

# School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Cooke School

Grades Served: 7,8,11

Principal: Ms. Mary Meldrum

Building Code: 02770

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Cooke School</b>
District:	<b>Northville Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>7,8,11</b>
School Code Number:	<b>02770</b>
City:	<b>Northville</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

We will provide a stimulating learning environment driven by a well-defined curriculum with a foundation in common assessment and collaboration among students, staff, and families. Our students will be provided with both human and technological supports in school and in the community to foster independence, to encourage communication and self-advocacy, and to facilitate engagement and enjoyment in all aspects of their lives ensuring students of all ability levels are well equipped to meet the challenges of education, work and life.

## **Mission Statement**

To prepare our students for a productive and meaningful life by increasing communication, vocation, academic, recreation, and life skills to be used in school, at home, and in the community.

## **Beliefs Statement**

We believe that all students have the capacity to learn.

We believe in a student-centered approach to learning.

We believe in fostering independence and self-advocacy in school, home and the community.

We believe in helping students grow in areas of academics, social, recreational, vocational, and daily living skills.

We believe in preparing students for a meaningful and productive life after school.

We believe in positive support for improving behavior and attitudes.

We believe technology plays a central role in helping our students succeed throughout all aspects of our program.

## Goals

ID	Name	Development Status	Progress Status
7140	Literacy - Reading Comprehension	Approved	Open
7151	Literacy - Word Study	Approved	Open
10546	Improved Student Behavior	Approved	Open

### Goal 1: Literacy - Reading Comprehension

**Content Area :** English Language Arts

**Goal Source :** edyes

**Development Status :** Approved

**Student Goal Statement :** All students will improve reading comprehension.

**Gap Statement :** Based on a review of data sources (MI-Access and Cooke School Improvement Reading Survey Part 4), the average score in the reading comprehension subsection of the MI-Access test for students taking this test in Spring 2009 was 8.3/18, or 46%, and 50% of teachers reported never teaching 1/3 of the reading comprehension assessment areas identified on the MISD ELA Inventory.

**Cause for Gap :** Based on strand data analysis, the MI-Access indicates an achievement gap on the reading comprehension subsection of 48% between dually-diagnosed students (average score of 13.5/18, or 75%, at supported independence level on reading comprehension subsection) and severely cognitively and severely multiply impaired students (average score of 4.8/18, or 27%, at the participation level on reading comprehension subsection).

Based on process data, academic standards and/or a formal curriculum are just being developed for this student population. Also, many teachers do not regularly address some reading comprehension concepts due to lack of historical focus on academics with this student population.

Based on perception data, the education community as a whole has lacked focus on literacy for severely cognitively impaired students. Some educators debate whether literacy should be taught to this student population.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 1. MI-Access - state standardized test for Grades 8 and 11  
2. Cooke School Improvement Reading Survey - school-wide survey distributed to all teachers to determine role of literacy activities in the classroom.  
3. "Literacy for Students with Severe Developmental Disabilities: What Should We Teach and What Should We Hope to Achieve?", Browder et al. (2009).

**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?** We will see an improvement in reading comprehension skills among all student groups evidenced by improved scores in the reading comprehension subsections of the MI-Access test and the MISD ELA Inventory.

We will complete strand data analysis for the reading comprehension subsection of the MI-Access in Spring 2010 and compare these scores to our current level of achievement in this subsection.

We will administer the Macomb Intermediate School District English Language Arts Inventory (MISD ELA Inventory) reading comprehension subsection during the 2010-11 school year to all students in a pre-post test manner to assess for improvements in scores in this area.

We will complete a survey to all teachers during the 2010-11 school year to assess whether teachers have increased their focus on teaching reading comprehension concepts in their classrooms.

**Contact Name :** Mary Meldrum

#### List of Objectives:

ID	Objective
12938	MI-Access Reading Comprehension subsection scores will improve for all students in Spring 2010. Dually-diagnosed students will improve their average score in this subsection from 75% to 80%. Severely cognitively and severely multiply impaired students will improve their scores from 27% to 40%. All students will improve scores on the MISD ELA Inventory Reading Comprehension subsection by the end of the 2010-11 school year by 10%.

