

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Howard Elementary School

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

Principal: Mr. Andrew Denison

Building Code: 01974

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	5
Vision	6
Goals	7
Goal 1: Writing using details and examples.	7
Goal 2: Writing with purpose and to an audience.	10
Goal 3: Using critical thinking to make inferences.	13
Resource Profile	17
Stakeholders	17
Statement of Non-Discrimination	20
Conclusion	21

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:	Howard Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	01974
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The vision of the Howard Elementary School community is that all students' needs are met. Parents and staff members are partners in fostering a positive environment and a professional learning community.

Mission Statement

We, the Howard School community, foster an environment which nurtures academic excellence, social conscience and personal potential.

Beliefs Statement

Academic excellence is when individuals reach their highest level of potential in the areas of math, literacy, science, social studies, physical education and the fine arts.

Social conscience is the understanding and application to one's daily life, the core values of honesty, integrity, responsibility, respect of self and others, courtesy and citizenship. It also implies that students will become contributing members in the community and the world.

Personal potential is the student finding and defining his own strengths both academic and non-academic. It also means seeking out opportunities for continuous learning.

Our students reflect these beliefs in the student pledge which is recited daily in each classroom.

Goals

ID	Name	Development Status	Progress Status
2953	Writing using details and examples.	Approved	Open
4714	Writing with purpose and to an audience.	Approved	Open
4715	Using critical thinking to make inferences.	Approved	Open

Goal 1: Writing using details and examples.

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will write using details and examples to adequately develop ideas and content.

Gap Statement : 4th and 5th graders from lower Socio-Economic backgrounds were 10% (or more) lower than rest of students. 3rd and 4th graders demonstrated 10% or more gap between Male and Females. (As evidenced on MEAP scores 2005-2008)

Cause for Gap : Lower S.E. families have a higher mobility rate (as evidenced on the Intervention Wall) and parents usually have less formal education (usually no higher education). These children often do not have the prior experiences and background knowledge that other children have coming to school.

3 of 4 years of M.E.A.P. data show a gap between males and females in 3rd and 4th grades (approx. 10% or more). In 5th grade the gap decreases significantly. This is probably a developmental lag on the part of the males that seems to catch up in 5th grade.

Multiple measures/sources of data you used to identify this gap in student achievement : Multiple years of M.E.A.P. scores, District Common Assessments (6+1 Writing Rubric), Intervention Wall, PCL Writing assessments, classroom assessments and observations (conferences) and Unit tests.

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? All teachers will monitor progress of students during conferences, using 6+1 Writing rubric, PCL rubric, and 4th grade writing MEAP tests will show a decrease in the comments especially #3 (clarity and specificity). Standard II (Audience Purpose/Author's Craft) on PCL Writing Proficiency Benchmark will show improvement and 6+1 Rubric test scores will show growth in Content and Ideas.

Contact Name : Kathleen Sawyers

List of Objectives:

ID	Objective
4858	40% of 4th grade students (this is approximately 20% increase) will remain on topic and will give details and examples on MEAP writing as measured in the comment code (#3 in 2008). Each grade level will show

10% increase on PCL Writing Proficiency Benchmark Standard II. Students will also improve on 6+1 Trait Rubric in Contents and Ideas.

1.1. Objective: Students will remain focused on main idea (stay on topic).

Measurable Objective Statement to Support Goal : 40% of 4th grade students (this is approximately 20% increase) will remain on topic and will give details and examples on MEAP writing as measured in the comment code (#3 in 2008). Each grade level will show 10% increase on PCL Writing Proficiency Benchmark Standard II. Students will also improve on 6+1 Trait Rubric in Contents and Ideas.

List of Strategies:

ID	Strategy	Locked By
4858	Teachers will model in mini lessons, writing that remains on topic and gives details and examples. Teachers will model using graphic organizers to plan writing. Teachers will conference with students and will help them revise writing to keep it on topic and increase details and examples. Teachers and students will create anchor charts that demonstrate writing that remains on topic and uses details and examples. Teachers will use mentor texts to discuss how authors remain on topic and give details and examples in writing. Teachers will state clear objectives for each lesson and give feedback in a reasonable time frame.	

