

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Lindbergh Elementary School

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

Principal: Mrs. Pamela DeNeen

Building Code: 00639

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:	Lindbergh Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	00639
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We envision a supportive and challenging learning environment that builds on the strengths of each student, uses innovative instructional practices, and inspires students to think critically and creatively and practice collaborative behaviors in school and community. This learning environment uses technology and research based best practices as a basis for developing and implementing sound educational programs and instructional practices.

Mission Statement

It is the mission of the Lindbergh School Staff, in partnership with the home and community, to seek and use the best practices for all students in developing lifelong learners who are responsible, literate and competent users of information and technology, giving them the ability to adapt to and succeed in an changing world.

Beliefs Statement

We believe all students....

- Can learn and will learn based on their different needs, wants, styles, and visions for success.
- Need active support from their family, school staff, and the community.
- Will learn to appreciate differences and similarities and to practice good citizenship from educators, families, and the community.
- Must have equal opportunities to learn and choices about how to learn through effective educational programming.
- Must have well maintained instructional facilities that support their learning needs.
- Must be ensured of sound financial and fiscal planning and support for their educational needs.
- Shall attend schools that have met external accreditation standards.
- Need and will be provided a nurturing learning environment

Goals

ID	Name	Development Status	Progress Status
4864	Math Goal 1	Approved	Open
4866	Writing Goal 1	Approved	Open
4867	Writing Goal 2	Approved	Open
4868	Reading Goal	Approved	Open

Goal 1: Math Goal 1

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Each student will demonstrate an 80% mastery level on the Every Day Math End of the Year Assessment.

Gap Statement : Students are not showing the same strength of knowledge on the end of the year math test as they are on the MEAP test. We want both to reflect a high level of achievement.

Cause for Gap : The curriculum is spiraling and requires keeping on track with pacing guides. Students are in process of following all GLCE's for the state and using the Every Day Math program.

Multiple measures/sources of data you used to identify this gap in student achievement : *MEAP math results for grades 3-5

*Math chapter tests and mid-year and end of the year test

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 are aware of End Results for grade levels.

Staff will maintain appropriate pacing of grade level instruction so all students will be prepared for the assessment.

Assessment results will be collected every year.

Results will be reported to building and district School Improvement Teams.

Small group intervention, re-teaching and alternative testing will be administered for those students not obtaining the above goal.

Teachers will add review items to all unit tests and quizzes to support continual practice to maintain skills.

Staff will analyze MEAP data to search for patterns or specific areas where additional instruction is needed.

Contact Name : Pamela DeNeen

List of Objectives:

ID	Objective
5099	All teachers will be aware of the end of the year expectations for their grade level. The teachers maintain a

steady pace of instruction in order for student achievement levels to be successful on the final test for the year.

1.1. Objective: Grade Level End of Year Expectations

Measurable Objective Statement to Support Goal : All teachers will be aware of the end of the year expectations for their grade level. The teachers maintain a steady pace of instruction in order for student achievement levels to be successful on the final test for the year.

List of Strategies:

ID	Strategy	Locked By
5099	Follow the pacing guide for each grade level.	

1.1.1. Strategy: Strategy 1

Strategy Statement: Follow the pacing guide for each grade level.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness

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

SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals

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?

We used the data results from the MEAP and end of the year testing. Then looked at the results of following the pacing guide of the Every Day math program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers are aware of End Results for grade levels. Staff will maintain appropriate pacing of grade level instruction so all students will be prepared for the assessment. Assessment results will be collected every year. Results will be reported to building and district School Improvement Teams. Small group intervention,	09/07/2010	06/17/2011	All K-5 teachers Administrator

re-teaching and alternative testing will be administered for those students not obtaining the above goal. Teachers will add review items to all unit tests and quizzes to support continual practice to maintain skills. Staff will analyze MEAP data to search for patterns or specific areas where additional instruction is needed.			
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1.1.1.1. Activity: Multiple Activities

Activity Description: All teachers are aware of End Results for grade levels.

Staff will maintain appropriate pacing of grade level instruction so all students will be prepared for the assessment.

Assessment results will be collected every year.

Results will be reported to building and district School Improvement Teams.

Small group intervention, re-teaching and alternative testing will be administered for those students not obtaining the above goal.

Teachers will add review items to all unit tests and quizzes to support continual practice to maintain skills.

Staff will analyze MEAP data to search for patterns or specific areas where additional instruction is needed.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 teachers

Administrator

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
Every day Math materials/ Supplemental materials as needed	General Funds	1,000.00	0.00

Goal 2: Writing Goal 1

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

Student Goal Statement : Each student will demonstrate an 80% mastery of the grade level Standard II requirements for writing based on the Partnerships in Comprehensive Literacy Rubric.

Gap Statement : Student work shows a discrepancy between their reading abilities and their writing abilities.

