

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Lowrey Middle School

Grades Served: 6,7,8

Principal: Dr. SAMIR H. MAKKI

Building Code: 05850

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Lowrey Middle School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	05850
City:	Dearborn
State/Province:	Michigan
Country:	United States

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 their daily practice, expecting that students work beyond those mandated expectations.

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

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

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 vision 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 to practice good citizenship from educators, families, and the community.

We believe that all students must have equal opportunities to learn and 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
3643	Reading	Approved	Open
3683	Writing Goal	Approved	Open
3702	Problem Solving Goal	Approved	Open

Goal 1: Reading

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

Student Goal Statement :

Student Goal Statement:

All students will improve their informational and narrative reading skills across the curriculum by 5% on the Michigan Educational Assessment Program (MEAP) reading test.

Student Goal with Measurable Objectives:

All students will demonstrate an increase in reading comprehension skills with an emphasis on theme, main idea, and conclusion. The proficiency on state reading test will increase from 77% to 82%.

Gap Statement : Based on the review of our reading assessments, 77% of our students were proficient on the MEAP reading, 67% of our students were proficient on the district DRA reading test, and 65% of our students were proficient on the reading portion of the ELPA test.

Cause for Gap : Specifically, our ELL learners comprise 90% of the non-proficient category in all reading assessments. Further analysis showed that "author and me questions" which requires the students to make an inference based on their knowledge, along with the information provided in the text was a challenge, especially for our ELL's who are lacking the background knowledge and experience to answer these higher level questions.

Multiple measures/sources of data you used to identify this gap in student achievement : In Correspondence with Marzano's "Classroom Instruction That Works"

1. Analysis Developmental Reading Assessment (DRA) and Lexile results to drive instruction and determine intervention grouping (Fall 09)
2. Monthly assessment and analysis on DRA for Non English Speaking students (NES) and English Language Proficiency Assessment (ELPA) results to determine intervention grouping and to drive instruction.
3. Formative Assessment throughout daily lessons (on-going)
4. Analysis of individual needs of Gifted & Talented, Special Ed., & English Language Learners (ELL) performance to drive instruction and to determine intervention groupings
5. Analysis of MEAP results (Winter 2010)
6. Analysis of Lexial Reading Score

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 1. Increased scores in Reading Comprehension on the MEAP.

2. Increased student scores on the DRA.
3. Increase in student Lexia scores.
4. Card marking and end-of-semester grades will be used to track the progress of identified students.
5. Increased scores on common assessments of informational reading comprehension developed in department for grade levels.
6. DRA and MEAP scores posted on shared drive
7. Teachers file simulations per unit
8. Student feedback
9. Administrative observations
10. Evidence of strategy used in lesson plans
11. Monthly teacher surveys submitted by reading comprehension co-chair (per Marzano's best practices)

Contact Name : Rima Younes

List of Objectives:

ID	Objective
3478	Students will improve their ability in answering informational and narrative reading skills across the curriculum increasing their score to 82% on the state reading test.

1.1. Objective: Reading

Measurable Objective Statement to Support Goal : Students will improve their ability in answering informational and narrative reading skills across the curriculum increasing their score to 82% on the state reading test.

List of Strategies:

ID	Strategy	Locked By
3478	In implementation of Marzano's strategies, "cues, questions and advance organizers" and "summarizing and note taking", all teachers will be: 1. In-serviced on Question Answer Relationship (QAR), Think Aloud (TA), and Shared Reading Strategies 2. In addition, Parents will also be in-serviced on Marzano's nine essential approaches during monthly parent meetings through QAR, TA and Shared Reading strategies. 3. All teachers are required to post a QAR poster in their room which identifies the four components of QAR 4. Teachers will model and implement reading comprehension strategies with students 5. Technology chair will add Marzano's "Essential Nine" approaches and other examples of reading comprehension strategies to Lowrey web page for utilization at home 6. All teachers will implement Lowrey Coaching Plan utilizing Marzano's reading comprehension strategies in 6-8 classrooms 7. Teachers will be in-serviced on effective differentiation strategies based on Marzano's approach to meet the needs of all learners with an emphasis on Gifted and Talented, Special ed., and English Language Learners (ELL) 8. Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (push-in and/or pull out sessions) 9.	