1.1.1. Strategy: Writing using details and examples.

Strategy Statement: Teachers will model in mini lessons, writing that remains on topic and gives details and examples. Teachers will model using graphic organizers to plan writing. Teachers will conference with students and will help them revise writing to keep it on topic and increase details and examples. Teachers and students will create anchor charts that demonstrate writing that remains on topic and uses details and examples. Teachers will use mentor texts to discuss how authors remain on topic and give details and examples in writing.

Teachers will state clear objectives for each lesson and give feedback in a reasonable time frame.

Selected Target Areas

- SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- SAR 2.5 Fosters a learning community
- SAR 2.6 Provides teachers and students opportunities to lead
- SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- SAR 2.9 Responds to community expectations and stakeholder satisfaction

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
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
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness

Other Required Information for Strategy

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

- MEAP Data
- Common Assessment Information
- Quarterly Writing Assessments
- Daily Observations of Students by Teachers
- Intervention Wall

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-Teachers will participate in professional development meetings that focus on implementing PCL model methods for Writer's Workshop. - Teachers will use rubrics to assess student writing. - Students will be made aware of rubrics and expectations for their writing. -Teachers will share and network through grade level, staff meetings, and online utilizing www.arliteracymodel.com. -Teachers will share student writing that demonstrates use of details, examples and remain on topic. -Student and teachers will use graphic organizers to develop examples and details. -Students will write daily for sustained periods of time. -Teachers will facilitate the Writer's Workshop model. -Teachers will participate in professional development meetings that focus on the implementation of Daily Five and CAFE.	09/07/2010	06/17/2011	All staff will work to implement the School Improvement Plan. Kathi Sawyers will support staff by attending District Language Arts meetings and facilitating School Improvement break out sessions. Mr. Denison will observe classroom instruction and will monitor the use of School Improvement strategies. Debra Raschke will support classroom teachers in the implementation of PCL strategies and methods.

1.1.1.1. Activity: Writing using details and examples.

Activity Description: -Teachers will participate in professional development meetings that focus on implementing PCL model methods for Writer's Workshop.

- Teachers will use rubrics to assess student writing.
- Students will be made aware of rubrics and expectations for their writing.
- Teachers will share and network through grade level, staff meetings, and online utilizing www.arliteracymodel.com.
- Teachers will share student writing that demonstrates use of details, examples and remain on topic.
- Student and teachers will use graphic organizers to develop examples and details.
- Students will write daily for sustained periods of time.
- Teachers will facilitate the Writer's Workshop model.
- Teachers will participate in professional development meetings that focus on the implementation of Daily Five and CAFE.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff will work to implement the School Improvement Plan. Kathi Sawyers will support staff by attending District Language Arts meetings and facilitating School Improvement break out sessions. Mr. Denison will observe classroom instruction and will monitor the use of School Improvement strategies. Debra Raschke will support classroom teachers in the implementation of PCL strategies and methods.

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
Unit Budget	General Funds	5,000.00	0.00

Goal 2: Writing with purpose and to an audience.

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

Student Goal Statement : All students will demonstrate an understanding of audience and purpose in their writing.

Gap Statement : No major gaps were detected in MEAP sub-groups. However, Standard II of the Dorn rubric is weak across grade levels.

Cause for Gap : Lack of focused instruction on PCL rubric.

Multiple measures/sources of data you used to identify this gap in student achievement : Multiple years of MEAP scores, information from the Intervention Wall, DRA-II assessment information, PCL writing information, 6+1 Traits assessment information, classroom assessments and student conference information.

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? At least 50% of all students will be meeting or exceeding proficiency levels on Standard II of the PCL rubric. Each grade level will show a 10% increase in Standard II on the PCL rubric. Gains measured by the PCL rubric will also have a positive impact on MEAP writing scores for all participants.

