

# School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Howe School

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Mrs. Dawn Eule

Building Code: 06384

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: ELA genre study . . . . .	7
Goal 2: Sci. appropriate clothing . . . . .	9
Goal 3: English Language Arts . . . . .	13
Goal 4: English Language Arts . . . . .	17
Resource Profile . . . . .	21
Title I Required Components . . . . .	22
Stakeholders . . . . .	23
Statement of Non-Discrimination . . . . .	24
Conclusion . . . . .	25

# 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](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Howe School</b>
District:	<b>Dearborn City School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5,6,7,8,9,10,11,12</b>
School Code Number:	<b>06384</b>
City:	<b>Dearborn</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

I see a community based school that provides a safe and stimulating environment where opportunities for active learning occur.

## **Mission Statement**

The Mission of Howe School is to provide learning activities that develop appropriate affective behaviors and to maximize mastery of knowledge and skills in the area of academics, communication/technology and self-help/daily-living skills and appropriate attitudes, such that all students may become productive, contributing members of society.

## **Beliefs Statement**

WE BELIEVE THAT ALL STUDENTS:

Have unlimited learning possibilities

Have the need and desire to communicate

Need active support from their families, school staff and community

Need to be useful to themselves and others

Have the potential to attain a purposeful place in society

# Goals

ID	Name	Development Status	Progress Status
5014	ELA genre study	Approved	Open
5019	Sci. appropriate clothing	Approved	Open
5038	English Language Arts	Approved	Open
5040	English Language Arts	Approved	Open

## Goal 1: ELA genre study

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

**Student Goal Statement :** Howe School CI students will increase their functional life skills by being exposed to a variety of information finding literary genres.

**Gap Statement :** Based on the results of MI-ACCESS, student progress reports, and teacher observations students attending Howe School with cognitive impairments lack skills in identifying correct informational resources to help with daily life skills (finding the phone number for a doctor's office).

**Cause for Gap :** Individual student MI-ACCESS results shows that less than 50% of our CI population can demonstrate basic information finding skills. Teacher classroom observations and community based experiences confirm this.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MI-ACCESS test results  
 Student Progress Reports  
 Systemic Observation

**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?** 5% of student's with CI will move from the emerging levels to the attained or higher levels on the MI-ACCESS ELA information genre assessment questions.

**Contact Name :** Allison Dumke

### List of Objectives:

ID	Objective
5324	Students will increase their ability to correctly identify and use appropriate information finding resources. At least 5% of our cognitively impaired students will move from the emerging level to the attained or higher levels as indicated on information locating questions on the MI-ACCESS.

## 1.1. Objective: Information Genres Objectives

**Measurable Objective Statement to Support Goal :** Students will increase their ability to correctly identify and use appropriate information finding resources. At least 5% of our cognitively impaired students will move from the emerging level to the attained or higher levels as indicated on information locating questions on the MI-ACCESS.

### List of Strategies:

ID	Strategy	Locked By
5324	Teachers will expose students to a variety of informational genres such as menu's, calendar's, phone books, newspapers and store ads, cookbooks, dictionaries, and leisure books to increase student awareness of and their ability to use these tools in daily life. Teachers will also provide ample opportunities to practice these skills in classroom settings and in real world - community settings.	

### 1.1.1. Strategy: Informational Genres

**Strategy Statement:** Teachers will expose students to a variety of informational genres such as menu's, calendar's, phone books, newspapers and store ads, cookbooks, dictionaries, and leisure books to increase student awareness of and their ability to use these tools in daily life. Teachers will also provide ample opportunities to practice these skills in classroom settings and in real world - community settings.

