

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Haigh Elementary School

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

Principal: Ms. Patricia Buoy

Building Code: 01637

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:	Haigh Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	01637
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The vision of Henry A. Haigh Elementary School is to create processes for the staff and students to achieve academic and professional success.

Mission Statement

The mission of Henry A. Haigh Elementary School is to create a safe and supportive learning environment that enables all students to master the skills and values of a global society and to become productive life-long learners.

Beliefs Statement

We hold honesty, integrity, respect for self and others, responsibility, courtesy and citizenship as core values for our school.

Goals

ID	Name	Development Status	Progress Status
4190	Writer's Workshop: Author/Genre Studies	Approved	Open
4576	Readers' Workshop: Author & Genre Study	Approved	Open
15518	Problem Solving	Approved	Open

Goal 1: Writer's Workshop: Author/Genre Studies

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students (K-5) will write with increased proficiency on 6+1 Writing Rubrics. The percentage of students consistently scoring a 4, 5, or 6 on the Dearborn Public Schools Narrative Writing 6+1 Rubric will increase by a minimum of 10% (according to the corresponding grade level rubric) by the Spring Assessment. All students will engage in author and genre studies to facilitate this goal.

Gap Statement : Even though we showed close to 30% improvement in all 6 traits of writing, student proficiency levels on all 6 traits average approximately 50%.

Cause for Gap : Ideas & Content grew from 20.3% proficient to 52.3% proficient.

Organization grew from 15.2% to 51% proficient.

Voice grew from 15.4% to 46.1%

Word choice from 16.4% to 44.6%.

Fluency grew from 20% to 49.3%.

Conventions grew from 22.2% to 48.3%.

However, our ELL population at every grade level performed substantially lower in each trait. There were also discrepancies with other subgroup scores, with economically disadvantaged and special education populations also performing below the general population.

While we expect the overall percentages to go up 10%, we expect our ELL population to increase by 20%.

Multiple measures/sources of data you used to identify this gap in student achievement : Dearborn Public Schools 6+1 Writing Rubric

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? Dearborn Public Schools 6+1 Writing Rubric

Contact Name : Patricia Buoy

List of Objectives:

ID	Objective
6844	Students will increase their ability to effectively communicate in writing, specifically in the areas of enhanced organization, idea development, and word choice skills. Author and genre study anchor texts will be used to model these activities. Average student proficiency rates in the 6 Traits of Writing will increase a minimum of 10% in each of these areas due to teacher implementation of author & genre studies. Student proficiency will be measured 3 times during the school year.

1.1. Objective: Increased student ability in writing through author & genre study.

Measurable Objective Statement to Support Goal : Students will increase their ability to effectively communicate in writing, specifically in the areas of enhanced organization, idea development, and word choice skills. Author and genre study anchor texts will be used to model these activities. Average student proficiency rates in the 6 Traits of Writing will increase a minimum of 10% in each of these areas due to teacher implementation of author & genre studies. Student proficiency will be measured 3 times during the school year.

List of Strategies:

ID	Strategy	Locked By
6844	1. Teachers will integrate author and genre studies into literacy instruction to enhance student writing skills. 2. Teachers will integrate summarizing and note-taking as well as comparison and contrast (Marzano interventions) into author and genre study activities.	

1.1.1. Strategy: Writing Best Practices

Strategy Statement: 1. Teachers will integrate author and genre studies into literacy instruction to enhance student writing skills.
 2. Teachers will integrate summarizing and note-taking as well as comparison and contrast (Marzano interventions) into author and genre study activities.

Selected Target Areas

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

SAR 3.4 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?

