

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Dearborn High School

Grades Served: 9,10,11,12

Principal: Mr. Chuck Baughman

Building Code: 00886

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

School Information

School:	Dearborn High School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	00886
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Our Vision

- We see a school community that supports and builds on the strengths of each student; uses innovative instructional practices; inspires students to think critically, globally and creatively; and fosters collaboration with its stakeholders.
- We see an educational partnership in which school staffs, families, and members of the community share the responsibility of educating each student in an atmosphere of trust and mutual respect.
- We see a continually improving teaching and learning environment that uses appropriate assessments, technology and best practices as the basis for developing and implementing sound educational programs and instructional practices.
- We see a school community that respects government mandates and insists its students meet or exceed those mandated expectations.
- We see a school community that respects our similarities and differences and celebrates our diversity.
- We see a school community whose members model the Core Values of Honesty, Responsibility, Respect for Self and Others, Integrity, Courtesy, and Citizenship.

Mission Statement

Our Mission

The Mission of the Dearborn Public Schools, in partnership with families and the community, is to provide a safe, nurturing, and stimulating environment in which each student is educated to high academic standards to realize his or her full potential.

Beliefs Statement

Our Beliefs

Dearborn Public Schools is committed to a set of beliefs and expectations for quality teaching and learning that will ensure a successful realization of our Vision, Mission, and Objectives.

We believe that each student...

- Shall learn based on his or her different needs, wants, styles, and visions for success.
- Shall have appropriate opportunities and choices to learn through effective educational programming.
- Shall learn from educators, families, and the community to respect the similarities and differences and celebrate the diversity that exists within the greater community.
- Shall practice good citizenship.
- Shall receive active academic and emotional support from his or her family, school staff, and the community in order to be an effective, caring citizen.

We believe that Dearborn Public Schools...

- Shall provide our students with schools that meet or exceed state and federal mandates and accreditation standards.
- Shall have well-maintained instructional facilities that support our students' learning needs.

- Shall ensure sound financial and fiscal planning for educational needs.
- Shall provide a safe, nurturing learning environment.

We believe Dearborn Public Schools graduates and staff members ...

- Shall proficiently use critical thinking and creative problem-solving skills.
- Shall be proficient in the use of current technologies.
- Shall effectively use interpersonal communication skills.
- Shall model the Core Values.
- Shall participate as contributing members of their community.
- Shall plan and implement lifelong learning experiences.

Our Core Values

Dearborn Public Schools, in partnership with the larger Dearborn community, created a set of Core Values that continue to guide our community.

Our Core Values...

Honesty - To demonstrate honesty, we must...

- Be truthful.
- Keep our promises.

Respect for Self and Others - To demonstrate respect for self and others, we must...

- Treat all people fairly.
- Exhibit good behavior.
- Be courteous and polite.
- Demonstrate kindness toward others.
- Acknowledge the rights of others.

Responsibility - To demonstrate responsibility, we must...

- Be reliable.
- Make informed decisions.
- Think before we act.
- Be accountable for our actions.
- Admit mistakes and plan corrections.

Integrity - To exhibit integrity, we must...

- Be trustworthy.
- Keep our promises.
- Know and do the right thing.
- Do our own work.
- Make the right choice even when not popular.

Courtesy - To exhibit courtesy, we must...

- Treat others as we wish to be treated.

Citizenship - To exhibit good citizenship, we must...

- Respect the principles on which our country is founded.
- Respect authority/obey the law.
- Be an informed voter.
- Volunteer within our community.
- Be environmentally responsible.

Goals

ID	Name	Development Status	Progress Status
5106	Math	Approved	Open
5111	Cross curricular reading comprehension skills	Approved	Open
5112	Improve Writing Skills in all content areas	Approved	Open

Goal 1: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will show improvement in overall math achievement as demonstrated by a 10% increase in the level of proficiency on state math tests.

Gap Statement : ACT data reported that 59.5% of Dearborn High students were proficient in math in 2010. 45.3% of Economically Disadvantaged students were proficient. 23.8% of Special Education students were proficient. 16.7% of English Language Learners were proficient. The gap exists, but efforts to narrow the gap include current programs and interventions addressed to meet the needs of subgroups and those struggling in math.

Cause for Gap : At Dearborn High School, there has been a rapid increase in the number of students who are at-risk. Currently, 39% of our student body is identified as Economically Disadvantaged which now qualifies us as a Title 1 - Targeted Assistance School.

Current enrollment data indicates that 18% are English Language Learners, 39% are Economically Deprived, and 10% receive Special Education services. On the 2008 MME math portion, the general education population scored as well as other students throughout the state (57%), However, the at risk students scored in the bottom third in math. Only 11% percent of the ELL and SE subgroups were proficient. Among the Economically Deprive only 31% scored well in math.

Multiple measures/sources of data you used to identify this gap in student achievement : EXPLORE and PLAN data indicate students from subgroups continue to struggle in mathematics. Regarding ACT/MME: only 45.3% of Economically Disadvantaged students were proficient. 23.8% of Special Education students were proficient. 16.7% of English Language Learners were proficient.

Common Assessment data and Practice EXPLORE, PLAN and ACT Math scores indicate the progress of students in these subgroups.

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? Common Assessment data/scores

Practice EXPLORE, PLAN and ACT test scores

Grades earned in Math classes

Actual EXPLORE, PLAN and ACT test scores

Math Grade Level Equivalency scores in Supplemental Math classes

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Contact Name : Dana Addis

List of Objectives:

ID	Objective
5421	Students will improve performance in the independent computation and numerical estimation as indicat
5422	Students will successfully write and solve variable equations on formative and summative assessments.
5423	Students will improve their competency in solving math problems using fractions, decimals, and percentages on formative and summative assessments.
5424	Staff will identify and implement differentiation strategies which are successful with ELL, ED and Special Education students.