**EdYES! (40) Challenges :** None

## 1.1. Objective: Reading comprehension

**Measurable Objective Statement to Support Goal :** MI-Access Reading Comprehension subsection scores will improve for all students in Spring 2010. Dually-diagnosed students will improve their average score in this subsection from 75% to 80%. Severely cognitively and severely multiply impaired students will improve their scores from 27% to 40%.

All students will improve scores on the MISD ELA Inventory Reading Comprehension subsection by the end of the 2010-11 school year by 10%.

#### List of Strategies:

ID	Strategy	Locked By
12938	Classroom staff will use reading materials appropriate for their students' reading levels and as supported by both qualitative and quantitative research and articles currently available in the educational field. These curriculums may include, but are not limited to, Wayne RESA Literacy Genre Units of Study, News 2 You, Time For Kids, interactive books, Dolce Words, MEville to WEville, SRA Corrective, IntelliTools, and Boardmaker.	
12938	All teachers will utilize IntelliTools and Boardmaker programs in their classrooms on a regular basis to enhance student improvement in reading comprehension.	

### 1.1.1. Strategy: Reading Comprehension Curricula

**Strategy Statement:** Classroom staff will use reading materials appropriate for their students' reading levels and as supported by both qualitative and quantitative research and articles currently available in the educational field. These curriculums may include, but are not limited to, Wayne RESA Literacy Genre Units of Study, News 2 You, Time For Kids, interactive books, Dolce Words, MEville to WEville, SRA Corrective, IntelliTools, and Boardmaker.

#### Selected Target Areas

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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.

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.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.

#### Other Required Information for Strategy

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

"Literacy Instruction for Students with Developmental Cognitive Disabilities (DCD): Materials, Strategies, and Decision-Making" identifies that 76% of teachers of students with developmental cognitive disabilities (DCD) interviewed reported using commercially available reading materials to teach literacy reflecting that use of such materials to teach literacy is widely accepted in the educational field.

"Literacy Interventions for Students with Physical and Developmental Disabilities Who Use Aided AAC Devices: A Systematic Review by Machalicek et al (2009) reviewed research on literacy interventions for people with physical and developmental disabilities between 1989 and 2009, and they concluded that while a variety of instructional strategies are used, research indicates that systematic instruction including scaffolding, direct instruction, and least-to-most prompting with time delay may be the most effective for this population.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will decide upon and share with their classroom staff what literacy material(s) and instructional strategies they will be using in their classroom to address reading comprehension concepts with their students.	08/31/2010	09/30/2010	All classroom teachers
Teachers will regularly address reading comprehension concepts with students in their classrooms.	09/07/2010	06/22/2011	All classroom teachers
Teachers will have the opportunity to share with their peers what strategies were successful in teaching reading comprehension concepts to their students as well as to learn what materials and strategies were successful in other classrooms.	03/01/2011	06/22/2011	All classroom teachers

**1.1.1.1. Activity: Choose literacy materials**

**Activity Description:** Teachers will decide upon and share with their classroom staff what literacy material(s) and instructional strategies they will be using in their classroom to address reading comprehension concepts with their students.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 09/30/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
commercially available literacy materials, classroom supplies	General Funds	3,000.00	0.00

**1.1.1.2. Activity: Literacy activities in the classroom**

**Activity Description:** Teachers will regularly address reading comprehension concepts with students in their classrooms.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
teachers and classroom staff	No Funds Required	0.00	0.00

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### 1.1.1.3. Activity: Professional Sharing

**Activity Description:** Teachers will have the opportunity to share with their peers what strategies were successful in teaching reading comprehension concepts to their students as well as to learn what materials and strategies were successful in other classrooms.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 03/01/2011, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
teachers	No Funds Required	0.00	0.00

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### 1.1.2. Strategy: IntelliTools and Boardmaker

**Strategy Statement:** All teachers will utilize IntelliTools and Boardmaker programs in their classrooms on a regular basis to enhance student improvement in reading comprehension.

**Selected Target Areas**

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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.

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.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.