#### 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 4.7 Demonstrates verifiable growth in student performance
SAR 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
SAR 5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school

#### Other Required Information for Strategy

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

"Communication Displays for Engineered Pre-School Environments" by Mayer-Johnson Co.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Working collaboratively, CI staff will identify a variety of appropriate resource materials. These materials will be located in CI classrooms. Teaches will collaborate on identifying effective methods of introducing students to these materials and identify most effective methods of teaching and reinforcing appropriate use of these materials. These skills will be reinforced during community outings where students will have the opportunities to use these skills (restaurants, stores, bus rides, etc.).	09/07/2010	06/10/2011	Allison Dumke Kathleen Paluzzi

**1.1.1.1. Activity: Identify, locate and implement genre material**

**Activity Description:** Working collaboratively, CI staff will identify a variety of appropriate resource materials. These materials will be located in CI classrooms. Teaches will collaborate on identifying effective methods of introducing students to these materials and identify most effective methods of teaching and reinforcing appropriate use of these materials. These skills will be reinforced during community outings where students will have the opportunities to use these skills (restaurants, stores, bus rides, etc.).

**Activity Type:** None

**Planned staff responsible for implementing activity:** Allison Dumke  
Kathleen Paluzzi

**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
Genre specific material	Special Education	500.00	0.00

**Goal 2: Sci. appropriate clothing**

**Content Area :** Science

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Howe School CI students will increase their functional life skills by understanding hot/cold weather (temperatures) and its effect for selection of appropriate clothing and activities.

**Gap Statement :** Based on the results of MI-ACCESS, student progress reports, and teacher observations students attending Howe School with cognitive impariments lack skills in matching the appropriate clothing and activities based on the weather.

**Cause for Gap :** Individual student MI-ACCESS results shows that less than 50% of our CI population can match the appropriate clothing and activity when shown a picture of a hot/cold prompt. Teacher classroom observations confirm this.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MI-ACCESS  
 Student Progress Reports  
 Teacher Observation

**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?** 5% of students with cognitive impairments will move from the emerging levels to the attained or higher levels on the MI-ACCESS science assessment questions pertaining to temperature readings.

**Contact Name :** Rachel Jodway

**List of Objectives:**

ID	Objective
5319	Students will increase their ability to correctly identify the appropriate clothing and activity when prompted by a hot/cold stimulus. At lease 5% of student's with CI will movefrom the emerging levels to the attained or higher levels on the MI-ACCESS science assessment pertaining to temperature readings.
5338	CI students will identify an object correctly and be able to give at least one descriptor of that ob

## 2.1. Objective: Sci. appropriate clothing

**Measurable Objective Statement to Support Goal :** Students will increase their ability to correctly identify the appropriate clothing and activity when prompted by a hot/cold stimulus. At lease 5% of student's with CI will movefrom the emerging levels to the attained or higher levels on the MI-ACCESS science assessment pertaining to temperature readings.

**List of Strategies:**

ID	Strategy	Locked By
5319	Teachers will provide students with an array of pictures that illustrate clothing that is appropriate for hot weather/temperature and for cold weather/temperature. Teachers will also provide students with an array of pictures that illustrate activities that are appropriate to do when	

the weather/temperature is hot or cold.

### 2.1.1. Strategy: Sci. appropriate clothing

**Strategy Statement:** Teachers will provide students with an array of pictures that illustrate clothing that is appropriate for hot weather/temperature and for cold weather/temperature. Teachers will also provide students with an array of pictures that illustrate activities that are appropriate to do when the weather/temperature is hot or cold.

**Selected Target Areas**

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning  
 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

**Other Required Information for Strategy**

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

"Communication Displays for Engineered Preschool Environments" by Mayer-Johnson Co.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will collaborate to develop an array of pictures that illustrate appropriate clothing for hot and cold weather/temperature. Teaches will also collaborate to develop an array of pictures that illustrate appropriate activities that may occur when the weather is hot or when the weather is cold.	09/07/2010	06/10/2011	Lillian Buss Allison Dumke

