

# School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Lowrey Elementary School

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

Principal: Dr. SAMIR H MAKKI

Building Code: 04837

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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

# School Information

School:	<b>Lowrey Elementary School</b>
District:	<b>Dearborn City School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4,5</b>
School Code Number:	<b>04837</b>
City:	<b>Dearborn</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## Vision Statement

We see a school community that supports and builds on the strengths of each student, uses innovative instructional practices, and inspires students to think critically and creatively.

We see an educational partnership in which the school staff, families, and members of the community come together to educate the "whole" child.

We see a learning environment that promotes change in teaching and learning and integrates technology and research based best practices.

We see a school community that honors government mandates and aligns these mandates in our daily practices while expecting that students work beyond mandated expectations.

We see a school community that respects, appreciates and celebrates diversity and similarities.

We see a school that honors and incorporates the Core Values: Honesty, Responsibility, Respect for Self and Others, Integrity, Courtesy, and Citizenship into daily life.

## Mission Statement

Lowrey School Mission Statement

The Mission of Lowrey School, in cooperation with staff, families and the community, is to educate all students within a safe, supportive learning environment. We will set high academic standards, assist students in attaining them, and assure that our students are prepared to become life long learners as well as responsible citizens. We believe that life long learners are individuals who continue to build on the wisdom of their knowledge and experiences throughout their lives.

## Beliefs Statement

We believe that all students can learn and will learn based on their different needs, wants, styles, and visions for success.

We believe that all students need active support from their family, school staff, and the community.

We believe that all students will develop an appreciation for differences and similarities and practice good citizenship.

We believe that all students must have equal opportunities to learn and to make choices about how to learn through effective educational programming.

We believe that all students need and will receive a nurturing learning environment.

# Goals

ID	Name	Development Status	Progress Status
3716	Reading	Approved	Open
3717	Writing	Approved	Open
3791	Problem Solving: Math	Approved	Open

## Goal 1: Reading

**Content Area :** English Language Arts

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** All students will improve their reading comprehension skills across the curriculum by 2% on the MEAP reading test.

**Gap Statement :** 86% of our 4th grade students are scoring proficient and above district and state level on the MEAP 4th grade reading test. However, further analysis indicate that there is a substantive achievement gap between English language learners and their counterparts both at the school and district level. The percentage of ELL students who met or exceeded the state performance standards is 14 points lower than those who are not ELL. The reading gap was evident in multiple data sources in the following areas:

Essence 1: Demonstrating proficiency in constructing meaning from text with an emphasis on theme, main idea, and conclusion.

Essence 2: Analyzing and comparing story characters

Essence 3: Using context clues to comprehend vocabulary in context.

**Cause for Gap :**

Our enrollment data indicates that the majority of our student population comes from economically disadvantaged homes 91% and from households where English is spoken as a second language 91%.

Our teacher survey data analysis indicates that there is a lack of comprehensive reading program continuity.

Student mobility data analysis indicates that attendance habits which negatively impact student performance such as interrupted schooling, leaving early, enrolling late, multiple mobility, etc. have decreased from 2005 to 2010 (50% to 20%), However, negative attendance habits still impact existing performance gaps among subgroups.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP(Michigan Educational Assessment Program)and district DRA(Developmental Reading Assessment).

1. Monthly analysis of Oral Reading Fluency assessment, Comprehension component of Developmental Reading Inventory to monitor students' progress.
2. MEAP data analysis to determine strands and grade level content expectations that need additional focus.
3. Ongoing Formative assessment of the five components of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension)during daily whole and small group instruction.
4. Analysis of the reading component of the English Language Proficiency Assessment (ELPA).

**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 is based on best practices for reading instruction and focus on theme, main idea, and conclusion. Emphasis is placed on analyzing and comparing story characters and using context clues to comprehend vocabulary in context. Differentiating instruction is used for targeted subgroups (Ed, ELL, Males, SE. Collaboration among grade level teachers, sharing of strategies and results via technology and collaborative meetings are also part of our monitoring process.

Lowrey School will sustain current research-based best practices with all students. We are addressing the achievement gaps with school wide instructional initiatives. One initiative is the implementation of a new literacy assessment and instruction program, The Daily 5 and The Cafe Book.

Information on the implementation of this goal will be collected during the school year. Evidence collected will include workshops attended by staff members, agendas, minutes of collaboration team meetings, sample lesson plans, student attendance at after school programs.

Other data/evidence collection will include:

- \* Progress monitoring in release time collaborative meetings between administration, support staff and pyramid of Intervention team.
- \* Development and implementation of MEAP/DRA action plans in which teachers and support staff use a co-teaching model to work on areas of concern
- \* Post and update Reading (oral fluency and comprehension) scores in the progress monitoring workbook saved on our building shared drive.
- \* Implement school wide intervention plan for at risk students, an individualized Intervention Plan, in which teachers intervene 10 minutes daily with the two lowest functioning students in all classrooms (K-8).
- \* Co-Teaching Model: resource teachers, intervention specialists, administrators and literacy coaches push in to model strategies in all grade levels.
- \* Highly trained paraprofessionals, special education teachers, resource teachers push in the classrooms to service ELL, SE, and at-risk students in grades K-5 during guided reading as well as seminar in grades 6-8.
- \* Our Title I intervention team works collaboratively to place students appropriately and provide them with the support and services that meet their needs during small group instruction.
- \* Literacy coach works with the needy literacy subgroups in small group settings.
- \* Instructional coach works with all 6-8 teachers to provide professional development on best practices.
- \* ELL resource teacher works with all ELLs needing additional small group instruction for literacy and math.
- \* Special Education support staff addresses individual social and academic needs when necessary.
- \* Literacy interventionist/coach will train teachers on the new literacy model, The Daily 5 and The Cafe Book, as well as assist at risk students in literacy.

**Contact Name :** Fatme Faraj

**List of Objectives:**

ID	Objective
4061	88% of 4th grade students overall will score in the proficient category on the MEAP reading assessment by demonstrating proficiency in constructing meaning from text including 77% of the ELL sub-group scoring proficient in reading on MEAP.

**SPR (90) Challenges :** None

## 1.1. Objective: Reading Comprehension

**Measurable Objective Statement to Support Goal :** 88% of 4th grade students overall will score in the proficient category on the MEAP reading assessment by demonstrating proficiency in constructing meaning from text including 77% of the ELL sub-group scoring proficient in reading on MEAP.

### List of Strategies:

ID	Strategy	Locked By
4061	QAR is a reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each question. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge. QAR is a strategy that supports The Daily 5 and The Cafe Book. Comprehension is a tool that must be mastered to gain independence, which is reflected in both the Cafe model and QAR.	
4061	The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. Effective teachers think out loud on a regular basis to model this process for students. In this way, they demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks. This aligns with our new literacy model, the Daily 5 and the Cafe Book.	

### 1.1.1. Strategy: QAR (Question-Answer-Relationship)

**Strategy Statement:** QAR is a reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each question. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge. QAR is a strategy that supports The Daily 5 and The Cafe Book. Comprehension is a tool that must be mastered to gain independence, which is reflected in both the Cafe model and QAR.

#### Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

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?***

QAR is Referenced in all major reading textbooks

QAR is described in numerous professional resources

1. Classroom Instruction that Works, Robert Marzano
2. The Café Book by Gail Boushey & Joan Moser
3. The Daily 5 by Gail Boushy & Joan Moser

Taffy Raphael observed students and found that many students fell into one of two categories: (1) those who relied only on their memory or prior knowledge to find answers or (2) those who relied only on the text.

Raphael, T. E., (1986). Teaching question-and-answer-relationships, revisited. *Reading Teacher*, 39(6), 516-522.

Raphael, T. E. & Wonnacott, C. A. (1985). Heightening 4th grade students' sensitivity to sources of information for answering comprehension questions. *Reading Research Quarterly*, 20(3), 282-296.

Raphael, T. E. & Pearson, P. D. (1985). Increasing students' awareness of informational sources for answering questions. *American Educational Research Journal*, 22, 217-236.