**Other Required Information for Strategy*****What research did you review to support the use of this strategy and action plan?***

The developers of the IntelliTools products conducted research from 1996-2000 funded by the National Institute of Child Health and Human Development with the specific purpose of promoting literacy development in students with significant disabilities in grades K-2. This project identified critical literacy skills and effective teaching strategies based on current research, and then used these results to develop a commercial-style literacy software program. These products were tested using quasiscientific mode with experimental and criterion subjects and found that using such an intervention helped students keep pace with their peers.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All classroom staff will attend a professional development day to receive instruction about how to successfully use IntelliTools and Boardmaker in their classrooms as a tool for literacy instruction.	08/31/2010	09/02/2010	All classroom staff
Teachers will regularly use IntelliTools and Boardmaker as part of their classroom instruction for the purposes of teaching reading comprehension concepts to their students.	09/07/2010	06/22/2011	All classroom teachers

**1.1.2.1. Activity: Professional Development**

**Activity Description:** All classroom staff will attend a professional development day to receive

instruction about how to successfully use IntelliTools and Boardmaker in their classrooms as a tool for literacy instruction.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 09/02/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
speaker for professional day	No Funds Required	0.00	0.00

### 1.1.2.2. Activity: Literacy activities in the classroom

**Activity Description:** Teachers will regularly use IntelliTools and Boardmaker as part of their classroom instruction for the purposes of teaching reading comprehension concepts to their students.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
classroom teachers	No Funds Required	0.00	0.00
Boardmaker and IntelliTools materials	ARRA funds	12,768.00	0.00

## Goal 2: Literacy - Word Study

**Content Area :** English Language Arts

**Goal Source :** edyes

**Development Status :** Approved

**Student Goal Statement :** All students will improve word study skills.

**Gap Statement :** Based on a review of data sources (MI-Access and Cooke School Improvement Reading Survey Part 1), the average score in the word study subsection of the MI-Access test for students taking this test in Spring 2009 was 7.1/16, or 44%, and at least 45% or more teachers reported never teaching 43% of the word study assessment areas identified on the MISD ELA Inventory.

**Cause for Gap :** Based on strand data analysis, the MI-Access indicates an achievement gap on the word study subsection of 24% between dually-diagnosed students (average score of 7.6/16, or 47%, at supported independence level on word study subsection) and severely cognitively impaired and severely multiply impaired students (average score of 4.2/18, or 23%, at the participation level on word study subsection).

Based on process data, academic standards and/or a formal curriculum are just being developed for this student population. Also, many teachers do not regularly address some word study concepts due to lack of historical focus on academics with this student population.

Based on perception data, the education community as a whole has lacked focus on literacy for severely cognitively impaired students. Some educators debate whether literacy should be taught to this student population.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 1. MI-Access - state standardized test for Grades 8 and 11  
2. Cooke School Improvement Reading Survey - school-wide survey distributed to all teachers to determine role of literacy activities in the classroom.  
3. "Literacy for Students with Severe Developmental Disabilities: What Should We Teach and What Should We Hope to Achieve?" - Browder et al. (2009).

**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?** We will see an improvement in word study skills among all student groups evidenced by improved scores in the word study subsections of the MI-Access test and the MISD ELA Inventory.

We will complete strand data analysis for the word study subsection of the MI-Access in Spring 2010 and compare these scores to our current level of achievement in this subsection.

We will administer the Macomb Intermediate School District English Language Arts Inventory (MISD ELA Inventory) word study subsection during the 2010-11 school year to all students in a pre-post test manner to assess for improvements in scores in this area.

We will complete a survey to all teachers during the 2010-11 school year to assess whether teachers have increased their focus on teaching word study concepts in their classrooms.

**Contact Name :** Mary Meldrum

#### List of Objectives:

ID	Objective
12946	MI-Access Word Study subsection scores will improve for all students in Spring 2010. Dually-diagnosed students will improve their average score in this subsection from 47% to 58%. Severely cognitively

impaired and severely multiply impaired students will improve their scores in this subsection from from 23% to 38%. All students will improve scores on the MISD ELA Inventory Word Study subsection by the end of the 2010-11 school year by 10%.

