

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: DuVall Elementary School

Grades Served: PK,K,1,2,3,4,5

Principal: Mr. Glenn Maleyko

Building Code: 00977

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:	DuVall Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	00977
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Our Vision:

We see DuVall as a community that supports and builds on the strengths of each student, uses instructional best practices, inspires students to think critically and creatively in school and community.

We see an educational partnership in which DuVall staff, families, and members of the community faithfully share the responsibility of educating each student in an atmosphere of trust and mutual respect.

We see a continually changing teaching and learning environment that uses technology and research based best practices as the focal point for developing and implementing sound educational programs and instructional practices.

We see a school community that encourages and insists its students achieve beyond GLCE'S.

We see a school community that respects, appreciates and celebrates existing similarities and differences.

We see a school community embracing the Democratic Core Values.

Mission Statement

Our Mission:

The Mission of the DuVall Community is to educate all students to high academic standards within a safe, nurturing and engaging environment assuring they become productive citizens and life long learners.

Beliefs Statement

Our Objectives:

DuVall students will demonstrate mastery of the skills and knowledge needed to succeed on external measures of assessment as mandated by law.

DuVall students will engage in beneficial educational experiences focusing on the development of critical thinking, creativity, teamwork and technology.

DuVall students will learn honesty, integrity, respect for self and others, citizenship, responsibility and courtesy throughout their educational experience at Duvall Elementary.

Goals

ID	Name	Development Status	Progress Status
3431	Reading Comprehension	Approved	Open
4966	Improvement in Writing Skills	Approved	Open
4999	Mathematics/Problem Solving	Approved	Open

Goal 1: Reading Comprehension

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve reading comprehension skills as evident by an increase in DRA2 levels to proficiency or beyond and/or 3% on the MEAP Reading Test.

Gap Statement : Data sources: DRA2 scores showed females were more proficient than the males in reading throughout the grades. MEAP Reading Tests also show females more proficient than males.

Cause for Gap : DuVall Elementary increased enrollment by seventy students between from 2007-2009 school years. These students entered with varying abilities and needs. Currently Duvall implemented the Partnership in Comprehensive Literacy Program and it was expected that assessments would reflect a decrease in achievement. However, we have analyzed the gap in our plan and have focused on this area through our 2009-10 SIP.

Multiple measures/sources of data you used to identify this gap in student achievement : DRA 2 - Ongoing Three Years of MEAP DATA.

Formative and Summative Assessments.

School wide literacy progress board.

Formative reading assessment in accordance with the Daily 5, CAFE and district assessments.

Study Island on-line data

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? Desired Learning Results:

1. All males will increase 1 level on DRA2 to proficiency or above. All females will show improvement.
2. Students will demonstrate increased ability in identifying supporting details from various genres to support written and oral responses.
3. Students will increase 2 reading levels and/or read at grade level or higher.

Steps for Reaching the Goal:

1. Study the results of reading assessments for DRA2 and standardize test and identify problem areas to target and develop specific strategies.
2. Use common assessments and administer them every 3 to 6 weeks. The assessments will provide practice and allow identification of both students still having difficulties and those who have reached proficiency.
3. Examine results of assessments to share ideas, methods, and materials to maximize learning and provide

success to all students.

Objectives:

1. Students will participate in whole group mini lessons that focus comprehension.
2. Students will participate in small groups during Reader's Workshop.
3. Students will use various technologies to practice comprehension skills.

Strategies:

1. Teachers will implement the Readers' Workshop and the use of student response logs.
2. Teachers will meet with the literacy coach to collaborate and share strategies.
3. Teachers will develop "Author Studies" to increase comprehension and address various audiences and topics.
4. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meetingtime.

Intervention:

1. Teachers will use assessments and the intervention wall to identify at risk students' needs and provide the first level of intervention.
2. Interventionist will work daily for thirty five minutes with small groups of students who are not proficient.
3. Parent/Community involvement with various activities such as March is Reading Month.
4. Teachers will be inserviced on reading interventions through the Daily 5 and CAFE.