Teachers will use seminar sessions to design and target the individual needs of Gifted & Talented, Special Ed., & English Language Learners (ELL) 10. Special education teachers will collaborate and co-teach with general education teachers in order to provide a least restrictive environment for Special Ed. students.
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1.1.1. Strategy: Reading

Strategy Statement: In implementation of Marzano's strategies, "cues, questions and advance organizers" and "summarizing and note taking", all teachers will be:

1. In-serviced on Question Answer Relationship (QAR), Think Aloud (TA), and Shared Reading Strategies
2. In addition, Parents will also be inserviced on Marzano's nine essential approaches during monthly parent meetings through QAR, TA and Shared Reading strategies.
3. All teachers are required to post a QAR poster in their room which identifies the four components of QAR
4. Teachers will model and implement reading comprehension strategies with students
5. Technology chair will add Marzano's "Essential Nine" approaches and other examples of reading comprehension strategies to Lowrey web page for utilization at home
6. All teachers will implement Lowrey Coaching Plan utilizing Marzano's reading comprehension strategies in 6-8 classrooms
7. Teachers will be in-serviced on effective differentiation strategies based on Marzano's approach to meet the needs of all learners with an emphasis on Gifted and Talented, Special ed., and English Language Learners (ELL)
8. Resource staff, teachers and trained paraprofessionals will provide individualized instruction for English Language Learners (push-in and/or pull out sessions)
9. Teachers will use seminar sessions to design and target the individual needs of Gifted & Talented, Special Ed., & English Language Learners (ELL)
10. Special education teachers will collaborate and co-teach with general education teachers in order to provide a least restrictive environment for Special Ed. students.

Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
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 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

Other Required Information for Strategy

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

Through the implementation of Taffy Raphael's reading approach called Question, Answer, Relationships (QAR) we have been successful in observing and assisting students in the process and the strategies they use while attempting to answer a question. In her research, Raphael realized that students rely either on memory/prior knowledge to come up with an answer or they rely on information from the text to come up with an answer. Her observations revealed the importance of teaching students the relationships between

questions and answers. Her approach allows students to determine questions with answers that are found "in the book" and those answers that are found "in my head." Her research has proven that when students are taught to use the strategy correctly, their ability to answer questions correctly improves. We have found a common language that students and teachers can use and more importantly, a level of accountability students have in finding the "right" answer.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The QAR strategy provides a model based on Marzano's approaches for students to reflect upon how they "came up" with their answer to a question. Students make the connection between the question asked and the answer they provided. Using the QAR strategy holds the students accountable for their answers. They are required to go back to the text and underline where they found the answer to each question. This strategy not only eliminates students simply guessing their way through the reading, but it also provides insight to the teacher on how the students are brainstorming their response. 1. Teachers will be in-serviced and required to use QAR when reading any informational or narrative text. 2. Students will be required to read the assigned text, identify type of QAR questions, and refer back to the text to correctly answer comprehension questions. 3. Parents will be in-serviced on QAR during our monthly parent meetings. 4. All Teachers will be required to post a QAR poster in their classrooms.	09/01/2008	06/11/2009	Resource Staff Classroom teachers Reading committee Administrators
The Think Aloud strategy falls under Marzano's "Summarizing and Note Taking" strategy and requires the students to explain their thought process out loud. This strategy is implemented when a new reading selection is introduced. It helps the teachers guide the students through the text by modeling appropriate higher order thinking skills.	09/01/2009	06/11/2010	Resource staff Classroom teachers Administration Reading Comprehension Committee
Question stems include MEAP like language that help students become more familiar and less intimidated when encountering types of questions that encompass unfamiliar and difficult vocabulary. These question stems are developed locally and used in all core subject areas in correspondence with Marzano's "Essential Nine."	10/01/2009	05/29/2010	All core teachers Resource staff Administrative staff Reading Comprehension Committee

1.1.1.1. Activity: Question Answer Relationship (QAR) Strategy

Activity Description: The QAR strategy provides a model based on Marzano's approaches for students to reflect upon how they "came up" with their answer to a question. Students make the connection between the question asked and the answer they provided. Using the QAR strategy holds the students accountable for their answers. They are required to go back to the text and underline where they found

the answer to each question. This strategy not only eliminates students simply guessing their way through the reading, but it also provides insight to the teacher on how the students are brainstorming their response.