1.1. Objective: Improve computation and numerical estimation

Measurable Objective Statement to Support Goal : Students will improve performance in the independent computation and numerical estimation as indicat

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5421	Staff will utilize Professional Learning Communities to develop lessons, and to implement and analyze common assessments.	
5421	Staff will utilize technology to enrich instruction.	

1.1.1. Strategy: Utilize Professional Learning Communities

Strategy Statement: Staff will utilize Professional Learning Communities to develop lessons, and to implement and analyze common assessments.

Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 2.8 Controls curricular and extracurricular activities that are sponsored by the school
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Professional Learning Communities have been found to improve student learning, shared values, and the development of common practices. Dufour & Eaker (1998) and Levine & Shapiro (2004)

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Departmental PLC participation in common assessment data analysis to monitor student performance.	09/07/2010	06/01/2011	Dana Addis
Staff will use Late-Start time to meet in Professional Learning Communities to develop common lessons and assessments. PLC's will share objectives, minutes, and outcomes with their departments through the building share drive.	09/07/2010	06/01/2011	Dana Addis

1.1.1.1. Activity: Common Assessments

Activity Description: Departmental PLC participation in common assessment data analysis to monitor student performance.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Addis

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dearborn High School School Improvement Team	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: Late-Start PLC Meetings

Activity Description: Staff will use Late-Start time to meet in Professional Learning Communities to develop common lessons and assessments. PLC's will share objectives, minutes, and outcomes with their departments through the building share drive.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Addis

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dearborn High School Improvement Team	General Funds	150.00	176.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.2. Strategy: Utilize technology to enrich instruction

Strategy Statement: Staff will utilize technology to enrich instruction.

Selected Target Areas

SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals
SAR 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

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

Technology - Studies by John Schacter in *The Impact of Technology on Student Achievement* (2009) indicate a 10 percentile improvement in scores for student who use technology in the classroom <http://www.sbceo.k12.ca.us/~ims/techcen/EETT/ImpactofET.pdf>.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement use of on-line support through Prentice Hall, Carnegie Math, Geometers Sketchpad and Accelerated Math for additional practice, review and self-assessment.	09/07/2010	06/01/2011	Dana Addis
Implement use of Geometers Sketchpad, Promethean Boards and TI-SmartView as instructional strategies to appeal to visual learners.	10/08/2008	04/01/2009	Dana Addis

1.1.2.1. Activity: Implement use of on-line support

Activity Description: Implement use of on-line support through Prentice Hall, Carnegie Math, Geometers Sketchpad and Accelerated Math for additional practice, review and self-assessment.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Addis

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dearborn High School Improvement Team	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.2.2. Activity: Use of smart boards

Activity Description: Implement use of Geometers Sketchpad, Promethean Boards and TI-SmartView as instructional strategies to appeal to visual learners.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Addis

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/08/2008, End Date - 04/01/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Wayne RESA Grant	No Funds Required	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.2. Objective: Write and solve variable equations

Measurable Objective Statement to Support Goal : Students will successfully write and solve variable equations on formative and summative assessments.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5422	Science and CTE departments will reinforce concepts by incorporating math goals to science and CTE objectives.	

1.2.1. Strategy: Cross-curricular application of goals

Strategy Statement: Science and CTE departments will reinforce concepts by incorporating math goals to science and CTE objectives.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

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

Enhancing Student Achievement Through Cross Curricular Projects.

Applied Problems: Encourage Students to Draw to Clarify Understanding (Van Essen & Hamaker, 1990; Van Garderen, 2006).

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science and CTE departments will reinforce concepts by incorporating math goals to science and CTE objectives. Science teachers will incorporate algebra, measurement, data analysis, and statistical analysis into science curriculum.	09/07/2010	06/01/2011	Science and CTE Teachers

1.2.1.1. Activity: Reinforce concepts by incorporating math goals school-wide

Activity Description: Science and CTE departments will reinforce concepts by incorporating math goals to science and CTE objectives.

Science teachers will incorporate algebra, measurement, data analysis, and statistical analysis into science curriculum.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Science and CTE Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dearborn High School Improvement Team	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.3. Objective: Improve competency in solving math problems

Measurable Objective Statement to Support Goal : Students will improve their competency in solving math problems using fractions, decimals, and percentages on formative and summative assessments.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5423	Staff will utilize Professional Learning Communities to develop lessons, and to implement and analyze common assessments.	
5423	Staff will utilize technology to enrich instruction.	

1.3.1. Strategy: Professional Learning Communities

Strategy Statement: Staff will utilize Professional Learning Communities to develop lessons, and to implement and analyze common assessments.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 2.8 Controls curricular and extracurricular activities that are sponsored by the school
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness

Other Required Information for Strategy

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

Professional Learning Communities have been found to improve student learning, shared values, and the development of common practices. Dufour & Eaker (1998) and Levine & Shapiro (2004)

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Departmental PLC participation in common assessment data analysis to monitor student performance	09/07/2010	06/01/2011	Dana Addis & Beth Dunleavy

1.3.1.1. Activity: Common assessment

Activity Description: Departmental PLC participation in common assessment data analysis to monitor student performance

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Addis & Beth Dunleavy

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dearborn High School Improvement Team	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.3.2. Strategy: Staff will utilize technology to enrich instruction.

Strategy Statement: Staff will utilize technology to enrich instruction.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new

approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Technology - Studies by John Schacter (2009) indicate a 10 percentile improvement in scores for student who use technology in the classroom. (The Impact of Technology on Student Achievement)

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement use of on-line support through Prentice Hall, Carnegie Math and Accelerated Math for additional practice, review and self-assessment.	09/07/2010	06/01/2011	Dana Addis
Implement use of Geometers Sketchpad, Promethean Boards and TI-SmartView as instructional strategies to appeal to visual learners.	10/08/2008	06/03/2009	Dana Addis

1.3.2.1. Activity: On-line Support

Activity Description: Implement use of on-line support through Prentice Hall, Carnegie Math and Accelerated Math for additional practice, review and self-assessment.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Addis

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dearborn High School Improvement Team	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.3.2.2. Activity: Use of media to appeal to visual learners.

