

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Geer Park Elementary School

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

Principal: Andrea Awada

Building Code: 09529

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:	Geer Park Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	09529
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Geer Park is a Learning Community where children come first. All children and adults show learning growth in a loving, caring, stimulating environment with strong parent and community involvement.

Mission Statement

Our Mission at Geer Park Elementary School, in partnership with families and the community, is to ensure students' academic achievement by maintaining high expectations and recognizing different styles of learning. We will provide a safe and nurturing environment, fostering life long learners, productive citizens, and positive members of the everchanging global society.

Beliefs Statement

- * We believe that when parents are involved in their children's education, students, teachers, and parents all benefit.
- * We believe in fostering a nurturing environment in which each child feels special and grows in self-esteem.
- * We believe that all children can learn and deserve opportunities to access a quality education.
- * We believe that the love of learning should be developed and nurtured as a life-long process.
- * We believe that critical thinking skills should be developed to enable children to resolve conflicts, make decisions, and identify and solve problems.
- * We believe that we should appreciate and respect differences and celebrate diversity.
- * We believe that students must have equal opportunities to learn and choices about how to learn through differentiated instruction.
- * We believe that all students shall attend schools that have met external accreditation standards.
- * We believe that all students will develop technological competence that will become a life-long skill.
- * We believe that the door to a student's mind can be reached and unlocked by touching his/her heart.

Goals

ID	Name	Development Status	Progress Status
2650	Reading	Approved	Open
2651	Writing	Approved	Open
2652	Numeracy	Approved	Open

Goal 1: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their reading and comprehension of fiction and nonfiction texts by a minimum of one year's growth every year as evidenced on the DRA2.

Gap Statement : Findings show that more than 64% of students within one or more subgroup are at or above proficiency levels in reading. That is an average growth increase of 4%. All students, even those below proficient, have shown growth and continue to be a focus for targeted intervention.

Cause for Gap : Areas of Concern are high mobility rates, poverty, and a high limited English population. Our transient population is a factor identified that contributes to our mobility rate. Economic status and limited parent education are factors that contribute to our poverty rate. First generation immigrants is a major factor that contributes to our high limited English population.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, DRA2, ELPA, Common Assessments and ongoing assessments (running records, teacher observations) are all used to identify gaps in student achievement for 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? Success is measured using the Grade Level Content Expectations (GLCE) along with DRA2 grade level expectations, Word Analysis, and progress monitoring through teacher observation, note taking, and running records.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status for our Reading goal is in progress, ongoing. However, as data is received, mostly on an annual basis, it is reviewed and analyzed for areas of progress, pace of progress, and next steps. Modifications are continually made through the study and implementation of current research based best practices that mirror our needs. At all levels of accountability, adjustments are made to build individual achievement.

Contact Name : Lamis Srour

List of Objectives:

ID	Objective
5368	1. All students will make predictions, visualize, make connections, and draw inferences to increase rates of progress as measured by a minimum of one year's growth on the DRA.

1.1. Objective: All students will improve their reading and comprehension of fiction and no

Measurable Objective Statement to Support Goal : 1. All students will make predictions, visualize, make connections, and draw inferences to increase rates of progress as measured by a minimum of one year's growth on the DRA.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5368	All students will be immersed in the Daily 5/Literacy Cafe literacy program , which includes strategies, time frames, and research-based components through classroom instruction. All students will utilize the Treasures Comprehensive Literacy Program. All students will be immersed in reading and writing for 75% of the day, thus building comprehension skills in fiction and nonfiction reading. All students will increase comprehension through active listening and speaking activities. All teachers will be exposed to evidenced-based academic interventions that will include vocabulary building strategies, listening activities, and poetry. All staff members and students will speak in clear and explicit language, in both written and spoken form. All teachers will implement end of year, grade level grammar objectives that must be mastered by each student.	

1.1.1. Strategy: Comprehensive Literacy

Strategy Statement: All students will be immersed in the Daily 5/Literacy Cafe literacy program , which includes strategies, time frames, and research-based components through classroom instruction. All students will utilize the Treasures Comprehensive Literacy Program.

