



School Improvement Plan

Norup International

Berkley School District

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our RTI and administration team has completed a comprehensive data dig using the following data:

- * M-Step scores
- * 8th grade PSAT data
- * Fountas and Pinnell reading comprehension assessments
- * EDM common assessments
- * DiBels
- * Boulder Valley Math Assessments
- * NWEA assessments in grades 1-8.
- * BEARS plans data review meetings which occurred three times last school year.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Our Title I criteria, unanimously voted upon by staff and parents who attended our Title I parent information night, targets the bottom 25% of students in each grade K-5 on local assessments (Fountas and Pinnell, DiBels, NWEA).

We also conduct bimonthly grade level meetings in our elementary school to examine achievement and progress data for individual students. Using these meetings, we are able to provide specific interventions to specific students and then we progress monitor those interventions. This year, we plan to add middle school meetings as well.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Our Title I criteria, unanimously voted upon by staff and parents who attended our Title I parent information night, targets the bottom 25% of students in each grade K-5 on local assessments (Fountas and Pinnell, DiBels, NWEA).

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

We use multiple assessments to determine who is most at risk of failing in K-2. As stated earlier, we utilize Boulder Valley, DiBels, Everyday
SY 2019-2020

Mathematics common assessment, NWEA, and Fountas and Pinnell assessments.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

* Leveled Literacy Intervention for readers in grades K-5.

* Use of Orton Gillingham materials for readers not responding to LLI or F&P phonics.

* Math Recovery interventions for students needing targeted assistance

* Provision of social studies and science nonfiction materials to all students through Scholastic Magazines at no cost to families, students, or staff.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

We provide two learning specialists who schedule their pull out programs around the core instruction schedules. Students are provided with a menu of interventions based on specific targeted data. We also utilize 2.0 interventionist positions funded through 31a to provide pull out and push in interventions.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

- * Maintaining Tier I core instruction (pulling out fewer students from core instruction)
- * Readers and Writers Workshop (Lucy Calkins)
- * Math workshop using Everyday Math
- * Number talks and Math Recovery
- * Battle Creek and Mi-Star science units
- * Targeted intervention and instruction using NWEA Map Growth data

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

- * Maintaining Tier I core instruction (pulling out students from core instruction)
- * Readers and Writers Workshop (Lucy Calkins)
- * Math workshop
- * Number talks and Math Recovery
- * Battle Creek and Mi-Star science units

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

- * Homework club from 3:30-4:30 three days a week
- * Saturdays for Success
- * Saturday School homework assistance
- * Free summer school for at risk students
- * Elementary after school study skills classes

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

We are going to continue to increase the focus on differentiation and whole class "intervention" - good instruction for all. Our kindergarten instruction will be center based daily. We also took the steps to find training in Orton Gilligham for lower elementary level teachers so that they had the tools to provide intervention within their classrooms to students who were not responding well to our current curricular resources.

Several of our teachers have also received training in Math Recovery which provides for a more differentiated approach to math instruction. Our learning specialists and interventionists will also reduce the amount of pull out time and increase the amount of push in

supports.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

* RTI grade level meetings which include general education classroom teachers, 31a interventionists, Title I learning specialists, and ancillary staff

* 6th-8th grade ELL support class built into schedule

* Our curriculum director for the Berkley Schools provided us with a full time ELL teacher this year to meet the needs of all the students in the building, with one of her hours scheduled for middle school only.

* Perpetual sharing and coordination of running records between classroom teachers and interventionists.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

* In January of 2019, we will host a kindergarten information night for all interested parents.

* In May, we host two kindergarten roundup sessions which are two hours in length. Parents are provided with the necessary information to be informed about what curriculum and developmental growth milestones that are to come for the kindergarten year.

* Our PTA organizes play dates for students and families throughout the summer.

* In August, we host an evening curriculum night to again assist in transition for both students and parents.

