

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Long Elementary School

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

Principal: Ms. Veronica L Williams-Jakubus

Building Code: 05396

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:	Long Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	05396
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Samuel Long Elementary School envisions a safe and caring environment where students and staff demonstrate the Dearborn Core Values of Honesty, Integrity, Courtesy, Responsibility, Respect and Citizenship. Through collaboration among school, home and community, our students will become independent thinkers and life-long learners.

Mission Statement

Believing that all students can learn, we, the staff at Long School, are dedicated to providing an educational setting in which students can develop to their fullest intellectual, social, physical, and emotional potential.

Beliefs Statement

At Long School, we believe

The education of a child is the responsibility of, and a combination of the efforts of, the student, family, school, and community.

A structured and safe environment that promotes self-discipline is the foundation of a positive learning environment.

All students can learn when involved in a strong academic program that recognizes and respects each child's unique physical, social, emotional and intellectual needs.

Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.

A variety of teaching strategies, methods, and materials are necessary to promote academic success for all students.

High expectations lead to high achievement for all.

Goals

ID	Name	Development Status	Progress Status
2631	Response to Reading	Approved	Open
2633	Writing Process	Approved	Open
4738	Math	Approved	Open

Goal 1: Response to Reading

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

Student Goal Statement : Students will improve comprehension as demonstrated by a minimum growth of 5% meeting MEAP expectations in Reading and 5% growth on locally developed constructed response prompts and DRA2.

Gap Statement : Economically Disadvantaged student performed significantly lower than Non-ED students in Reading. Mean scores for the 5th grade Science Constructed Response questions were 0.9 and 0.7 based on a 3 point rubric.

Cause for Gap : Economically Disadvantaged students performed 12 to 30% lower than Non-ED students on the Reading MEAP.

Multiple measures/sources of data you used to identify this gap in student achievement : We identified the need for this goal through MEAP data, Locally-created Constructed Response data, DRA2 responses and response to questioning during guided group instruction.

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? Criteria for success will include growth of 5% overall students proficient on the Reading MEAP as well as closing the gap between ED and Non-ED students by 5%. In addition, Locally-created Constructed Response assessments will show 5% growth.

Contact Name : Veronica Jakubus

List of Objectives:

ID	Objective
5210	- Students will identify main idea and supporting details when writing a response to a reading selection as measured through classroom assessment and use of Thinking Maps.
16874	Students will infer Author's Purpose in informational and narrative text to help determine the theme
16878	Students will recognize, comprehend and write about text-to-text, text-to-self and text-to-world con

1.1. Objective: Main Idea and Supporting Details

Measurable Objective Statement to Support Goal : - Students will identify main idea and supporting details when writing a response to a reading selection as measured through classroom assessment and use of Thinking Maps.

List of Strategies:

ID	Strategy	Locked By
5210	- Teachers will be supported using the Dearborn Literacy Model. - Teachers and Literacy Coach will share Instructional Dialogues regarding reading and responding to Informational Text - Teachers will share best practices and student intervention strategies with one another to reach the desired results during PLC meetings and grade level meetings. - Teachers will analyze student generated writing pieces using rubrics at PLC meetings and grade level meetings for consistency in scoring. - Teachers will be trained on DRA 2 focus area implications	
5210	The Teacher will emphasize the main idea and supporting details while reading both narrative and informational text. The teacher will meet with guided groups to demonstrate and discuss main idea and supporting details.	

1.1.1. Strategy: Dearborn Literacy Framework

Strategy Statement: - Teachers will be supported using the Dearborn Literacy Model.

- Teachers and Literacy Coach will share Instructional Dialogues regarding reading and responding to Informational Text
- Teachers will share best practices and student intervention strategies with one another to reach the desired results during PLC meetings and grade level meetings.
- Teachers will analyze student generated writing pieces using rubrics at PLC meetings and grade level meetings for consistency in scoring.
- Teachers will be trained on DRA 2 focus area implications

Selected Target Areas

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

Other Required Information for Strategy

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

Research regarding the success of Learning Network schools in Michigan and Colorado.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Literacy Coach will work with teachers and students, modeling best practices and discussing progress and future direction with teachers	08/31/1909	06/10/1910	Julie Liepe, Veronica Jakubus

1.1.1.1. Activity: Learning Network

Activity Description: Literacy Coach will work with teachers and students, modeling best practices and discussing progress and future direction with teachers

Activity Type: Maintenance

Planned staff responsible for implementing activity: Julie Liepe, Veronica Jakubus

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/1909, End Date - 06/10/1910

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	25,000.00	0.00

1.1.2. Strategy: Main Idea and Supporting Details

Strategy Statement: The Teacher will emphasize the main idea and supporting details while reading both narrative and informational text.