EdYES! (40) Challenges : None

## 2.1. Objective: Word Study

**Measurable Objective Statement to Support Goal :** MI-Access Word Study subsection scores will improve for all students in Spring 2010. Dually-diagnosed students will improve their average score in this subsection from 47% to 58%. Severely cognitively impaired and severely multiply impaired students will improve their scores in this subsection from from 23% to 38%.

All students will improve scores on the MISD ELA Inventory Word Study subsection by the end of the 2010-11 school year by 10%.

### List of Strategies:

ID	Strategy	Locked By
12946	Classroom staff will use reading materials appropriate for their students' reading levels and as supported by both qualitative and quantitative research and articles currently available in the educational field. These curriculums may include, but are not limited to, Wayne RESA Literacy Genre Units of Study, News 2 You, Time For Kids, interactive books, Dolce Words, MEville to WEville, SRA Corrective, IntelliTools, and Boardmaker.	
12946	All teachers will utilize IntelliTools and Boardmaker programs in their classrooms on a regular basis to enhance student improvement in word study.	

### 2.1.1. Strategy: Word Study Curricula

**Strategy Statement:** Classroom staff will use reading materials appropriate for their students' reading levels and as supported by both qualitative and quantitative research and articles currently available in the educational field. These curriculums may include, but are not limited to, Wayne RESA Literacy Genre Units of Study, News 2 You, Time For Kids, interactive books, Dolce Words, MEville to WEville, SRA Corrective, IntelliTools, and Boardmaker.

#### Selected Target Areas

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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.

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.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.

### Other Required Information for Strategy

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

"Literacy Instruction for Students with Developmental Cognitive Disabilities (DCD): Materials, Strategies, and Decision-Making" identifies that 76% of teachers of students with developmental cognitive disabilities (DCD) interviewed reported using commercially available reading materials to teach literacy reflecting that use of such materials to teach literacy is widely accepted in the special education field.

"Literacy Interventions for Students with Physical and Developmental Disabilities Who Use Aided AAC Devices: A Systematic Review by Machalicek et al (2009) reviewed research on literacy interventions for people with physical and developmental disabilities between 1989 and 2009, and they concluded that while a variety of instructional strategies are used, research indicates that systematic instruction including scaffolding, direct instruction, and least-to-most prompting with time delay may be the most effective strategies for this population.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will decide upon and share with their classroom staff what literacy material(s) and instructional strategies they will be using in their classroom to address word study concepts with their students.	08/31/2010	09/30/2010	All classroom teachers
Teachers will regularly address word study concepts with students in their classrooms.	08/31/2010	06/22/2011	All classroom staff
Teachers will have the opportunity to share with peers what strategies were successful in teaching word study concepts to their students as well as to learn what materials and strategies were successful in other classrooms.	03/01/2011	06/22/2011	All classroom teachers

#### 2.1.1.1. Activity: Choose literacy materials

**Activity Description:** Teachers will decide upon and share with their classroom staff what literacy material(s) and instructional strategies they will be using in their classroom to address word study concepts with their students.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 09/30/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
commercially available literacy materials, classroom supplies	General Funds	3,000.00	0.00

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### 2.1.1.2. Activity: Literacy activities in the classroom

**Activity Description:** Teachers will regularly address word study concepts with students in their classrooms.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
teachers and classroom staff	No Funds Required	0.00	0.00

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### 2.1.1.3. Activity: Professional Sharing

**Activity Description:** Teachers will have the opportunity to share with peers what strategies were successful in teaching word study concepts to their students as well as to learn what materials and strategies were successful in other classrooms.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 03/01/2011, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
teachers	No Funds Required	0.00	0.00

## 2.1.2. Strategy: IntelliTools and Boardmaker

**Strategy Statement:** All teachers will utilize IntelliTools and Boardmaker programs in their classrooms on a regular basis to enhance student improvement in word study.

### Selected Target Areas

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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.

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.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.