Raphael, T. E., & McKinney, J. (1983). An examination of 5th and 8th grade children's question answering behavior: An instructional study in metacognition. *Journal of Reading Behavior*, 15, 67-86.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
* In-service all instructional staff, parents in Question Answer Relationship (QAR)strategy, as aligned with Marzano's 9 essential strategies. * In-service staff on the relationship between QAR and the Cafe model. * Teachers continue to model (QAR)with students and focus on knowlege and application during classroom instruction. * All staff will post and utilize a QAR poster in their classrooms and new staff members will be inserviced on the strategy. * Implement Lowrey School Coaching Plan in k-5 classrooms focusing on QAR. * Add descriptions and examples of reading comprehension strategies to Lowrey webpage for utilization at home.	09/01/2009	06/12/2011	Reading committee Administrators Steering Committe Classroom Teachers
* In-service Teachers, paraprofessionals and parents on effective differentiation strategies to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education students. * Special Education Teacher Consultants attend classes and observe Reading Recovery sessions and provide provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions. * Resource staff, teachers and trained paraprofessionals will	09/01/2008	06/12/2010	Special Education Staff, Administrators, Support Staff Interventionist

<p>provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions. * Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.</p>			
<p>* Reading Comprehension Committee will in-service and review QAR, as aligned with the Cafe model and the Daily 5, with ALL staff. * Resource staff and teachers will analyze and evaluate student performance on the MEAP, DRA and other assessment tools in relevance to QAR use with Marzano's effective strategies. * Literacy Specialists model, co-teach, mentor and coach K-5 teachers so that needs of at-risk students are met. * Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff.</p>	09/01/2009	06/12/2011	Coach, Interventionist, Resource teachers, Administrators, Reading Committee
<p>Assessment for Learning: Constant improvement of student achievement as a result of: * Ongoing consultations between the Cafe Model and the Daily 5 Coach and the classroom teachers. * Implementation of informal assessment strategies such as bell work, Pre/post quizzes, "thumbs up and thumbs down," on the spot slate responses, anecdotal notes, checklists, flexible grouping, oral response, running records and classroom observation, QAR poster reference. * Analysis of Development Reading Assessment (DRA including word analysis), MLPP, and English Language Proficiency Assessment (ELPA) results to determine intervention groupings and to drive instruction. * Analysis of special needs students' performance to drive instruction and to determine intervention groupings. * Analysis of academically talented students' performance to drive instruction. Assessment of Learning: * Gradual systemic increase in levels 1 and 2 and decrease in levels 3 and 4 of performance on MEAP Reading. * Gradual systemic increase in percentage of students performing at or above the 50th percentile and decrease in percentage of students performing below the 25th percentile on ITBS Reading Total. * Gradual systemic decrease in percentage of students performing below grade level on DRA during spring assessment window Gr. K-5. * Gradual systemic increase in percentage of students passing unit tests, quizzes, common assessments * The Daily 5 and the Cafe Model classroom teachers retain and review student portfolios with interventionist to check for progress.</p>	09/01/2009	06/12/2011	Reading Committee, Classroom Teachers, Administrators
<p>Implementation Accountability Safeguards: * DRAs posted on share drive * The Daily 5 and The Cafe Model's record keeping forms, individual student conference forms, and strategy group planners. * Teachers file simulations per unit with answers labeled by QAR choices. * Setting Objectives and Student feedback, as recommended by Marzano's 9 essential strategies. * Administrative observations * Evidence of strategy use in lesson plans * Implementation evidence includes student work</p>	09/01/2009	06/12/2011	Administration, Classroom Teachers Interventionist District trained building staff members Daily 5/Cafe Coach

<p>on multiple choice questions, constructed responses and cross text simulations for Houghton Mifflin core curriculum units Gr. 2-5</p>			
<p>Programs are in place to provide support for students that do not meet academic standards. They include: * Accelerated Program (ACP) 7:45 A.M. tutors from Compensatory Ed Dept. * Push-in literacy specialists, literacy interventionist, as aligned with the Daily 5 and the Cafe Model, teacher consultants, paraprofessionals and resource teachers * Intervention individual and small tutor groups (during day) * Arab American Community Center for Economics and Social Services (ACCESS) school program * Monthly parent in-services with academic agendas * Weekly special education and administrative IEP meetings * Weekly Friday A.M. Elem, Middle school and Administration collaborative meetings * Late Start Wednesday meetings for grade level peer collaboration and kid watch work * Biweekly Reading First grade level meetings in grades K-3 * Pyramid of Intervention provides systemic analysis and recommendations for instructional needs of at-risk students. * Implementation of the Intervention Plan Initiative for reading</p>	<p>09/01/2009</p>	<p>06/12/2011</p>	<p>At Risk Committee Administration The Daily 5/Cafe Coach</p>

### 1.1.1.1. Activity: QAR Strategy Implementation

**Activity Description:** \* In-service all instructional staff, parents in Question Answer Relationship (QAR) strategy, as aligned with Marzano's 9 essential strategies.

- \* In-service staff on the relationship between QAR and the Cafe model.
- \* Teachers continue to model (QAR) with students and focus on knowledge and application during classroom instruction.
- \* All staff will post and utilize a QAR poster in their classrooms and new staff members will be inserviced on the strategy.
- \* Implement Lowrey School Coaching Plan in k-5 classrooms focusing on QAR.
- \* Add descriptions and examples of reading comprehension strategies to Lowrey webpage for utilization at home.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Reading committee  
Administrators  
Steering Committee  
Classroom Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff Meeting/PD day	No Funds Required	0.00	0.00

**1.1.1.2. Activity: QAR Differentiation for subgroups**

**Activity Description:** \* In-service Teachers, paraprofessionals and parents on effective differentiation strategies to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education students.

\* Special Education Teacher Consultants attend classes and observe Reading Recovery sessions and provide provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions.

\* Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions.

\* Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Special Education Staff,  
Administrators,  
Support Staff  
Interventionist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2008, End Date - 06/12/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
staff meeting time/Extended Day	Title I Schoolwide	1,000.00	1,000.00

**1.1.1.3. Activity: QAR Professional Learning**

**Activity Description:** \* Reading Comprehension Committee will in-service and review QAR, as aligned with the Cafe model and the Daily 5, with ALL staff.

\* Resource staff and teachers will analyze and evaluate student performance on the MEAP, DRA and other assessment tools in relevance to QAR use with Marzano's effective strategies.

\*Literacy Specialists model, co-teach, mentor and coach K-5 teachers so that needs of at-risk students are met.

\* Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Coach, Interventionist, Resource teachers, Administrators, Reading Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD days	No Funds Required	0.00	0.00

**1.1.1.4. Activity: QAR Measures of Success**

**Activity Description:** Assessment for Learning: Constant improvement of student achievement as a result of:

- \* Ongoing consultations between the Cafe Model and the Daily 5 Coach and the classroom teachers.
- \* Implementation of informal assessment strategies such as bell work, Pre/post quizzes, "thumbs up and thumbs down," on the spot slate responses, anecdotal notes, checklists, flexible grouping, oral response, running records and classroom observation, QAR poster reference.
- \* Analysis of Development Reading Assessment (DRA including word analysis), MLPP, and English Language Proficiency Assessment (ELPA) results to determine intervention groupings and to drive instruction.
- \* Analysis of special needs students' performance to drive instruction and to determine intervention groupings.
- \* Analysis of academically talented students' performance to drive instruction.

Assessment of Learning:

- \* Gradual systemic increase in levels 1 and 2 and decrease in levels 3 and 4 of performance on MEAP Reading.
- \* Gradual systemic increase in percentage of students performing at or above the 50th percentile and decrease in percentage of students performing below the 25th percentile on ITBS Reading Total.
- \* Gradual systemic decrease in percentage of students performing below grade level on DRA during spring assessment window Gr. K-5.
- \* Gradual systemic increase in percentage of students passing unit tests, quizzes, common assessments
- \* The Daily 5 and the Cafe Model classroom teachers retain and review student portfolios with interventionist to check for progress.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Reading Committee,  
Classroom Teachers,  
Administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD days	No Funds Required	0.00	0.00

**1.1.1.5. Activity: QAR Implementation accountability Safeguards**

**Activity Description:** Implementation Accountability Safeguards:

- \* DRAs posted on share drive
- \* The Daily 5 and The Cafe Model's record keeping forms, individual student conference forms, and strategy group planners.
- \* Teachers file simulations per unit with answers labeled by QAR choices.
- \* Setting Objectives and Student feedback, as recommended by Marzano's 9 essential strategies.
- \* Administrative observations
- \* Evidence of strategy use in lesson plans
- \* Implementation evidence includes student work on multiple choice questions, constructed responses and cross text simulations for Houghton Mifflin core curriculum units Gr. 2-5