1. Teachers will be in-serviced and required to use QAR when reading any informational or narrative text.
2. Students will be required to read the assigned text, identify type of QAR questions, and refer back to the text to correctly answer comprehension questions.
3. Parents will be in-serviced on QAR during our monthly parent meetings.
4. All Teachers will be required to post a QAR poster in their classrooms.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Resource Staff

Classroom teachers
 Reading committee
 Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/11/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Meetings/Professional Development/Monthly Parent Meetings	Title I School Improvement (ISI)	100.00	100.00

1.1.1.2. Activity: Think Aloud

Activity Description: The Think Aloud strategy falls under Marzano's "Summarizing and Note Taking" strategy and requires the students to explain their thought process out loud. This strategy is implemented when a new reading selection is introduced. It helps the teachers guide the students through the text by modeling appropriate higher order thinking skills.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Resource staff

Classroom teachers
 Administration
 Reading Comprehension Committee

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development / Staff meetings	No Funds Required	0.00	0.00

1.1.1.3. Activity: Reading Question Stems

Activity Description: Question stems include MEAP like language that help students become more familiar and less intimidated when encountering types of questions that encompass unfamiliar and difficult vocabulary. These question stems are developed locally and used in all core subject areas in correspondence with Marzano's "Essential Nine."

Activity Type: Maintenance

Planned staff responsible for implementing activity: All core teachers

Resource staff

Administrative staff

Reading Comprehension Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2009, End Date - 05/29/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development / Team Planning Time	No Funds Required	0.00	0.00

Goal 2: Writing Goal

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their writing skills across the curriculum by 3% on the Michigan Educational Assessment Program (MEAP) writing test.

Student Goal with Measurable Objectives:

All students will demonstrate the ability to write for a specific purpose using multiple paragraphs (organization),

sentence structure, variety & fluency, idea & content, word choice, voice, and correct usage of editing skills (conventions) to meet the needs of an audience. The proficiency on the state writing test will increase from 83% to 86%.

Gap Statement : Based on a review of our writing assessments, 83% of our students were proficient on the MEAP writing, 63% of our students were proficient on the district writing assessment, and 75% of our students were proficient on their grade level building writing assessment.

Cause for Gap : Specifically, our ELL students comprised 85% of the non-proficient category in all writing assessments. Further analysis showed that these students have difficulty with organization and the ability to transfer their thoughts onto paper with relevant details.

Multiple measures/sources of data you used to identify this gap in student achievement : In correspondence with Marzano's "Classroom Instruction That Works":

Implementation evidence:

Monthly student writing samples, an increase in MEAP writing scores and formative daily assessment

Desired change in student learning:

All students will demonstrate their knowledge of 6+1 traits, Writing from Knowledge and Experience (Yellow Hamburger), Peer Response to the Student Writing (Oreo) and Cause & Effect organizers by successfully responding to a given prompt in an organized comprehensible sequence (Marzano's best practices)

- Monthly assessment and analysis on DRA for Non English Speaking students (NES)
- Analysis of ELPA results to drive instruction and determine intervention grouping
- Formative Assessment throughout daily lessons (on-going)
- Summative Assessment
- MEAP item analysis (Winter 2010)
- Analysis of district locally developed writing prompts
- Analysis of student writing based on 6 + 1 Traits of Writing rubric
- Analysis of the 2009 MEAP & ELPA scores to drive teacher instruction

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Based on Marzano's Essential Nine:

- Teachers create simulations per unit
- Student feedback
- Administrative observations
- Evidence of strategy used in lesson plans
- Monthly teacher surveys submitted by writing committee co-chairs
- Card marking and end-of-semester grades will be used to track the progress of identified students

Contact Name : Rima Younes

List of Objectives:

ID	Objective
3532	All students will demonstrate the ability to write for a specific purpose using multiple paragraphs (organization), sentence structure, variety & fluency, idea & content, word choice, voice, and correct usage

of editing skills (conventions) to meet the needs of an audience. The proficiency on the state writing test will increase from 83% to 86%.