The teacher will meet with guided groups to demonstrate and discuss main idea and supporting details.

Selected Target Areas

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 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Sharon Spencer training
 Text Forms and Features - Margaret Mooney
 Classroom Instruction That Works - Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will work with small groups of students to help them identify and highlight main idea and supporting details. Teachers will ask guided questions to support student recognition of main idea and supporting details in text and writing.	09/11/2009	06/04/2010	Classroom teachers, Literacy coach, Intervention specialist
Teachers will teach, model and use the THIEVES strategy to help students identify informational text features.	09/07/2010	06/17/2011	All classroom teachers, Interventionist/coach, support staff
Teachers will work with small groups of students focusing on main idea and supporting details through guided questioning and writing.	09/07/2010	06/17/2011	Classroom teachers, Coach/Interventionist

1.1.2.1. Activity: highlighters

Activity Description: Teachers will work with small groups of students to help them identify and highlight main idea and supporting details.

Teachers will ask guided questions to support student recognition of main idea and supporting details in text and writing.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers, Literacy coach, Intervention specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/11/2009, End Date - 06/04/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
highlighters	General Funds	20.00	0.00

1.1.2.2. Activity: THIEVES

Activity Description: Teachers will teach, model and use the THIEVES strategy to help students identify informational text features.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers, Interventionist/coach, support staff

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
Bookmarks with description	General Funds	50.00	0.00

1.1.2.3. Activity: Guided Reading/Writing

Activity Description: Teachers will work with small groups of students focusing on main idea and supporting details through guided questioning and writing.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers, Coach/Interventionist

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
leveled books	Title I Part A	5,000.00	0.00

1.2. Objective: Author's Purpose

Measurable Objective Statement to Support Goal : Students will infer Author's Purpose in informational and narrative text to help determine the theme

List of Strategies:

ID	Strategy	Locked By
16874	Teachers will model with text locating the Author" Purpose to help determine the them in a reading selection.	

1.2.1. Strategy: Model with Text

Strategy Statement: Teachers will model with text locating the Author" Purpose to help determine the them in a reading selection.

Selected Target Areas

SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
SAR 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Text Forms and Features - Margaret Mooney
 Classroom Instruction That Works - Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will demonstrate and support students in the use of Thinking Maps for organizing information.	09/07/2010	06/17/2011	All classroom teachers, Interventionist/coach, support staff

Teachers will model the use of Reading Response Journals and meet with small groups to write, share and discuss entries.	09/07/2010	06/17/2011	Classroom teachers
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1.2.1.1. Activity: Thinking Maps

Activity Description: Teachers will demonstrate and support students in the use of Thinking Maps for organizing information.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers, Interventionist/coach, support staff

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
Thinking Map Binders	Title I Part A	500.00	0.00

1.2.1.2. Activity: Reading Response Journals

Activity Description: Teachers will model the use of Reading Response Journals and meet with small groups to write, share and discuss entries.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers

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
journal books	Title I Part A	400.00	0.00

1.3. Objective: Making Connections

Measurable Objective Statement to Support Goal : Students will recognize, comprehend and write about text-to-text, text-to-self and text-to-world con

List of Strategies:

ID	Strategy	Locked By
16878	Teachers will describe and model connections to self, text and world through read alouds, writing demonstrations and think alouds.	

1.3.1. Strategy: Making Connections

Strategy Statement: Teachers will describe and model connections to self, text and world through read alouds, writing demonstrations and think alouds.

Selected Target Areas

SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Text Forms and Features - Margaret Mooney
 Classroom Instruction That Works - Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will demonstrate and support students in the selection and use of Thinking Maps.	09/07/2010	06/17/2011	All teaching staff

1.3.1.1. Activity: Thinking Maps

Activity Description: Teachers will demonstrate and support students in the selection and use of Thinking Maps.

Activity Type: None

Planned staff responsible for implementing activity: All teaching staff

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
none	No Funds Required	0.00	0.00

Goal 2: Writing Process

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

Student Goal Statement : Students will identify and write different genres using the writing process as indicated by a minimum increase of 5% meeting MEAP expectations and 5% growth on writing prompts scored with the 6+1 traits rubric.