Contact Name : Glenn Maleyko

List of Objectives:

ID	Objective
5213	Measures of Success: 1. Students will participate in whole group mini lessons that focus on comprehension. 2. Students will participate in small groups during Reader's Workshop. 3. Students will use various technologies to practice comprehension skills.

1.1. Objective: Reading Comprehension

Measurable Objective Statement to Support Goal :

Measures of Success:

1. Students will participate in whole group mini lessons that focus on comprehension.
2. Students will participate in small groups during Reader's Workshop.
3. Students will use various technologies to practice comprehension skills.

List of Strategies:

ID	Strategy	Locked By
5213	Utilize workshop approach (Whole group, small group individualized and back to whole group)during reading instruction. Sharing best instructional practices with teachers and parents Analyze student data at the begining of the year. Empower parents by holding Literacy Workshop for parents.	
5213	1. Teachers will implement the Readers' Workshop and the use of student response logs. 2. Teachers will meet with the Literacy coach to collaborate and share strategies. 3. Teachers will develop Author studies to increase comprehension and address various audiences and topics. 4. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time.	
5213	We will improve students ability to read through the implementation of the Marzano Nine Essential strategies across the curriculum.	

1.1.1. Strategy: Reading Comprehension Intervention

Strategy Statement: Utilize workshop approach (Whole group, small group individualized and back to whole group)during reading instruction.
 Sharing best instructional practices with teachers and parents
 Analyze student data at the begining of the year.
 Empower parents by holding Literacy Workshop for parents.

Selected Target Areas

SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness

Other Required Information for Strategy

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

Excellence throughout DuVall and the Dearborn Public Schools is maintained utilizing research based best practices in all curricular areas.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Empower parents to help students via parent literacy workshops conducted throughout the school	08/28/2010	06/11/2011	All staff will participate in the creation and presentation of parent workshops. All staff will take part in grade level meetings and staff and

year. Submerge teachers in fruitful dialogue during grade level meetings and common planning time.		professional development meetings. All staff will participate in professional development focussing on using technology to teach literacy.
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1.1.1.1. Activity: Reading Comprehension Intervention

Activity Description: Empower parents to help students via parent literacy workshops conducted throughout the school year.

Submerge teachers in fruitful dialogue during grade level meetings and common planning time.

Activity Type: None

Planned staff responsible for implementing activity: All staff will participate in the creation and presentation of parent workshops.

All staff will take part in grade level meetings and staff and professional development meetings.

All staff will participate in professional development focussing on using technology to teach literacy.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/28/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Comprehension	General Funds	3,000.00	0.00

1.1.2. Strategy: Reading Comprehension Intervention

Strategy Statement: 1. Teachers will implement the Readers' Workshop and the use of student response logs.

2. Teachers will meet with the Literacy coach to collaborate and share strategies.

3. Teachers will develop Author studies to increase comprehension and address various audiences and topics.

4. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
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 based best practices will continue dictating instructional practices utilized in the classroom.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
We will use assembly release time twice per month for grade level meetings and upper and lower elementary literacy team meetings. We will also use the new late start times along with faculty meetings on Mondays to support Professional Learning Community(PLC) meetings.	09/08/2010	06/11/2011	All staff will participate during meetings.

1.1.2.1. Activity: Reading Comprehension Activities

Activity Description: We will use assembly release time twice per month for grade level meetings and upper and lower elementary literacy team meetings. We will also use the new late start times along with faculty meetings on Mondays to support Professional Learning Community(PLC) meetings.

Activity Type: None

Planned staff responsible for implementing activity: All staff will participate during meetings.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District	General Funds	500.00	0.00

1.1.3. Strategy: Marzano Essential 9 strategies and reading

Strategy Statement: We will improve students ability to read through the implementation of the Marzano Nine Essential strategies across the curriculum.