Cause for Gap : Focus was higher on reading instruction and writing instruction needs to be more equalized.

Multiple measures/sources of data you used to identify this gap in student achievement : * MEAP writing scores - Grades 3-5
 * Partnerships in Comprehensive Literacy Writing Rubric Scores Grades 3-5
 * 6+1 Writing assessment Rubrics

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? 1. Formal writing samples will be taken and scored 2 times a year with informal writing samples taken 3 additional times to determine what teaching points need to be addressed.
 2. A minimum of 10% or more improvement is expected toward the mastery level at each grade level.
 3. A minimum of 10% or more improvement will be expected on the MEAP writing scores.
 4. Performance levels should be consistent between genders and any other identified sub-group.

Contact Name : Pamela DeNeen

List of Objectives:

ID	Objective
5318	Each student will be able to demonstrate in writing: Topic Knowledge through Topic introduction development and conclusion through specific grade level prompts.

2.1. Objective: Writing 1

Measurable Objective Statement to Support Goal : Each student will be able to demonstrate in writing: Topic Knowledge through Topic introduction development and conclusion through specific grade level prompts.

List of Strategies:

ID	Strategy	Locked By
5318	1. Building Coach, District Coach will provide Professional Development on best practices for writing through Daily 5 and CAFE as well as writers workshop. 2. Team Meetings will address grade specific topics to follow District/State Curriculum goals. 3. Staff development will	

<p>continue to use Checking for Understanding:Formative Assessment Techniques for your Classroom along with Daily 5 and 6 + 1. 4. Staff development will work on approaches to writing workshop through CAFE instruction. 5. Materials on the 6+1 writing traits will be used in Staff development meetings and team meetings. 6. Staff will implement appropriate Marzano interventions to increase student achievement in writing.</p>
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2.1.1. Strategy: Multiple Strategies

- Strategy Statement:**
1. Building Coach, District Coach will provide Professional Development on best practices for writing through Daily 5 and CAFE as well as writers workshop.
 2. Team Meetings will address grade specific topics to follow District/State Curriculum goals.
 3. Staff development will continue to use Checking for Understanding:Formative Assessment Techniques for your Classroom along with Daily 5 and 6 + 1.
 4. Staff development will work on approaches to writing workshop through CAFE instruction.
 5. Materials on the 6+1 writing traits will be used in Staff development meetings and team meetings.
 6. Staff will implement appropriate Marzano interventions to increase student achievement in writing.

Selected Target Areas

- SAR 1.3 Identifies goals to advance the vision
- SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
- SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
- SAR 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
- SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
- SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
- SAR 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system
- SAR 2.8 Controls curricular and extracurricular activities that are sponsored by the school
- SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
- SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
- 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

Other Required Information for Strategy

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

Classrooms that Work by Marzano

The Daily 5 and CAFE by Boushey and Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
<p>Each teacher will model Writer's Craft through Read alouds and modeled writing. Opportunity to practice Writer's Workshop on a daily basis. Small group instruction will be provided for students not obtaining the above goal. For special education students, scribing and grade level adaptations will be provided. Purchase professional materials to support classroom instruction. Staff will continue to analyze MEAP data, the Daily 5, CAFE and the 6 + 1 Rubrics for areas of more intensive instruction. Staff will participate in professional development on utilizing writing throughout the curriculum.</p>	08/30/2010	06/17/2011	<p>All K-5 teachers Administration Literacy Coach/Intervention Specialist</p>

2.1.1.1. Activity: Multiple Activities

Activity Description: Each teacher will model Writer's Craft through Read alouds and modeled writing.

Opportunity to practice Writer's Workshop on a daily basis.

Small group instruction will be provided for students not obtaining the above goal. For special education students, scribing and grade level adaptations will be provided.

Purchase professional materials to support classroom instruction.

Staff will continue to analyze MEAP data, the Daily 5, CAFE and the 6 + 1 Rubrics for areas of more intensive instruction.

Staff will participate in professional development on utilizing writing throughout the curriculum.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 teachers

Administration

Literacy Coach/Intervention Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, 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
Additional Student Reading Materials	General Funds	2,000.00	0.00

Goal 3: Writing Goal 2

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

Student Goal Statement : Each student will demonstrate an 80% at grade level for the Standard III requirements for writing based on the Partnerships in Comprehensive Literacy Rubric.

Each student will be able to demonstrate in writing, Language Use and Conventions through Style & Syntax, Spelling, Punctuation and Conventions.

Gap Statement : Student work shows a discrepancy between their reading ability levels and their writing ability levels.

Cause for Gap : Focus has been more dedicated to reading. Now the focus is on closing the gap between the reading and writing scores and then to bring both to a high level of success.