Gap Statement : The aggregate score on the 2008 MEAP Writing test showed only 48% of students proficient. Our economically disadvantaged students scored 35 to 48 points lower than non-ED students. Average scores for students' writing samples scored with the 6+1 traits rubric are approximately a 3.

Cause for Gap : Past MEAP scores indicated our Economically Disadvantaged students at 35 to 48 points below our non-ED population. Comment codes on the MEAP as well as Writing samples scored using the 6+1 Traits rubric indicate a need for students to use details to support their writing and make it more interesting.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Writing Test, Writing prompts scored with 6+1 Traits Rubric, Student draft books

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? Students will improve 5% on both the MEAP Writing test (4th grade) and on the 6+1 Traits Rubric. Draft book review by teachers, literacy coach and principal will indicate an increase in

classroom writing assignments.

Contact Name : Julie Liepe

List of Objectives:

ID	Objective
5335	All Students will identify Narrative Elements and include them in Narrative writing pieces.
5337	All Students will plan and organize their information before writing as demonstrated in draft books.

2.1. Objective: Narrative Features

Measurable Objective Statement to Support Goal : All Students will identify Narrative Elements and include them in Narrative writing pieces.

List of Strategies:

ID	Strategy	Locked By
5335	Teachers will model and support the use of Narrative elements through whole group and small group write-to demonstrations.	
5335	Teachers will use books of authentic literature to demonstrate and support the Narrative elements.	

2.1.1. Strategy: Narrative Features

Strategy Statement: Teachers will model and support the use of Narrative elements through whole group and small group write-to demonstrations.

Selected Target Areas

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 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Text Forms and Features - Margaret Mooney
 Dancing With the Pen - Janet Duncan
 What Really Matters in Response to Intervention

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet with small groups of students for guided writing focused on the narrative elements. Students will create and publish books using I-Life.	09/11/2009	06/04/2010	All classroom teachers, Literacy Coach, Intervention Specialist
Students will read aloud, discuss and respond orally to teacher writing demonstrations to show understanding of the process.	09/07/2010	06/17/2011	All classroom teachers and interventionist/coach

2.1.1.1. Activity: Narrative features

Activity Description: Teachers will meet with small groups of students for guided writing focused on the narrative elements.

Students will create and publish books using I-Life.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers, Literacy Coach, Intervention Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/11/2009, End Date - 06/04/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Draft books	General Funds	400.00	0.00

2.1.1.2. Activity: Response to Writing

Activity Description: Students will read aloud, discuss and respond orally to teacher writing demonstrations to show understanding of the process.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers and interventionist/coach

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
Chart paper, markers	General Funds	200.00	0.00

2.1.2. Strategy: Authentic Literature

Strategy Statement: Teachers will use books of authentic literature to demonstrate and support the Narrative elements.

Selected Target Areas

SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

- Dancing With The Pen - Jan Duncan
- Text Forms and Features - Margaret Mooney
- What Really Matters in Response to Intervention - Richard Allington

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will write stories and books modeled after authentic literature. Students will use computer programs such as I-Life to publish their stories.	09/07/2010	06/17/2011	All classroom and technology/literacy enrichment teachers.

2.1.2.1. Activity: Publishing books

Activity Description: Students will write stories and books modeled after authentic literature. Students will use computer programs such as I-Life to publish their stories.

Activity Type: None

Planned staff responsible for implementing activity: All classroom and technology/literacy enrichment teachers.

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
computers, paper	General Funds	50.00	0.00

2.2. Objective: Organization

Measurable Objective Statement to Support Goal : All Students will plan and organize their information before writing as demonstrated in draft books.

List of Strategies:

ID	Strategy	Locked By
5337	The Teacher will model the appropriate use of each graphic organizer/thinking map. The Teacher will demonstrate the selection of the proper graphic organizer/thinking map for a specific task.	

2.2.1. Strategy: Graphic Organizers/thinking maps

Strategy Statement: The Teacher will model the appropriate use of each graphic organizer/thinking map.

The Teacher will demonstrate the selection of the proper graphic organizer/thinking map for a specific task.