Activity Description: Implement use of Geometers Sketchpad, Promethean Boards and TI-SmartView as instructional strategies to appeal to visual learners.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Addis

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/08/2008, End Date - 06/03/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dearborn High School Improvement Team	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.4. Objective: Identify and implement differentiation strategies

Measurable Objective Statement to Support Goal : Staff will identify and implement differentiation

strategies which are successful with ELL, ED and Special Education students.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5424	Identify students in ELL, ED, and Special Education subgroups to track math progress using card-marking grades and common assessment scores.	

1.4.1. Strategy: Identify students in ELL, ED, and Special Education

Strategy Statement: Identify students in ELL, ED, and Special Education subgroups to track math progress using card-marking grades and common assessment scores.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

Differentiating instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.(Tracey Hall, Ph.D., Senior Research Scientist, NCAC 2009)

Professional Learning Communities - Professional Learning Communities have been found to improve student learning shared values and the development of common practices. Dufour & Eaker (1998) and Levine & Shapiro (2004) as cited in Education for All.

"Success through Academic Interventions in Language & Literacy: Mathematics and the SIOP Model."
Funders: U.S. Department of Education, Institute of Educational Sciences.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will receive training in SIOP (Sheltered Instruction Observation Protocol).	09/07/2010	06/01/2011	Susan Dobbs
Each PLC will develop and implement classroom accommodations for students with special needs.	09/07/2010	06/01/2011	Diane Stehlik & Dana Addis

1.4.1.1. Activity: All teachers will receive training in SIOP

Activity Description: All teachers will receive training in SIOP (Sheltered Instruction Observation Protocol).

Activity Type: Maintenance

Planned staff responsible for implementing activity: Susan Dobbs

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Chamseddine	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.4.1.2. Activity: Diversifying Instruction

Activity Description: Each PLC will develop and implement classroom accommodations for students with special needs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Diane Stehlik & Dana Addis

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Special Education Resource PLC	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2009	munds@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 2: Cross curricular reading comprehension skills

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Reading Goal: All students will improve in reading comprehension as demonstrated by a 2 % increase in the number of students reaching proficiency from the PLAN test to the ACT portion of the MME test.

Gap Statement : 2010 MME results stated that 78.1% of DHS juniors met proficiency levels in reading. MME data indicated that economically disadvantaged students scored 70.2% in reading. Only 28.6% percent of the ELL subgroup and 42.9% of the SE subgroup were proficient.

Lexile reading scores indicated that 1/3 of the 9th and 10th graders measured below current grade level. Analysis of semester, common assessments indicates that more than half are having difficulty reading informational text in all subjects area.

Cause for Gap : At Dearborn High School, our achievement gap appears to be narrowing in the reading category. Although there has been a rapid increase in the number of at-risk students, strategies and programs

designed to increase achievement have proven successful for the economically disadvantaged. Although the ELL and SE sub-groups continue to improve, scores still indicate an achievement gap. Current enrollment data indicates that 18% are English Language Learners, 39% are Economically Disadvantaged, and 10% receive Special Education services. As co-teaching increases in the general education classes, for ELL and Special Education students, we expect the gap to continue to narrow.

Multiple measures/sources of data you used to identify this gap in student achievement : 9th and 10th grade students are now given the Lexile reading test. It is administered building wide and scores can be compared to fall and spring assessments.

EXPLORE and PLAN data indicate many students continue to struggle in reading comprehension.

ACT 2010 data reported that only 42% of Dearborn High Special Education students were prepared for college level reading.

On the 2010 MME subgroups scored in the bottom third in reading.

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? Results of common assessments in reading will indicate progress in specific reading skill improvement.

A comparison of fall and spring Lexile scores will indicate student reading comprehension improvement.

EXPLORE and PLAN scores will be compared to show growth in reading for 9th and 10th grade students.

Subgroups will demonstrate increased scores in all assessments.

Students will show an increase in reading scores on the 2011 MME and ACT.

Contact Name : Mary Pizzimenti

List of Objectives:

ID	Objective
5429	Students will demonstrate an improvement of overall reading comprehension. Students will show an increase of Lexile reading level from fall to spring testing.
5430	Students will use selected reading strategies to successfully answer comprehension questions when reading informational text. Text forms and features will be taught in model lessons to help students identify text cues to increase comprehension.
5431	Students will learn and apply academic vocabulary to improve test taking and comprehension of academic tasks.

2.1. Objective: Comprehension of narrative text.

Measurable Objective Statement to Support Goal : Students will demonstrate an improvement of overall reading comprehension.

Students will show an increase of Lexile reading level from fall to spring testing.

List of Strategies:

ID	Strategy	Locked By
5429	Continue building wide use of Marzano's notetaking reading strategy of double column notes and double entry journals. Distribute bookmarks for teacher use. Develop template for new Social Studies textbook.	
5429	Practice independent reading assessments using ACT style multiple choice questions in core and extended core. Differentiate reading instruction for sub-groups, at risk and below reading level using SIOP strategies and best practices.	