#### 2.1.1.1. Activity: Sci. appropriate clothing

**Activity Description:** Teachers will collaborate to develop an array of pictures that illustrate appropriate clothing for hot and cold weather/temperature. Teaches will also collaborate to develop an array of pictures that illustrate appropriate activities that may occur when the weather is hot or when the weather is cold.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Lillian Buss  
Allison Dumke

**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
purchased images and laminating costs	Special Education	300.00	0.00

## 2.2. Objective: Object Identification

**Measurable Objective Statement to Support Goal :** CI students will identify an object correctly and be able to give at least one descriptor of that ob

**List of Strategies:**

ID	Strategy	Locked By
5338	1. Students will be provided with a variety of objects to develop a larger expressive vocabulary. 2. Students will be able to identify a variety of learned objects from their environment. 3. Students will be able to tell 1 attribute of a given object.	

### 2.2.1. Strategy: Object Identificaiton

**Strategy Statement:** 1. Students will be provided with a variety of objects to develop a larger expressive vocabulary.

2. Students will be able to identify a variety of learned objects from their environment.

3. Students will be able to tell 1 attribute of a given object.

**Selected Target Areas**

--

**Other Required Information for Strategy**

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

MI-ACCESS information was reviewed to determine appropriate strategies and action steps.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Collaborative time for writing of mini-lessons and sharing of ideas. Collaborative time for identifying a bank of objects in the community. Develop a common language to use throughout the school and classroom.	09/02/2008	06/11/2009	D. Eule, Principal

**2.2.1.1. Activity: Object Identification**

**Activity Description:** Collaborative time for writing of mini-lessons and sharing of ideas. Collaborative time for identifying a bank of objects in the community. Develop a common language to use throughout the school and classroom.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** D. Eule, Principal

**Actual staff responsible for implementing activity:** All CI teachers.

**Planned Timeline:** Begin Date - 09/02/2008, End Date - 06/11/2009

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
SLI teacher, Technology Teacher	Special Education	0.00	0.00

**Goal 3: English Language Arts**

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

**Student Goal Statement :** Howe School Montessori students will demonstrate improved use of the writing process and habits when given a prompt with 10% improvement as measured by the 6+1 Traits writing rubric.

**Gap Statement :** Analysis of the Writing portion of the MEAP, results of the 6+1 Traits Rubric, and classroom writing assignments show students lack skills in the use of the writing process when writing to a prompt.

**Cause for Gap :** Individual student 6+1 Traits Writing Rubric scores show that fewer than 65% of our Montessori students can demonstrate use of the writing process in areas of ideas and content, organization, voice, word choice, and sentence fluency. MEAP scores support this finding.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Analysis of the Writing portion of the MEAP, results of the 6+1 Traits Rubric, and classroom writing assignments show students lacking writing skills.

**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?** Ten percent of Montessori students will improve their writing as measured by the 6+1 Traits rubric when writing to a prompt.

**Contact Name :** Mary Jo Fitzpatrick

**List of Objectives:**

ID	Objective
5352	Students will increase their ability to write using the writing process (pre-writing, draft, revise, edit, final, publish) when writing to a prompt. Ten percent of our Montessori students will improve in areas of writing as measured by the 6+1 Traits Writing Rubric.
5353	Students will use enriched language (e.g. descriptive words, details, pronouns) when writing to a pr

### 3.1. Objective: Writing

**Measurable Objective Statement to Support Goal :** Students will increase their ability to write using the writing process (pre-writing, draft, revise, edit, final, publish) when writing to a prompt. Ten percent of our Montessori students will improve in areas of writing as measured by the 6+1 Traits Writing Rubric.

**List of Strategies:**

ID	Strategy	Locked By
5352	Teachers will teach students to pre-write, compose a 1st draft, revise the draft using black ink, edit the draft using red ink, and to incorporate the revision and editing into a final copy using black ink. Teachers will have students produce a published copy which is typed, illustrated, and with a cover sheet for each quarter.	