Selected Target Areas

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 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Student Success with Thinking Maps - David N. Hyerle

Classroom Instruction That Works - Robert J. Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers and students work in whole group, small group and independently to fill in each type of thinking map. Students select type of thinking map to use and justify to teacher and group.	09/11/2009	06/04/2010	classroom teachers, Literacy Coach, Intervention Specialist

2.2.1.1. Activity: Graphic Organizers/thinking maps

Activity Description: Teachers and students work in whole group, small group and independently to fill in each type of thinking map.

Students select type of thinking map to use and justify to teacher and group.

Activity Type: None

Planned staff responsible for implementing activity: classroom teachers, Literacy Coach, Intervention Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/11/2009, End Date - 06/04/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Copies of thinking maps	No Funds Required	0.00	0.00

Goal 3: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will compute accurately and think critically to solve problems as shown by a minimum growth of 5% meeting MEAP expectations and 5% growth on district and local common assessments.

Gap Statement : Overall, On MEAP, District Common Assessments and our Local Assessment, students performed poorest on questions involving reading and applying Math vocabulary, multiple step problems, charts/graphs and measurement (time, money, area/perimeter, linear). While aggregate percent proficient was 82.3%, Economically Disadvantaged students proficient on MEAP was about 20 points below Non-ED students.

Cause for Gap : Economically Disadvantaged students performed 20 points below Non-ED students on the MEAP Math test. Research supports that Economically disadvantaged students are often behind peers in vocabulary development. This was determined to be an area of weakness for our students.

Multiple measures/sources of data you used to identify this gap in student achievement : Data sources included MEAP Math test, District Common Assessments and our Local Math Assessment as well as classroom performance and 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? Overall, students will show growth of 5% on the MEAP Math test with Economically Disadvantaged students having increased their level proficient by 5%. Also, students will improve performance on our Local Assessment by 5%.

Contact Name : Veronica Jakubus

List of Objectives:

ID	Objective
5284	All students will improve their knowledge of and ability to apply Math vocabulary.
5292	All Students will analyze and interpret graphs, charts and tables and apply the information to solve problems emphasizing use of the key.
5298	All Students will increase their ability to measure time, money, linear measurement and area/perimeter.
17157	All Students will identify operations needed to solve a multi-step problem.

3.1. Objective: Math Vocabulary

Measurable Objective Statement to Support Goal : All students will improve their knowledge of and ability to apply Math vocabulary.

List of Strategies:

ID	Strategy	Locked By
5284	The Teachers will emphasize math vocabulary during instruction and display/reference terms on a Math Word Wall.	
5284	Teachers will integrate literacy with math by demonstrating connections with self and real-world, paraphrasing definitions into more meaningful language and applying written words to numerical displays.	

3.1.1. Strategy: Math Word Walls

Strategy Statement: The Teachers will emphasize math vocabulary during instruction and display/reference terms on a Math Word Wall.

Selected Target Areas

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 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Sharon Spencer training
 Integrating Literacy and Math by Ellen Fogelberg, et al.
 Integrating Differentiated Instruction and Understanding by Design - Carol Ann Tomlinson and Jay McTighe.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will create, display and refer to Math Word Walls to build student knowledge of Math Vocabulary. Students will create individual or small group vocabulary representations.	09/01/2009	06/11/2010	All Staff will be involved.

3.1.1.1. Activity: Math Word Walls

Activity Description: Teachers will create, display and refer to Math Word Walls to build student

knowledge of Math Vocabulary.

Students will create individual or small group vocabulary representations.

Activity Type: None

Planned staff responsible for implementing activity: All Staff will be involved.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials for Word Walls	General Funds	200.00	0.00

3.1.2. Strategy: Math Journals

Strategy Statement: Teachers will integrate literacy with math by demonstrating connections with self and real-world, paraphrasing definitions into more meaningful language and applying written words to numerical displays.

Selected Target Areas

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 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Integrating Differentiated Instruction and Understanding by Design - Carol Ann Tomlinson and Jay McTighe.

Integrating Literacy and Math - Ellen Fogelberg, et al.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students and Teachers will write in Math Journals weekly. Journals may be used for individual, small group or whole group activities.	09/11/2009	06/04/2010	All classroom staff are responsible for implementing.

3.1.2.1. Activity: Math Journals

Activity Description: Students and Teachers will write in Math Journals weekly. Journals may be used for individual, small group or whole group activities.