Contact Name : Debra Raschke

List of Objectives:

ID	Objective
5179	At least 50% of all students will be meeting or exceeding proficiency levels on Standard II of the PCL rubric. Each grade level will show a 10% increase in Standard II on the PCL rubric. Gains measured by the PCL rubric will also have a positive impact on MEAP writing scores for all participants.

2.1. Objective: Writing with purpose and to an audience.

Measurable Objective Statement to Support Goal : At least 50% of all students will be meeting or exceeding proficiency levels on Standard II of the PCL rubric. Each grade level will show a 10% increase in Standard II on the PCL rubric. Gains measured by the PCL rubric will also have a positive impact on MEAP writing scores for all participants.

List of Strategies:

ID	Strategy	Locked By
5179	Teachers will share writing that demonstrates use of audience and purpose through mentor texts. Students and teachers will use graphic organizers as a prewriting activity to set the purpose and designate their intended audience. Teachers will facilitate the Writer's Workshop model. Teachers and students will generate and utilize anchor charts. Teachers will state clear objectives for each lesson and provide relevant feedback for assignments. Teachers will implement concepts from Daily Five and Cafe to strengthen student writing.	

2.1.1. Strategy: Writing with purpose and to an audience.

Strategy Statement: Teachers will share writing that demonstrates use of audience and purpose through mentor texts. Students and teachers will use graphic organizers as a prewriting activity to set the purpose and designate their intended audience. Teachers will facilitate the Writer's Workshop model. Teachers and students will generate and utilize anchor charts. Teachers will state clear objectives for each lesson and provide relevant feedback for assignments. Teachers will implement concepts from Daily Five and Cafe to strengthen student writing.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
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 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.5 Fosters a learning community
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 3.6 Allocates and protects instructional time to support student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

Other Required Information for Strategy

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

Partnership in Comprehensive Literacy - Linda Dorn Arkansas Literacy Approach
 Classroom Instruction that Works by Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-Teachers will participate in team meetings that focus on PCL instructional techniques that will improve student writing. -Teachers will gain a deeper understanding of the PCL writing rubrics as they assess student writing samples through scheduled professional development meetings. -Teachers will collaborate with one another, visit other classrooms and use technology to strengthen writing instruction. - Teachers and students will analyze writing samples focusing on audience, purpose and genre. -Teachers will use mentor texts to model good writing for all students. -Teachers will use graphic organizers with students as a prewriting strategy to help them focus on their intended audience and purpose of their writing. -Teachers will participate in professional development meetings that focus on implementing PCL model methods for Writer's Workshop. - Teachers will use rubrics to assess student writing. - Teachers will implement strategies from Daily Five and Cafe to strengthen writing instruction during literacy.	09/07/2010	06/17/2011	All staff will work to implement the School Improvement Plan. Debra Raschke will support staff by facilitating School Improvement break out sessions. Mr. Denison will observe classroom instruction and will monitor the use of School Improvement strategies. Debra Raschke will support classroom teachers in the implementation of PCL strategies and methods.

2.1.1.1. Activity: Writing with purpose and to an audience.

- Activity Description:** -Teachers will participate in team meetings that focus on PCL instructional techniques that will improve student writing.
- Teachers will gain a deeper understanding of the PCL writing rubrics as they assess student writing samples through scheduled professional development meetings.
 - Teachers will collaborate with one another, visit other classrooms and use technology to strengthen writing instruction.
 - Teachers and students will analyze writing samples focusing on audience, purpose and genre.
 - Teachers will use mentor texts to model good writing for all students.
 - Teachers will use graphic organizers with students as a prewriting strategy to help them focus on their intended audience and purpose of their writing.
 - Teachers will participate in professional development meetings that focus on implementing PCL model methods for Writer's Workshop.
 - Teachers will use rubrics to assess student writing.
 - Teachers will implement strategies from Daily Five and Cafe to strengthen writing instruction during literacy.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff will work to implement the School Improvement Plan. Debra Raschke will support staff by facilitating School Improvement break out sessions. Mr. Denison will observe classroom instruction and will monitor the use of School Improvement strategies. Debra Raschke will support classroom teachers in the implementation of PCL strategies and methods.