2.1.1. Strategy: Marzano note-taking strategies

Strategy Statement: Continue building wide use of Marzano's notetaking reading strategy of double column notes and double entry journals. Distribute bookmarks for teacher use. Develop template for new Social Studies textbook.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
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?***

School wide Literacy Emphasis- Using Reading Strategies across all content areas increases reading comprehension. THIEVES (Suzanne Liff Manz) has been found to be an effective tool in helping students to target information that is important in the text and establish a purpose for reading.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Continue on-going use of reading strategy in all classes. Distribute bookmarks for teacher use. Develop template for new Social Studies textbook. Develop and distribute reading strategies bookmarks to 9th	10/08/2010	05/01/2011	Mary Pizzimenti

grade students and put on school website and monitors.			
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2.1.1.1. Activity: Double column notes

Activity Description: Continue on-going use of reading strategy in all classes. Distribute bookmarks for teacher use. Develop template for new Social Studies textbook. Develop and distribute reading strategies bookmarks to 9th grade students and put on school website and monitors.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mary Pizzimenti

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/08/2010, End Date - 05/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Pizzimenti - Literacy Consultant	No Funds Required	0.00	0.00

2.1.2. Strategy: In-service staff on effective reading strategies

Strategy Statement: Practice independent reading assessments using ACT style multiple choice questions in core and extended core.

Differentiate reading instruction for sub-groups, at risk and below reading level using SIOP strategies and best practices.

Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

Research on reading comprehension by Frank Smith supports that student interaction with the text is vital to understanding. Double-sided journals and think-a-louds are successful strategies for involving students in the reading process and have been shown to increase reading comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Share and examine quality examples of effective instruction during staff meetings, late starts, and cross-curriculum PLCs.	10/08/2010	06/03/2011	Jessica Jones, Mary Pizzimenti, Laurie Locascio

2.1.2.1. Activity: Professional Development - reading strategies

Activity Description: Share and examine quality examples of effective instruction during staff meetings, late starts, and cross-curriculum PLCs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Jessica Jones, Mary Pizzimenti, Laurie Locascio

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/08/2010, 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
Mary Pizzimenti - Literacy Coordinator	No Funds Required	0.00	0.00
Professional Text: Deep Reading	Title I School Improvement (ISI)	400.00	0.00

2.2. Objective: Comprehension of Informational text

Measurable Objective Statement to Support Goal : Students will use selected reading strategies to successfully answer comprehension questions when reading informational text.

Text forms and features will be taught in model lessons to help students identify text cues to increase comprehension.

List of Strategies:

ID	Strategy	Locked By
5430	Identify and implement test-taking strategies for reading comprehensive text in EXPLORE, PLAN and ACT. Incorporate ACT test taking strategies and ACT practice questions as bell work in all classes. Students will have multiple opportunities to practice independent reading assessments using ACT style multiple choice questions in all core classes.	
5430	Professional Learning Communities will research and develop best practice to diversify instruction to meet the needs of all students. Teachers will Differentiate reading instruction for sub-groups, at-risk and below reading level populations using SIOP strategies and best practices. Staff will identify students in ELL, ED, and Special Education subgroups to track reading progress using card marking grades and common assessment scores.	

2.2.1. Strategy: Test-taking strategies

Strategy Statement: Identify and implement test-taking strategies for reading comprehensive text in EXPLORE, PLAN and ACT.

Incorporate ACT test taking strategies and ACT practice questions as bell work in all classes.

Students will have multiple opportunities to practice independent reading assessments using ACT style multiple choice questions in all core classes.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

Other Required Information for Strategy

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

Research has shown that adolescents with learning difficulties need explicit, intensive instruction in study

strategies for tests.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Modeling by literacy consultant of reading, vocabulary and test-taking strategies in classrooms.	09/15/2010	05/16/2011	Mary Pizzimenti

2.2.1.1. Activity: Modeling by literacy consultant

Activity Description: Modeling by literacy consultant of reading, vocabulary and test-taking strategies in classrooms.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mary Pizzimenti

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 05/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Pizzimenti - LA Consultant	No Funds Required	0.00	0.00

2.2.2. Strategy: Diversifying Instruction

Strategy Statement: Professional Learning Communities will research and develop best practice to diversify instruction to meet the needs of all students. Teachers will Differentiate reading instruction for sub-groups, at-risk and below reading level populations using SIOP strategies and best practices. Staff will identify students in ELL, ED, and Special Education subgroups to track reading progress using card marking grades and common assessment scores.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.6 Allocates and protects instructional time to support student learning

SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
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?

Differentiating instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.(Tracey Hall, Ph.D., Senior Research Scientist, NCAC 2009)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify students in ELL, ED, and Special Education subgroups to track reading progress using PLAN,EXPLORE, card marking grades, and common assessment scores. Identify struggling readers with Lexile test scores from fall and spring testing.	08/16/2010	01/10/2011	Mary Varady and Mary Pizzimenti
Across the curriculum, staff training on successful reading strategies for ELL, SIOP (Sheltered Instruction Observation Protocol).	09/10/2010	05/20/2011	Due Dobbs, Rima Hassan

2.2.2.1. Activity: Identify at- risk students

Activity Description: Identify students in ELL, ED, and Special Education subgroups to track reading progress using PLAN,EXPLORE, card marking grades, and common assessment scores.

Identify struggling readers with Lexile test scores from fall and spring testing.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mary Varady and Mary Pizzimenti

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/16/2010, End Date - 01/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Pizzimenti - Literacy Consultant	No Funds Required	0.00	0.00
SRI licenses for Lexile testing	No Funds Required	0.00	0.00

2.2.2.2. Activity: SIOP (Sheltered Instruction Observation Protocol)

Activity Description: Across the curriculum, staff training on successful reading strategies for ELL, SIOP (Sheltered Instruction Observation Protocol).

Activity Type: Maintenance

Planned staff responsible for implementing activity: Due Dobbs, Rima Hassan

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 05/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIOP text	Title I School Improvement (ISI)	100.00	0.00
Sue Dobbs, Rima Hassan	No Funds Required	0.00	0.00

2.3. Objective: Academic vocabulary

Measurable Objective Statement to Support Goal : Students will learn and apply academic vocabulary to improve test taking and comprehension of academic tasks.