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administration,  
Classroom Teachers  
Interventionist  
District trained building staff members  
Daily 5/Cafe Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Friday Resource Meetings	No Funds Required	0.00	0.00

**1.1.1.6. Activity: If Students Do Not Achieve...**

**Activity Description:** Programs are in place to provide support for students that do not meet academic standards. They include:

- \* Accelerated Program (ACP) 7:45 A.M. tutors from Compensatory Ed Dept.
- \* Push-in literacy specialists, literacy interventionist, as aligned with the Daily 5 and the Cafe Model, teacher consultants, paraprofessionals and resource teachers
- \* Intervention individual and small tutor groups (during day)
- \* Arab American Community Center for Economics and Social Services (ACCESS) school program
- \* Monthly parent in-services with academic agendas
- \* Weekly special education and administrative IEP meetings
- \* Weekly Friday A.M. Elem, Middle school and Administration collaborative meetings
- \* Late Start Wednesday meetings for grade level peer collaboration and kid watch work
- \* Biweekly Reading First grade level meetings in grades K-3
- \* Pyramid of Intervention provides systemic analysis and recommendations for instructional needs of at-risk students.
- \* Implementation of the Intervention Plan Initiative for reading

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** At Risk Committee

Administration

The Daily 5/Cafe Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Monthly Pyramid Meeting, PD time	No Funds Required	0.00	0.00

**1.1.2. Strategy: Think Aloud (TA)**

**Strategy Statement:** The think-aloud strategy asks students to say out loud what they are thinking about

when reading, solving math problems, or simply responding to questions posed by teachers or other students. Effective teachers think out loud on a regular basis to model this process for students. In this way, they demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks. This aligns with our new literacy model, the Daily 5 and the Cafe Book.

**Selected Target Areas**

SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
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 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
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?*

Study:Kucan & Beck.

Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction.

Study:Bauman, Seifert Russell, & Jones.

Effects of think-aloud instruction on elementary students' comprehension abilities.

Another scaffold, similar to modeling, is "thinking aloud." Anderson (1991) provides illustrations of think-alouds for several cognitive strategies in reading: for clarifying difficult statements or concepts; for summarizing important information; and for thinking ahead. In a mathematics study by Schoenfeld (1985), the teacher thought aloud as he went through the steps in solving mathematical problems. Thinking aloud by the teacher and more capable students provided novice learners with a way to observe "expert thinking" usually hidden from the student (p. 26)

B. Rosenshine and C. Meister, "The Use of Scaffolds for Teaching Higher Level Cognitive Strategies", Educational Leadership, April 1992

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
* In-service all instructional staff, and parents in Think Aloud (TA) strategy and how it can be implemented through the Daily 5 and the Cafe Model. * Teachers continue to model the strategy and focus on knowledge and application of TA. * Implement Lowrey School Coaching Plan in k-5 classrooms following the Think Aloud steps. * Add descriptions and examples of reading comprehension strategies to Lowrey web page for utilization at home.	09/01/2009	06/13/2011	School Improvement Team, Staff The Daily 5/ Cafe Coach
ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS: * Implementation of the Daily 5 and the Cafe Model, as it promotes independence for all students and supports individual needs. * In-service Teachers, paraprofessionals and parents on effective differentiation strategies, as suggested by Marzano's Classroom Instruction That Works, to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education students. * Special Education Teacher Consultants attend classes and provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions. * Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions. * Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.	09/01/2009	06/12/2011	Differentiation Committee, Administration, Special Ed staff The Daily 5/Cafe Model Coach
* Reading Comprehension Committee will in-service and review TA with ALL staff. * The Daily 5 and Cafe Model training participants, including classroom teachers, interventionist and coach. *Staff In-Service on Marzano's 9 essential strategies, that support the Daily 5 and the Cafe Book. * Resource staff and teachers will analyze and evaluate student performance on the MEAP, DRA and other assessment tools in relevance to TA use. *Literacy Specialists model, co-teach, mentor and coach K-5 teachers so that needs of at-risk students are met. * Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff.	09/01/2009	06/12/2011	Reading Committee, Administration The Daily 5/Cafe Model Coach
* Implementation of informal assessment strategies such as the Daily 5 and Cafe Model record keeping and conference forms, as well best practices based on research conducted by Marzano, including bell work, Pre/post quizzes, "thumbs up and thumbs down," on the spot slate responses, anecdotal notes, checklists, flexible grouping, oral response, running records and classroom observation, TA poster reference. * Analysis of Development Reading Assessment (DRA), MLPP and English Language Proficiency Assessment (ELPA) results to determine intervention groupings and to drive instruction. * Analysis of	09/01/2009	06/12/2011	Classroom Teachers, Administration The Daily 5 and Cafe Model Coach

special needs students' performance to drive instruction and to determine intervention groupings. * Analysis of academically talented students' performance to drive instruction. Assessment of Learning: * Gradual systemic increase in levels 1 and 2 and decrease in levels 3 and 4 of performance on MEAP Reading. * Gradual systemic increase in percentage of students performing at or above the 50th percentile and * Gradual systemic decrease in percentage of students performing below grade level on DRA during spring assessment window Gr. K-5. * Gradual systemic increase in percentage of students passing unit tests, quizzes, common assessments			
* DRAs posted on share drive * The Daily 5 and Cafe Model individual conference forms and strategy group planners * Student feedback, as recommended by Marzano's 9 essential strategies. * Administrative observations * Evidence of strategy use in lesson plans * Implementation evidence includes student work on multiple choice questions, constructed responses and cross text simulations for Houghton Mifflin core curriculum units Gr. 2-5	09/01/2008	06/12/2010	Administration Classroom Teachers The Daily 5/Cafe Model Coach
Programs are in place to provide support for students that do not meet academic standards. They include: * Accelerated Program (ACP) 7:45 A.M. tutors from Compensatory Ed Dept. * Push-in literacy specialists, teacher consultants, paraprofessionals and resource teachers * The Daily 5 Interventionist conducts individual and small tutor groups (during day), based on the new literacy model. * Arab American Community Center for Economics and Social Services (ACCESS) school program * Monthly parent in-services with academic agendas * Weekly special education and administrative IEP meetings * Weekly Friday A.M. Elem, Middle school and Administration collaborative meetings * Late Start Wednesday meetings for grade level peer collaboration and kid watch work * BiWeekly Reading First grade level meetings in grades K-3 * Pyramid of Intervention provides systemic analysis and recommendations for instructional needs of at risk students. * Implementation of the Intervention Plan Initiative for reading	09/01/2009	06/12/2011	At Risk Committee Administration Classroom Teachers The Daily 5/ Cafe Model Coach

### 1.1.2.1. Activity: Think Aloud Implementation

**Activity Description:** \* In-service all instructional staff, and parents in Think Aloud (TA) strategy and how it can be implemented through the Daily 5 and the Cafe Model.

- \* Teachers continue to model the strategy and focus on knowledge and application of TA.
- \* Implement Lowrey School Coaching Plan in k-5 classrooms following the Think Aloud steps.
- \* Add descriptions and examples of reading comprehension strategies to Lowrey web page for utilization at home.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** School Improvement Team, Staff  
The Daily 5/ Cafe Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/13/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Extended time and built in Professional development time targeted at subgroups	District Professional development/work days	200.00	200.00

**1.1.2.2. Activity: TA Differentiation for Sub- Groups**

**Activity Description:** ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:

- \* Implementation of the Daily 5 and the Cafe Model, as it promotes independence for all students and supports individual needs.
- \* In-service Teachers, paraprofessionals and parents on effective differentiation strategies, as suggested by Marzano's Classroom Instruction That Works, to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education students.
- \* Special Education Teacher Consultants attend classes and provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions.
- \* Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions.
- \* Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Differentiation Committee,  
Administration,  
Special Ed staff  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD time, Staff Meeting	No Funds Required	0.00	0.00

**1.1.2.3. Activity: TA Professional Learning**

**Activity Description:** \* Reading Comprehension Committee will in-service and review TA with ALL staff.

\* The Daily 5 and Cafe Model training participants, including classroom teachers, interventionist and coach.

\*Staff In-Service on Marzano's 9 essential strategies, that support the Daily 5 and the Cafe Book.

\* Resource staff and teachers will analyze and evaluate student performance on the MEAP, DRA and other assessment tools in relevance to TA use.

\*Literacy Specialists model, co-teach, mentor and coach K-5 teachers so that needs of at-risk students are met.

\* Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of

and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Reading Committee,  
Administration

The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff Meetings, Late Start Wednesday	No Funds Required	0.00	0.00

**1.1.2.4. Activity: Measures of Success**

**Activity Description:** \* Implementation of informal assessment strategies such as the Daily 5 and Cafe Model record keeping and conference forms, as well best practices based on research conducted by Marzano, including bell work, Pre/post quizzes, "thumbs up and thumbs down," on the spot slate responses, anecdotal notes, checklists, flexible grouping, oral response, running records and classroom observation, TA poster reference.

- \* Analysis of Development Reading Assessment (DRA), MLPP and English Language Proficiency Assessment (ELPA) results to determine intervention groupings and to drive instruction.
  - \* Analysis of special needs students' performance to drive instruction and to determine intervention groupings.
  - \* Analysis of academically talented students' performance to drive instruction.
- Assessment of Learning:
- \* Gradual systemic increase in levels 1 and 2 and decrease in levels 3 and 4 of performance on MEAP Reading.
  - \* Gradual systemic increase in percentage of students performing at or above the 50th percentile and
  - \* Gradual systemic decrease in percentage of students performing below grade level on DRA during spring assessment window Gr. K-5.
  - \* Gradual systemic increase in percentage of students passing unit tests, quizzes, common assessments

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Classroom Teachers,  
Administration  
The Daily 5 and Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development, Late Start Wednesday	Title I Schoolwide	500.00	0.00

**1.1.2.5. Activity: TA Implementation Accountability Safeguards**

- Activity Description:** \* DRAs posted on share drive
- \* The Daily 5 and Cafe Model individual conference forms and strategy group planners
  - \* Student feedback, as recommended by Marzano's 9 essential strategies.
  - \* Administrative observations
  - \* Evidence of strategy use in lesson plans
  - \* Implementation evidence includes student work on multiple choice questions, constructed responses and cross text simulations for Houghton Mifflin core curriculum units Gr. 2-5

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administration  
Classroom Teachers  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2008, End Date - 06/12/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Daily Observations	No Funds Required	0.00	0.00

**1.1.2.6. Activity: If Students do NOT Achieve...**

**Activity Description:** Programs are in place to provide support for students that do not meet academic standards. They include:

- \* Accelerated Program (ACP) 7:45 A.M. tutors from Compensatory Ed Dept.
- \* Push-in literacy specialists, teacher consultants, paraprofessionals and resource teachers
- \* The Daily 5 Interventionist conducts individual and small tutor groups (during day), based on the new literacy model.
- \* Arab American Community Center for Economics and Social Services (ACCESS) school program
- \* Monthly parent in-services with academic agendas
- \* Weekly special education and administrative IEP meetings
- \* Weekly Friday A.M. Elem, Middle school and Administration collaborative meetings
- \* Late Start Wednesday meetings for grade level peer collaboration and kid watch work
- \* BiWeekly Reading First grade level meetings in grades K-3
- \* Pyramid of Intervention provides systemic analysis and recommendations for instructional needs of at risk students.
- \* Implementation of the Intervention Plan Initiative for reading

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** At Risk Committee  
Administration  
Classroom Teachers  
The Daily 5/ Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Extended Day Program	General Funds	2,000.00	2,000.00

## Goal 2: Writing

**Content Area :** English Language Arts

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** All students will improve their writing skills in all genres by 8% on the MEAP writing test by using 6+1 Traits of Writing.

**Gap Statement :** 44% of our 4th grade students are scoring proficient on the MEAP writing test. However, further subgroup data analysis indicates that there is a substantive achievement gap between English Language Learners and their counterparts. The percentage of ELL students who met or exceeded the state performance standards is approximately 25 points lower than those who are not identified as ELL. There was also a gap between student subgroups on the writing assessment tests. Male student performance was 10 points higher in writing on the 4th grade MEAP test than female performance. Economically disadvantaged students and ELL students performed lower than their counterparts. The writing gap was evident in multiple data sources in the following areas:

Essence 1: Demonstrating the ability to revise written work based on the 6 + 1 traits rubric.

Essence 2: Writing for a specific grade level purpose and audience.

Essence 3: Focusing on the following 6 + 1 traits: content and ideas (adding details), word choice, and organization.

**Cause for Gap :** \* Our enrollment data indicates that the majority of our student population come from economically disadvantaged

homes (79%) and from households where English is spoken as a second language (95%).

\* Our teacher survey data analysis indicates that students face difficulty in expressing their thoughts with supporting details when it comes to written language.

\* Student mobility data analysis indicates that attendance habits which negatively impact student performance such as interrupted schooling, leaving early, enrolling late, multiple mobility, etc. have decreased from 2005 to 2009 (50% to 20%), However, negative attendance habits still impact existing performance gaps among subgroups.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP(Michigan Educational Assessment Program), district(Writing Common Assessment)and building (locally developed writing assessment) are used to identify gaps in student achievement.

1. Monthly analysis of Peer response writing and writing from knowledge and experience based on the 6+1 traits of writing rubric.

2. Quarterly assessment of GLCE writing genre based on the 6+1 traits of writing and the school writing calendar.

3. MEAP data analysis to determine strands and grade level content expectations needing additional focus based on state comment codes.

3. Ongoing formative assessment of the 6+1 traits.

4. Analysis of the writing component of the English Language Proficiency Assessment (ELPA).

**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 be based on the sustainment of current research-based best practices with all students but will also address the achievement gaps with school wide instructional initiatives. Our new initiative this year is the Daily 5 & the Cafe Model for literacy. It fosters independence and will assist the staff in reaching student success. Information on the implementation of this goal will be collected during the school year. evidence collected will include workshops attended by staff members, agendas, minutes of collaboration team meetings, sample lesson plans, student attendance at after school programs. Other data/evidence collection will include:

- \* Progress monitoring in release time collaborative meetings between administration, support staff and pyramid of intervention team.
- \* Development and implementation of MEAP/writing action plans where teachers and support staff use a co-teaching model to work on areas of concern
- \* Post and update writing (all traits) scores on the the progress monitoring workbook saved on the building shared drive.
- \* Implement school wide and individual teacher coaching plan, as described in the Daily 5 and the Cafe book, for all students, a plan that provides each individual student with the opportunity to have a scaffold on all 6+1 traits following a detailed process between the classroom teacher and the coach.
- \* Highly trained paraprofessionals, district interventionist, special education teachers, resource teachers push in the classrooms to service ELL, SE, and at risk students in grades K-5 during assisted writing and writer's workshop also in seminar for grades 6-8
- \* Our Title I Intervention Team works collaboratively to place students appropriately and provide them with the support and service that meet their needs in small group instruction.
- \* Our Daily 5/ Cafe Model Literacy Coach works with the the needy subgroups in small literacy groups, while modeling for classroom teachers.
- \* ELL resource teacher that works with all ELLs that need additional small group literacy instruction.
- \* Other support staff addresses individual social and academic needs when necessary.

**Contact Name :** Fatme Faraj

**List of Objectives:**

ID	Objective
4113	49% of the students overall will score in the proficient category on the MEAP writing assessment including the ELL subgroup by demonstrating proficiency in applying the 6+1 Traits of writing.

**SPR (90) Challenges :** None

## 2.1. Objective: 1. Writing

**Measurable Objective Statement to Support Goal :** 49% of the students overall will score in the proficient category on the MEAP writing assessment including the ELL subgroup by demonstrating proficiency in applying the 6+1 Traits of writing.

**List of Strategies:**

ID	Strategy	Locked By
4113	All classroom teachers will implement process writing as a strategy for teaching writing genres. The process involves steps and mini lessons that will help close the achievement gap in writing. Teachers will research best practices in writing instruction that focus on including details and differentiating instruction for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results and using technology. Noticeable individual student growth as a result of daily conferencing will help meet the needs of all students including the subgroups.	
4113	Daily Oral Language (DOL) is a strategy that is conducted as a whole group. A time is scheduled each day for the teacher to discuss material that is either written on the board or projected with an overhead projector or displayed on the promethean board. DOL prompts contain several sentences that have errors which are corrected orally and then corrected in writing. The teacher asks students for suggested corrections. DOL will be adapted to align with the Daily 5 and the Cafe Model. The teacher can also ask the students to write the corrected sentences or fill in a bubble sheet similar to that used in a high-stakes test. This strategy helps students in test taking skills on the multiple choice part of the MEAP writing assessment.	

