

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Maples Elementary School

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

Principal: Ms. Lisa J. Napolitan

Building Code: 02356

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:	Maples Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	02356
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Vision Statement

We envision a collaborative educational approach to meet the individual needs of our school's diverse community. We envision a successful school where all members attain their full potential.

Mission Statement

Mission Statement

Maples Elementary School will collaborate with families and the community to educate each child to their fullest academic, social and personal potential within a safe and stimulating environment.

Beliefs Statement

Belief Statement

We believe that:

- all students have the potential to learn the skills necessary to be contributing members of our global society.
- a positive and supportive climate will foster self-confidence and well-adjusted students.
- students and staff will flourish in a safe and nurturing environment in which learning, cooperation, and mutual respect are the guiding principles.
- parents and staff will work cooperatively to ensure that each student is successful in their academic, social, and personal achievements.

Goals

ID	Name	Development Status	Progress Status
2604	Goal #1 Reading - Demonstrate improvement in reading comprehension.	Approved	Open
2605	Goal #2 Writing- Demonstrate improvement in writing skills.	Approved	Open
2606	Goal #3 -- Math- Demonstrate improvement in math computational fluency.	Approved	Open

Goal 1: Goal #1 Reading - Demonstrate improvement in reading comprehension.

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their reading comprehension skills as evidenced by an 8% increase from below proficient standard to proficient standard, as measured by the Spring DRA 2.

Gap Statement : Based on analysis of MEAP reading data: (AYP target of 59%)

Third Grade- all subgroups met and exceed the target (59%)

Fourth Grade- subgroup of students with disabilities did not make target (33%)

- subgroup of ELL students did not make target (47%)

Fifth Grade- subgroup of ELL students did not make target (48%)

Cause for Gap : Inconsistencies in instructional practices across all grade levels, as well as, a great variance in prior knowledge and skill level of students.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. MEAP Reading Scores

2. DRA2 Scores

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. An 8% increase from below proficient standard to proficient standard as measured by the Spring DRA 2.

2. An increase in MEAP reading scores across all grades.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	napolil@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Contact Name : Stephen Farkas

List of Objectives:

ID	Objective
5303	a. supporting answers by using details and examples from both narrative and informational texts (orally and written). b. retelling information, including details from narrative and informational text (orally and written). c. identify story elements in narrative and informational texts. (orally and written)

1.1. Objective: All students will improve their reading comprehension by:

Measurable Objective Statement to Support Goal : a. supporting answers by using details and examples from both narrative and informational texts (orally and written).
 b. retelling information, including details from narrative and informational text (orally and written).
 c. identify story elements in narrative and informational texts. (orally and written)

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	napolil@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5303	All teachers will: 1. Utilize running records, DRA2, 1:1 conferences, anecdotal records and checklists to monitor progress. 2. implement the following strategies: Assisted writing groups Profundity matrix Read aloud, think aloud Storytelling/retelling Shared Reading Listening centers Peer pair-share activities Generate descriptive sentences and stories 3. Implement the Response to Intervention Plan of the district and building. 4. Model and teach use of graphic organizers to identify story elements and common themes between texts. 5. Model and implement test taking strategies. 6. Utilize literacy coaches to increase the expertise of all classroom teachers. 7. Incorporate reading in art, music, and physical education to assess student's understanding of author's craft through theater, song writing, student artwork critiques, and sports research projects. 8. Incorporate the use of technology to support the reading goal.by using: - Study Island - Starfall - Kidspiration 9. Incorporate the Daily 5 Literacy Framework into our Literacy model with a special emphasis on the student choice of" Read to Self" - Independent Reading. Building reading stamina is the primary purpose of this strategy.	