* The first two half days of school are half days for kindergarten only. Students come in for individual assessments in the afternoons.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All staff at Norup International meet NCLB guidelines.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All staff at Norup International School meet NCLB guidelines.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

- * We have trained a large number of elementary teachers in Math Recovery and Number Talks.
- * Both learning specialists will continue to receive further training in Math Recovery.
- * The district provides individualized training in ELA for each teacher throughout the year using two members from the central office curriculum team.
- * Sandra LaRaia, our district math coach, will continue to provide ongoing and targeted staff development using Number Talks.
- * Use of NWEA data will be a focus for our staff with regards to professional development.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

- * Title I reading and math nights
- * SeeSaw to communicate with each parent individually about what is happening for each child in the classroom so that parents have an idea of how to support at home. Access of a child's ongoing digital portfolio is crucial in home development.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Our calendar was just recently set. We are also reviewing whether or not we will continue to run our MYP IB programme.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

For our Title I parent night, parents are given the opportunity to provide input on our program. We utilize their feedback to make changes in our programming. Parents continue to ask for more support with how to assist their students with reading at home. We are responding in kind by making individual contact with families throughout the year at their request. We also held a K-1 power up night which showed families how to use the common language in classrooms at home to assist based on this parent feedback.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are invited to be a part of numerous events where we provide training on what can be done at home. Teacher and interventionists now regularly communicate with parents using SeeSaw and websites. These methods of communication have been successful in communicating the curriculum to the parents.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

We host a Title I parent night to discuss our programming and revise it based on parent feedback. We host a math night and a reading night to educate eligible parents on ways to engage and assist students in the home to better prepare them for the academic rigor of our programming.

5. Describe how the parent involvement activities are evaluated.

In addition to parent surveys for each activity and a school wide survey on the building activities at large, the learning specialists meet with administration to discuss improvements and revisions to our parent activities. We have also increased involvement of PTA leadership to assist us with soliciting feedback and evaluating parent involvement activities.

6. Describe how the school-parent compact is developed.

Learning specialists and administration developed the compact together and parents receive it and review during fall parent teacher conferences.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

Parents building wide receive explanations on Fountas and Pinnell scoring and this has been engrained in our school culture over many years. This coming year we are utilizing NWEA and will be providing parents with some information on how to read the assessment data.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		PIP revised

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

At the fall parent teacher conferences, learning specialist attend conferences and go over the contract with parents. It is revisited at the spring conferences as well.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

We utilize our Title I funds to provide two learning specialists who specifically provide instructional interventions to students in English/Language Arts and mathematics. We also provide professional development in district and through Oakland Schools ISD to provide instructional and intervention to support for our teachers to implement in their Tier I instruction.

Our 31a monies are devoted to instructional interventionists who provide Tier I and Tier II support for students in math and reading at the elementary level.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We utilize our resources to target academic deficiencies in the elementary portion of our building. We do not tie any of our programming to the aforementioned initiatives in this question.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

For the second year in a row, students will participate in the NWEA assessment three times per year so that we can progress monitor students and demonstrate growth while also targeting one of the four specific areas for improvement and intervention. Having more than one year's worth of data will be helpful so that we have a more longitudinal look at individual student performance.

We will also continue to utilize running records for our LLI and Fountas and Pinnell data.

For grades K-3, the BEARS plan process developed by the district's curriculum office will continue to provide guidance and support on student intervention and progress of those students in most need.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Learning Specialists solicit feedback from teachers, parents, students, and administration to revise what we are doing and to make sure we are meeting the needs of all eligible students.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have received ongoing training in DiBels, Fountas and Pinnell, and Math Recovery. This year we will provide teachers additional training in utilizing NWEA data and interpreting what that data tells us about individual students.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

We hold bimonthly elementary grade level meetings to assess where students are and how our intervention and instructional programs are working. We make changes based on what our data and feedback says. Teachers, learning specialists, administration, and ancillary staff are involved in this process. This year we will add monthly middle school grade level meetings with grade level ELA and mathematics teachers.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

We are constantly evaluating our state achievement data and making sure we continue to target the right student with the right programming. With the addition of the 8th grade PSAT and the resulting expected significant increase in proficiency rates due to use of a higher quality measurement tool, the challenge for us becomes how to truly interpret the state's assessment data.

Alternatively, we will be in our second year of implementing NWEA testing which will be more of an asset that MStep testing in guiding our instruction.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Berkley School District's implementation of BEARS plans and data review meetings in response to compliance with the "Third Grade Reading Law" have provided a format for this to be completed and for individual plans to be prepared with the assistance of learning specialists and curriculum support staff.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

We are constantly looking and examining localized assessments, state assessments, and intervention program data to determine best practice and best fit use of resources and planning. The revisions are partially based on feedback from multiple stakeholder groups and majority based on student achievement trend data.