All students will be immersed in reading and writing for 75% of the day, thus building comprehension skills in fiction and nonfiction reading.

All students will increase comprehension through active listening and speaking activities.

All teachers will be exposed to evidenced-based academic interventions that will include vocabulary building strategies, listening activities, and poetry.

All staff members and students will speak in clear and explicit language, in both written and spoken form.

All teachers will implement end of year, grade level grammar objectives that must be mastered by each student.

Selected Target Areas

SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
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 2.9 Creates and supports collaborative networks of stakeholders to support system 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 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
SAR 5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

Other Required Information for Strategy

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

Teachers will improve teaching skills through the study of PCL research-based material: *Apprentice in Literacy*, *Scaffolding Young Writers*, *Shaping Literate Minds*, and *Teaching for Deep Comprehension*.
Professional Articles:

- "Top Five Tips to Use Student Writing to Improve Math Skills" Center for Performance Assessment 2007
- "Are Boys and Girls Wired to Learn Differently?" Great Schools.Net 2008
- "How Words Cast Their Spell" American Educator Winter 2008-2009
- "How One's 'Number Sense' Helps with Mathematics" WashingtonPost.Com 2008
- "The Color Red, Waiting on Hold, Volunteerism: The Application of Research Findings" Robert Brooks, PhD
- "Why Does the Gap Persist?" Educational Leadership
- "Visible Thinking" Educational Compass 2005

Professional Books:

- Apprentice in Literacy* by Linda Dorn
- Scaffolding Young Writers* by Linda Dorn
- Shaping Literate Minds* by Linda Dorn
- Teaching for Deep Comprehension* by Linda Dorn
- 6 + 1 Traits of Writing: The Complete guide for Primary Grades* by Ruth Culham
- 6 + 1 Traits of Writing: The Complete Guide for Grades 3 and Up* by Ruth Culham
- Whatever it Takes* by Richard & Rebecca DuFour
- The Fluent Reader* by Timothy V. Rasinski
- Making Content Comprehensible for English Language Learners: The SIOP Model* by Jana Echevarria, MaryEllen Vogt and Deborah Short
- Student Successes with Thinking Maps* by David Hyerle
- Leading for Learning* by Paula Rutherford
- A Handbook for Classroom Instruction that Works* by Robert Marzano
- Classroom Instruction that Works ? Research Based Strategies for Increasing Student Achievement* by Robert Marzano
- The First Days of School* by Harry Wong

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
- Staff will reflect upon a Daily 5 / Cafe Literacy program and continue to monitor and determine rate of progress. - Teachers will be exposed to Daily 5-driven language experiences, such as Literacy Team Meetings, Teacher Book Clubs, Cluster	09/07/2010	06/10/2011	Mrs. Awada, Principal Lamis Srour, Resource Teacher Mary

<p>Conferences, Peer/Coach Conferences, and Intervention Team Meetings. - School embedded professional development highlighting the features of the Daily 5 model. - Teachers will disaggregate data to develop effective reading comprehension strategies in all curricular areas. - Training on embedded programs for new staff members, such as Reading Recovery Strategies, Tumblebooks, Study Island, KC4, Toolbox, Thinking, Maps, SIOP, DRA2, and Word Analysis. Paraprofessionals will continue to receive information and learn strategies based on research-based best practices. Weekly meetings will provide opportunities to share information, monitor student progress, and share success stories. - Parents will be introduced to all tools used to teach reading based on their child's grade level, including Study Island, Tumblebooks, reading strategies, fluency, and internet use. Teachers will use Essential Questions to frame the learning. Intervention will occur through student support meetings to determine plans of action. The individuals involved are Mrs. Awada, the Special Education team, the literacy coach, interventionist, and resource teacher.</p>			<p>TImpf, Literacy Coach All Instructional Staff Parents</p>
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1.1.1.1. Activity: Reading Professional Learning

Activity Description: - Staff will reflect upon a Daily 5 / Cafe Literacy program and continue to monitor and determine rate of progress.