Activity Type: None

Planned staff responsible for implementing activity: All classroom staff are responsible for implementing.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/11/2009, End Date - 06/04/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Journals	General Funds	300.00	0.00

3.2. Objective: Graphs/Charts/Tables

Measurable Objective Statement to Support Goal : All Students will analyze and interpret graphs, charts and tables and apply the information to solve problems emphasizing use of the key.

List of Strategies:

ID	Strategy	Locked By
5292	Teachers will demonstrate and utilize technology programs such as Create a Graph and Excel to create and problem solve in the classroom.	
5292	Teachers will discuss and model using the key with a variety of graphs and representations.	

3.2.1. Strategy: graphing technology

Strategy Statement: Teachers will demonstrate and utilize technology programs such as Create a Graph and Excel to create and problem solve in the classroom.

Selected Target Areas

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 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Classroom Instruction That Works - Robert J. Marzano.

Today's Mathematics - Heddens and Speer.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students and Teachers will conduct original research in whole or small groups then graph the results using technology. Students will design follow up questions to interpret their findings.	09/11/2009	06/04/2010	All staff will be involved.

3.2.1.1. Activity: Graphing with Technology

Activity Description: Students and Teachers will conduct original research in whole or small groups then graph the results using technology. Students will design follow up questions to interpret their findings.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff will be involved.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/11/2009, End Date - 06/04/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Create a Graph and Excel programs	No Funds Required	0.00	0.00

3.2.2. Strategy: Using the key

Strategy Statement: Teachers will discuss and model using the key with a variety of graphs and representations.

Selected Target Areas

SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

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

Classroom Instruction that Works - Robert Marzano
 Today's Mathematics - Heddens and Spears

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will work in whole group, small group and independently using manipulatives and a variety of graph representations to identify amounts with differing keys.	09/07/2010	06/17/2011	All classroom teachers

3.2.2.1. Activity: Using the key

Activity Description: Students will work in whole group, small group and independently using manipulatives and a variety of graph representations to identify amounts with differing keys.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers

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
none	No Funds Required	0.00	0.00

3.3. Objective: Measurement

Measurable Objective Statement to Support Goal : All Students will increase their ability to measure time, money, linear measurement and area/perimeter.

List of Strategies:

ID	Strategy	Locked By
5298	Teachers will use document cameras, data projectors and promethean boards, as well as computers, to differentiate and enhance instruction/demonstrations of measurement.	
5298	Teachers will demonstrate and create opportunities for students to apply measurement to solve problems clearly related to the students.	

3.3.1. Strategy: Technology/Measurement

Strategy Statement: Teachers will use document cameras, data projectors and promethean boards, as well as computers, to differentiate and enhance instruction/demonstrations of measurement.

Selected Target Areas

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 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals
SAR 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Classroom Instruction That Works - Robert J. Marzano

Today's Mathematics - Heddens and Speer

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will use document cameras, data projectors and promethean boards with whole groups and small groups of students who will then use these devices on their own to solve measurement problems and present their results to the class.	09/11/2009	06/04/2010	All classroom teachers and media specialist.

3.3.1.1. Activity: Technology/Measurement

Activity Description: Teachers will use document cameras, data projectors and promethean boards with whole groups and small groups of students who will then use these devices on their own to solve measurement problems and present their results to the class.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers and media specialist.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/11/2009, End Date - 06/04/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
document cameras, data projectors, promethean boards, computers	Grant	4,500.00	0.00

3.3.2. Strategy: Real-life Measurement

Strategy Statement: Teachers will demonstrate and create opportunities for students to apply measurement to solve problems clearly related to the students.

Selected Target Areas

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 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement

Other Required Information for Strategy

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

Classroom Instruction That Works - Robert J. Marzano

Differentiating Math Instruction - William N. Bender

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teacher models, then students work in small groups or independently to solve measurement problems involving scenarios which apply to them. Some may use web-quests, manipulatives, acting/role play or pencil/paper.	09/11/2009	06/04/2010	All staff

3.3.2.1. Activity: Real-Life Measurement

Activity Description: Teacher models, then students work in small groups or independently to solve measurement problems involving scenarios which apply to them. Some may use web-quests, manipulatives, acting/role play or pencil/paper.

Activity Type: None

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/11/2009, End Date - 06/04/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Websites, manipulatives, school supplies	No Funds Required	0.00	0.00

3.4. Objective: Multi-step problems

Measurable Objective Statement to Support Goal : All Students will identify operations needed to solve a multi-step problem.