2019-20 plan

Overview

Plan Name

2019-20 plan

Plan Description

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	Norup International School will create a culture of thinking and learning for students and staff.	Objectives: 1 Strategies: 5 Activities: 12	Organizational	\$0
2	Norup International School will create a culture of safety and well-being for students and staff.	Objectives: 2 Strategies: 5 Activities: 8	Organizational	\$0
3	Norup International School will create a culture of growth and innovation for students and staff.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$0

Goal 1: Norup International School will create a culture of thinking and learning for students and staff.

Measurable Objective 1:

demonstrate a proficiency and exceed county and state assessment averages for all student groups in all academic areas by 06/12/2020 as measured by local, state, and national assessments.

Strategy 1:

Culture of Thinking - Culture of Thinking--Critical thinking, creativity, collaboration, and communication skills will be explicitly taught in the core academic areas.

Category: School Culture

Research Cited: The literature of Ron Ritchhart and Lucy Calkins, Reading for Understanding (Second Edition), Understanding by Design (Expanded Second Edition)

Tier: Tier 1

Activity - Readers Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A cohort of teachers will participate in job-embedded professional learning with previously trained teachers.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All MYP Staff

Activity - Visible Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning and teacher labs for teachers about Visible Thinking strategies.	Curriculum Development, Professional Learning, Communication, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All Staff

Strategy 2:

Professional Learning - All teachers will participate in at least one job-embedded professional learning session over the next three years.

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Category: School Culture

Tier: Tier 1

Activity - Teacher Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who specialize in teaching ELA and math will have opportunities to participate in job-embedded learning with peers at the elementary, middle, and high school level.	Curriculum Development, Professional Learning, Communication, Direct Instruction, Career Preparation /Orientation, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All Staff
Activity - Job-embedded Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional learning sessions.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All Staff
Activity - District Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy, math, and science coaches will support teachers instructional practices by collaborating and facilitating planning meetings, modeling lessons, and reviewing data.	Curriculum Development, Academic Support Program, Implementation, Professional Learning, Teacher Collaboration, Materials	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All Staff

Strategy 3:

Multi-Tiered System of Supports - Norup will implement a systemic approach to look at district, building, and classroom data for the purpose of identifying student and

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staff needs.

Category: Learning Support Systems

Research Cited: Multi-Tiered System of Supports

Tier: Tier 1

Activity - Building Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MTSS coordinator will facilitate building data meetings with grade levels and departments to monitor data, support Tier 1 instruction, and identify any students who need interventions.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	All Staff

Activity - Learning Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary building learning specialists and intervention specialists will provide interventions for students who are not meeting literacy and/or math benchmarks.	Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$0	Title I Part A	Learning Specialists

Strategy 4:

Literacy - Teachers will use best practice strategies to improve reading and writing scores.

Category: English/Language Arts

Research Cited: Lucy Calkins literature, Fountas and Pinnell, DIBELS, Reading Apprenticeship

Tier: Tier 1

Activity - Writing Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The new Units of Study for Teaching Writing K-5 will be implemented in 2019-20. This follows a preview year when teachers were required to teach one unit. The Early Literacy Coach and Instructional Support Specialist will provide training to teachers in a group setting as well as individual coaching and support.	Curriculum Development, Implementation, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1		08/26/2019	06/12/2020	\$0	General Fund	K-5 teachers, Early Literacy Coach, and Instructional Support Specialist

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Activity - Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fidelity year and study group--All teachers grades K, 1, 2 will participate in a year of using F&P Phonics instruction. The purpose of this activity is to identify the effectiveness of this district approved phonics program. DIBELS (K-1) and NWEA (2) will be used to evaluate student growth in the area of phonics.	Curriculum Development, Implementation, Monitor, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All teachers grades K, 1, 2

Activity - Secondary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school ELA teachers will engage in a study of conferring practices to improve student reading and writing. They will also participate in a book study and classroom lab days.	Curriculum Development, Implementation, Monitor, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Middle school ELA teachers

Strategy 5:

Mathematics - Teachers will provide individualized opportunities to excel and access interventions with the intention of being ready for any level of high school math upon exit of Norup International School.