- Teachers will be exposed to Daily 5-driven language experiences, such as Literacy Team Meetings, Teacher Book Clubs, Cluster Conferences, Peer/Coach Conferences, and Intervention Team Meetings.
- School embedded professional development highlighting the features of the Daily 5 model.
- Teachers will disaggregate data to develop effective reading comprehension strategies in all curricular areas.
- Training on embedded programs for new staff members, such as Reading Recovery Strategies, Tumblebooks, Study Island, KC4, Toolbox, Thinking, Maps, SIOP, DRA2, and Word Analysis. Paraprofessionals will continue to receive information and learn strategies based on research-based best practices. Weekly meetings will provide opportunities to share information, monitor student progress, and share success stories.
- Parents will be introduced to all tools used to teach reading based on their child's grade level, including Study Island, Tumblebooks, reading strategies, fluency, and internet use. Teachers will use Essential Questions to frame the learning. Intervention will occur through student support meetings to determine plans of action. The individuals involved are Mrs. Awada, the Special Education team, the literacy coach, interventionist, and resource teacher.

Activity Type: None

Planned staff responsible for implementing activity: Mrs. Awada, Principal
 Lamis Srour, Resource Teacher
 Mary TImpf, Literacy Coach
 All Instructional Staff

Parents

Actual staff responsible for implementing activity: Andrea Awada, Administrator
 Literacy Team: Beth Gorman (Interventionist & Coach), & Mary Timpf (Classroom Model & Model Teacher)
 Lamis Srour, Resource Teacher

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	Title I Schoolwide	25,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 2: Writing

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

Student Goal Statement : All students will use the writing process to demonstrate an improved ability to write in all curricular areas, as evidenced by an annual school average increase of 2 points per trait on the district 6+1 Traits rubric (per district guidelines). 4th graders will demonstrate a minimum increase of 4% on MEAP scores.

Gap Statement : Geer Park showed no gaps in writing on the '08 MEAP. However, the 6+1 district rubric used to assess in Spring of '09 showed our sub-groups are in need of intervention. The transfer students are well below and must be an immediate focus. ELL and Low SES show very similar trends because the majority of the students fall under both umbrellas. They too will need interventions with tailored instruction, including bilingual services and/or academic language instruction. 19% more females were proficient in MEAP writing than males. Males will be a focus for intervention.

Cause for Gap : Areas of Concern are high mobility rates, poverty, and a high limited English population. Our transient population is a factor identified that contributes to our mobility rate. Economic status and limited parent education are factors that contribute to our poverty rate. First generation immigrants is a major factor that contributes to our high limited English population.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, 6+1 Traits

Rubric, and the 3-day Writing Proficiency Rubric are all used to identify gaps in student achievement for Writing.

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? Success is measured using the Grade Level Content Expectations (GLCEs), along with the 6+1 Traits Rubric, DRA2, and the 3-day Writing Proficiency Rubric, as well as teacher/student conferences, observations, and note taking.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status for our Reading goal is in progress, ongoing. However, as data is received, mostly on an annual basis, it is reviewed and analyzed for areas of progress, pace of progress, and next steps. Modifications are continually made through the study and implementation of current research based best practices that mirror our needs. At all levels of accountability, adjustments are made to build individual achievement.

Contact Name : Mary Timpf

List of Objectives:

ID	Objective
5372	All students will meet the state benchmark requirements in writing as measured by a school average increase of 2 points per trait on the district 6+1 Traits rubric (per district guidelines). 4th graders will demonstrate a minimum increase of 4% on MEAP scores. Students will think, plan, draft, revise, edit, and publish using the Writer's Workshop format.