2.1. Objective: Writing Goal

Measurable Objective Statement to Support Goal : All students will demonstrate the ability to write for a specific purpose using multiple paragraphs (organization), sentence structure, variety & fluency, idea & content, word choice, voice, and correct usage of editing skills (conventions) to meet the needs of an audience. The proficiency on the state writing test will increase from 83% to 86%.

List of Strategies:

ID	Strategy	Locked By
3532	<p>In implementation of Marzano's strategies, "cues, questions and advance organizers" and "nonlinguistic representations": 1. All science, social studies, math and extended core teachers will assign and assess at least one type III writing a month. Physical education teachers will assign type III writings during health units 2. All language Arts teachers will assign and grade at least one type III writing every other marking period 3. All teachers will use the type I and type II writing assignments as a processing activity 4. All Language arts teachers will follow the Peer Response to the Student Writing (Oreo), Writing from Knowledge and Experience (Yellow Hamburger), and Cause and Effect (Blue Hamburger) organizers when assigning students to respond to a given prompt 5. All teachers will use the Wonderful Words strategy to introduce, discuss and teach vocabulary. A class set of word bubbles will be posted outside each door monthly to promote a text rich environment 6. All teachers will provide a follow up activity to wonderful words such as: journal writing, type III writing, bingo, illustrations and/or a quiz 7. All language arts teachers are required to complete 3 simulations per year 8. Resource teachers will create more simulations to provide genre writing practice 9. Resource staff/administration will in-service all instructional staff on Writing from Knowledge and Experience (Yellow Hamburger), Peer Response to the Student Writing (Oreo)and Cause and Effect (Blue Hamburger) organizers 10. Resource teachers/administration will in-service all staff on 6+1 Traits of Writing during staff meetings 11. Resource staff/administration will in-service parents during monthly parent meetings in graphic organizers Blue, Yellow, Oreo and 6+1 rubric 12. Technology chair will add/update descriptions and examples of writing strategies to Lowrey webpage for utilization at home 13. Resource teachers/administration will implement Lowrey School coaching plan in 6-8 classrooms</p>	

2.1.1. Strategy: Writing Goal

Strategy Statement: In implementation of Marzano's strategies, "cues, questions and advance organizers" and "nonlinguistic representations":

1. All science, social studies, math and extended core teachers will assign and assess at least one type III

- writing a month. Physical education teachers will assign type III writings during health units
2. All language Arts teachers will assign and grade at least one type III writing every other marking period
 3. All teachers will use the type I and type II writing assignments as a processing activity
 4. All Language arts teachers will follow the Peer Response to the Student Writing (Oreo), Writing from Knowledge and Experience (Yellow Hamburger), and Cause and Effect (Blue Hamburger) organizers when assigning students to respond to a given prompt
 5. All teachers will use the Wonderful Words strategy to introduce, discuss and teach vocabulary. A class set of word bubbles will be posted outside each door monthly to promote a text rich environment
 6. All teachers will provide a follow up activity to wonderful words such as: journal writing, type III writing, bingo, illustrations and/or a quiz
 7. All language arts teachers are required to complete 3 simulations per year
 8. Resource teachers will create more simulations to provide genre writing practice
 9. Resource staff/administration will in-service all instructional staff on Writing from Knowledge and Experience (Yellow Hamburger), Peer Response to the Student Writing (Oreo)and Cause and Effect (Blue Hamburger) organizers
 10. Resource teachers/administration will in-service all staff on 6+1 Traits of Writing during staff meetings
 11. Resource staff/administration will in-service parents during monthly parent meetings in graphic organizers Blue, Yellow, Oreo and 6+1 rubric
 12. Technology chair will add/update descriptions and examples of writing strategies to Lowrey webpage for utilization at home
 13. Resource teachers/administration will implement Lowrey School coaching plan in 6-8 classrooms