1.1.1. Strategy: All teachers will model and teach academic oral language utilizing;

Strategy Statement: All teachers will:

1. Utilize running records, DRA2, 1:1 conferences, anecdotal records and checklists to monitor progress.
2. implement the following strategies:
 Assisted writing groups
 Profundity matrix
 Read aloud, think aloud
 Storytelling/retelling
 Shared Reading
 Listening centers
 Peer pair-share activities
 Generate descriptive sentences and stories
3. Implement the Response to Intervention Plan of the district and building.
4. Model and teach use of graphic organizers to identify story elements and common themes between texts.
5. Model and implement test taking strategies.
6. Utilize literacy coaches to increase the expertise of all classroom teachers.
7. Incorporate reading in art, music, and physical education to assess student's understanding of author's craft through theater, song writing, student artwork critiques, and sports research projects.
8. Incorporate the use of technology to support the reading goal.by using:
 - Study Island
 - Starfall
 - Kidspiration
9. Incorporate the Daily 5 Literacy Framework into our Literacy model with a special emphasis on the student choice of" Read to Self" - Independent Reading. Building reading stamina is the primary purpose of this strategy.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.3 Identifies goals to advance the vision
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals

Other Required Information for Strategy

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

Maples School is using a research-based model, Partnership in Comprehensive Literacy. This model has been developed by the Center of Literacy at the the University of Arkansas at Little Rock. We also impliment the Comprehensive Literacy Model for intervention that the Center of Literacy has developed.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	napolil@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Utilize New strategies: Making Meaning lessons Lets Talk About It lessons Visual Thinking Strategies	09/08/2010	06/10/2011	Kindergarten through fifth grade level teachers, Intervention teachers, Literacy coaches, Enrichment teacher, Paraprofessionals
The following strategies will be used: Tier 1 Differentiated classroom instruction Tier 2 Double dosing by classroom teacher Tier 3 Small groups with Intervention Teacher through Implementation of The Response to Intervention Plan of the district specifically targeting first and second grade students.	09/07/2010	06/10/2011	Kindergarten through fifth grade level teachers Intervention Teachers, Literacy Coaches, Enrichment Teacher, Paraprofessionals

1.1.1.1. Activity: Model and teach academic oral language.

Activity Description: Utilize New strategies:
Making Meaning lessons
Lets Talk About It lessons
Visual Thinking Strategies

Activity Type: None

Planned staff responsible for implementing activity: Kindergarten through fifth grade level teachers, Intervention teachers, Literacy coaches, Enrichment teacher, Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Leveled books across the curriculum.	Title I Schoolwide	2,000.00	0.00
Resource Teacher, Coach, Intervention Teachers	Title I Schoolwide	300,000.00	0.00
Paraprofessionals	Title I Schoolwide	50,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	napolil@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: Intervention will be provided for identified at-risk students.

Activity Description: The following strategies will be used:

- Tier 1 Differentiated classroom instruction
- Tier 2 Double dosing by classroom teacher
- Tier 3 Small groups with Intervention Teacher through

Implementation of The Response to Intervention Plan of the district specifically targeting first and second grade students.

Activity Type: None

Planned staff responsible for implementing activity: Kindergarten through fifth grade level teachers
Intervention Teachers,
Literacy Coaches,
Enrichment Teacher,
Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Materials	Title I Schoolwide	2,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	napolil@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 2: Goal #2 Writing- Demonstrate improvement in writing skills.

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

Student Goal Statement : All students will demonstrate improved writing skills in the areas of Ideas &&& Content and Organization. This will be evidenced by an increase of at least one level in these two areas of the 6+1 Writing Continuum, using the District Prompt as measured from Fall 2009 to Spring 2010.

Gap Statement : Based on analysis of MEAP writing data, students did not meet the AYP target (59%).
 3rd grade- All students & the following subgroups: ED, ELL, Non-ELL and males.
 4th grade- All students and all subgroups did not meet the target
 5th grade- All students and all subgroups with the exception of Non-ELLs did not meet the target.

Cause for Gap : Inconsistency in instructional practices across the grade levels.
 Great variance in student skill level.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. MEAP Writing scores
 2. 6+1 Traits Writing - District Prompt

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. An increase of at least one level in the target areas of Ideas & Content and Organization on the 6+1 Writing Continuum.
 2. An increase in MEAP writing scores across all grades.

Contact Name : Suzanne Wancha

List of Objectives:

ID	Objective
4308	All students will: 1. Stay on topic to communicate ideas clearly. 2. Use logical order (have a clear beginning, middle, and end). 3. Use details and examples to support their writing.
12229	1. Stay on topic to communicate ideas clearly. 2. Use logical order (have a clear beginning, middle, and end). 3. Use details and examples to support writing

2.1. Objective: Desired Learning Results

Measurable Objective Statement to Support Goal : All students will:

1. Stay on topic to communicate ideas clearly.
2. Use logical order (have a clear beginning, middle, and end).
3. Use details and examples to support their writing.