2.1. Objective: Writing

Measurable Objective Statement to Support Goal : All students will meet the state benchmark requirements in writing as measured by a school average increase of 2 points per trait on the district 6+1 Traits rubric (per district guidelines). 4th graders will demonstrate a minimum increase of 4% on MEAP scores. Students will think, plan, draft, revise, edit, and publish using the Writer's Workshop format.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5372	All students will have Writing Workshop portfolios that will monitor progress and differentiate instruction according to individual strengths. All students will partake in one-on-one writing conferences as part of the Writing Workshop framework. Students will improve writing skills through the use of the 6+1 Traits writing rubric. All teachers will use student data, teacher observations, and portfolios to analyze and discuss student success with grade level teams, the principal, and support staff as needed to provide specific interventions to reach desired learning outcomes. All teachers will use a whole language approach to literacy as a means to improve writing across the traits.	

2.1.1. Strategy: Writing

Strategy Statement: All students will have Writing Workshop portfolios that will monitor progress and differentiate instruction according to individual strengths.

All students will partake in one-on-one writing conferences as part of the Writing Workshop framework. Students will improve writing skills through the use of the 6+1 Traits writing rubric.

All teachers will use student data, teacher observations, and portfolios to analyze and discuss student success with grade level teams, the principal, and support staff as needed to provide specific interventions to reach desired learning outcomes.

All teachers will use a whole language approach to literacy as a means to improve writing across the traits.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
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 2.4 Implements policies and procedures that provide for the orientation and training of the governing board
SAR 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
SAR 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system 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 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
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?

Teachers will improve teaching skills through the study of PCL research-based material: Apprentice in Literacy, Scaffolding Young Writers, Shaping Literate Minds, and Teaching for Deep Comprehension. Professional Articles:

- "Top Five Tips to Use Student Writing to Improve Math Skills" Center for Performance Assessment 2007
- "Are Boys and Girls Wired to Learn Differently?" Great Schools.Net 2008
- "How Words Cast Their Spell" American Educator Winter 2008-2009
- "How One's 'Number Sense' Helps with Mathematics" WashingtonPost.Com 2008
- "The Color Red, Waiting on Hold, Volunteerism: The Application of Research Findings" Robert Brooks, PhD
- "Why Does the Gap Persist?" Educational Leadership
- "Visible Thinking" Educational Compass 2005

Professional Books:

- Apprentice in Literacy by Linda Dorn
- Scaffolding Young Writers by Linda Dorn
- Shaping Literate Minds by Linda Dorn
- Teaching for Deep Comprehension by Linda Dorn
- 6 + 1 Traits of Writing: The Complete guide for Primary Grades by Ruth Culham
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- Student Successes with Thinking Maps by David Hyerle
- Leading for Learning by Paula Rutherford
- A Handbook for Classroom Instruction that Works by Robert Marzano
- Classroom Instruction that Works ? Research Based Strategies for Increasing Student Achievement by Robert Marzano
- The First Days of School by Harry Wong

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
<p>- Teachers will identify "power standards" in writing across the curriculum. - Teachers will learn intervention techniques and precision prompts for efficient and accurate literacy problem-solving strategies. (Mrs. Srour, Mrs. Timpf) - Teachers will focus on student writing samples for data driven discussion during collaboration. (Ms. Awada) - Professional development and collaboration time will be devoted to using 6+1 grade level common rubrics to score student work in order to build scoring consensus. (Writing Committee/Assessment Committee) - Teachers will use MEAP and district writing prompts to drive instruction, then collaborate to find indicators of effective teaching, as evidenced by student work. (All teachers) - Teachers will continue to use Thinking Maps to organize their thoughts to improve writing. (Mrs. Srour) - Teachers will learn to conduct pre and post writing conferences to target precise writing goals. - Teachers will use "Essential Questions" to frame the learning.</p>	09/07/2010	06/17/2011	Mrs. Awada, Prinicpal Lamis Srour, Resource Teacher Mary Timpf, Literacy Coach All Instructional Staff Parents

2.1.1.1. Activity: Writing Professional Learning

Activity Description: - Teachers will identify "power standards" in writing across the curriculum.
 - Teachers will learn intervention techniques and precision prompts for efficient and accurate literacy problem-solving strategies. (Mrs. Srour, Mrs. Timpf)
 - Teachers will focus on student writing samples for data driven discussion during collaboration. (Ms. Awada)
 - Professional development and collaboration time will be devoted to using 6+1 grade level common rubrics to score student work in order to build scoring consensus. (Writing Committee/Assessment Committee)
 - Teachers will use MEAP and district writing prompts to drive instruction, then collaborate to find indicators of effective teaching, as evidenced by student work. (All teachers)
 - Teachers will continue to use Thinking Maps to organize their thoughts to improve writing. (Mrs. Srour)
 - Teachers will learn to conduct pre and post writing conferences to target precise writing goals.
 - Teachers will use "Essential Questions" to frame the learning.