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

PICL writing rubrics Standard III-collected 5 times a year

Daily/weekly checks on writing progress

6+1 Writing Rubrics

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? 1. Formal writing samples will be taken and scored 2 times a year with informal writing samples taken 3 additional times to determine what teaching points need to be addressed.

2. A minimum of 10% or more improvement is expected toward the mastery level at each grade level.

3. A minimum of 10% or more improvement will be expected on the MEAP writing scores.

Contact Name : Pamela DeNeen

List of Objectives:

ID	Objective
5323	Each student will be able to demonstrate in writing, Language use and Conventions through Style & Syntax,

Spelling, Punctuation and Conventions.

3.1. Objective: Writing 2

Measurable Objective Statement to Support Goal : Each student will be able to demonstrate in writing, Language use and Conventions through Style & Syntax, Spelling, Punctuation and Conventions.

List of Strategies:

ID	Strategy	Locked By
5323	1. Building Coach, District Coach will provide Professional Development on the Professional Development Days. 2. Team Meetings will address grade specific topics to follow District/State Curriculum goals. 3. Staff will continue using Checking for Understanding: Formative Assessment Techniques for your Classroom. 4. Writing Mini Lessons and Formative Assessment materials will be used in Staff Development meetings. 5. Materials on the 6+1 Writing traits will be used in Staff Development to follow the direction of the district.	

3.1.1. Strategy: Multiple Strategies

Strategy Statement: 1. Building Coach, District Coach will provide Professional Development on the Professional Development Days.

2. Team Meetings will address grade specific topics to follow District/State Curriculum goals.
3. Staff will continue using Checking for Understanding: Formative Assessment Techniques for your Classroom.
4. Writing Mini Lessons and Formative Assessment materials will be used in Staff Development meetings.
5. Materials on the 6+1 Writing traits will be used in Staff Development to follow the direction of the district.

Selected Target Areas

SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
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

Other Required Information for Strategy

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

Classrooms that Work by Marzano

The Daily 5 and CAFE by Boushey and Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Each teacher will model language use and conventions through specific instruction in modeled writing. Opportunity to practice Writer's Workshop on a daily basis. Small group instruction will be provided for students not obtaining the above goal. For special education students, scribing and grade level adaptations will be provided. Purchase professional materials to support classroom instruction. Staff will continue to analyze MEAP data, the PICL and 6 + 1 Rubrics for areas of more intensive instruction.	09/07/2010	06/17/2011	All K-5 teachers Literacy Coach/Intervention Specialist Building Administrator

3.1.1.1. Activity: Multiple Activities

Activity Description: Each teacher will model language use and conventions through specific instruction in modeled writing.

Opportunity to practice Writer's Workshop on a daily basis.

Small group instruction will be provided for students not obtaining the above goal. For special education students, scribing and grade level adaptations will be provided.

Purchase professional materials to support classroom instruction.

Staff will continue to analyze MEAP data, the PICL and 6 + 1 Rubrics for areas of more intensive instruction.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 teachers

Literacy Coach/Intervention Specialist

Building Administrator

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
PICL materials	General Funds	1,000.00	0.00

Goal 4: Reading Goal

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Each student will meet the district benchmark grade level expectation for reading using the Developmental Reading Assessment 2 (DRA2).

Each student will be able to demonstrate knowledge of the required grade level curriculum goals for reading in both (fiction and non-fiction) Narrative and Expository.

Gap Statement : Students are not performing as well on Expository texts as they are on Narrative texts.

Cause for Gap : Student exposure to expository text has been limited. The amount of exposure to narrative texts is much more frequent.

Multiple measures/sources of data you used to identify this gap in student achievement : DRA2 scores will be compared on both Narrative and Expository text. The MEAP ELA results will show a strong improvement in text comparison.

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? 1. Formal reading assessments will be administered and analyzed 2 times a year with Running Records taken additional times to determine what teaching points are need to be addressed.

2. 80% of students will achieve mastery at each grade level benchmarks for the DRA2.

Contact Name : Pamela DeNeen

List of Objectives:

ID	Objective
5326	Each student will be able to demonstrate knowledge of the required grade level curriculum goals for Reading non-fiction texts. The students will meet the district benchmark grade level for the DRA2.

4.1. Objective: Reading 1

Measurable Objective Statement to Support Goal : Each student will be able to demonstrate knowledge of the required grade level curriculum goals for Reading non-fiction texts. The students will meet the district benchmark grade level for the DRA2.

List of Strategies:

ID	Strategy	Locked By
5326	1. Team Meetings will address grade specific topics to follow District/State Curriculum goals. 2. Professional Development will focus on integrating literature in all the content areas. 3. Professional Development will be on analyzing Running Records and DRA's. 4. District will provide additional reading materials with a focus on content area instruction. 5. Appropriate Marzano strategies such as feedback, compare/contrast, graphic organizers, etc. will be utilized by all classroom teachers to increase the student achievement on reading levels.	
5326	Our entire staff will be trained in the implimentation of the comprehensive literacy model called Daily 5 and CAFE. Throughout the school year, the teachers will train students to utilize the skills for Language Arts from this model.	