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
Literacy Coach	Title II Part A	35,000.00	0.00
Level books	Title III	3,500.00	0.00
Intervention Teacher	Section 31 a	35,000.00	0.00
Unit Budget	General Funds	2,000.00	0.00

Goal 3: Using critical thinking to make inferences.

Content Area : English Language Arts
Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate critical thinking skills to make inferences across the curriculum.

Gap Statement : 4th and 5th graders from lower Socio-Economic backgrounds were at least 15% points (15 points in 4th grade and 37 points in 5th grade) lower than the scores of all students

Cause for Gap : Lower socio economic families have a higher mobility rate (as evidenced on the Intervention Wall). These children often do not have the prior experiences and background knowledge that other children have coming to school.

Multiple measures/sources of data you used to identify this gap in student achievement : Multiple years of M.E.A.P. scores, DRA-II scores, Intervention Wall information, classroom assessments and observations (conferences).

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? All teachers will monitor progress of students during reader's workshop time. Through direct instruction and support by the classroom teacher, students will continue to show proficiency on the Reading MEAP tests and close the achievement gap between economically disadvantaged students and the whole group by at least 5% points.

Contact Name : Jane Dearth

List of Objectives:

ID	Objective
5180	Students who are economically disadvantaged will show at least a 10% increase on proficiency levels as measured by the fall MEAP reading tests. Each grade level will show 10% increase DRA-II scores in the spring.

3.1. Objective: Using critical thinking to make inferences.

Measurable Objective Statement to Support Goal : Students who are economically disadvantaged will show at least a 10% increase on proficiency levels as measured by the fall MEAP reading tests. Each grade level will show 10% increase DRA-II scores in the spring.

List of Strategies:

ID	Strategy	Locked By
5180	Students will use graphic organizers as they organize learned content while they are reading. Students will utilize the reading/writing notebooks to make predictions and summarize what they have read. Students will make connections with what they have read to real world examples. Teachers will model "think alouds" using strategies with each student in all subject areas.	

Teachers will model strategies for using text features and will display this information on anchor charts in their classroom. Teachers will use a multi-media approach to teach critical thinking skills. Teachers will use mentor texts and literacy discussion groups to foster critical thinking skills. Teachers will state clear objectives for each lesson and give feedback in a reasonable time frame.

3.1.1. Strategy: Using critical thinking to make inferences.

Strategy Statement: Students will use graphic organizers as they organize learned content while they are reading. Students will utilize the reading/writing notebooks to make predictions and summarize what they have read. Students will make connections with what they have read to real world examples. Teachers will model "think alouds" using strategies with each student in all subject areas. Teachers will model strategies for using text features and will display this information on anchor charts in their classroom. Teachers will use a multi-media approach to teach critical thinking skills. Teachers will use mentor texts and literacy discussion groups to foster critical thinking skills. Teachers will state clear objectives for each lesson and give feedback in a reasonable time frame.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.1 Establishes policies and procedures that provide for the effective operation of the school
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Partnership in Comprehensive Literacy - Linda Dorn Arkansas Literacy Model
 Classroom Instruction That Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-Teachers will participate in professional development meetings that focus on implementing PCL model methods for Reader's Workshop. - Teachers will share and network through grade	09/07/2010	06/17/2011	All staff will work to implement the School Improvement Plan. Jane Dearth will support staff by

<p>level, staff meetings, and online utilizing www.arliteracymodel.com. -Student and teachers will use graphic organizers to teach reading in all subject areas. -Students will read daily for sustained periods of time ? at home and at school. -Teachers will facilitate the Reader's Workshop model. - Teachers will learn about the Daily Five and implement these strategies into their literacy instruction. -The Daily Five and Cafe literacy systems will be implemented in each classroom.</p>		<p>facilitating School Improvement break out sessions. Mr. Denison will observe classroom instruction and will monitor the use of School Improvement strategies. Debra Raschke will support classroom teachers in the implementation of PCL strategies and methods that support good reading instruction.</p>
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3.1.1.1. Activity: Using critical thinking to make inferences.