Selected Target Areas

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
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

Other Required Information for Strategy

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

We used several Bob Marzano publications including but not limited to his 2003 publication what works in schools and is 2007 publication the art and science of teaching.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will discuss the implentation of the Marzano Nine Strategies during faculty meetings, late arrivals, and other Professional Learning Community (PLC) meeting times.	08/31/2010	06/11/2011	Principal and SIP committee along with team leaders during Professional Learning community meetings.

1.1.3.1. Activity: Marzano 9 staff development and PLC meetings

Activity Description: Staff will discuss the implentation of the Marzano Nine Strategies during faculty meetings, late arrivals, and other Professional Learning Community (PLC) meeting times.

Activity Type: None

Planned staff responsible for implementing activity: Principal and SIP committee along with team leaders during Professional Learning community meetings.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
staff development materials	General Funds	200.00	0.00

Goal 2: Improvement in Writing Skills

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

Student Goal Statement : Goal 2: Writing - Improve the 3 phases of topic development

Content Area: English Language Arts

Student Goal Statement: All students will improve topic development by increasing 3 points in 6+1 total to 'Experienced'.

Gap Statement : Gap Statement: Male students show less proficiency than female students in developing assigned writing topics.

Cause for Gap : Implementation of new literacy program and a twenty-five percent increase in student enrollment over the past two years. Our SIP is addressing this gap through specific strategies.

Multiple measures/sources of data you used to identify this gap in student achievement : Student MEAP writing scores
 District writing assessment
 DuVall Literacy progress board
 Assessments aligned with the Daily 5 and CAFE and administration of quarterly assessments
 Student performance using the 6+1 Writing Rubric
 A gap was evident in 6+1 rubric scores across grade levels. MEAP Writing changes limit the usefulness.

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? Males will improve 3 points in the 6+1 total. Females will also show growth and improvement.

Contact Name : Glenn Maleyko

List of Objectives:

ID	Objective
5220	Objectives: 1. Students will participate in mini lessons to improve clarity of topic. 2. Students will create a list of topics that motivate them to write. 3. Students will participate in conference during writer's workshop to establish individual target areas. 4. Students will participate in small group instruction with a focus on needs. 5. Students will use writer's checklist to improve writing proficiency.

2.1. Objective: Improved Writing

Measurable Objective Statement to Support Goal : Objectives:

1. Students will participate in mini lessons to improve clarity of topic.
2. Students will create a list of topics that motivate them to write.
3. Students will participate in conference during writer's workshop to establish individual target areas.
4. Students will participate in small group instruction with a focus on needs.
5. Students will use writer's checklist to improve writing proficiency.

List of Strategies:

ID	Strategy	Locked By
5220	Strategies: 1. Teachers will collaborate to share strategies and best practices including the development of the Daily 5 and CAFE literacy model. 2. Teachers will use a variety of technologies designed to practice targeted areas. 3. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time. 4. Intervention: 1. Interventionist will work with small groups of identified students daily and inservice teachers on intervention strategies. 2. Teachers will use data from the intervention wall to identify students who are achieving at the lowest levels. 3. Teachers will provide one-on-one and small group support. 4. Teachers will use team meetings to discuss strategies for subgroups and provide support using interventions. (Please refer to the DuVall pyramid of interventions). 5. Parent/Community workshops will promote ELA curriculum understanding and support coordinated by the principal, teachers, & PTA.	
5220	We will implement the Marzano 9 Essential Strategies in order to support the acceleration of student achievement in writing.	

2.1.1. Strategy: Steps to Achieving Writing Goal

Strategy Statement: Strategies:

1. Teachers will collaborate to share strategies and best practices including the development of the Daily 5 and CAFE literacy model.
2. Teachers will use a variety of technologies designed to practice targeted areas.
3. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time.
- 4.

Intervention:

1. Interventionist will work with small groups of identified students daily and inservice teachers on

intervention strategies.