Category: Mathematics

Tier: Tier 1

Activity - Number Talks & Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement best practices for intervention and instruction to deepen understanding of number sense and operation in K-5 and middle school math support classes.	Curriculum Development, Academic Support Program, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	K-5 classroom teachers, learning specialists, and middle school math teachers
Activity - Connected Mathematics Project & College Preparatory Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school curriculum resources rely heavily on student problem solving and teamwork. Geometry and Algebra 1 teachers will participate in professional learning from CPM during the summer as well as throughout the school year facilitated by CPM with a focus on creating a classroom environment open to mathematics discourse. Middle school math teachers will continue participating in math labs twice during the school year with a professional learning experience focused on deepening and enhancing mathematics discourse.	Curriculum Development, Implementation, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All middle school math teachers

Goal 2: Norup International School will create a culture of safety and well-being for students and staff.

Measurable Objective 1:

increase student growth by supporting the social, emotional, and physical well-being needs of students and staff by 06/12/2020 as measured by Student and Staff Surveys, Discipline Data, MTSS Building Data Meetings, M-STEP, SAT and District Assessments.

Strategy 1:

Multi-Tiered System of Supports - Norup International School staff members will participate in the development of a school district wide MTSS guide.

Category: School Culture

Research Cited: MTSS

Tier: Tier 1

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Activity - MTSS Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select Norup staff members will meet monthly with the district implementation team consisting of teachers and administrators to create a handbook based on MDE's Essential Components of MTSS that outlines a system of supports and interventions.	Policy and Process, Curriculum Development, Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$0	General Fund	MTSS committee members

Strategy 2:

Social-Emotional Learning - Norup International leaders and staff members will investigate and implement SEL best practices to implement in our schools.

Category: School Culture

Research Cited: Restorative Practice information from MDE

Tier: Tier 1

Activity - SEL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Norup building leaders and teachers will attend professional learning sessions on Restorative Practices offered by the ISD.	Other, Behavioral Support Program, Professional Learning, Communication, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Norup building leaders and teachers

Strategy 3:

Health and Wellness - Select teachers will research and implement health standards.

Category: Other - Health

Tier: Tier 1

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Activity - Health Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will meet during department meetings to research the Michigan Model of Health and implement the standards at all grade levels.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Elementary PE teachers and middle school health teachers

Strategy 4:

Cultural Proficiency - Norup International building leaders will build cultural proficiency to ensure equity for all students and staff.

Category: School Culture

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Norup International and district leaders will participate in a book study to ensure equity for all students and staff.	Other - Demographic Awareness, Professional Learning, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Norup International Leaders

Activity - Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Norup International will participate in a group of district administrators, building administrators, and teachers to form a committee to create a three year plan to build cultural proficiency to ensure equity.	Other - Demographic Awareness, Professional Learning, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Norup International administrators and select teachers

Measurable Objective 2:

collaborate to provide a physically safe environment for our students, staff, and community by 06/12/2020 as measured by student, staff, and community surveys.

Strategy 1:

Safety - Norup administration will proactively provide training and communicate school safety plans, guidelines, and supports for students and staff.

Category: School Culture

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Research Cited: ALICE

Tier: Tier 1

Activity - ALICE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff will receive ALICE training and resources will remain available for all staff to review.	Policy and Process, Other - Building Safety, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All staff
Activity - OK2Say	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will raise awareness of the benefits of OK2Say program at assemblies and display posters and brochures in the building.	Policy and Process, Other - Building Safety, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All staff
Activity - Law Enforcement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local law enforcement officers and the district police liaison will meet with building leaders on a weekly basis to provide police presence, build relationships, and identify concerns.	Community Engagement, Policy and Process, Other - Building Safety, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Norup International building leaders

Goal 3: Norup International School will create a culture of growth and innovation for students and staff.

Measurable Objective 1:

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achieve college and career readiness by providing technology integration, career-focused education, and leadership for our students by 06/12/2020 as measured by student, staff, and community surveys.

Strategy 1:

Innovative Opportunities - Staff will provide innovative opportunities that promote student interests, culture, and leadership.

Category: Career and College Ready

Research Cited: All staff

Tier: Tier 1

Activity - Student Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have opportunities to participate in international, state, and local field trips that support our curriculum.	Community Engagement, Field Trip, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	All teachers

Activity - Enrichment Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Norup will provide after school enrichment programs to all students.	Extra Curricular, Field Trip	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Select staff and building administrators

Strategy 2:

College and Career Pathways - Building leaders will provide opportunities for students to broaden their understanding of different college and career pathways.