### Other Required Information for Strategy

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

The developers of the IntelliTools products conducted research from 1996-2000 funded by the National Institute of Child Health and Human Development with the specific purpose of promoting literacy

development in students with significant disabilities in grades K-2. This project identified critical literacy skills and effective teaching strategies based on current research, and then used these results to develop a commercial-style literacy software program . These products were tested using quasiscientific mode with experimental and criterion subjects and found that using such an intervention helped students keep pace with their peers.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All classroom staff will attend a professional development day to receive instruction about how to successfully use IntelliTools and Boardmaker in their classrooms as a tool for literacy instruction.	08/31/2010	09/02/2010	All classroom staff
Teachers will regularly use IntelliTools and Boardmaker as part of their classroom instruction for the purposes of teaching word study concepts to their students.	09/07/2010	06/22/2011	All classroom teachers

### 2.1.2.1. Activity: Professional Development

**Activity Description:** All classroom staff will attend a professional development day to receive instruction about how to successfully use IntelliTools and Boardmaker in their classrooms as a tool for literacy instruction.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 09/02/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
speaker for professional day	No Funds Required	0.00	0.00

### 2.1.2.2. Activity: Literacy activities in the classroom

**Activity Description:** Teachers will regularly use IntelliTools and Boardmaker as part of their classroom instruction for the purposes of teaching word study concepts to their students.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
classroom teachers	No Funds Required	0.00	0.00
hardware and software necessary for program implementation	ARRA funds	12,768.00	0.00

## Goal 3: Improved Student Behavior

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will improve behaviors at school.

**Gap Statement :** Based on a review of data sources (school-wide behavior management data), there were a total of 75 behavior incidents requiring usage of the quiet room for a total of 1273 minutes from September 2009 through March 2010.

Based on a review of data sources (school-wide behavior management data), there were a total of 248 behavior incidents requiring usage of the time-out booth for a total of 4756 minutes from September 2009 through March 2010.

Based on a review of data sources (school-wide behavior management data), there were a total of 70 behavior incidents requiring physical intervention from staff during the 2008-09 school year (2009-10 school physical intervention data not yet available).

Based on a review of data sources (school-wide behavior management data), students at Cooke School had three suspensions during the 2009-10 school year.

**Cause for Gap :** Based on strand data analysis, behavior management data indicates that each school year, a few students tend to inflate behavior data results. This inflation can be due to a variety of factors including a student's age, a student's time spent in our program, medication changes, and many other factors.

Based on process data, a formal curriculum is being developed focusing on the use of positive reinforcements throughout student programming to encourage improved student behavior. This type of behavior support framework has been shown to be effective in creating safe schools, reducing discipline referrals, and facilitating academic and social success.

Based on perception data, each student's physical, social, and biological states have a direct and significant impact on student behaviors.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 1. School-wide behavior management data with closer examination of outlier students.  
2. Staff perception/opinion  
3. School-wide Positive Behavior Support Implementation Guide 2008, Michigan Department of Education  
4. "Behavioral Support for Students with Severe Disabilities: Functional Assessment and Comprehensive Intervention", Horner RH, Carr EG. Journal of Special Education , 31(1), pp 84-104, 1997.

**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?** We will see a reduction in behavior interventions in terms of quiet room usage, time-out booth usage and physical intervention incidences during the 2010-11 school when compared with current data. We will use school-wide behavior management data for all students to assess improvements in these areas.

We will survey staff during the end of the 2010-11 school year to gain perspective on whether staff feels the introduction of a school-wide positive behavior plan was beneficial to students.

**Contact Name :** Mary Meldrum

#### List of Objectives:

ID	Objective
12957	We will see a 5% reduction in the number of behavior incidences requiring quiet room usage, time-out booth usage, and physical intervention incidences from September 2010 through March 2011.

### 3.1. Objective: Behavior Improvement

**Measurable Objective Statement to Support Goal :** We will see a 5% reduction in the number of behavior incidences requiring quiet room usage, time-out booth usage, and physical intervention incidences from September 2010 through March 2011.

#### List of Strategies:

ID	Strategy	Locked By
12957	All staff will participate in implementing school-wide positive behavior support (PBS) framework to facilitate improved behavior among students.	
12957	All staff will participate in activities to support implementation of the school-wide PBS framework at a classroom level.	

### 3.1.1. Strategy: School Wide Behavior Supports

**Strategy Statement:** All staff will participate in implementing school-wide positive behavior support (PBS) framework to facilitate improved behavior among students.