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel

Other Required Information for Strategy

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

we have adopted the "6+1 writing traits" by Ruth Culham. This is a way to assess the students writing based on ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. This is assessment is used as a way to understand what students know and can do, and then use the language of the traits to focus writing lessons and activities to improve in specific ways. This helps the students focus in literally on what they need to revise and edit.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. Students will use the Wonderful Words Strategy to enhance their vocabulary in order to improve the quality of their writing. Students are required to identify, define, illustrate(Marzano's Nonlinguistic Representations), and apply unfamiliar words in their own sentences. Words are then posted in hallways and classrooms, establishing a vocabulary rich environment. Teaching Vocabulary	10/01/2009	05/29/2010	All teachers Writing committee Resource Staff Administration

reinforces Marzano's Five Step Process and engages students in activities that help them add to their knowledge of the terms.			
In order to implement Marzano's strategies, "Cues, Questions, Advance Organizer" and "Identifying Similarities and Differences" students use locally developed graphic organizers to help them visualize their writing in a holistic manner so that they are able to focus on the content of their writing as opposed to stressing over organization.	09/01/2009	05/29/2010	Resource teachers Language Arts teachers Administrations Writing Committee
Students write to prompts developed by all content area teachers with a focus on specific content requirements, (Marzano's Setting Objectives and Providing Feedback).	11/01/2009	05/29/2010	Resource teachers Language Arts teachers Administrations Writing Committee

2.1.1.1. Activity: Wonderful Words

Activity Description: 1. Students will use the Wonderful Words Strategy to enhance their vocabulary in order to improve the quality of their writing. Students are required to identify, define, illustrate (Marzano's Nonlinguistic Representations), and apply unfamiliar words in their own sentences. Words are then posted in hallways and classrooms, establishing a vocabulary rich environment. Teaching Vocabulary reinforces Marzano's Five Step Process and engages students in activities that help them add to their knowledge of the terms.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers
Writing committee
Resource Staff
Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2009, End Date - 05/29/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development / Team Meetings / Parent Meetings	Title I Schoolwide	300.00	300.00

2.1.1.2. Activity: Graphic Organizers

Activity Description: In order to implement Marzano's strategies, "Cues, Questions, Advance Organizer" and "Identifying Similarities and Differences" students use locally developed graphic organizers to help them visualize their writing in a holistic manner so that they are able to focus on the content of their writing as opposed to stressing over organization.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Resource teachers

Language Arts teachers

Administrations

Writing Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 05/29/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title I School Improvement (ISI)	50.00	50.00

2.1.1.3. Activity: Type III Writing

Activity Description: Students write to prompts developed by all content area teachers with a focus on specific content requirements, (Marzano's Setting Objectives and Providing Feedback).

Activity Type: Maintenance

Planned staff responsible for implementing activity: Resource teachers

Language Arts teachers

Administrations

Writing Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 11/01/2009, End Date - 05/29/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development / Team Planning Time	No Funds Required	0.00	0.00

Goal 3: Problem Solving Goal

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve math computation and problem solving skills across the curriculum.

Student Goal with Measurable Objectives:

All students will improve math computation & problem solving skills. The proficiency on the state math test will increase from 93% to 94%.

Gap Statement : 93% of our students are scoring proficient on the Math MEAP test. However, further analysis indicate that there is a gap between English language learners and their counterparts. The math gap was evident in multiple data sources in the following areas:

- Demonstrating the ability to perform computational skills.
- Following problem solving steps in story problems.
- Analyzing and interpreting data from graphs, charts, and tables.
- Comprehending math vocabulary in context.

Cause for Gap : Our enrolment data indicate that the majority of our student population come from Economically disadvantage

homes 92% and from households where English is spoken as a second language 95%.

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

Student Mobility data analysis indicates that attendance habits that has a negative impact on student performance such as interrupted schooling (leaving early, enrolling late, multiple mobility, etc.) has decreased from 2005 to 2010 (50% to 20%), However, it is still a factor that adds to an existing performance gap between subgroups.