2. Teachers will use data from the intervention wall to identify students who are achieving at the lowest levels.
3. Teachers will provide one-on-one and small group support.
4. Teachers will use team meetings to discuss strategies for subgroups and provide support using interventions. (Please refer to the DuVall pyramid of interventions).
5. Parent/Community workshops will promote ELA curriculum understanding and support coordinated by the principal, teachers, & PTA.

Selected Target Areas

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 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

Other Required Information for Strategy

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

Three years of MEAP data
 6 + 1 traits writing data (year long)
 Formative assessments in alignment with the Daily 5 and CAFE literacy model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Strategies: 1. Teachers will collaborate to share strategies and best practices that are aligned with the Daily 5 and CAFE literacy model. 2. Teachers will use a variety of technologies designed to practice targeted areas. 3. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time.	09/08/2010	06/11/2011	All staff will be responsible for: Implementation of the Daily 5 and CAFE literacy Model Incorporation of 6+1 traits writing during classroom instruction Writing across the curriculum Intervention Model implementation in the classroom

2.1.1.1. Activity: Writing Assessments

Activity Description: Strategies:

1. Teachers will collaborate to share strategies and best practices that are aligned with the Daily 5 and CAFE literacy model.
2. Teachers will use a variety of technologies designed to practice targeted areas.

3. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time.

Activity Type: None

Planned staff responsible for implementing activity: All staff will be responsible for:

Implementation of the Daily 5 and CAFE literacy Model

Incorporation of 6+1 traits writing during classroom instruction

Writing accross the curriculum

Intervention Model implementation in the classroom

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Resources	General Funds	8,000.00	0.00

2.1.2. Strategy: Marzano 9 Essential strategies and writing

Strategy Statement: We will implement the Marzano 9 Essential Strategies in order to support the acceleration of student achievement in writing.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
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?

Several publications by Dr. Marzano including the 2003 What Works in Schools along with the 2007 publication the Art and Science of Teaching.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will discuss the implementation of the Marzano Nine Strategies during faculty meetings, late arrivals, and other Professional Learning Community (PLC) meeting times. The principal will support the implementation of this strategy through conversations during classroom walkthroughs.	08/31/2010	06/11/2011	Principal, SIP members and Professional Learning Community team members.

2.1.2.1. Activity: Staff Development with the Marzano Nine

Activity Description: Staff will discuss the implementation of the Marzano Nine Strategies during faculty meetings, late arrivals, and other Professional Learning Community (PLC) meeting times.

The principal will support the implementation of this strategy through conversations during classroom walkthroughs.

Activity Type: None

Planned staff responsible for implementing activity: Principal, SIP members and Professional Learning Community team members.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development Materials	General Funds	200.00	0.00

Goal 3: Mathematics/Problem Solving

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Goal 3: Mathematics/Problem Solving

Content Area: Mathematics

Student Goal Statement: All students will increase their levels of achievement in Mathematics/Problem Solving across the curriculum as evident by MEAP and common assessments.

Gap Statement : The fluctuation in the male to female proficiency varies among grade levels. All students require increased instruction using the latest and greatest technology has to offer. We are focussing on increased student achievement through the use of technology in the areas of reading and writing.

Cause for Gap : New technologies require considerable amount of professional development. This year we will continue to focus on professional development specific to incorporating technology across the curriculum with a focus on problem Solving. Through our techology professional development grant, we were able to secure additional hardware and software to support our program and enhance our DuVall Student Broadcasting Network (DSBN).

Multiple measures/sources of data you used to identify this gap in student achievement : DRA2

Past three years of MEAP scores
Mathetics common assessment
STudy Island on-line data.

Student reading and writing assessment as indicated through district writing prompts, 6+1 traits rubric and ongoing formative assessments during literacy time, and assessments that are aligned with the CAFE and Daily 5.

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?

Criteria for Success:

All students will improve their mathematical problem solving skills by meeting or exceeding state and district expectations.