List of Strategies:

ID	Strategy	Locked By
5431	Utilize Professional Learning Communities to identify and implement before and during reading vocabulary strategies. Practice test taking strategies with built in awareness of academic vocabulary. Post weekly vocabulary words on school monitor.	
5431	Continue program of Read 180 supplemental reading course for students reading three- grade levels below (9th and 10th). Implement additional Read 180 lab for Special Education students.	

2.3.1. Strategy: Building wide practice of academic vocabulary

Strategy Statement: Utilize Professional Learning Communities to identify and implement before and during reading vocabulary strategies.

Practice test taking strategies with built in awareness of academic vocabulary.

Post weekly vocabulary words on school monitor.

Selected Target Areas

SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

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

Professional Learning Communities have been found to improve student learning, shared values, and the development of common practices. Dufour & Eaker (1998) and Levine & Shapiro (2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide supplemental 10th grade informational texts, Upfront magazine, for practice and assessment in informational reading. Provide supplemental 9th grade informational texts, Scope magazine and Press and Guide newspaper, for informational reading.	11/12/2008	05/20/2009	Laurie LoCascio and Sue Bernys

2.3.1.1. Activity: Provide supplemental informational text.

Activity Description: Provide supplemental 10th grade informational texts, Upfront magazine, for practice and assessment in informational reading.
Provide supplemental 9th grade informational texts, Scope magazine and Press and Guide newspaper, for informational reading.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Laurie LoCascio and Sue Bernys

Actual staff responsible for implementing activity: Laurie LoCascio and Sue Bernys

Planned Timeline: Begin Date - 11/12/2008, End Date - 05/20/2009

Actual Timeline: Begin Date - 01/07/2009, End Date - 05/20/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scholastic Magazine Purchase	Title I School Improvement (ISI)	350.00	0.00

2.3.2. Strategy: Read 180 supplemental reading course

Strategy Statement: Continue program of Read 180 supplemental reading course for students reading three- grade levels below (9th and 10th). Implement additional Read 180 lab for Special Education students.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance

Other Required Information for Strategy

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

Read 180 uses a Text Base and the Mental Model to increase vocabulary for adolescent readers (Beck, McKeowan & Kucan 2002).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Continue program of Read 180 supplemental reading course for students reading three- grade levels below (9th and 10th).	09/07/2010	06/10/2011	Laurie LoCascio and Peggy Deegan

Continue special education Read 190 course and lab.			
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2.3.2.1. Activity: Continue Read 180 courses

Activity Description: Continue program of Read 180 supplemental reading course for students reading three- grade levels below (9th and 10th).
Continue special education Read 190 course and lab.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Laurie LoCascio and Peggy Deegan

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Read 180 licenses	Title I School Improvement (ISI)	1,000.00	0.00

Goal 3: Improve Writing Skills in all content areas

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Writing Goal: All students will improve their writing skills as demonstrated by a 10% increase on the MME.

Gap Statement : 2010 MME writing scores indicated that more than one half (52%) of DHS Juniors were proficient in writing. Student subgroup scores did not meet proficiency levels in writing with ELL at 13.3%, SE at 19%, and ED subgroup scoring 33.4%

Writing scores improved in every sub-group.

Fall 2010 common assessments in Language Arts confirm that over one-third of the student body is deficient in writing.

Spring 2010 Language Arts common assessments in 9th, 10th and 11th grades indicate that 1/3 of the students scored less than proficient using the 6 trait scoring rubric. .

Cause for Gap : At Dearborn High School, there has been a rapid increase in the number of students who are at-risk. Since 2006, there has been a 16% increase in the number of students who are Economically Disadvantaged

and an eight percent increase in English Language Learners. Current enrollment data indicates that 18% are English Language Learners, 39% are Economically Disadvantaged, and 10% receive Special Education services.

Building wide strategies and programs appear to have had an impact in narrowing the gap. Further success is expected with the continued use of selected interventions.

Multiple measures/sources of data you used to identify this gap in student achievement : 2010 MME results indicated writing improvement.
 English portions of the PLAN and EXPLORE test indicate student need for grammar and editing practice. Common assessments in grade level persuasive essay writing suggest half of our 9th and 10th grade students need additional instruction and practice in writing to be proficient.

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? Results of common assessments in writing units will indicate progress in specific writing skills.

Subgroups will demonstrate increased scores in departmental common assessments.
 English tests for PLAN and EXPLORE will indicate writing readiness.
 Increase in writing scores on the 2009 MME and ACT.

Contact Name : Mary Pizzimenti

List of Objectives:

ID	Objective
5433	Across the curriculum, students will demonstrate proficiency as determined by a score of 4 or higher on the 6 trait writing rubric.
5434	Students will write effective position papers in business, world language, and elective courses. Practice on demand practice ACT persuasive essays in ELA classes. 11th grade students will practice persuasive and summary writing. Staff will assign and assess student writing for inter-rater reliability.
5435	Students will write effective persuasive essays using the ACT persuasive writing protocols as measured by common assessments.
5436	Students will demonstrate proficiency in revising, editing, and rewriting.
17429	Increased frequency of student use of writing lab. Improved student writing performance as measured by Write to Learn program.

3.1. Objective: Six + One Writing Proficiency

Measurable Objective Statement to Support Goal : Across the curriculum, students will demonstrate proficiency as determined by a score of 4 or higher on the 6 trait writing rubric.

List of Strategies:

ID	Strategy	Locked By
5433	continue using 6 traits of writing as a common language to discuss and assess student writing.	