Multiple measures/sources of data you used to identify this gap in student achievement : Assessment for Learning: constant improvement of student achievement as a result of:

- Analysis of classroom and assessment performance of Gifted & Talented, Special Ed., & English Language Learners (ELL) to determine intervention grouping and drive instruction
- Analysis entry exam of Grade level Content Expectations (GLCE's) to drive class instruction and determine intervention grouping (per Marzano's strategies)

Assessment of Learning:

- Teachers evaluate student performance on MEAP, student work, Entry & Exit exams, formal & informal observations, District standardized common assessments and through classroom discussions in grades 6th, 7th & 8th
- It is expected that students will increase their performance on the Math MEAP grades 6th-8th in Advanced and Proficient levels (1 & 2), thus decreasing Partially Proficient and Not Proficient levels (3 & 4)

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? Implement Marzano's Nine Essential Strategies:

- Graphs, charts and tables displayed

- Locally developed assessment implemented
- Administrative observations
- Evidence of strategy use in lesson plans
- District and locally developed math assessment scores posted on shared drive and student feedback
- Increased test scores on MEAP
- Increased test scores on district assessment
- Card marking and end-of-semester grades will be used to track the progress of identified students.

Contact Name : Rima Younes

List of Objectives:

ID	Objective
3555	All students will improve math computation & problem solving skills. The proficiency on the state math test will increase from 93% to 94%.

3.1. Objective: Problem Solving Goal

Measurable Objective Statement to Support Goal : All students will improve math computation & problem solving skills. The proficiency on the state math test will increase from 93% to 94%.

List of Strategies:

ID	Strategy	Locked By
3555	In implementation of Marzano's "Classroom Instruction That Works": 1. Resource staff/administration will in-service new staff & refresh 2009-2010 staff on look for a pattern, make a model, and eliminate the possibilities strategies. 2. Twice a month, staff will use graphs and charts to model problem solving activities. 3. Resource teachers/administration will in-service parents during monthly parent meetings in look for a pattern, make a model, and eliminate the possibilities strategies. 4. Technology chair will add descriptions and examples of Problem Solving Committee strategies to Lowrey webpage for utilization at home. 5. Teachers will model the following problem solving skills in all curricular areas: look for a pattern, make a model and eliminate the possibilities. 6. Staff will give students an opportunity to write about a graph or chart at least once a month and display in hallways and/or classrooms. 7. Math teachers will standardize vocabulary and give math computation mastery tests on a set schedule. 8. Math teachers will administer locally developed assessment to students for data collection and analysis. 9. Resource teachers will implement Lowrey School Coaching Plan in 6-8 classrooms.	

3.1.1. Strategy: Problem Solving Goal

Strategy Statement: In implementation of Marzano's "Classroom Instruction That Works":

1. Resource staff/administration will in-service new staff & refresh 2009-2010 staff on look for a pattern, make a model, and eliminate the possibilities strategies.
2. Twice a month, staff will use graphs and charts to model problem solving activities.
3. Resource teachers/administration will in-service parents during monthly parent meetings in look for a pattern, make a model, and eliminate the possibilities strategies.
4. Technology chair will add descriptions and examples of Problem Solving Committee strategies to Lowrey webpage for utilization at home.
5. Teachers will model the following problem solving skills in all curricular areas: look for a pattern, make a model and eliminate the possibilities.
6. Staff will give students an opportunity to write about a graph or chart at least once a month and display in hallways and/or classrooms.
7. Math teachers will standardize vocabulary and give math computation mastery tests on a set schedule.
8. Math teachers will administer locally developed assessment to students for data collection and analysis.
9. Resource teachers will implement Lowrey School Coaching Plan in 6-8 classrooms.

Selected Target Areas

SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff

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 process 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 and observing the way students are thinking aloud about the problem, teachers are able to better diagnose students' strengths and weakness and better assist to meet their needs to fully comprehend the material.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
In correspondence with Marzano's, "What Works in classroom Instruction," resource and administrative staff generated questions that were similar to MEAP language to help students become more familiar with and less intimidated by questions that require problem solving, referring, interpreting, and responding to graphs and charts.	09/01/2009	05/29/2010	Math teachers Resources teachers Administrators Math Committee
The Think Aloud Strategy helps teachers guide students through the problem by modeling step by step instructions. Students use the think aloud strategy to explain their thought process out loud in order to fully use their meta-cognitive skills when solving a story problem (Marzano's Cues,	09/01/2009	05/29/2010	Math teachers Resources teachers Administrators Math Committee

Questions, and Advance Organizers).				
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3.1.1.1. Activity: Math Question Stems

Activity Description: In correspondence with Marzano's, "What Works in classroom Instruction," resource and administrative staff generated questions that were similar to MEAP language to help students become more familiar with and less intimidated by questions that require problem solving, referring, interpreting, and responding to graphs and charts.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Math teachers
 Resources teachers
 Administrators
 Math Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 05/29/2010

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

Fiscal Resources Needed for Activity:

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

3.1.1.2. Activity: Think Aloud Math Strategy

Activity Description: The Think Aloud Strategy helps teachers guide students through the problem by modeling step by step instructions. Students use the think aloud strategy to explain their thought process out loud in order to fully use their meta-cognitive skills when solving a story problem (Marzano's Cues, Questions, and Advance Organizers).