List of Strategies:

ID	Strategy	Locked By
17157	Teachers will model and work with students in whole group, small group and individually to choose a method of problem solving.	

3.4.1. Strategy: problem solving

Strategy Statement: Teachers will model and work with students in whole group, small group and individually to choose a method of problem solving.

Selected Target Areas

SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

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

Differentiating Math Instruction - Robert Bender
 Classroom Instruction That Works - Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
First in small group, then individually, students select a problem-solving strategy and apply it to solve a multi-step problem. Students may use manipulatives, draw a diagram or table or use another strategy modeled by the teacher.	09/07/2010	06/17/2011	All classroom teachers

3.4.1.1. Activity: choose a strategy

Activity Description: First in small group, then individually, students select a problem-solving strategy and apply it to solve a multi-step problem. Students may use manipulatives, draw a diagram or table or use another strategy modeled by the teacher.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers

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
problem solving posters	General Funds	20.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,240.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$5,900.00	\$0.00
Title II Part A	\$25,000.00	\$0.00
Other	\$4,500.00	\$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.	Veronica	Jakubus	Principal	jakubuv@dearborn.k12.mi.us
Mrs.	Julie	Liepe	Literacy Coach	mcisaaj@dearborn.k12.mi.us
Mrs.	Anna	Craft	Teacher	crafta@dearborn.k12.mi.us
Mr.	Bruce	Pantaleo	Media Specialist	pantalb@dearborn.k12.mi.us
Mrs.	Laura	Sabo	Teacher	sabol@dearborn.k12.mi.us
Mrs.	Jamie	McShane	Teacher	mcshanj@dearborn.k12.mi.us
Mrs.	Kathy	Struk	Teacher	strukk@dearborn.k12.mi.us
Mrs.	Lori	Lee	Teacher	leel@dearborn.k12.mi.us
Mrs.	Jennie	Morey	Teacher	moreyj@dearborn.k12.mi.us
Mrs.	Deanne	Jones	Teacher	jonesd@dearborn.k12.mi.us
Mr.	Jeff	Wozniak	Teacher	wozniaj@dearborn.k12.mi.us
Mrs.	Ami	Jorgensen	PTA President	maj40inmi@gmail.com
Mrs.	Jennifer	Venis	Parent Representative	jpvenis@aol.com

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

School Improvement committee members regularly review plan. During PLC meetings entire staff share successes and concerns, assess student work together, and review/evaluate/make necessary adjustments to plan. Parents are involved through PTA meetings and in-school activities such as curriculum meetings and the adopt-a-reader program. Two parents participate on our school improvement team regularly.

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

Data and assessments are reviewed by the entire educational staff, as well as parent representative, to narrow down areas of curriculum and Grade Level Content Expectations where students are not performing at the desired level. Conversation and group discussion of best practices, as well as some presentations are used to determine which instructional strategies would be most effective in helping students to learn and become more successful. The entire staff, after implementing these strategies, will review the progress and make any changes.

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

Information about our plan and progress are shared through presentations, including visual representations and examples of student work, to the community at Open House, PTA meetings, Parent Nights, Newsletters and bulletin boards.

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:

Brian Whiston, Superintendent

Address:

18700 Audette, Dearborn, MI

Telephone Number:

(313) 827-3022

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?

- DRA2 Implications for Instruction
- Thinking Maps training for teachers
- Guided Questioning practice
- Interrater reliability practice on applying rubrics
- Technology integration for Math
- Training for Daily Five/CAFE program
- Book Talks for Marzano:Classroom Instruction That Works (continue), Dweck:Mindset, Boushey/Moser:The Daily Five and The CAFE Book
- TouchMath for Intervention

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

- Use Trainer of trainer model
- Apply funds from unit budget to support materials and training needed for attainment of goals
- PTA supports Accelerated Reader and Technology updates financially
- Title I funding is used to provide intervention and materials for Targeted students.
- Title I Parent Funds are used to educate parents in specific strategies to support their children as well as provide materials for use at home.

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

- Technology integrated Literacy enrichment prep period for K-3 grades
- Use of technology-based literacy/numeracy programs such as Accelerated Reader, Study Island, Waterford Early Intervention and I-Life to support and extend student learning.
- Staff professional development
- Document Cameras, data projectors and promethean interactive boards are used to enhance and differentiate instruction and promote students' competence with technology.