3.1.1. Strategy: Six + One Writing Strategy

Strategy Statement: continue using 6 traits of writing as a common language to discuss and assess student writing.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.8 Controls curricular and extracurricular activities that are sponsored by the school
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

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

Six + one general features have been linked to changes in teacher performance and/or student learning in four rigorous studies (Desimone, et al., 2002; Garet, et al., 2001; Cohen & Hill, 1998; Kennedy, 1998).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The literary consultant will develop and maintain a web based building shared resource to promote 6 + 1 writing lesson ideas and persuasive writing instruction.	10/08/2010	06/02/2011	Sheila Mund, Mary Pizzimenti
Using the 6 + 1 traits, students will write in a variety of persuasive formats: letters, pro/con, graphic organizers and continued responses. Persuasive writing and strategies presented in core and elective course. Persuasive writing lessons presented to special	10/08/2010	05/27/2011	Mary Pizzimenti

education classes.			
Students will examine effective examples of writing traits to model structure and style of good writing. ACT essay view will be used in writing lessons as models of good essays. Write to Learn computer program will provide models and practice of good writing.	10/22/2010	01/21/2011	Sheila Mund, Mary Pizzimenti

3.1.1.1. Activity: Teacher websites to Promote Resources

Activity Description: The literary consultant will develop and maintain a web based building shared resource to promote 6 + 1 writing lesson ideas and persuasive writing instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Sheila Mund, Mary Pizzimenti

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/08/2010, End Date - 06/02/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Pizzimenti - LA Consultant	No Funds Required	0.00	0.00

3.1.1.2. Activity: Write in a variety of persuasive formats

Activity Description: Using the 6 + 1 traits, students will write in a variety of persuasive formats: letters, pro/con, graphic organizers and continued responses.

Persuasive writing and strategies presented in core and elective course.

Persuasive writing lessons presented to special education classes.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mary Pizzimenti

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/08/2010, End Date - 05/27/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Pizzimenti - LA Consultant	No Funds Required	0.00	0.00

3.1.1.3. Activity: Examine effective examples of writing traits

Activity Description: Students will examine effective examples of writing traits to model structure and style of good writing.

ACT essay view will be used in writing lessons as models of good essays.

Write to Learn computer program will provide models and practice of good writing.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Sheila Mund, Mary Pizzimenti

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/22/2010, End Date - 01/21/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Pizzimenti - LA Consultant	General Funds	400.00	0.00

3.2. Objective: Write effective position papers

Measurable Objective Statement to Support Goal : Students will write effective position papers in business, world language, and elective courses.

Practice on demand practice ACT persuasive essays in ELA classes.

11th grade students will practice persuasive and summary writing.

Staff will assign and assess student writing for inter-rater reliability.

List of Strategies:

ID	Strategy	Locked By
5434	Staff will utilize Professional Learning Communities to develop lessons, and to implement and analyze common assessments. Staff will assign and assess student writing for inter-rater reliability.	

3.2.1. Strategy: Utilize Professional Learning Communities

Strategy Statement: Staff will utilize Professional Learning Communities to develop lessons, and to implement and analyze common assessments.

Staff will assign and assess student writing for inter-rater reliability.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

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

Professional Learning Communities have been found to improve student learning, shared values, and the development of common practices. Dufour & Eaker (1998) and Levine & Shapiro (2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Present test-taking strategies cross-curricular including timed writing.	11/05/2008	01/28/2009	Jim Shaw, Susan Dobbs, and Sean Gordon
Common assessments in writing developed and implemented in elective courses.	01/14/2009	03/25/2009	Sherry Harakas, Mary Darwish, Nawf Abou Dib, and Younan Said
Departments will implement and analyze results from common assessments/writing prompts for all grade-	02/04/2009	02/11/2009	Sheila Mund

levels to determine student success and effectiveness of strategies in PLCs.			
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3.2.1.1. Activity: Test-taking strategies

Activity Description: Present test-taking strategies cross-curricular including timed writing.

Activity Type: None

Planned staff responsible for implementing activity: Jim Shaw, Susan Dobbs, and Sean Gordon

Actual staff responsible for implementing activity: Mary Pizzimenti

Planned Timeline: Begin Date - 11/05/2008, End Date - 01/28/2009

Actual Timeline: Begin Date - 11/26/2008, End Date - 01/28/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement Team	No Funds Required	0.00	0.00

3.2.1.2. Activity: Common assessments in writing

Activity Description: Common assessments in writing developed and implemented in elective courses.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Sherry Harakas, Mary Darwish, Nawf Abou Dib, and Younan Said

Actual staff responsible for implementing activity: Department Chairpersons

Planned Timeline: Begin Date - 01/14/2009, End Date - 03/25/2009

Actual Timeline: Begin Date - 01/14/2009, End Date - 04/22/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Learning Communities	No Funds Required	0.00	0.00

3.2.1.3. Activity: Analyze results from common assessments/writing prompts

Activity Description: Departments will implement and analyze results from common assessments/writing prompts for all grade-levels to determine student success and effectiveness of strategies in PLCs.

Activity Type: None

Planned staff responsible for implementing activity: Sheila Mund

Actual staff responsible for implementing activity: Department Chairpersons

Planned Timeline: Begin Date - 02/04/2009, End Date - 02/11/2009

Actual Timeline: Begin Date - 02/04/2009, End Date - 02/11/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Learning Communities	No Funds Required	0.00	0.00

3.3. Objective: Write effective persuasive essays using the ACT protocols

Measurable Objective Statement to Support Goal : Students will write effective persuasive essays using the ACT persuasive writing protocols as measured by common assessments.