Category: Career and College Ready

Tier: Tier 1

Activity - Occupation Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Norup International

Norup PYP students will participate in an Occupation Day. Parents will be invited to present information about their career.	Parent Involvement, Getting Ready, Community Engagement, Communication	Tier 1	Getting Ready	06/28/2019	06/12/2020	\$0	No Funding Required	administration and counselors
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Activity - College and O-Tech Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Norup MYP students will visit at least one in-state college and visit the Oakland Schools Technical campus to build an awareness of different college and career opportunities.	Community Engagement, Communication, Field Trip, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	administrators and counselors

Strategy 3:

Tech Integration - Innovative technologies and supports will be provided to staff and students with the support of our tech integration specialist.

Category: Technology

Tier: Tier 1

Activity - Google Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The tech integration specialist and select teachers will provide professional development in August and throughout the year to staff who are interested in learning more about implementing the following G Suite tools: Sites, Classroom, Forms, Digital Citizenship	Curriculum Development, Implementation, Professional Learning, Communication, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Select staff, tech integration specialists

Activity - Media Specialist Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Norup International

Norup's media specialist will collaborate with the tech integration specialist during the Thinc team meetings for the purpose of learning more about how the MITEC competencies can be implemented in each grade level.	Curriculum Development, Technology, Professional Learning, Communication, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	media specialist and tech integration specialist
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Strategy 4:

Leadership - Opportunities to grow leadership skills and positions will be offered to students and staff.

Category: Other - Building Leadership Capacity

Tier: Tier 1

Activity - Administrator Intern Position	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Norup will have an additional administrative position with an intern status to provide a leadership experience for one future leader in the building.	Recruitment and Retention, Professional Learning	Tier 1	Implement	08/14/2019	06/12/2020	\$0	General Fund	Norup Principal and Administrative Intern

Activity - Thinc Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will meet with Thinc team leaders three times per year for the purpose of providing support to help facilitate meetings and lead department and grade level team goals.	Professional Learning, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	General Fund	Thinc team leaders and administrative

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Occupation Day	Norup PYP students will participate in an Occupation Day. Parents will be invited to present information about their career.	Parent Involvement, Getting Ready, Community Engagement, Communication	Tier 1	Getting Ready	06/28/2019	06/12/2020	\$0	administration and counselors
Building Data Meetings	The MTSS coordinator will facilitate building data meetings with grade levels and departments to monitor data, support Tier 1 instruction, and identify any students who need interventions.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Staff
Law Enforcement	Local law enforcement officers and the district police liaison will meet with building leaders on a weekly basis to provide police presence, build relationships, and identify concerns.	Community Engagement, Policy and Process, Other - Building Safety, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Norup International building leaders

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Specialists	Elementary building learning specialists and intervention specialists will provide interventions for students who are not meeting literacy and/or math benchmarks.	Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$0	Learning Specialists

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Labs	Teachers who specialize in teaching ELA and math will have opportunities to participate in job-embedded learning with peers at the elementary, middle, and high school level.	Curriculum Development, Professional Learning, Communication, Direct Instruction, Career Preparation /Orientation, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Staff
Media Specialist Support	Norup's media specialist will collaborate with the tech integration specialist during the Thinc team meetings for the purpose of learning more about how the MITEC competencies can be implemented in each grade level.	Curriculum Development, Technology, Professional Learning, Communication, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	media specialist and tech integration specialist
Secondary Literacy	Middle school ELA teachers will engage in a study of conferring practices to improve student reading and writing. They will also participate in a book study and classroom lab days.	Curriculum Development, Implementation, Monitor, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Middle school ELA teachers

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District Coaches	The literacy, math, and science coaches will support teachers instructional practices by collaborating and facilitating planning meetings, modeling lessons, and reviewing data.	Curriculum Development, Academic Support Program, Implementation, Professional Learning, Teacher Collaboration, Materials	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Staff
MTSS Guide	Select Norup staff members will meet monthly with the district implementation team consisting of teachers and administrators to create a handbook based on MDE's Essential Components of MTSS that outlines a system of supports and interventions.	Policy and Process, Curriculum Development, Academic Support Program, Behavioral Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$0	MTSS committee members
Writing Curriculum	The new Units of Study for Teaching Writing K-5 will be implemented in 2019-20. This follows a preview year when teachers were required to teach one unit. The Early Literacy Coach and Instructional Support Specialist will provide training to teachers in a group setting as well as individual coaching and support.	Curriculum Development, Implementation, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1		08/26/2019	06/12/2020	\$0	K-5 teachers, Early Literacy Coach, and Instructional Support Specialist