4.1.1. Strategy: Multiple Strategies

Strategy Statement: 1. Team Meetings will address grade specific topics to follow District/State Curriculum goals.

2. Professional Development will focus on integrating literature in all the content areas.

3. Professional Development will be on analyzing Running Records and DRA's.

4. District will provide additional reading materials with a focus on content area instruction.

5. Appropriate Marzano strategies such as feedback, compare/contrast, graphic organizers, etc. will be utilized by all classroom teachers to increase the student achievement on reading levels.

Selected Target Areas

SAR 1.4 Develops and continuously maintains a profile of the system, its students, and the community
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills

Other Required Information for Strategy

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

Classrooms that Work by Marzano

The Daily 5 and CAFE by Boushey and Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will expose students to a variety of fiction and Narrative books. Teachers will expose students to a variety of fiction and Expository books. Small group instruction will be provided for students not obtaining the above goal. For special education students, grade level adaptations will be provided. Teachers and students will explore a variety of texts through author study and genre.	09/07/2010	06/17/2011	All K-5 teachers Literacy Coach/Intervention Specialist Building Administrator

4.1.1.1. Activity: Multiple Activities

Activity Description: Teachers will expose students to a variety of fiction and Narrative books.

Teachers will expose students to a variety of fiction and Expository books.

Small group instruction will be provided for students not obtaining the above goal. For special education students, grade level adaptations will be provided.

Teachers and students will explore a variety of texts through author study and genre.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 teachers

Literacy Coach/Intervention Specialist

Building Administrator

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
Additional Reading Non Fiction materials/Supplemental Materials	General Funds	1,000.00	0.00

4.1.2. Strategy: Daily 5 and CAFE

Strategy Statement: Our entire staff will be trained in the implimentation of the comprehensive literacy model called Daily 5 and CAFE. Throughout the school year, the teachers will train students to utilize the skills for Language Arts from this model.

Selected Target Areas

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Other Required Information for Strategy

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

We are using the research of Gail Boushey and Joan Moser for the development of the Daily 5 and CAFE models.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development, continuing modeling and coaching throughout the school year will take place for all classroom teachers. We will be reading the books Daily 5 and the CAFE book. Implementation will take place in the classrooms.	08/30/2010	06/17/2011	Principal Literacy Coach/Interventionist Elementary Associate Superintendent

4.1.2.1. Activity: Daily 5 Implementation

Activity Description: Professional development, continuing modeling and coaching throughout the school year will take place for all classroom teachers. We will be reading the books Daily 5 and the CAFE book. Implementation will take place in the classrooms.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Literacy Coach/Interventionist
Elementary Associate Superintendent

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, 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
Teacher Support Materials	General Funds	1,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$6,000.00	\$0.00

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Annie	Lybik	Literacy/Tchr/Parent	lybika@dearborn.k12.mi.us
Mrs.	Lynette	Gardner	Teacher	gardnel@dearborn.k12.mi.us
Mrs.	Pamela	DeNeen	Principal	deneenp@dearborn.k12.mi.us
Mrs.	Dawn	Hansen	Media Specialist	hansend@dearborn.k12.mi.us
Mrs.	Pam	Finegood	Special Education teacher	finegop@dearborn.k12.mi.us
Mrs.	Colleen	Noe	Teacher	NoeC@dearborn.k12.mi.us
Mrs.	Katie	Robins	Teacher	robinsk@dearborn.k12.mi.us
Mrs.	Mary Ann	Abraham	Teacher	abraham@dearborn.k12.mi.us
Mrs.	Elsie	Thibodeau	Parent/PTA President	thibsrus@yahoo.com

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

Stakeholders meet and discuss data and develop conclusions to take to entire staff for plan development. Our entire learning community actively participates in the creation and implementation and monitoring of our school improvement process.

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

Team meets to go over goals and review then take that same thing to the entire staff for a final decision. The data is used to discussion how to use the assessment for instructions decisions for the implementation of the curriculum.

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

Information about the school improvement plan will be shared in newsletters and presented at a fall PTA meeting. We plan to also put the plan on the school website.

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:

Pamela J. DeNeen

Address:

500 N. Waverly St., Dearborn, MI 48128

Telephone Number:

313-827-6300

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Staff meetings will focus on the goal development. Grade Level/Team Meetings will discuss and plan for direct student achievement results.

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

Materials such as books for the classrooms, professional development through staff meetings, etc. are covered through budget allotment.

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

We have a computer lab and curriculum for technology where students work on those standards and benchmarks and are assessed on them. Students use web based programs such as Study Island for reading and work on writing samples as well.