#### 3.1.1. Strategy: Writing

**Strategy Statement:** Teachers will teach students to pre-write, compose a 1st draft, revise the draft using black ink, edit the draft using red ink, and to incorporate the revision and editing into a final copy using

black ink. Teachers will have students produce a published copy which is typed, illustrated, and with a cover sheet for each quarter.

**Selected Target Areas**

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

**Other Required Information for Strategy**

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

"6+1 Traits of Writing; The Complete Guidefor the Primary Grades" by Ruth Culham

"Scaffolding Young Writers" by Linda Dorn and Carla Soffos

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will work collaboratively with the literacy coach and each other to develop mini-lessons for each stage of the sriting process. Using the books "Scaffolding Young Writers" and "6+1 Traits of Writing" teachers will develop a writers workshop approach for students to learn to pre-write, compose a 1st draft, revise, edit, incorporate the revision and editing into a final copy which will then be 'published'.	09/07/2010	06/10/2011	D. Eule, Principal

**3.1.1.1. Activity: Writing**

**Activity Description:** Teachers will work collaboratively with the literacy coach and each other to develop mini-lessons for each stage of the sriting process. Using the books "Scaffolding Young Writers" and "6+1 Traits of Writing" teachers will develop a writers workshop approach for students to learn to pre-write, compose a 1st draft, revise, edit, incorporate the revision and editing into a final copy which will then be 'published'.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** D. Eule, Principal

**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
Building Literacy Coach	No Funds Required	0.00	0.00

### 3.2. Objective: Writing

**Measurable Objective Statement to Support Goal :** Students will use enriched language (e.g. descriptive words, details, pronouns) when writing to a pr

**List of Strategies:**

ID	Strategy	Locked By
5353	1. Students will write daily in journals. 2. Students will use the 6+1 Traits rubric when revising and editing. 3. Students will participate in lessons modeling the use of enriched language. 4. Students will maintain a portfolio of dated smples of written work.	

#### 3.2.1. Strategy: Writing

**Strategy Statement:** 1. Students will write daily in journals.

2. Students will use the 6+1 Traits rubric when revising and editing.

3. Students will participate in lessons modeling the use of enriched language.

4. Students will maintain a portfolio of dated smples of written work.

**Selected Target Areas**

--

**Other Required Information for Strategy**

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

Review of literature and literacy model informaiton was used to support the creation of these strategies and actions.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Training for teachers in using the 6+1 Traits Rubric Participate in writing workshops with other buildings	09/02/2008	06/11/2009	D. Eule, Principal

**3.2.1.1. Activity: Writing**

**Activity Description:** Training for teachers in using the 6+1 Traits Rubric Participate in writing workshops with other buildings

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** D. Eule, Principal

**Actual staff responsible for implementing activity:** All Montessori teachers.

**Planned Timeline:** Begin Date - 09/02/2008, End Date - 06/11/2009

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District literacy coaches	No Funds Required	0.00	0.00

**Goal 4: English Language Arts**

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Howe School Montessori students will improve their use of language and conventions in writing when given a prompt with a 10% improvement as emasured by the 6+1 Traits Writing Rubric.

**Gap Statement :** Review of the MEAP writing, results of the 6+1 Traits writing rubrics, and classroom writing assignments demonstrate our students lack skills in the use of writing conventions when writing to a prompt.

**Cause for Gap :** Individual student 6+1 Traits Writing Rubric scores show tht fewer than 60% of our Montessori students can demonstrate appropriate use of conventions when writing to a prompt.

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

Writing Rubric, the writing portion of MEAP, and classroom writing assignments were analyzed to identify student weakness in the use of writing conventions.

**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?** Ten percent of the Montessori students will raise their individual score on the 6+1 Traits Rubric in the area of conventions when writing to a prompt.

**Contact Name :** Helen Kiesel

**List of Objectives:**

ID	Objective
5354	Ten percent of Howe School Montessori students will improve their use of language and conventions when writing to a prompt as measured by the "Conventions" category on the 6+1 Traits Rubric.