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Connected Mathematics Project & College Preparatory Mathematics	Middle school curriculum resources rely heavily on student problem solving and teamwork. Geometry and Algebra 1 teachers will participate in professional learning from CPM during the summer as well as throughout the school year facilitated by CPM with a focus on creating a classroom environment open to mathematics discourse. Middle school math teachers will continue participating in math labs twice during the school year with a professional learning experience focused on deepening and enhancing mathematics discourse.	Curriculum Development, Implementation, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All middle school math teachers
Committee	Norup International will participate in a group of district administrators, building administrators, and teachers to form a committee to create a three year plan to build cultural proficiency to ensure equity.	Other - Demographic Awareness, Professional Learning, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Norup International administrators and select teachers
Google Integration	The tech integration specialist and select teachers will provide professional development in August and throughout the year to staff who are interested in learning more about implementing the following G Suite tools: Sites, Classroom, Forms, Digital Citizenship	Curriculum Development, Implementation, Professional Learning, Communication, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Select staff, tech integration specialists
Health Standards	Select teachers will meet during department meetings to research the Michigan Model of Health and implement the standards at all grade levels.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Elementary PE teachers and middle school health teachers
Student Trips	All students will have opportunities to participate in international, state, and local field trips that support our curriculum.	Community Engagement, Field Trip, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All teachers

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ALICE	New staff will receive ALICE training and resources will remain available for all staff to review.	Policy and Process, Other - Building Safety, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All staff
Administrator Intern Position	Norup will have an additional administrative position with an intern status to provide a leadership experience for one future leader in the building.	Recruitment and Retention, Professional Learning	Tier 1	Implement	08/14/2019	06/12/2020	\$0	Norup Principal and Administrative Intern
College and O-Tech Visits	Norup MYP students will visit at least one in-state college and visit the Oakland Schools Technical campus to build an awareness of different college and career opportunities.	Community Engagement, Communication, Field Trip, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	administrators and counselors
Readers Apprenticeship	A cohort of teachers will participate in job-embedded professional learning with previously trained teachers.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All MYP Staff
Job-embedded Professional Learning	Teachers will participate in job-embedded professional learning sessions.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Staff
SEL	Norup building leaders and teachers will attend professional learning sessions on Restorative Practices offered by the ISD.	Other, Behavioral Support Program, Professional Learning, Communication, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Norup building leaders and teachers
OK2Say	Administration and teachers will raise awareness of the benefits of OK2Say program at assemblies and display posters and brochures in the building.	Policy and Process, Other - Building Safety, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All staff

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Phonics	Fidelity year and study group--All teachers grades K, 1, 2 will participate in a year of using F&P Phonics instruction. The purpose of this activity is to identify the effectiveness of this district approved phonics program. DIBELS (K-1) and NWEA (2) will be used to evaluate student growth in the area of phonics.	Curriculum Development, Implementation, Monitor, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All teachers grades K, 1, 2
Thinc Leaders	Building administrators will meet with Thinc team leaders three times per year for the purpose of providing support to help facilitate meetings and lead department and grade level team goals.	Professional Learning, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Thinc team leaders and administration
Book Study	Norup International and district leaders will participate in a book study to ensure equity for all students and staff.	Other - Demographic Awareness, Professional Learning, Communication	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Norup International Leaders
Enrichment Programs	Norup will provide after school enrichment programs to all students.	Extra Curricular, Field Trip	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Select staff and building administrators
Number Talks & Math Recovery	Implement best practices for intervention and instruction to deepen understanding of number sense and operation in K-5 and middle school math support classes.	Curriculum Development, Academic Support Program, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	K-5 classroom teachers, learning specialists, and middle school math teachers

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Visible Thinking	Provide professional learning and teacher labs for teachers about Visible Thinking strategies.	Curriculum Development, Professional Learning, Communication, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Staff
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