List of Strategies:

ID	Strategy	Locked By
5435	Across the curriculum, continue training for all staff in developing 6+1 writing strategies and standardizing assessment. 1st semester: Staff will focus on three traits of writing - Idea/content, organization, conventions - in writing lessons and assessments. During department, staff or PLC time staff will review and explore ideas for lessons in the instruction of these traits. 2nd semester: Staff will focus on additional four traits - Word choice, voice, sentence fluency, presentation- in writing lessons and assessments. During department, staff or PLC time staff will review and explore ideas for lessons in the instruction of these traits.	

3.3.1. Strategy: Utilize Professional Learning Communities

Strategy Statement: Across the curriculum, continue training for all staff in developing 6+1 writing strategies and standardizing assessment.

1st semester: Staff will focus on three traits of writing - Idea/content, organization, conventions - in writing lessons and assessments. During department, staff or PLC time staff will review and explore ideas for lessons in the instruction of these traits.

2nd semester: Staff will focus on additional four traits - Word choice, voice, sentence fluency, presentation- in writing lessons and assessments. During department, staff or PLC time staff will review and explore ideas for lessons in the instruction of these traits.

Selected Target Areas

SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
SAR 2.4 Implements policies and procedures that provide for the orientation and training of the governing board
SAR 2.5 Fosters a learning community
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

Professional Learning Communities have been found to improve student learning, shared values, and the development of common practices. Dufour & Eaker (1998) and Levine & Shapiro (2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Language Consultant will partner with teachers in modeling instruction and developing strategies.	10/08/2008	05/27/2009	Sheila Mund and Mary Pizzimenti
Students will practice writing position papers that meet ACT/MME writing proficiency standards in social studies and English classes.	11/05/2008	02/18/2009	Dana Anderson, Ryan Ennis, and Jacob Espinosa
Students will examine ACT/MME model writing samples using the scoring rubric for the ACT Assessment Writing Test.	11/05/2008	02/11/2009	Sean Gordon, Sheila Mund, and Greg Viscomi

3.3.1.1. Activity: Six + One Writing Professional Development Training

Activity Description: Language Consultant will partner with teachers in modeling instruction and developing strategies.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Sheila Mund and Mary Pizzimenti

Actual staff responsible for implementing activity: Mary Pizzimenti

Planned Timeline: Begin Date - 10/08/2008, End Date - 05/27/2009

Actual Timeline: Begin Date - 10/08/2008, End Date - 05/20/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Six One Writing Professional Development	General Funds	0.00	740.00

3.3.1.2. Activity: Practice writing position papers

Activity Description: Students will practice writing position papers that meet ACT/MME writing proficiency standards in social studies and English classes.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Dana Anderson, Ryan Ennis, and Jacob Espinosa

Actual staff responsible for implementing activity: Department Chairpersons

Planned Timeline: Begin Date - 11/05/2008, End Date - 02/18/2009

Actual Timeline: Begin Date - 11/05/2008, End Date - 02/18/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Learning Communities	No Funds Required	0.00	0.00

3.3.1.3. Activity: Examine ACT/MME model writing samples

Activity Description: Students will examine ACT/MME model writing samples using the scoring rubric for the ACT Assessment Writing Test.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Sean Gordon, Sheila Mund, and Greg Viscomi

Actual staff responsible for implementing activity: Mary Pizzimenti

Planned Timeline: Begin Date - 11/05/2008, End Date - 02/11/2009

Actual Timeline: Begin Date - 11/05/2008, End Date - 02/11/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Pizzimenti - Language Arts Consultant	No Funds Required	0.00	0.00

3.4. Objective: Improve revising, editing, and rewriting.

Measurable Objective Statement to Support Goal : Students will demonstrate proficiency in revising, editing, and rewriting.

List of Strategies:

ID	Strategy	Locked By
5436	Professional Learning Communities will research and develop best practice to diversify institution to meet the needs of all students. Staff will identify students in ELL, ED, and Special Education subgroups to track reading progress using card marking grades and common assessment scores.	
5436	Across the curriculum, staff training on successful writing strategies for ELL, SIOP (Sheltered Instruction Observation Protocol).	

3.4.1. Strategy: Diversifying Instruction

Strategy Statement: Professional Learning Communities will research and develop best practice to diversify institution to meet the needs of all students. Staff will identify students in ELL, ED, and Special Education subgroups to track reading progress using card marking grades and common assessment scores.

Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their

learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

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

Differentiating instruction maximizes each student's growth and individual success by meeting each student

where he or she is, and assisting in the learning process.(Tracey Hall, Ph.D., Senior Research Scientist, NCAC 2009)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify and implement of differentiation strategies which are effective with ELL, ED and Special Education subgroups and track writing progress as measured by common assessments scoring rubrics.	10/09/2008	04/15/2009	Ruth Cassar, Robin Thomas,Diane Stehlik, and Mary Chamseddine

3.4.1.1. Activity: Identify and implement of differentiation strategies

Activity Description: Identify and implement of differentiation strategies which are effective with ELL, ED and Special Education subgroups and track writing progress as measured by common assessments scoring rubrics.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Ruth Cassar, Robin Thomas,Diane Stehlik, and Mary Chamseddine

Actual staff responsible for implementing activity: Sheila Mund

Planned Timeline: Begin Date - 10/09/2008, End Date - 04/15/2009

Actual Timeline: Begin Date - 10/09/2008, End Date - 04/15/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Special Education Professional Learning Community	No Funds Required	0.00	0.00

3.4.2. Strategy: SIOP (Sheltered Instruction Observation Protocol)

Strategy Statement: Across the curriculum, staff training on successful writing strategies for ELL, SIOP (Sheltered Instruction Observation Protocol).

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

Other Required Information for Strategy

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

The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Across the curriculum, staff training on successful writing strategies for ELL, SIOP (Sheltered Instruction Observation Protocol).	01/07/2009	05/27/2009	Mary Chamseddine

3.4.2.1. Activity: SIOP Training

Activity Description: Across the curriculum, staff training on successful writing strategies for ELL, SIOP (Sheltered Instruction Observation Protocol).