#### Selected Target Areas

SAR 2.1 Establishes policies and procedures that provide for the effective operation of the school
SAR 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.5 Communicates the results of student performance and school effectiveness to all stakeholders
SAR 5.10 Provides appropriate support for students with special needs

#### Other Required Information for Strategy

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

According to an article entitled "Positive Behavioral Support: Helping Students with Challenging Behaviors Succeed" in Research Connections in Special Education in the Winter 1999 issue, the implementation of a positive behavior support (PBS) framework has been shown to be effective in reducing problem behavior by 80% in two-thirds of cases. Additionally, PBS has been shown to be widely successful with individuals with serious challenging behaviors.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inservice provided to all Cooke staff to educate them about the Cooke School Positive Behavior Support Program.	08/31/2010	09/02/2010	PBS Committee members
Assembly for all students to introduce them to the expectations and procedures of the PBS framework.	09/07/2010	09/17/2010	PBS committee members

#### 3.1.1.1. Activity: Staff PBS program orientation

**Activity Description:** Inservice provided to all Cooke staff to educate them about the Cooke School Positive Behavior Support Program.

**Activity Type:** None

**Planned staff responsible for implementing activity:** PBS Committee members

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 09/02/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
school staff members	No Funds Required	0.00	0.00

### 3.1.1.2. Activity: Student PBS Kickoff

**Activity Description:** Assembly for all students to introduce them to the expectations and procedures of the PBS framework.

**Activity Type:** None

**Planned staff responsible for implementing activity:** PBS committee members

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 09/17/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
staff members	No Funds Required	0.00	0.00
funds for student assembly	General Funds	500.00	0.00

### 3.1.2. Strategy: Classroom-Level Behavior Supports

**Strategy Statement:** All staff will participate in activities to support implementation of the school-wide PBS framework at a classroom level.

**Selected Target Areas**

SAR 2.1 Establishes policies and procedures that provide for the effective operation of the school
SAR 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.5 Communicates the results of student performance and school effectiveness to all stakeholders
SAR 5.10 Provides appropriate support for students with special needs

## Other Required Information for Strategy

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

According to an article entitled "Positive Behavioral Support: Helping Students with Challenging Behaviors Succeed" in Research Connections in Special Education in the Winter 1999 issue, the implementation of a positive behavior support (PBS) framework has been shown to be effective in reducing problem behavior by 80% in two-thirds of cases. Additionally, PBS has been shown to be widely successful with individuals with serious challenging behaviors. Classrooms need to participate in activities to support the focus of the PBS framework.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers and classroom staff will reinforce positive behavior expectations and procedures throughout their daily programming as learning opportunities arise.	09/07/2010	06/03/2011	Classroom staff, ancillary staff, administration
Staff will provide all students with consistent and appropriate positive reinforcements for positive behavior.	09/07/2010	06/22/2011	All staff
Staff will have a consistent and appropriate response for problem behaviors consistent with the PBS framework.	09/07/2010	06/22/2011	All staff
All staff will supervise students effectively and appropriately in non-classroom areas to uphold PBS procedures and expectations in these areas.	09/07/2010	06/22/2011	All staff

### 3.1.2.1. Activity: Classroom Teaching

**Activity Description:** Teachers and classroom staff will reinforce positive behavior expectations and procedures throughout their daily programming as learning opportunities arise.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Classroom staff, ancillary staff, administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
staff members	No Funds Required	0.00	0.00

**3.1.2.2. Activity: Positive reinforcement**

**Activity Description:** Staff will provide all students with consistent and appropriate positive reinforcements for positive behavior.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
positive reinforcers (supplies for rewards)	Wayne RESA Grant for PBS Activities	1,800.00	0.00
positive reinforcers (supplies for rewards)	General Funds	2,000.00	0.00

**3.1.2.3. Activity: Consequences for Problem Behaviors**

**Activity Description:** Staff will have a consistent and appropriate response for problem behaviors consistent with the PBS framework.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
staff members	No Funds Required	0.00	0.00