Activity Type: None

Planned staff responsible for implementing activity: Mrs. Awada, Prinicpal
 Lamis Srour, Resource Teacher
 Mary Timpf, Literacy Coach
 All Instructional Staff
 Parents

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	Title I Schoolwide	25,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 3: Numeracy

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve and apply their math skills in all curricular areas as evidenced by a minimal increase of 3% on MEAP scores every year. All males will increase every year by 5% in math proficiency on MEAP.

Gap Statement : There are no gaps within our sub-groups. Overall, female MEAP math proficiency was an average of 5% higher than males. Last year our sub-group focus was 4th grade LEP and 4th grade males. When compared to this year 4th grade males improved by 2% and 4th grade LEP students dropped 1%.

Cause for Gap : Areas of Concern are high mobility rates, poverty, and a high limited English population. Our transient population is a factor identified that contributes to our mobility rate. When looking at 3rd grade students entering 4th grade 33% left Geer Park before the 4th grade and 22% of 4th were new to Geer Park. This is a testament to our identified factor of mobility and causes for gaps. Economic status and limited parent education are factors that contribute to our poverty rate. First generation immigrants is a major factor that contributes to our high limited English population.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, common assessments, Everyday Math pre & post-tests, school-wide basic math fact assessments (Math-a-thon) are all used as data to identify gaps.

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? MEAP math proficiency, mastery on district common assessments, completion of basic math facts within timed period, exit slips, and Grade Level Content Expectations proficiency

of math goals.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status for our Reading goal is in progress, ongoing. However, as data is received, mostly on an annual basis, it is reviewed and analyzed for areas of progress, pace of progress, and next steps. Modifications are continually made through the study and implementation of current research based best practices that mirror our needs. At all levels of accountability, adjustments are made to build individual achievement.

Contact Name : Jennifer Hourani

List of Objectives:

ID	Objective
5376	1. All students will be able to solve story problems at or above Grade Level Content Expectations as evidenced by a minimal increase of 3% on MEAP scores. All males will increase by 5% in math proficiency on MEAP.

3.1. Objective: Math

Measurable Objective Statement to Support Goal : 1. All students will be able to solve story problems at or above Grade Level Content Expectations as evidenced by a minimal increase of 3% on MEAP scores. All males will increase by 5% in math proficiency on MEAP.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5376	All students will be taught how to reduce the complexity of problems into steps through the use of Thinking Maps and think aloud strategies. Students will use Study Island online interactive	

program at school and at home to reinforce learning and accelerate at their own pace. All students will practice basic math facts, as well as create and work on story problems in teacher-designed centers. All students will use visualization techniques and inferring strategies to interpret data and solve problems in real-life settings as a way of making connections to help retain concepts (SIOP). All students will practice measurement activities related to real-world experiences.

3.1.1. Strategy: Numeracy

Strategy Statement: All students will be taught how to reduce the complexity of problems into steps through the use of Thinking Maps and think aloud strategies.

Students will use Study Island online interactive program at school and at home to reinforce learning and accelerate at their own pace.

All students will practice basic math facts, as well as create and work on story problems in teacher-designed centers.

All students will use visualization techniques and inferring strategies to interpret data and solve problems in real-life settings as a way of making connections to help retain concepts (SIOP).

All students will practice measurement activities related to real-world experiences.