**2.1.1. Strategy: Process Writing**

**Strategy Statement:** All classroom teachers will implement process writing as a strategy for teaching writing genres. The process involves steps and mini lessons that will help close the achievement gap in writing. Teachers will research best practices in writing instruction that focus on including details and differentiating instruction for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results and using technology. Noticeable individual student growth as a result of daily conferencing will help meet the needs of all students including the subgroups.

**Selected Target Areas**

SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning
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?***

The process writing method of instruction mirrors the process that experienced writers use; organize their thoughts before they begin to write, creating a draft, and improving their compositions by revising them (Allen, 2003.)

Ruth Culham's 6+1 Traits of Writing: The Complete Guide, published by Scholastic,1997  
 Seeing With New Eyes: A Guidebook on Teaching and Assessing Beginning Writers brims over with tips for using the traits in the primary classroom  
 An Overview of Research on Teaching Writing as a Process, April 2007  
 (<http://www.ksbe.edu/SPI/PDFS/Reports/WritingProcessreport.pdf>)  
 Based on this research, writing instruction has moved from focusing on spelling, grammar, and other writing conventions to a holistic view emphasizing writing as a recursive process. Specifically, this research shows a direct correlation between instruction based on writing process techniques and students' writing proficiency level.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
* In-service all instructional staff on genre frames and district writing curriculum calendar to reflect the State of Michigan writing Grade Level Content Expectations (GLCEs), and its alignment with the Daily 5 and the Cafe Book and Robert Marzano. * In-service all instructional staff on mini-lessons for the common language of 6 + 1 traits writing rubric. * In-service all instructional staff and parents on peer response and constructed response Writing * In-service all instructional staff in using district Writing Resources Notebooks and 6+1 Traits. * Update simulations (per Houghton Mifflin units) to provide constructed response opportunities. * Teachers focus on effective usage of assigned genre frame, as described in the Daily 5 and the Cafe Book, including appropriate sentence structure, sentence fluency, spelling and word work, revision, and self editing skills via 6 + 1 traits writing. * Special Area Teachers focus on implementation of Type III writing. * Implement Lowrey School Coaching Plan in k-5 classrooms * Add descriptions and examples of writing strategies to Lowrey webpage for utilization at home.	09/01/2009	06/12/2011	Steering Committee Writing Representative, Writing Committee The Daily 5/Cafe Model Coach
Lowrey Writing Action Plan was created based on MEAP and district data analysis to fill existing gap in writing. This year it will be adapted to include the Daily 5 and Cafe initiatives. (Resource teachers, literacy coach, and administrators) push in to model writing process and assist with mini lessons as well as conferencing with the students, as recommended by Robert Marzano and as aligned with his 9 essential strategies. Action	01/01/2009	06/12/2011	Resource staff The Daily 5/Cafe Model Coach Administrators

<p>Plan 2009: Goal: All students will be able to write papers with a score of 4 or higher, SE/ELL, newly arrived or pyramid students will write papers of 3 or higher on the 6+1 Traits Rubric. 1. Allocate 35 minutes writing block daily. Non Negotiable 2. Complete a minimum of one essay every 3 weeks 3. Maintain students' writings in Folders for all students 4. Teach mini lessons based on comment codes/six traits 5. Embed mini lessons in weekly spelling sentences and DOL activities 6. Conference with each individual student on the mini lessons in every round/every essay(show evidence) 7. Rubricate All writings 8. Administer a common prompt on April 8th and June 3rd to all grade levels. 9. Resource teachers and administartors push in during the writing block for mini lessons and for conferencing</p>			
<p>* In-service building staff members on the Daily 5/Cafe Model's strategies to build success and independence for every learner. * In-service Teachers, paraprofessionals and parents on effective differentiation strategies, based on best practices by Marzano, to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education students. * Special Education Teacher Consultants will provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions. * Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions. * Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.</p>	09/01/2009	06/12/2011	Support Staff, Classroom Teacher, Differentiation Committee The Daily 5/Cafe Model Coach
<p>* Writing Committee will in-service and/or review the staff on the following strategies, based on the Daily 5 and the Cafe Book: genre frames, district writing calendar, 6 trait writing rubric, peer response to authentic writing, constructed response, Daily Oral Language and the district writing notebook with ALL staff. * Resource staff and teachers will analyze and evaluate student performance on the MEAP ELA and other locally developed writing assessment tools. * Update progress monitoring files posted on the building shared drive. * Administrators, Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff. * Grade level and Resource Teachers collaborate on rubricated evaluations of locally developed writing assessments. * District professional development to establish inter-rater reliability for writing from knowledge and experience in Fall 2010 * Push-in administrtion, resource teacher support in grades 2-5 for whole group mini-lesson modeling.</p>	09/01/2009	06/12/2011	Administrators, Support Staff, Teachers The Daily 5/Cafe Model Coach

### 2.1.1.1. Activity: Process Writing Implementation

**Activity Description:** \* In-service all instructional staff on genre frames and district writing curriculum calendar to reflect the State of Michigan writing Grade Level Content Expectations (GLCEs), and its alignment with the Daily 5 and the Cafe Book and Robert Marzano.

- \* In-service all instructional staff on mini-lessons for the common language of 6 + 1 traits writing rubric.
- \* In-service all instructional staff and parents on peer response and constructed response Writing
- \* In-service all instructional staff in using district Writing Resources Notebooks and 6+1 Traits.
- \* Update simulations (per Houghton Mifflin units) to provide constructed response opportunities.
- \* Teachers focus on effective usage of assigned genre frame, as described in the Daily 5 and the Cafe Book, including appropriate sentence structure, sentence fluency, spelling and word work, revision, and self editing skills via 6 + 1 traits writing.
- \* Special Area Teachers focus on implementation of Type III writing.
- \* Implement Lowrey School Coaching Plan in k-5 classrooms
- \* Add descriptions and examples of writing strategies to Lowrey webpage for utilization at home.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Steering Committee Writing Representative, Writing Committee  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Release time writing Professional Development	Title I School Improvement (ISI)	1,000.00	1,000.00
District/Building Release days PD	No Funds Required	0.00	0.00

### 2.1.1.2. Activity: Action Plan Implementation

**Activity Description:** Lowrey Writing Action Plan was created based on MEAP and district data analysis to fill existing gap in writing. This year it will be adapted to include the Daily 5 and Cafe initiatives. (Resource teachers, literacy coach, and administrators) push in to model writing process and assist with mini lessons as well as conferencing with the students, as recommended by Robert Marzano and as aligned with his 9 essential strategies.

Action Plan 2009:

Goal: All students will be able to write papers with a score of 4 or higher, SE/ELL, newly arrived or pyramid students will write papers of 3 or higher on the 6+1 Traits Rubric.

1. Allocate 35 minutes writing block daily. Non Negotiable
2. Complete a minimum of one essay every 3 weeks
3. Maintain students' writings in Folders for all students
4. Teach mini lessons based on comment codes/six traits
5. Embed mini lessons in weekly spelling sentences and DOL activities
6. Conference with each individual student on the mini lessons in every round/every essay(show evidence)
7. Rubricate All writings
8. Administer a common prompt on April 8th and June 3rd to all grade levels.
9. Resource teachers and administartors push in during the writing block for mini lessons and for conferencing

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Resource staff  
The Daily 5/Cafe Model Coach  
Administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 01/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Release Time PD for Grades 2-5	Title I School Improvement (ISI)	700.00	700.00
Contractual Duty Staff Meetings	No Funds Required	0.00	0.00

**2.1.1.3. Activity: Differentiation for Sub-Groups**

**Activity Description:** \* In-service building staff members on the Daily 5/Cafe Model's strategies to build success and independence for every learner.

\* In-service Teachers, paraprofessionals and parents on effective differentiation strategies, based on best practices by Marzano, to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education students.

\* Special Education Teacher Consultants will provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions.

\* Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions.

\* Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Support Staff,  
Classroom Teacher,  
Differentiation Committee  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Monthly and biweekly pyramid meetings	No Funds Required	0.00	0.00
weekly support staff/administration meeting	No Funds Required	0.00	0.00

**2.1.1.4. Activity: Professional Learning**

**Activity Description:**

- \* Writing Committee will in-service and/or review the staff on the following strategies, based on the Daily 5 and the Cafe Book: genre frames, district writing calendar, 6 trait writing rubric, peer response to authentic writing, constructed response, Daily Oral Language and the district writing notebook with ALL staff.
- \* Resource staff and teachers will analyze and evaluate student performance on the MEAP ELA and other locally developed writing assessment tools.
- \* Update progress monitoring files posted on the building shared drive.
- \* Administrators, Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff.
- \* Grade level and Resource Teachers collaborate on rubricated evaluations of locally developed writing assessments.
- \* District professional development to establish inter-rater reliability for writing from knowledge and experience in Fall 2010
- \* Push-in administration, resource teacher support in grades 2-5 for whole group mini-lesson modeling.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrators,  
Support Staff,  
Teachers  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Release time for Writing PD	Title I School Improvement (ISI)	500.00	500.00
Administration/Resource Friday Mtgs	No Funds Required	0.00	0.00

### 2.1.2. Strategy: (DOL) Daily Oral language

**Strategy Statement:** Daily Oral Language (DOL) is a strategy that is conducted as a whole group. A time is scheduled each day for the teacher to discuss material that is either written on the board or projected with an overhead projector or displayed on the promethean board. DOL prompts contain several sentences that have errors which are corrected orally and then corrected in writing. The teacher asks students for suggested corrections.

DOL will be adapted to align with the Daily 5 and the Cafe Model.

The teacher can also ask the students to write the corrected sentences or fill in a bubble sheet similar to that used in a high-stakes test. This strategy helps students in test taking skills on the multiple choice part of the MEAP writing assessment.

**Selected Target Areas**

SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

**Other Required Information for Strategy**

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

Classroom Instruction that Works ? Marzano, There's No Practice Like Best Practice Making Sense of the Research, Recommendations, and Rhetoric of Professional Teaching by Steve Peha, Boys and Girls Learn Differently by Michaelhe...

Record of Oral Language: New Edition Pub. Date: November 2007

Reading instruction builds especially on oral language. If this foundation is weak, progress in reading will be slow and uncertain. - Anderson, Hiebert, Scott, & Wilkinson, 1985

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
* In-service all instructional staff on the Daily 5's Basic tasks: Read to Yourself, Read to Someone, Work on Writing, Listen to Reading and Spelling/Word Work. * In-service teachers on other building wide best practices, including DOL and QAR, as aligned with Robert Marzano's 9 essential strategies. * In-service all instructional staff on mini-lessons on the common language of DOL. * In-service new staff in Daily Oral Language (DOL) implementation. * In-service parents during monthly parent meetings in DOL strategies. * Update simulations (per Houghton Mifflin units) to provide DOL opportunities.	09/01/2009	06/12/2011	Writing Committee, Classroom Teachers The Daily 5/Cafe Model Coach
* Develop DOL to be aligned with the Daily 5, respecting the time limits that it and the Cafe Model recommend, as well as other research based best practices (resource room binder) to teach ELL students DOL skills in context. * DOL binder includes phonemic awareness, phonics, grammar and spelling and work work, as described in the Daily 5 and the Cafe Model. * Align DOL strategies with leveled books	05/05/2009	06/12/2011	Resource Teachers, Paraprofessionals, Classroom teachers The Daily 5/Cafe Model Coach

**2.1.2.1. Activity: DOL Implementation**

**Activity Description:** \* In-service all instructional staff on the Daily 5's Basic tasks: Read to Yourself, Read to Someone, Work on Writing, Listen to Reading and Spelling/Word Work.

\* In-service teachers on other building wide best practices, including DOL and QAR, as aligned with Robert Marzano's 9 essential strategies.

\* In-service all instructional staff on mini-lessons on the common language of DOL.

\* In-service new staff in Daily Oral Language (DOL) implementation.

\* In-service parents during monthly parent meetings in DOL strategies.

\* Update simulations (per Houghton Mifflin units) to provide DOL opportunities.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Writing Committee,  
Classroom Teachers  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
DOL books for classroom teachers, DOL inservice	General Funds	1,000.00	1,000.00

**2.1.2.2. Activity: Adapted DOL Activities**

**Activity Description:** \* Develop DOL to be aligned with the Daily 5, respecting the time limits that it and the Cafe Model recommend, as well as other research based best practices (resource room binder) to teach ELL students DOL skills in context.

\* DOL binder includes phonemic awareness, phonics, grammar and spelling and work work, as described in the Daily 5 and the Cafe Model.

\* Align DOL strategies with leveled books

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Resource Teachers,  
Paraprofessionals,  
Classroom teachers  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 05/05/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Resource Room Binder	Title III	200.00	200.00

**Goal 3: Problem Solving: Math**

**Content Area :** Math

**Goal Source :** cna

**Development Status :** Approved

**Student Goal Statement :** During the 2010-2011 school year, all students will improve their math problem-solving skills as measured by 1% gain on the 4th grade math MEAP test.

**Gap Statement :** 98% of our 4th grade students are scoring proficient on the Math MEAP test. However, further analysis indicate that there is a 6 points achievement gap between English language learners and their

counterparts. The percentage of ELL students who met or exceeded the state performance standards is 6 points lower than those who are not ELL which is not a significant gap. However, our locally developed math assessment indicate a significant gap of 12 points between our ELL and non ELL students. The math gap was evident in multiple data sources in the following areas:

Essence 1: Demonstrating the ability to perform computational skills.

Essence 2: Following problem solving steps in story problems including area, perimeter, and properties of two dimensional-three dimensional shapes.

Essence 3: demonstrating the ability to comprehend math vocabulary in context.

**Cause for Gap :** Our enrollment data indicates that the majority of our student population comes from economically disadvantaged

homes (91%) and from households where English is spoken as a second language (91%).

Our teacher survey data analysis indicates that there is a lack of vocabulary comprehension when it comes to reading story problems.

Student mobility data analysis indicates that attendance habits which negatively impact student performance such as interrupted schooling, leaving early, enrolling late, multiple mobility, etc. have decreased from 2005 to 2010 (50% to 20%), However, negative attendance habits still impact existing performance gaps among subgroups.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP(Michigan Educational Assessment Program, district Common Math Assessment, and building formative and summative assessments).

1. Monthly analysis of math assessment and Computation skills assessment to monitor students' progress.
2. MEAP data analysis to determine strands and grade level content expectations needing additional focus.
3. Ongoing Formative assessment of math standards and expectations for instructional purposes.

**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?** Lowrey School will sustain current research-based best practices with all students but will also address the achievement gaps with school wide instructional initiatives.

One way we have addressed the achievement gap is with a literacy model, the Daily 5 and the Cafe Book, that fosters independence and a framework that lends to more one on one teacher time with students, a strategy that will be beneficial in math, as well.

Information on the implementation of this goal will be collected during the school year. Evidence collected will include workshops attended by staff members, agendas, minutes of collaboration team meetings, sample lesson plans, student attendance at after school programs. Other data/evidence collection will include:

- \* Progress monitoring in release time collaborative meetings between administration, support staff and pyramid of Intervention team.
- \* Development and implementation of MEAP action plans where teachers and support staff use a co-teaching model to work on areas of concern
- \* Post and update math unit tests scores on the progress monitoring workbook which is saved on the building shared drive.
- \* Highly trained paraprofessionals, special education teachers, resource teachers push in the classrooms to service ELL, SE, and at risk students in grades K-5 to bring basic skills up to speed for at-risk students.
- \* Our Title I Intervention Team works collaboratively to place students appropriately and provide them with the support and services that meet their needs in small instructional groups.
- \* ELL resource teacher that works with all ELLs that need additional small group instruction for literacy and math.
- \* Special Education staff addresses individual social and academic needs when necessary.

**Contact Name :** Samir Makki

**List of Objectives:**

ID	Objective
4128	99% of the students overall will score in the proficient category in 4th grade math on MEAP.

**SPR (90) Challenges :** None

### 3.1. Objective: Problem Solving Across Curriculum

**Measurable Objective Statement to Support Goal :** 99% of the students overall will score in the proficient category in 4th grade math on MEAP.

**List of Strategies:**

ID	Strategy	Locked By
4128	The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. Using the think aloud method on a regular basis helps students demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks. Teachers across the grade levels will use the Think Aloud Strategy in their daily math instruction as it proves effective when it comes to solving math problems especially with the ELL students who need the oral language instruction.	
4128	A strategy that was selected by Lowrey staff and inspired by QUESTIONS, CUES & ADVANCE ORGANIZERS from Marzano's nine strategies. Lowrey staff members generated a list of question stems that include grade level specific math vocabulary words. We generated charts of the stems for all teachers and implemented their use in the classroom.	