## 4.1. Objective: Writing

**Measurable Objective Statement to Support Goal :** Ten percent of Howe School Montessori students will improve their use of language and conventions when writing to a prompt as measured by the "Conventions" category on the 6+1 Traits Rubric.

**List of Strategies:**

ID	Strategy	Locked By
5354	Teachers will identify a list of high frequency words for students to master. Teachers will model and provide opportunities for students to practice the correct use of these words and the use of correct conventions of writing (variety of sentence structures and length, capitals and punctuation, and subject/verb agreement).	

### 4.1.1. Strategy: Writing

**Strategy Statement:** Teachers will identify a list of high frequency words for students to master. Teachers will model and provide opportunities for students to practice the correct use of these words and the use of correct conventions of writing (variety of sentence structures and length, capitals and punctuation, and subject/verb agreement).

**Selected Target Areas**

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 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 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?*

"Scaffolding Young Writers" by Linda Dorn and Carla Soffos

"6+1 Traits of Writing" by Ruth Culham

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will collaborate and work with the literacy coach in identifying a list of high frequency words that are commonly misspelled. Teachers will collaborate to develop mini lessons focusing on teaching writing conventions such as using a variety of sentence structures and length, using capitols and punctuation appropriately, and subject/verb agreement. Teacher will provide opportunities in their classrooms for students to practice corrent use of conventions and to coach them to mastery.	09/07/2010	06/10/2011	D. Eule, Principal

**4.1.1.1. Activity: Writing**

**Activity Description:** Teachers will collaborate and work with the literacy coach in identifying a list of high frequency words that are commonly misspelled. Teachers will collaborate to develop mini lessons focusing on teaching writing conventions such as using a variety of sentence structures and length, using capitols and punctuation appropriately, and subject/verb agreement. Teacher will provide opportunities in their classrooms for students to practice corrent use of conventions and to coach them to mastery.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** D. Eule, Principal

**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
Building literacy coach	General Funds	500.00	0.00

---

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$500.00	\$0.00
No Funds Required	\$0.00	\$0.00
Special Education	\$800.00	\$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.	Helen	Kiesel	Teacher	kieselh@dearborn.k12.mi.us
Mr.	Michael	Iavasile	Social Worker	iavasim@dearborn.k12.mi.us
Mrs.	Mary Jo	Fitzpatriack	Literacy Coach	fitzpam@dearborn.k12.mi.us
Mrs.	Allison	Dumke	Teacher for CI	dumkea@dearborn.k12.mi.us

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

Stakeholders were involved in conducting an item analysis of appropriate assessments materials and reviewing student work samples to design the goals, including all steps leading to implementation and evaluation of goals.

***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 through curriculum council participation, specific curriculum committee work, team meetings, participation at staff meetings and participation through the PTA.

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

Information regarding students progress is made to parents through quarterly reporting on a standard's based report card for students in the Montessori program. Parents and students in the CI program receive quarterly progress reports based on individual IEP goals.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Mr. Brian Whiston, Superintendent

Address:

18700 Audette, Dearborn, MI 48124

Telephone Number:

313-827-3002

## 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?***

Various workshops for the Montessori staff will be designed focusing on training using the writing process (6+1 Traits). Collaborative planning time for teachers of students with cognitive impairments will be used to identify needed materials across genres for finding information and for compiling a collection of weather related pictures.

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

Dearborn Public Schools supports this SIP by providing a building literacy coach, planning time for collaboration during the work day, and district resource staff. The district also provides SLI staff, OT/PT, and other ancillary staff needed to implement these goals.

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

Dearborn Public has developed a district-wide technology plan based on surveys conducted to determine staff and students needs. A technology curriculum was developed and implemented. Resources via people and equipment is provided to assist in the implementation of this SIP.