Objectives:

1. Students will participate in and solve authentic real world problem solving situations.
2. Students will read, interpret and construct graphs, charts and graphic organizers that will demonstrate their ability to problem solve. Measurement, Math common assessments and building graphic organizers.
3. Students will create projects that will show their learning and ability to use higher order thinking skills to problem solve. We will use our school website to display student work via technology.

Contact Name : Glenn Maleyko

List of Objectives:

ID	Objective
5314	Data relating to students reading and writing achievement will be analyzed throughout the school year using listed strategies. Q1 Identify goals per grade level Writing of grade level assessment to use. Practice use of Study Island Make sure all teachers are competent in the use of Class A and the Promethean Board Q2 Support and practice use of Study Island. Learn Web/Blog. Identify skills within the technologies use. Set up share times for various technologies use. Q3 Practice and reinforce use of various technologies. Review and assessment of Pilot test - feedback/revisions Balance and adjust share times of technology use. Q4 Post assessment of the Pilot grade level technology skills Reinforce and support target goals. Provide and build opportunities to improve skills and knowledge.

22684	We will improve students ability to problem solve through the implementation of the Marzano Nine Essential Strategies. We will measure the effectiveness of this objective through analysis of the MEAP, district common assessments, and classroom level formative assessments.
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3.1. Objective: Technology Improving Reading and Writing

Measurable Objective Statement to Support Goal : Data relating to students reading and writing achievement will be analyzed throughout the school year using listed strategies.

Q1

Identify goals per grade level

Writing of grade level assessment to use.

Practice use of Study Island

Make sure all teachers are competent in the use of Class A and the Promethean Board

Q2

Support and practice use of Study Island. Learn Web/Blog.

Identify skills within the technologies use.

Set up share times for various technologies use.

Q3

Practice and reinforce use of various technologies.

Review and assessment of Pilot test - feedback/revisions

Balance and adjust share times of technology use.

Q4

Post assessment of the Pilot grade level technology skills

Reinforce and support target goals.

Provide and build opportunities to improve skills and knowledge.

List of Strategies:

ID	Strategy	Locked By
5314	Q1 Identify goals per grade level Writing of grade level assessment to use. Practice use of Study Island Make sure all teachers are competent in the use of Class A and the Promethean Board Q2 Support and practice use of Study Island. Learn Web/Blog. Identify skills within the technologies use. Set up share times for various technologies use. Q3 Practice and reinforce use of various technologies. Review and assessment of Pilot test - feedback/revisions Balance and adjust share times of technology use. Q4 Post assessment of the Pilot grade level technology skills Reinforce and support target goals. Provide and build opportunities to improve skills and knowledge.	
5314	1. Teachers will use a variety of graphic organizers, charts and graphs to enhance students' ability to problem solve. 2. Teachers will be in serviced on the implementation of Sheltered Instruction Observation Protocol (SIOP) to assist students with problem solving. 3. School will promote mathematical problem solving and technology through the use of websites, blogs and Study Island. 4. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time.	

3.1.1. Strategy: Q1-Q4 Technology Strategies

Strategy Statement: Q1

Identify goals per grade level

Writing of grade level assessment to use.

Practice use of Study Island

Make sure all teachers are competent in the use of Class A and the Promethean Board

Q2

Support and practice use of Study Island. Learn Web/Blog.

Identify skills within the technologies use.

Set up share times for various technologies use.

Q3

Practice and reinforce use of various technologies.

Review and assessment of Pilot test - feedback/revisions

Balance and adjust share times of technology use.

Q4

Post assessment of the Pilot grade level technology skills

Reinforce and support target goals.

Provide and build opportunities to improve skills and knowledge.