#### 3.1.1. Strategy: Think Aloud Math

**Strategy Statement:** The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. Using the think aloud method on a regular basis helps students demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks. Teachers across the grade levels will use the Think Aloud Strategy in their daily math instruction as it proves effective when it comes to solving math problems especially with the ELL students who need the oral language instruction.

**Selected Target Areas**

SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

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

Think-alouds are used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning 1996).

By listening in as students think aloud, teachers can diagnose students' strengths and weakness. "When teachers use assessment techniques such as observations, conversations and interviews with students, or interactive journals, students are likely to learn through the process of articulating their ideas and answering the teacher's questions" (National Council of Teachers of Mathematics 2000).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
In-service all instructional staff in story problem strategies and strategies that include area, perimeter, and properties of two dimensional-three dimensional shapes.	09/01/2009	06/12/2011	Math School Improvement Plan Committee Steering Committee
In-service parents during monthly parent meetings in story problem strategies and two dimensional-three dimensional shapes. Inservice parents on the new literacy frameowrk that will also be used to monitor "teacher time" and ono on one time during math. Inservice parents on Marzano's 9 essential strategies, as they apply to homework and parental support.	09/01/2009	06/12/2011	Resource Teachers Math Committee Administrators
Teachers implement test taking skills with students on a daily basis using tailored bank of math items that are aligned with GLCEs Teachers will implement Marzano, the Daily 5 and Cafe Model's best practices in terms of the one on one time and teaching and classroom framework.	09/01/2009	06/12/2011	Resource teachers administrators classroom teachers The Daily 5/Cafe Model Coach
ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS: 1. In-service teachers, paraprofessionals and parents on effective differentiation strategies to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education	09/01/2009	06/12/2011	Administrators Support Staff Classroom Teachers

<p>students. 2. Special Education Teacher Consultants will provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions. 3. Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions. 4. Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.</p>			
<p>Professional Learning: * Staff Members will be training on the Daily 5 and the Cafe Model's classroom framework as it lends to independence and more one on one time between teacher and student. * Problem Solving Committee will in-service and review story problem strategies involving area, perimeter, and properties of two dimensional-three dimensional shapes. * Resource staff and teachers will analyze and evaluate student performance on the MEAP, district, and locally developed assessments. * Update progress monitoring files posted on the building share drive. * In-service ALL staff on constructed response rubrication process. * Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff.</p>	09/01/2009	06/12/2011	Administrators Support Staff Classroom Teachers The Daily 5/Cafe Model Coach
<p>Measures of success: Assessment for Learning: Constant improvement of student achievement as a result of: - Implementation of informal assessment strategies such as bell work, Pre/post quizzes, "thumbs up and thumbs down," on the spot slate responses, anecdotal notes, checklists, flexible grouping, oral response and classroom observation, as aligned with Marzano's 9 essential strategies. - Analysis of pretest performance on Grade Level Content Expectations (GLCEs) per each math unit to determine intervention groupings and to drive instruction. - Analysis of special needs students' performance to drive instruction and to determine intervention groupings. - Analysis of academically talented students' performance to drive instruction. Assessment of Learning: - Gradual systemic increase in levels 1 and 2 and decrease in levels 3 and 4 of performance on MEAP Math. - Gradual systemic decrease in percentage of students performing below grade level on district and locally developed math assessments.</p>	09/01/2009	06/12/2011	Administrators Resource Teachers Classroom Teachers
<p>Implementation Accountability Safeguards: - District and locally developed math assessment scores posted on share drive - Student feedback, as recommended by Marzano strategies that work. - Administrative observations - Evidence of strategy use in lesson plans - Implementation evidence includes student work samples of constructed response - Posters displayed and utilized in classrooms - Graphs, charts and tables displayed</p>	09/01/2009	06/12/2011	Administrators
<p>If Students do NOT Achieve: Programs are in place to provide support for students that do not meet academic standards 1. Accelerated Program (ACP) 7:45 A.M. tutors from</p>	09/01/2009	06/12/2011	Pyramid Committee

<p>Compensatory Ed Dept. 2. Push-in teacher consultants, paraprofessionals and resource teachers 3. Intervention individual and small tutor groups (during day) 4. Arab American Community Center for Economics and Social Services (ACCESS) after school program 5. Monthly parent in-services with academic agendas 6. Weekly special education and administrative IEP meetings 7. Weekly Friday A.M. Elem, Middle school and Administration collaborative meetings 8. Wednesday early release meetings for grade level peer collaboration and kid watch work 9. Pyramid of Intervention provides systemic analysis and recommendations for instructional needs of at-risk students.</p>			
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**3.1.1.1. Activity: Professional Development**

**Activity Description:** In-service all instructional staff in story problem strategies and strategies that include area, perimeter, and properties of two dimensional-three dimensional shapes.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Math School Improvement Plan Committee Steering Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Release time	No Funds Required	0.00	0.00

**3.1.1.2. Activity: Professional Development-Parents**

**Activity Description:** In-service parents during monthly parent meetings in story problem strategies and two dimensional-three dimensional shapes.

Inservice parents on the new literacy frameowrk that will also be used to monitor "teacher time" and ono on one time during math.

Inservice parents on Marzano's 9 essential strategies, as they apply to homework and parental support.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Resource Teachers  
Math Committee  
Administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Monthly Parent Meetings and Grade level meetings	Title I School Improvement (ISI)	200.00	200.00

**3.1.1.3. Activity: Test Taking Skills**

**Activity Description:** Teachers implement test taking skills with students on a daily basis using tailored bank of math items that are aligned with GLCEs  
Teachers will implement Marzano, the Daily 5 and Cafe Model's best practices in terms of the one on one time and teaching and classroom framework.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Resource teachers  
administrators  
classroom teachers  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Wayne County RESA Assessment Workshops	No Funds Required	0.00	0.00

**3.1.1.4. Activity: Steps for special needs students**

**Activity Description:** ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:

1. In-service teachers, paraprofessionals and parents on effective differentiation strategies to meet the needs of all learners with an emphasis on gifted/talented, ELL and Special Education students.
2. Special Education Teacher Consultants will provide individualized instruction for special education students through inclusion, co-teaching and push-in and/or pull-out sessions.
3. Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (ELL) through push-in and/or pull-out sessions.
4. Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrators  
Support Staff  
Classroom Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Locally Developed Materials	Title I School Improvement (ISI)	200.00	200.00

**3.1.1.5. Activity: Professional Learning:**

**Activity Description:** Professional Learning:

- \* Staff Members will be training on the Daily 5 and the Cafe Model's classroom framework as it lends to independence and more one on one time between teacher and student.
- \* Problem Solving Committee will in-service and review story problem strategies involving area, perimeter, and properties of two dimensional-three dimensional shapes.
- \* Resource staff and teachers will analyze and evaluate student performance on the MEAP, district, and locally developed assessments.
- \* Update progress monitoring files posted on the building share drive.
- \* In-service ALL staff on constructed response rubrication process.
- \* Teacher Consultants, Mentors and Resource Teachers introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and kid watching checklist with staff.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrators  
Support Staff  
Classroom Teachers  
The Daily 5/Cafe Model Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Building Professional Development Days	No Funds Required	0.00	0.00

**3.1.1.6. Activity: Measures of success:**

**Activity Description:** Measures of success:

Assessment for Learning: Constant improvement of student achievement as a result of:

- Implementation of informal assessment strategies such as bell work, Pre/post quizzes, "thumbs up and thumbs down," on the spot slate responses, anecdotal notes, checklists, flexible grouping, oral response and classroom observation, as aligned with Marzano's 9 essential strategies.
- Analysis of pretest performance on Grade Level Content Expectations (GLCEs) per each math unit to determine intervention groupings and to drive instruction.
- Analysis of special needs students' performance to drive instruction and to determine intervention groupings.
- Analysis of academically talented students' performance to drive instruction.