Activity Type: Maintenance

Planned staff responsible for implementing activity: Math teachers
 Resources teachers
 Administrators
 Math Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 05/29/2010

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

Fiscal Resources Needed for Activity:

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

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Title I School Improvement (ISI)	\$150.00	\$150.00
Title I Schoolwide	\$300.00	\$300.00

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.	Rima	Younes	Middle School Assistant P	younesr@dearborn.k12.mi.us
Ms.	Fudwa	Fawaz	Title I Resource Teacher	fawazf1@dearborn.k12.mi.us
Ms.	Karry	Bazzi	Bilingual Resource Teache	bazzik1@dearborn.k12.mi.us
Ms.	Amy	Keith	Instructional Coach-Liter	keitha@dearborn.k12.mi.us
Mrs.	Nadia	Makled	Parent	Lowreypa@yahoo.com
Mr.	Hassan	Dakroub	counselor	Dakrouh@dearborn.k12.mi.us
Mrs.	Wala	Ajami	Parent/PTA secretary	Ajamiw@dearborn.k12.mi.us
Mrs.	Lila	Chami	Parent/ PTA vice-presiden	Chamil@dearborn.k12.mi.us
Mrs.	Sana	Ajami	Parent	ajamis@hotmail.com

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

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.

Curriculum, instruction and assessment decisions are aligned with state and district standards. With this in place, instructional decisions are determined through analysis of formative and summative assessments. Administrators, resource teachers and classroom teachers work together to determine students' needs based on an analysis of various data sets.

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 informed of student information and progress through a variety of ways. Monthly parent meetings (in English and Arabic)

Parent/teacher conferences
Team meetings
Monthly school newsletter
Parent connect
Zangle(teachers)
School web-site
Progress reports
Report cards
Staff meetings
PTA meetings
After school activities
letters (translated in arabic)

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, Prinicipal

Address:

6601 Jonathan Street

Telephone Number:

(313) 827-1800

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?

Several professional development opportunities will be offered to provide staff with the tools necessary to successfully implement the school improvement plan. Break out sessions in writing, reading comprehension strategies and problem solving strategies are conducted throughout the school year, based on the needs of the students and staff members. Resource teachers provide on-going professional development by modeling best practices in all areas of the school improvement plan by pushing into classrooms. Various reading comprehension and problem solving strategies, along with the use of locally developed writing rubrics are modeled by administrative and resource personnel regularly. Bi-monthly book club meetings, focused on the 6+1 Traits of Writing, are conducted by administrators and resource staff to ensure that all staff members are up-to-date on best practices in writing.

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

6+1 Traits of Writing books were ordered for each staff member
 Various posters (writing organizers, QAR, Problem Solving strategies) were ordered for every classroom
 Reproducible expository texts were ordered to support student reading comprehension needs
 After school interventions
 Various conferences and seminars
 Calculators
 MEAP prep materials
 Lab equipment
 Promethean boards
 Assemblies
 Materials for parent meetings
 Additional support staff (instructional coach, math interventions teacher, resource teachers, paraprofessionals)
 Laptop carts
 Computer labs

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

The technology committee is instrumental in assessing and determining on-going professional development and technological needs to keep our building current and competitive. Promethean boards have been installed in almost all classrooms. We have two Laptop carts available for teachers to check out and use in their classrooms. In addition to our academic computer class, we have added a second computer lab that has been made available to all teachers to enhance the curriculum through the use of technology as well as conducting assessments. Teachers are constantly updating student achievement and information on "Parent Connect" which is available to parents 24 hours a day in order to bridge the gap between home and school.