Selected Target Areas

SAR 3.6 Allocates and protects instructional time to support student learning
SAR 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

Other Required Information for Strategy

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

Researched best practices and needs assessment of the school.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Schedule professional development and traing for Promethean Boards Utilize promethean board daily during literacy block. Review proper use of ELMO projection units Conduct technology workshops in partnership with parents Inservice students on the risks involved with technology (internet use) All staff will establish and be responsible for maintaining their BLOG The school will maintain a blog We will implement our 2nd annual technology professional development camp	09/08/2010	06/11/2011	All staff responsible for instituting technology during literacy time on a daily basis. All staff responsible for informing parents and students about the risks of the internet. All staff responsible for holding parent workshops for parents during the school day.

3.1.1.1. Activity: Technology Professional Development

Activity Description: Schedule professional development and traing for Promethean Boards
 Utilize promethean board daily during literacy block.
 Review proper use of ELMO projection units
 Conduct technology workshops in partnership with parents
 Inservice students on the risks involved with technology (internet use)
 All staff will establish and be responsible for maintaining their BLOG
 The school will maintain a blog
 We will implement our 2nd annual technology professional development camp

Activity Type: None

Planned staff responsible for implementing activity: All staff responsible for instituting technology during literacy time on a daily basis.
 All staff responsible for informing parents and students about the risks of the internet.
 All staff responsible for holding parent workshops for parents during the school day.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Resources	General Funds	6,000.00	0.00

3.1.2. Strategy: Mathematics/Problems Solving support

- Strategy Statement:**
1. Teachers will use a variety of graphic organizers, charts and graphs to enhance students' ability to problem solve.
 2. Teachers will be in serviced on the implementation of Sheltered Instruction Observation Protocol (SIOP) to assist students with problem solving.
 3. School will promote mathematical problem solving and technology through the use of websites, blogs and Study Island.
 4. Principal will support teachers by implementing a variety of strategies such as: team meetings, class visits, and teacher PD/meeting time.

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals
SAR 7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

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

ISTE, ASCD, SIOP research, district research.
Stiggins, Marzano, Reeves

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Intervention: 1. Creation of a Technology Club to provide opportunities for both high achievers and those interested in participating in multimedia projects. 2. Implementation of workshops for parents and community members regarding computer and internet safety that supports mathematical problem solving skills. 3. Implementation of a Parent/Student/Faculty committee to oversee the implementation and evaluation of technology.	09/08/2010	06/11/2011	SIP committee, literacy coach, upper el and lower el team leaders plus administration

3.1.2.1. Activity: Interventions

Activity Description: Intervention:

1. Creation of a Technology Club to provide opportunities for both high achievers and those interested in participating in multimedia projects.
2. Implementation of workshops for parents and community members regarding computer and internet safety that supports mathematical problem solving skills.
3. Implementation of a Parent/Student/Faculty committee to oversee the implementation and evaluation of technology.

Activity Type: None

Planned staff responsible for implementing activity: SIP committee, literacy coach, upper el and lower el team leaders plus administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title II grant	Title II Part D	40,000.00	0.00

3.2. Objective: Problem Solving and the Marzano 9 Essential Strategies

Measurable Objective Statement to Support Goal : We will improve students ability to problem solve through the implementation of the Marzano Nine Essential Strategies. We will measure the effectiveness of this objective through analysis of the MEAP, district common assessments, and classroom level formative assessments.

List of Strategies:

ID	Strategy	Locked By
22684	We will implement the Marzano Nine Essential strategies across the curriculum in order to support students' ability to solve problems. The implementation of these strategies are aligned with the district goals and are proven to be effective best practices. Staff will discuss the implementation of the Marzano Nine Strategies during faculty meetings, late arrivals, and other Professional Learning Community (PLC) meeting times. The principal will also support the conversion and usage of the strategies by implementing classroom walkthroughs on a routine basis.	

3.2.1. Strategy: Marzano 9 Essential Strategies

Strategy Statement: We will implement the Marzano Nine Essential strategies across the curriculum in order to support students' ability to solve problems. The implementation of these strategies are aligned with the district goals and are proven to be effective best practices.