Assessment of Learning:

- Gradual systemic increase in levels 1 and 2 and decrease in levels 3 and 4 of performance on MEAP Math.
- Gradual systemic decrease in percentage of students performing below grade level on district and locally developed math assessments.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrators

Resource Teachers

Classroom Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Early Release Days	built in release time	0.00	0.00

**3.1.1.7. Activity: Implementation Accountability Safeguards:**

**Activity Description:** Implementation Accountability Safeguards:

- District and locally developed math assessment scores posted on share drive
- Student feedback, as recommended by Marzano strategies that work.
- Administrative observations
- Evidence of strategy use in lesson plans
- Implementation evidence includes student work samples of constructed response
- Posters displayed and utilized in classrooms
- Graphs, charts and tables displayed

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff Meetings/Daily Routine	No Funds Required	0.00	0.00

**3.1.1.8. Activity: If Students do NOT Achieve...**

**Activity Description:** If Students do NOT Achieve:

Programs are in place to provide support for students that do not meet academic standards

1. Accelerated Program (ACP) 7:45 A.M. tutors from Compensatory Ed Dept.
2. Push-in teacher consultants, paraprofessionals and resource teachers
3. Intervention individual and small tutor groups (during day)
4. Arab American Community Center for Economics and Social Services (ACCESS) after school program
5. Monthly parent in-services with academic agendas
6. Weekly special education and administrative IEP meetings
7. Weekly Friday A.M. Elem, Middle school and Administration collaborative meetings
8. Wednesday early release meetings for grade level peer collaboration and kid watch work
9. Pyramid of Intervention provides systemic analysis and recommendations for instructional needs of at-risk students.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Pyramid Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff Meetings, Parent Meetings, Release time	Title I Schoolwide	1,000.00	1,000.00

### 3.1.2. Strategy: Question Stems

**Strategy Statement:** A strategy that was selected by Lowrey staff and inspired by QUESTIONS, CUES & ADVANCE ORGANIZERS from Marzano's nine strategies. Lowrey staff members generated a list of question stems that include grade level specific math vocabulary words. We generated charts of the stems for all teachers and implemented their use in the classroom.

#### Selected Target Areas

SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals
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#### Other Required Information for Strategy

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

READING TO LEARN IN MATH, Marzano  
Research-based Strategies to Help Students Access Text and Learn Content.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
* All teachers will be inserviced on using question stems and use them with story problems, as it is aligned with Marzano, the Daily 5 and Cafe Book's research based practices. * All teachers will post question stems and refer to them while teaching. * All teachers will generate math problems that will be implemented during Daily Oral Math. * Teachers received an inservice on Steps to Solving story problems with differentiation for the subgroups, as recommended by Marzano's research based best practices. * Students and parents were trained on the Question Stems strategy.	09/01/2009	06/12/2011	Math Committee, Classroom Teachers,

### 3.1.2.1. Activity: Question Stems Implementation

**Activity Description:** \* All teachers will be inserviced on using question stems and use them with story problems, as it is aligned with Marzano, the Daily 5 and Cafe Book's research based practices.

\* All teachers will post question stems and refer to them while teaching.

\* All teachers will generate math problems that will be implemented during Daily Oral Math.

\* Teachers received an inservice on Steps to Solving story problems with differentiation for the subgroups, as recommended by Marzano's research based best practices.

\* Students and parents were trained on the Question Stems strategy.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Math Committee, Classroom Teachers,

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, End Date - 06/12/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD release time	Title I School Improvement (ISI)	500.00	500.00

# Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$3,000.00	\$3,000.00
No Funds Required	\$0.00	\$0.00
Title I School Improvement (ISI)	\$3,100.00	\$3,100.00
Title I Schoolwide	\$2,500.00	\$2,000.00
Title III	\$200.00	\$200.00
Other	\$0.00	\$0.00
Other	\$200.00	\$200.00

## 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
Dr.	Samir	Makki	Principal	makkis@dearborn.k12.mi.us
Mrs.	Fatme	Faraj	Assistant Principal	farajf@dearborn.k12.mi.us
Mrs.	Raeda	Akroush	Title I Resource Teacher	akrousr@dearborn.k12.mi.us
Ms.	Maylee	Mosallam	Bilingual resource Teache	mosallm@dearborn.k12.mi.us
Ms.	Laura	Grigorian	Interventionist	schwartz@dearborn.k12.mi.us
Mrs.	Nadia	Makled	Parent	nadm4@yahoo.com
Mr.	Dan	Wagner	School Engineer	Wagnerd@dearborn.k12.mi.us
Mrs.	Sana	Ajami	Parent	ajamis@hotmail.com
Mrs.	Anisa	Sahouba	Community Center Contact	sahoub@access.org
Mrs.	Cleopatra	Issa	Lunch Monitor	anc4life@yahoo.com

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

When the NCA cycle was implemented 7 years ago, Lowrey administration was fully aware of the requirement of including all stakeholders in the process. All stakeholders were made aware and trained on the School Improvement Plan development and implementation stages. Several committees are in place in the planning, design, monitoring and evaluation of our school improvement plan. Resource teachers (both elementary and middle school) meet weekly with administrators to determine student, staff, and parent needs. This information is then discussed with other stakeholders: Language Arts, Math, Social Studies, Science, and Extended-Core department chairs. In addition, there are specialized committees in place, such as Steering and Consortium (which consists of parents and teachers from different disciplines), to further determine and disaggregate information and conduct necessary professional development.

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

The monthly steering committee meetings with the grade level representatives and the weekly administration/support staff meetings are based on instructional dialogue that helps determine the needs of our teachers, students and parents. Curriculum, instruction and assessment decisions are made during these meetings where all staff members are represented.

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

All stakeholders are part of at least one of our monthly meetings. Information to all stakeholders is disseminated via:

Monthly school newsletter (hard copies and electronic copies) translated into parents' dominant language-

Arabic

Beginning of school year classroom orientations

Open House

Parent Teacher Conferences

Daily Bulletin

Flyers sent home almost daily and translated into Arabic

Grade Level Meetings

Parent connect will be active fall 2010

CLASS A for teachers to retrieve student data and Zangleto retrieve student information and enter report card grades

School web-site

Progress reports

Report cards

Staff meetings

PTA meetings

After school activities

# 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:

Dr. Samir Makki

Address:

6601 Jonathon

Telephone Number:

(313) 827-1802

## 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?***

The professional development plan and activities are data driven and selected based on the academic gaps we find in the multiple assessments we administer to students. The ultimate purpose of providing systematic professional development opportunities to staff is to narrow and close any achievement gaps we identify among the subgroups or to accelerate students' progress in specific areas identified when conducting digging deeper sessions in multiple assessments and conducting data analyses. Based on data analysis of students performance on standardized, district, and local assessment data; our school improvement plan provides the following as the implications for actions: The following learning activities will take place in order to meet the School Improvement Plan goals.

Data analysis release time, planning, reasearch based strategy trainings, Response to Intervention Training, implementing and monitoring literacy plan, instructinal dialogues. These activities and trainings will be coach led during weekly grade level meetings. Weekly early dismissal meetings with interventionist, coaches and resource teachers leading.

Staff meetings (3 times a month after school) for 1 hour.

10 Professional Development district and building inservices.

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

Our school uses multiple funds to support student learning including local district funds, state aid, unit budget, At Risk 31A, Section 41 (bilingual) Title I, Title III (English Language Acquisition), technology, Title II and in kind services and contributions from several community organizations. Title III and Title I funds are used to supplement and support the instructional program, to hire additional staff who provide interventions to students, to acquire instructional materials, provide professional development in best practices such as Writing (6+1 Traits), writing across the curriculum, differentiation, Response to Intervention strategies and data interpretation (MEAP, DRA, MLPP, and ELPA) and teacher release time for collaboration on data analysis and instructional dialogues sessions. Our building allocated Title I fund is utilized mainly to support the implementation of the school improvement plan by funding the following:

Support staff to assist the Title I students

Instructional materials such as reading comprehension books, 6+1 traits of writing books, promethean boards, Question answer Relationship strategy posters, additional leveled readers to support students who are reading below grade level, etc.

parental involvement incentives

purchased services for parent and professional development meetings

field trips

extended day for teachers and paraprofessionals

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

District technology grant is used to provide an annual Technology Camp that is planned and delivered at Salina Intermediate School for interested schools across the district. During the camp, teachers are trained on the the integration of technology across the curriculum to improve student achievement.

Student, teacher, and parent surveys were conducted, analyzed and utilized as needs asesment tools to determine technology gaps at Lowrey school.

Based on the surveys' results, students were allocated technology enrichment such as Study Island software that integrates ELA, math and technology.

All teachers were trained on the use of promethean (Active) boards which then were installed in every

classroom. District email became the main communication tool for distribution of information.

Teachers created school blogs for students and parents and trained parents on using them.

A building webpage is continuously updated with school information, academic assistance for students and parents, and useful links for both students and parents.

The technology committee meets on a monthly basis and delivers technology strategies as part of each staff meeting. This committee assists in entering student data on CLASS A and the building progress monitoring file which is saved on the building share drive.