Activity Description: -Teachers will participate in professional development meetings that focus on implementing PCL model methods for Reader's Workshop.
 -Teachers will share and network through grade level, staff meetings, and online utilizing www.arliteracymodel.com.
 -Student and teachers will use graphic organizers to teach reading in all subject areas.
 -Students will read daily for sustained periods of time ? at home and at school.
 -Teachers will facilitate the Reader's Workshop model.
 -Teachers will learn about the Daily Five and implement these strategies into their literacy instruction.
 -The Daily Five and Cafe literacy systems will be implemented in each classroom.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff will work to implement the School Improvement Plan. Jane Dearth will support staff by facilitating School Improvement break out sessions. Mr. Denison will observe classroom instruction and will monitor the use of School Improvement strategies. Debra Raschke will support classroom teachers in the implementation of PCL strategies and methods that support good reading instruction.

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
Literacy Coach	Title II Part A	35,000.00	0.00
Unit Budget	General Funds	1,500.00	0.00
Interventionist	Section 31 a	35,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$8,500.00	\$0.00
Section 31 a	\$70,000.00	\$0.00
Title II Part A	\$70,000.00	\$0.00
Title III	\$3,500.00	\$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
Mr.	Andrew	Denison	Principal	denisoa@dearborn.k12.mi.us
Mrs.	Kathi	Sawyers	Teacher	sawyerk@dearborn.k12.mi.us
Mrs.	Jane	Dearth	Teacher	dearthj@dearborn.k12.mi.us
Mrs.	Jackie	Hespen	Teacher	hespenj@dearborn.k12.mi.us
Mrs.	Debra	Raschke	Literacy Coach	raschkd@dearborn.k12.mi.us
Mrs.	Lisa	Joachim	Parent	lisajeff@yahoo.com
Ms.	Meryl	Obermiller	Parent	obermiller@wowway.com

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

The school improvement process has long been a strength of the Howard School community. Annually, data are analyzed to look for both programmatic strengths and area of concerns. Instructional gaps are identified and a plan implemented that will eliminate these gaps and help our students who are considered at-risk. Teachers are split into curricular areas and a member of the school improvement team assist in deciding what the specific goals are and the instructional methods needed to help all of our students achieve academically. Members of this team meet during the course of the year to plan professional development and make sure the school improvement plan is being followed by the teachers.

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

The school improvement team provides leadership in regards to curriculum, instruction and assessment. District-wide decisions are made by teachers across the district and parents from the community. Curriculum guides are available and have been aligned to state benchmarks and grade-level expectations.

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

Information regarding Howard School and the students are made available in the annual report that is written every year. In addition, information is posted on the district/school website for members of the community to view. It has been a practice in the past to share information about the school at the fall Open House or at a PTA meeting. The information shared includes assessment results and school improvement goals for the year.

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:

Andrew Denison

Address:

1611 N. York Street

Telephone Number:

(313) 827-6350

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?

Book Club discussions, review of relevant articles that are research-based, grade-level meetings, staff meetings, professional development meetings, review of student work during collaborative meetings, articulation meetings between grades and schools.

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

All available resources are used to implement the school improvement plan - unit budget funds, Title II and Title II funds, 31-A funds. Grants will be written to pay for additional support items and the PTA will support when requested. In addition, central office will support by allocating resources that become available.

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

Technology is integrated by the classroom teachers to support the learning objectives of this plan. Teachers use project-based learning to assist. Teachers communicate with parents using their blogs and district e-mail accounts. Teachers and administration will apply for grants to make technology upgrades for the future. The goal is to have Promethean Boards for teachers to deliver instruction.