**3.1.2.4. Activity: Non-classroom areas**

**Activity Description:** All staff will supervise students effectively and appropriately in non-classroom areas to uphold PBS procedures and expectations in these areas.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/22/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
staff members	No Funds Required	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$8,500.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$25,536.00	\$0.00
Other	\$1,800.00	\$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
	Mary	Meldrum	Principal, Cooke School	meldrums@northville.k12.mi.us
	Susannah	Steele	Physical Therapist, Cooke	steelesu@northville.k12.mi.us
	Jennifer	Beier	Classroom teacher	beierje@northville.k12.mi.us
	Holly	Heath	Transition Specilaist	heathho@northville.k12.mi.us
	Sharon	Rittenhouse	Speech and Language Thera	rittensh@northvill.k12.mi.us
	Victoria	Jouney	Classroom teacher	jouneyvi@northville.k12.mi.us
	Kathy	Aubuchon-Ruth	Classroom teacher	aubuchka@northville.k12.mi.us
	Daniel	Solomon	Classroom teacher	solomoda@northville.k12.mi.us
	Mallory	Molloy	Classroom teacher	molloyma@northville.k12.mi.us
	Kathy	Cialkowski	Classroom teacher	cialkoka@northville.k12.mi.us
	Arin	MacFarland	Classroom paraeducator	macfarar@northville.k12.mi.us
	Janet	Sisk	Classroom paraeducator/pa	siskja@northville.k12.mi.us

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

The stakeholders listed above constituted our School Improvement Committee for the 2009-2010 school year. Several components, such as the mission, vision, and belief statements, were discussed with the entire committee and, as a whole, agreed upon, and put into the School Improvement Plan. Four committee members constituted the School Improvement Plan Sub-Committee, and this group periodically met to compile the remainder of the School Improvement plan. A draft of the plan was periodically provided to the entire committee for review and suggestions for changes, which were then implemented with the agreement of the School Improvement committee. The entire committee will be responsible for the monitoring and evaluation of the plan.

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

In years past, our school has not had a well-defined curriculum or scope and sequence of practice. This year, our School Improvement committee played a central role in beginning the discussions and implementation of a school-wide curriculum for our students. This committee provided instruction to other staff members regarding use of state benchmarks when writing IEPs, discussed a new assessment tool and how it should be implemented at our school, and followed up with instruction to other staff members in how to properly give this assessment to students. Over the course of the next year, this committee will be charged with reevaluating this assessment tool, providing feedback to teachers on this assessment tool, evaluating school improvement goals related to literacy concepts with our student population, and further developing a defined curriculum for our students.

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

Once our current school improvement goals are evaluated at the end of next school year, the results will be shared with other staff members by the School Improvement committee. Staff members will also convey the status of our goals to our students to help instill a sense of accomplishment in our students and to demonstrate to them how their hard work has helped improve our entire school. The School Improvement committee can develop printable materials throughout the school year to convey our goals, our progress and the outcomes to all those who enter our school including students, staff, parents and community members. Outcome data will be shared with the district at a Board of Education meeting at the end of the school year.

# 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 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

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## Conclusion

### ***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

We will need to schedule and execute a school-wide professional learning instruction day for all classroom staff to receive instruction on the use of IntelliTools and Boardmaker in the classroom as a tool for instruction in literacy concepts.

We will also need collaborative time for teachers to meet and discuss strategies and materials that were useful in teaching literacy concepts in the classroom so that educators have the opportunity to learn from their colleagues.

We will require some professional learning time at the beginning of the school year to ensure all staff are oriented to the school-wide positive behavior support framework.

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

The school has chosen to use a portion of the ARRA funds available to purchase hardware and software materials necessary for IntelliTools and Boardmaker to be available in each classroom.

The school has decided to use general funds to have a speaker educate classroom staff on using IntelliTools and Boardmaker in the classroom.

The school will also use general funds to support classrooms who need to purchase reading materials to facilitate literacy programming.

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

In years past, the students at Cooke School have had limited access to IntelliTools and Boardmaker programs. It has been helpful for students with disabilities in accessing activities that allow them to match words, listen to word sounds, and write stories, among other activities. With the recent availability of the ARRA funds, our school decided this would be a beneficial program to have readily available for all students in their classrooms as a means to integrate literacy concepts into daily instruction rather than on a limited basis.