide dedicated professional learning time for K-5 teachers for Social Studies instruction at grade level meetings. Align and clarify K-5 instructional time, resources, and delivery expectations.	Professional Learning	Tier 1	Getting Ready	08/01/2018	06/30/2019	\$0	Mary Kosnik, Lisa Shannon, Building Principals
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for General Education Teachers	Professional development workshops provided by local and state offerings as well as ESL Coordinator to increase abilities of classroom teachers to build content literacy for LEP students. Substitutes will be provided.	Professional Learning	Tier 1	Evaluate	02/27/2013	06/14/2013	\$3860	ESL Coordinator and Bilingual ESL Instructor
Reading Comprehension in the Content Area	Summer school tutoring and tuition will be purchased for identified LEP students in grades K-12.	Other - Tutoring	Tier 2	Implement	12/03/2012	06/14/2013	\$5680	ESL Coordinator, Director of Instruction, District Tutors

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development in Culturally Responsive Classrooms	Professional development for staff in Culturally Responsive Teaching will be implemented based on instruction provided by Oakland Schools.	Professional Learning, Implementation	Tier 1	Implement	08/01/2018	06/30/2022	\$6000	Office of Instruction and Professional Development
Math Recovery	Response to Intervention, Academic Support and a group of first grade teachers will be trained in Math Recovery.	Academic Support Program	Tier 2	Getting Ready	08/01/2018	05/19/2019	\$0	Lisa Shannon, Jason Taylor, Rtl Coordinators and Academic Support Teachers, Trained 1st Grade Teachers