Ruth Culham: 6 Traits of Effective Writing
 MDE
 Genre Study Project
 Classrooms That Work. Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will be exposed to a variety of authors and genres that will be used to model different writing purposes & styles of writing. Students will be encouraged to incorporate this information as they apply the 6 traits of effective writing to their personal narrative writing pieces.	09/07/2010	06/10/2011	Jilrae Greco Anne Joachim Annie Liebik Donna Jakubik
All teaching staff will collaborate to identify appropriate grade level author & genre resource material. This information will be shared across grade levels and with special education and other interventionist staff.	08/24/2010	06/10/2011	Patricia Buoy

1.1.1.1. Activity: Author/Genre Studies

Activity Description: Students will be exposed to a variety of authors and genres that will be used to model different writing purposes & styles of writing. Students will be encouraged to incorporate this information as they apply the 6 traits of effective writing to their personal narrative writing pieces.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Jilrae Greco
 Anne Joachim
 Annie Liebik
 Donna Jakubik

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Author & Genre implementation support	No Funds Required	0.00	0.00

1.1.1.2. Activity: Author/Genre Teacher Preparation

Activity Description: All teaching staff will collaborate to identify appropriate grade level author & genre resource material. This information will be shared across grade levels and with special education and other interventionist staff.

Activity Type: None

Planned staff responsible for implementing activity: Patricia Buoy

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/24/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Late arrival collaboration time	No Funds Required	0.00	0.00

Goal 2: Readers' Workshop: Author & Genre Study

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students (K-5) will read and comprehend text with increased proficiency on the DRA 2 Comprehension Rubric. The percentage of general population students consistently scoring within the proficient range at grade level will increase by a minimum of 3% by the Spring DRA 2 assessment. 95% of general population students (3-5) will increase their reading scores by 3% or higher on the 2011 Reading MEAP.

ELL students will increase by a minimum of 2% between Fall and Spring DRA Assessments and will demonstrate a minimum increase of 5% on the Reading MEAP.

Gap Statement : According to the 2009 MEAP results, our students lack comprehension strategies for the following components: comparing/contrasting relationships within/across texts; retelling main idea(s); identifying relevant details of text; determining meaning of words/phrases in context; identifying thoughts/motivations, themes, main ideas (identifying and re-telling), and lessons within texts.

School-wide average DRA 2 Comprehension Scores indicate that 76% of students scored at or above proficient levels in the Fall and 93% scored at or above proficient levels in the Spring.

Based on our analysis of 2009 MEAP reading scores, average 3,4, and 5 grade scores indicate that 93% of general population students are proficient in reading. A significant gap still exists with ELL populations and students of Low SES, and these gaps increase as grade level increases.

Cause for Gap : On the 2009 Reading MEAP, Grade 3 general population students scored an average score of 87%, while ELL population scored 85%.

On the 2009 Reading MEAP, Grade 4 general population students scored an average score of 87%, while ELL population scored 55%.

On the 2009 Reading MEAP, Grade 5 general population students scored an average score of 90%, while ELL population scored 42%.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Reading DRA 2

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 Reading DRA 2

Contact Name : Patricia Buoy

List of Objectives:

ID	Objective
6841	Students will increase their ability to comprehend text as a result of engaging in author and genre studies. General population students will demonstrate an increase of 3% in Fall to Spring DRA 2 scores and an increase of 3% on Reading MEAP. ELL students will show an increase of 2% on the DRA 2 scores and a minimum of 5% on the Reading MEAP.

2.1. Objective: Author & Genre Study

Measurable Objective Statement to Support Goal : Students will increase their ability to comprehend text as a result of engaging in author and genre studies. General population students will demonstrate an increase of 3% in Fall to Spring DRA 2 scores and an increase of 3% on Reading MEAP. ELL students will show an increase of 2% on the DRA 2 scores and a minimum of 5% on the Reading MEAP.

List of Strategies:

ID	Strategy	Locked By
6841	Teachers will incorporate author and genre studies into lessons for the purpose of improving	

	comprehension strategies. Teachers will extend and expand author and genre studies using various resources, including MDE Genre Study Project and GLCE alignment.	
6841	Teachers will be inserviced on the Daily 5 / Cafe comprehensive literacy model and will integrate the program throughout the school year.	