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mary Chamseddine

Actual staff responsible for implementing activity: Mary Chamseddine

Planned Timeline: Begin Date - 01/07/2009, End Date - 05/27/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mary Chamseddine - ELL Consultant	No Funds Required	0.00	0.00

3.5. Objective: Utilize DHS writing lab

Measurable Objective Statement to Support Goal : Increased frequency of student use of writing lab.

Improved student writing performance as measured by Write to Learn program.

List of Strategies:

ID	Strategy	Locked By
17429	Students practice essay writing using prompts and rubrics with the Write to Learn program. Students use the writing lab to edit and revise assigned essays. Teachers assess student writing with the Write to Learn program.	

3.5.1. Strategy: Promote Write to Learn writing program

Strategy Statement: Students practice essay writing using prompts and rubrics with the Write to Learn program.

Students use the writing lab to edit and revise assigned essays.

Teachers assess student writing with the Write to Learn program.

Selected Target Areas

SAR 1.4 Develops and continuously maintains a profile of the system, its students, and the community
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 5.10 Provides appropriate support for students with special needs
SAR 7.6 Monitors and communicates the results of improvement efforts to stakeholders

Other Required Information for Strategy

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

Marzano
6 traits

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will take classes of students to the writing lab to practice essay writing. Students will write and submit essays using the Write to Learn program. Essays are assessed using the 6 trait rubric.	09/06/2010	06/01/2011	Mary Pizzimenti and Sheila Mund

3.5.1.1. Activity: Practice essay writing using Write to Learn program

Activity Description: Teachers will take classes of students to the writing lab to practice essay writing. Students will write and submit essays using the Write to Learn program. Essays are assessed using the 6 trait rubric.

Activity Type: Revised

Planned staff responsible for implementing activity: Mary Pizzimenti and Sheila Mund

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Write to Learn Program	Title I School Improvement (ISI)	2,500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$550.00	\$916.00
No Funds Required	\$500.00	\$0.00
Title I School Improvement (ISI)	\$4,350.00	\$0.00

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

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
Mrs.	Mary	Pizzimenti	Language Arts Consultant	PizzimM@dearborn.k12.mi.us
Mrs.	Dana	Addis	Mathematic Consultant	AddisD@dearborn.k12.mi.us
Mrs.	Rima	Hassan	Writing Co-Chair	HassanR1@dearborn.k12.mi.us
Mrs.	Laurie	Locascio	Reading Co-Chair	LocascL@dearborn.k12.mi.us
Mrs.	Christina	Wiles	Math Co-Chair	WilesC@dearborn.k12.mi.us
Mr.	Robert	Tyler	Faculty/ Student Advisor	TylerR@dearborn.k12.mi.us
Mr.	Chuck	Baughman	Principal	Baughmc@dearborn,k12.mi.us
Mr.	Ossama	Baydoun	Assistant Principal	baydouno@dearborn.k12.,i.us
Mrs.	Mary	Varady	Assistant Principal	varadym@dearborn.k12.mi.us

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

The 2010 School Improvement Year will begin with an analysis of our school culture and climate based on the perceptual survey taken by faculty and students in June 2010. At a fall meeting stakeholders will be invited to assess the data at staff meetings, SIP meetings, and Title 1 parent meetings. The results will be used to set future objectives and to revisit our vision and mission statement. In beginning of the 2010-11 school year faculty, students, parents and community members will be invited to serve as school improvement representatives meeting regularly to plan and assess the necessary tasks to assure student success in the coming year.

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

Dearborn High School will follow the Michigan Department of Education guidelines for developing curriculum and utilizing assessment data to drive instruction. All stakeholders will have regular opportunities to review assessment results and to provide input at scheduled meetings. Staff and school improvement leaders will use the district mandated weekly late arrival time to complete tasks relating to school improvement and data analysis of student work.

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

All Dearborn High School Improvement decisions will be shared with parents, students, and community members through the monthly Parent/Faculty/Student Association Bulletin. Each month a representative of the

Dearborn High School Improvement Team will give an update on school improvement activities. Our school website will publish our plan, our progress, and our classroom strategies to assist in meeting our SIP goals.

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:

Brian Whiston

Address:

18700 Audette, Dearborn MI 48124

Telephone Number:

313-827-3022

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

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

Using the PLC model, the staff will take advantage of sixteen scheduled late-arrival hour-long sessions plus contractually mandated department and staff meetings to meet the professional learning needs of all staff members. PD sessions will be intervention-specific and differentiated to meet the needs of new or newly-assigned staff members as well as experienced teachers. Additional opportunities include access to PD 360 online PD, opportunities for training through Wayne County RESA and other professional association workshops and conferences, and district PD offerings.

For the SIP process, chairpersons will need involvement in Advanced professional development to continue the School Improvement Process. I also need guidance in setting Improvement Calendar and developing strategies for improvement.

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

The school improvement plan informs and directs building instructional activities and is inherently supported by building and district funds. Dearborn High includes a line item in our general budget that is dedicated to school improvement. The district fully supports our school improvement efforts as evidenced through the creation of additional PLC time, data interpretation, and other support. Additionally, we qualify for targeted Title I assistance for the 2009-2010 school year, and will devote 10% of these stimulus funds to professional development that will support the implementation of our school improvement plan.

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

The building has implemented a number of initiatives that integrate technology into our school improvement activities, including:

online interventions for students (NovaNet, Carnegie Math, Read 180, ACT Test Prep), teaching and learning social interaction sites (iBlog, iLearn), multi-media applications (online textbooks, video streaming, D-Tube, Promethean Boards), communication (Parent Connect, email, teacher blogs), professional development (PD 360), and online assessment (Zangle, Class A). Teachers have requested additional training in integrating technology.