Selected Target Areas

- SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
- 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 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
- SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- SAR 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
- SAR 2.6 Provides teachers and students opportunities to lead
- SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
- SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
- SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
- SAR 5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
- SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school

is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

Other Required Information for Strategy

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

Schoolwide Professional Readings

"Top Five Tips to Use Student Writing to Improve Math Skills" Center for Performance Assessment 2007

"Are Boys and Girls Wired to Learn Differently?" Great Schools.Net 2008

"How Words Cast Their Spell" American Educator Winter 2008-2009

"How One's 'Number Sense' Helps with Mathematics" WashingtonPost.Com 2008

"The Color Red, Waiting on Hold, Volunteerism: The Application of Research Findings" Robert Brooks, PhD

"Why Does the Gap Persist?" Educational Leadership

"Visible Thinking" Educational Compass 2005

Professional Books

Apprentice in Literacy by Linda Dorn

Scaffolding Young Writers by Linda Dorn

Shaping Literate Minds by Linda Dorn

Teaching for Deep Comprehension by Linda Dorn

6 + 1 Traits of Writing: The Complete guide for Primary Grades by Ruth Culham

6 + 1 Traits of Writing: The Complete Guide for Grades 3 and Up by Ruth Culham

Whatever it Takes by Richard & Rebecca DuFour

The Fluent Reader by Timothy V. Rasinski

Making Content Comprehensible for English Language Learners: The SIOP Model by Jana Echevarria, MaryEllen Vogt and Deborah Short

Student Successes with Thinking Maps by David Hyerle

Leading for Learning by Paula Rutherford

A Handbook for Classroom Instruction that Works by Robert Marzano

Classroom Instruction that Works ? Research Based Strategies for Increasing Student Achievement by Robert Marzano

The First Days of School by Harry Wong

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
- Provide professional development on Think Aloud strategies for solving story problems and estimation (reducing complex problems into steps). - Provide professional development focused on the use of Thinking Maps as applied to all curricular areas and as a form of assessment. - Teachers will collaborate to create centers in order to increase student mastery of basic facts, story problems, measurement, estimation, and data & probability. - Through peer coaching, observation, and conferencing, all teachers, including non-instructional staff, will learn Best Practices math strategies in order for students to master desired learning goals. - Teachers will collaborate to disaggregate data to differentiate instruction in order to personalize and structure whole group and small group instruction. - Questionnaires will be given semi-annually at teacher, student, and parent levels to determine our math curriculum and professional development needs. - Parents will become knowledgeable and understand our Everyday Math goals by observing or participating in math lessons involving story problems.	09/07/2010	06/17/2011	Mrs. Awada, Principal Lamis Srour, Resource Teacher Mary Timpf, Literacy Coach All Instructional Staff Parents

3.1.1.1. Activity: Numeracy

Activity Description: - Provide professional development on Think Aloud strategies for solving story problems and estimation (reducing complex problems into steps).
 - Provide professional development focused on the use of Thinking Maps as applied to all curricular areas and as a form of assessment.
 - Teachers will collaborate to create centers in order to increase student mastery of basic facts, story problems, measurement, estimation, and data & probability.
 - Through peer coaching, observation, and conferencing, all teachers, including non-instructional staff, will learn Best Practices math strategies in order for students to master desired learning goals.
 - Teachers will collaborate to disaggregate data to differentiate instruction in order to personalize and structure whole group and small group instruction.
 - Questionnaires will be given semi-annually at teacher, student, and parent levels to determine our math curriculum and professional development needs.
 - Parents will become knowledgeable and understand our Everyday Math goals by observing or participating in math lessons involving story problems.