2.1.1. Strategy: Readers' Workshop Author & Genre Study

Strategy Statement: Teachers will incorporate author and genre studies into lessons for the purpose of improving comprehension strategies. Teachers will extend and expand author and genre studies using various resources, including MDE Genre Study Project and GLCE alignment.

Selected Target Areas

SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

- Michigan Genre Project
www.michigan.gov/mde/genrestudyproject.gov
- The Cafe Book: Gail Boushey & Joan Moser
- The Daily 5: Gail Boushey & Joan Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will develop lists of genres and corresponding authors to use as mentor texts. Teachers will work with tools from MDE and other district literacy resources. Teachers will share best practices and success stories at regularly scheduled professional learning opportunities including staff meetings and late arrival sessions.	08/26/2010	06/10/2011	Donna Jakubik

2.1.1.1. Activity: Author & Genre Study

Activity Description: Teachers will develop lists of genres and corresponding authors to use as mentor texts.

Teachers will work with tools from MDE and other district literacy resources. Teachers will share best practices and success stories at regularly scheduled professional learning opportunities including staff meetings and late arrival sessions.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Donna Jakubik

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/26/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Author and Genre Study Implementation	No Funds Required	0.00	0.00

2.1.2. Strategy: Daily 5 & Cafe

Strategy Statement: Teachers will be inserviced on the Daily 5 / Cafe comprehensive literacy model and will integrate the program throughout the school year.

Selected Target Areas

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 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?

The Daily 5. Gail Boushey & Joan Moser
 The Cafe Book. Gail Boushey & Joan Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be inserviced throughout the year on Daily 5 implementation.	08/30/2010	06/16/2011	Literacy Intervention Coach (TBD)

2.1.2.1. Activity: Daily 5 Implementation

Activity Description: Teachers will be inserviced throughout the year on Daily 5 implementation.

Activity Type: None

Planned staff responsible for implementing activity: Literacy Intervention Coach (TBD)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Daily 5 support materials	PTA	500.00	0.00

Goal 3: Problem Solving

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their ability to apply basic mathematical concepts in problem solving situations.

Gap Statement : 2009 MEAP scores for grades 4 & 5 dropped 8% from the 2008-2009 scores. Analysis indicated that students in both grades particularly struggled with story problems where they had to apply multiple, basic math principles. Sub-populations (ELL, SPED and ED) all performed lower than the corresponding general populations. Teachers indicate the same trends exist with District Common Math Assessments.

Cause for Gap : In 2008-2009 there was a 8% decline in math scores on the MEAP for 4-5 graders.

Even though we demonstrate an approximate 90% proficiency overall, there is still a gap of at least 10-20% below that proficiency level with our ELL population. This same gap is present with our Low SES student population.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP
District Common Math Assessments

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
District Common Math Assessments

Contact Name : Patricia Buoy

List of Objectives:

ID	Objective
16929	Building-wide math interventions (Thinking Maps, Basic Math Concept Reinforcement) will result in an increase in MEAP Math scores, especially for ELL students in grades 3-5 and rising 5th grade scores. 5th grade average scores on the MEAP Math will increase by a minimum of 5%. ELL scores will increase by 2% across all grade levels.

3.1. Objective: Basic Mathematical Concept Reinforcement

Measurable Objective Statement to Support Goal : Building-wide math interventions (Thinking Maps, Basic Math Concept Reinforcement) will result in an increase in MEAP Math scores, especially for ELL students in grades 3-5 and rising 5th grade scores. 5th grade average scores on the MEAP Math will increase by a minimum of 5%. ELL scores will increase by 2% across all grade levels.

List of Strategies:

ID	Strategy	Locked By
16929	All teachers will implement various interventions to reinforce basic mathematical concepts across all grade levels. These will include: Marzano thinking maps and non-linguistic representations, problem solving strategies, review of basic mathematical functions and vocabulary, and increased mathematical fact drills and applications. Additionally, teachers will use anchor charts and other technology applications to reinforce basic mathematical concepts. Teachers will monitor student progress through daily classroom work, district common assessments, and teacher created materials.	