Staff will discuss the implentation of the Marzano Nine Strategies during faculty meetings, late arrivals, and other Professional Learning Community (PLC) meeting times. The principal will also support the conversion and usage of the strategies by implementing classroom walkthroughs on a routine basis.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
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?

Research by Dr. Marzano and others that support implementation of the 9 essential strategies.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
We will participate in discussions on the Marzano 9 during PLC meetings and faculty meetings. Staff will also dialogue with the principal during administrative walkthrough visitations.	08/28/2010	06/11/2011	Principal and SIP committee.

3.2.1.1. Activity: Staff Development

Activity Description: We will participate in discussions on the Marzano 9 during PLC meetings and faculty meetings. Staff will also dialogue with the principal during administrative walkthrough visitations.

Activity Type: None

Planned staff responsible for implementing activity: Principal and SIP committee.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/28/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD time	General Funds	200.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$18,100.00	\$0.00
Title II Part D	\$40,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Sharol	Liepe	SIP Member	liepes@dearborn.k12.mi.us
Ms.	Anne	Ziaja	SIP Member	ziajaa@dearborn.k12.mi.us
Mrs.	Sandy	Hevener	SIP member	hevenes@dearborn.k12.mi.us
Mrs.	Tracie	Varitek	Parent	tlvaritek@hfcc.edu
Mrs.	Jennifer	Malone	Parent	mjmalone1003@comcast.net
Mr.	Greg	Miller	Parent	gregmiller@gmail.com
Mrs.	Pam	Kaminski	Parent	pckaminski@hfcc.edu
Mrs.	Nicole	Chubb	Parent	nicolechubb@hotmail.com
Mrs.	Sabine	Aytes	Parent	saytes@gpandm.com
Mrs.	Karen	Stanhope	Parent	kstanhop@ford.com
Mrs.	Andrea	McMahon	Parent	mcmahoncrew@att.net
Mr.	Glenn	Maleyko	Principal	maleykg@dearborn.k12.mi.us

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

All SIP members are active in developing and implementation of the SIP Plan.

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

All decisions are based on a needs assessment as conducted during item analysis of MEAP, DRA2, district and school common assessment. In addition ongoing formative classroom assessment is used in determining the actions of the SIP Team

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

A Parent Culture Committee has been established to assist in developing and implementing school improvement. Parents sit on our SIP committee to guide our process. We have also developed a DuVall Technology Advisory Committee (DTAC) in order to receive input from parents.

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:

Superintendent

Address:

18700 Audette

Telephone Number:

313 827 - 3020

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?

Professional learning activities will be focussed on literacy, mathematics and technology. The following will be planned for the following year:

Continued Promethean Board, ELMO, BLOG and computer training

Continued DRA2 in-servicing

Implementation of Parent Workshops focusing on technology delivered by staff

Implementation of Parent Workshops focusing on literacy delivered by staff

Staff Development to support the Intervention Model and the Daily 5 and CAFE Literacy Model. We will implement staff development that supports implementation of the Marzano Nine Essential Strategies.

We will hold our 2nd annual technology professional development camp which provides support to teachers throughout the state of Michigan.

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

Dearborn Public Schools is suffering a great deal as millions of dollars has been cut from the budget. For any school district to carry such a burden is truly sad. We do not receive the amount of financial support needed but regardless, we will continue to move forward in a positive direction to support our students.

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

Technology integration is a major priority at DuVall Elementary. Concentrating on staff development and equipping the school with advanced technology will remain the focus for the coming year. We implemented a technology pd camp and received over 40,000 dollars to support that effort. We also formed a DuVall Technology Advisory Committee(DTAC) in order to move our program forward in a positive direction. Several members of DTAC serve on the superintendents 21st century committee and the principal of DuVall is a co-chair of the technology advisory committee for the district. The of video, technology integration, live stream video, blogs, and the school website are essential to our program at DuVall.