Activity Type: None

Planned staff responsible for implementing activity: Mrs. Awada, Principal
 Lamis Srour, Resource Teacher
 Mary Timpf, Literacy Coach
 All Instructional Staff

Parents

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Federal Funds	Title I Schoolwide	25,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2010	timpfm@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$75,000.00	\$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.	Andrea	Awada	Principal	awadaa@dearborn.k12.mi.us
Mrs.	Lamis	Srouf	Resource Teacher	srouf1@dearborn.k12.mi.us
Mrs.	Mary	Timpf	Literacy Coach	timpfm@dearborn.k12.mi.us
Mrs.	Jennifer	Hourani	teacher	houranj@dearborn.k12.mi.us
Mrs.	Amal	Kaddouh	parent	berrykad14@hotmail.com
Mrs.	Elizabeth	Chisek	teacher	chiseke@dearborn.k12.mi.us
Mrs.	Suzanne	Mardini	teacher	mardins@dearborn.k12.mi.us
Ms.	Kim	Donoghue	teacher	donoghk@dearborn.k12.mi.us
Mrs.	Ahlam	Beydoun	teacher	beydoua@dearborn.k12.mi.us
Mrs.	Janan	Hider	teacher	hiderj@dearborn.k12.mi.us
Mrs.	Huda	Essa	teacher	essah@dearborn.k12.mi.us
Mrs.	Kathy	Daly	teacher	dalyk1@dearborn.k12.mi.us
Mrs.	Amy	Gwizdz	teacher	gwizdza@dearborn.k12.mi.us
Mrs.	Kidada	Simmons	teacher	simmonk@dearborn.k12.mi.us
Mr.	Hussein	Bazzy	teacher	bazzyhsimmonk@dearborn.k12.mi.us

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

All stakeholders are involved in the school improvement process from start to finish. All staff members review and analyze data to find gaps in achievement and implications for improvement. Parents are included in the review process and add input where needed.

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

Decisions about curriculum, instruction, and assessment are all based on best practices and current research. All school improvement implementations reflect state and local mandates and expectations. In addition, school improvement goals reflect our school population and needs.

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

All data and student information is shared with staff and parents. Staff members use all information to guide instruction for each student. Parents are delivered all information through teacher conferences and parent meeting. Data is explained and all questions and concerns are addressed. Parent meetings offer translation into Arabic.

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:

Principal

Address:

14767 Prospect

Telephone Number:

313-827-2300

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?

- Staff will use district-wide scheduled late starts for Daily 5/CAFE training.
 - Teachers will compile and review diagnostic, formative, and summative assessments in order to drive instruction
 - Teachers will collaborate to compare MEAP items with GLCEs to identify gaps in instruction (power standards)
 - Training on embedded programs for new staff members, such as Reading Recovery Strategies, Tumblebooks, Study Island, KC4, Marzano Thinking Maps, SIOP, Promethean Board, and DRA2, as well as review for all other staff members.
 - Teachers will improve teaching skills through the study of research-based strategies.
 - Teachers will use MEAP, Daily 5 and district writing prompts to drive instruction, then collaborate to find indicators of effective teaching, as evidenced by student work.
 - Teachers will continue to use Marzano Thinking Maps to organize their thoughts to improve writing.
 - All teachers will receive information on research based practices that target sub-groups such as gender, LEP, and economically disadvantaged.
 - Professional development in Think Aloud strategies for solving story problems and estimation (reducing complex problems into steps).
 - Teachers will be provided with appropriate materials, resources, and individualized staff development to enhance lessons to assure desired learning results.
 - Teachers will collaborate to disaggregate data to differentiate instruction in order to personalize and structure whole group and small group instruction.
 - All teachers will receive information on research based practices that target sub-groups such as gender, LEP, and economically disadvantaged.
- All of these topics will be reviewed during late starts

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

All instructional materials ordered must be aligned with at least one of the school improvement goals. Teachers and Paraprofessionals are given professional development that also focuses on these goals.

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

Every classroom has computers, an ELMO, projector, televisions, and phones. Geer Park also has: 4 Promethean Boards, 3 Laptop Carts, and a broadcasting cart & club.

Students and staff members regularly use: websites, WorldBookOnline, Tumblebooks, United Streaming, PD 360, PrometheanPlanet, and Starfall.

Also used is SuccessMaker, Study Island, Kidspiration, Microsoft Office, Media Blender, Active Studio, iPhoto, and Atomic Learning.

Our school has an active website, GeerParkElementary.org, with parent, student, and teacher links.