3.1.1. Strategy: Basic Mathematical Concept Reinforcement through Marzano Thinking Maps

Strategy Statement: All teachers will implement various interventions to reinforce basic mathematical concepts across all grade levels. These will include: Marzano thinking maps and non-linguistic representations, problem solving strategies, review of basic mathematical functions and vocabulary, and increased mathematical fact drills and applications. Additionally, teachers will use anchor charts and other technology applications to reinforce basic mathematical concepts. Teachers will monitor student progress through daily classroom work, district common assessments, and teacher created materials.

Selected Target Areas

- SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
- SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- SAR 3.4 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 3.8 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?

Classrooms That Work. Robert Marzano
 Thinking Maps: A Language for Learning by Yeager & Hyerle.
 Everyday Math
<http://www.everydaymath.com>
 IXL
<http://www.ixl.com>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will implement Marzano Thinking Maps at every grade level to assist students in developing mathematical problem solving skills. Teachers will be inserviced on the implementation of Thinking Maps and will share best practices and success stories at regularly scheduled professional learning opportunities (late starts and staff meetings).	08/30/2010	06/10/2011	Jilrae Greco Jaleela Ahmed

3.1.1.1. Activity: Marzano Thinking Maps Implementation

Activity Description: Teachers will implement Marzano Thinking Maps at every grade level to assist students in developing mathematical problem solving skills. Teachers will be inserviced on the implementation of Thinking Maps and will share best practices and success stories at regularly scheduled professional learning opportunities (late starts and staff meetings).

Activity Type: None

Planned staff responsible for implementing activity: Jilrae Greco
Jaleela Ahmed

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps: A Language for Learning	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$0.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$500.00	\$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.	Saba	Khan	PTA President	skahn08@yahoo.com
Mrs.	Jilrae	Greco	Teacher	grecoj@dearborn.k12.mi.us
Mrs.	Donna	Jakubik	Teacher	jakubid@dearborn.k12.mi.us
Mrs.	Anne	Joachim	teacher	joachia@dearborn.12.mi.us
Mrs.	Patricia	Buoy	principal	buoy@dearborn.k12.mi.us
Mrs.	Anne	Lybik	Teacher	lybika@dearborn.k12.mi.us

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

The staff stakeholders develop the goals based on formative and summative assessments. The parent stakeholders support the goals by reinforcing classroom instruction as directed by the staff stakeholders.

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 made at Henry A. Haigh Elementary School by evaluating formative and summative assessments. Where gaps are present, the staff stakeholders design goals to increase student performance and understanding. Parent stakeholders are trained by the teachers through regular meetings (formal and informal). Regular communication between staff and parents ensures continued support of student achievement.

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

Staff stakeholders will hold regular meetings to inform and answer questions regarding any goal statements that need clarification. Staff stakeholders will also utilize internet resources (teacher blogs, school website, email, distribution email lists, etc.). Parent stakeholders will also utilize the internet resources listed to communicate with staff.

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:

Norma Jean Sass

Address:

18700 Audette Dearborn, MI 48124

Telephone Number:

313-827-3025

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?

Teachers will be in-serviced in Thinking Maps, The Daily 5 and Cafe Daily Literacy and Assessment Program, Author & Genre Studies (through MDE), and will share best practices and success stories at regularly scheduled meetings. An innovation for the 2010-2011 school year is a series of regularly scheduled late arrival professional learning opportunities. These will allow building staff to work as professional learning communities to realize school improvement goals.

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

School Improvement has been integrated into our daily activities and aligns with day-to-day routines. As such, the school improvement process is supported by general building funds.

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

In compliance with the district 3-year technology plan, technology is being integrated into all aspects of building operation. Haigh has a part-time technology teacher who works with classroom staff to fully integrate technology into teaching and learning. Additionally, we have applied for a grant through the Dearborn Educational Foundation requesting an ELMO for each classroom. We will also explore outside funding sources to provide Promethean Boards.