List of Strategies:

ID	Strategy	Locked By
4308	All teachers will: 1. Model and teach the use of TAPP (topic, audience, purpose, and planning) 2. Use mentor texts to provide clear examples of: * strong leads * clear endings * transition words * strong verbs * adjectives 3. Model the writing process using teacher, class, and student generated writing. * Assisted Writing- K and 1st grade * Writer's Workshop- K- 5th grade 4. Model and teach graphic organizers to plan writing. 5. Intervention provided for identified at-risk students through: Tier 1 Differentiated classroom instruction Tier 1 Double dosing by the classroom teacher Tier 2 Push-in groups with Intervention teacher through implementation of the Partnerships in Comprehensive Literacy- Comprehensive Intervention Model strategies which include: * small group instruction * explicit teaching * precision prompting * word work * systematic observation * assisted writing	

2.1.1. Strategy: Steps for reaching the writing objective.

Strategy Statement: All teachers will:

1. Model and teach the use of TAPP (topic, audience, purpose, and planning)
2. Use mentor texts to provide clear examples of:
 - * strong leads
 - * clear endings
 - * transition words
 - * strong verbs
 - * adjectives
3. Model the writing process using teacher, class, and student generated writing.
 - * Assisted Writing- K and 1st grade
 - * Writer's Workshop- K- 5th grade
4. Model and teach graphic organizers to plan writing.
5. Intervention provided for identified at-risk students through:
 - Tier 1 Differentiated classroom instruction
 - Tier 1 Double dosing by the classroom teacher
 - Tier 2 Push-in groups with Intervention teacher through implementation of the Partnerships in Comprehensive

Literacy- Comprehensive Intervention Model strategies which include:

- * small group instruction
- * explicit teaching
- * precision prompting
- * word work
- * systematic observation
- * assisted writing

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
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?

Maples School is using the research conducted and/or reviewed by the Center for Literacy at the University of Arkansas at Little Rock. We have also have implemented the Comprehensive Literacy Model developed at the Center for Literacy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Model and teach the use of TAPP (topic, audience, and purpose).	09/04/2010	06/10/2011	K-5th grade level teachers, Resource Teacher, Literacy Teacher, Special Education Teacher, Intervention Teachers, and Enrichment Teacher
Use mentor texts to provide clear examples of: * strong leads * clear endings * transition words * strong verbs * adjectives	09/08/2010	06/10/2011	K-5th Grade level teachers, Resource Teacher, Literacy coaches, Special Education Teacher, Intervention Teachers, and Enrichment Teacher
Model the writing process using teacher class, and student generated writing	09/08/2010	06/10/2011	1st-5th grade level teachers, Resource Teacher, Literacy Coaches, Special Education teacher, Intervention Teachers, and Enrichment Teacher
Model and teach the use of graphic organizers to plan writing.	09/08/2010	06/10/2011	1st-5th grade level teachers, Resource Teacher, Literacy Coaches, Special Education Teacher, Intervention teachers, and Enrichment Teacher
Intervention provided for at-risk students through the Comprehensive Intervention Model.	09/08/2010	06/10/2011	K-5th grade level teachers, Intervention Teachers, Resource Teacher, Literacy Coaches, Special Education Teacher, Paraprofessionals, and the Enrichment Teacher

2.1.1.1. Activity: TAPP

Activity Description: Model and teach the use of TAPP (topic, audience, and purpose).

Activity Type: None

Planned staff responsible for implementing activity: K-5th grade level teachers, Resource Teacher, Literacy Teacher, Special Education Teacher, Intervention Teachers, and Enrichment Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/04/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Recovery teacher	General Funds	100.00	0.00

2.1.1.2. Activity: Mentor Texts

Activity Description: Use mentor texts to provide clear examples of:

- * strong leads
- * clear endings
- * transition words
- * strong verbs
- * adjectives

Activity Type: None

Planned staff responsible for implementing activity: K-5th Grade level teachers, Resource Teacher, Literacy coaches, Special Education Teacher, Intervention Teachers, and Enrichment Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teachers	General Funds	100.00	0.00

2.1.1.3. Activity: Model the Wrting Process

Activity Description: Model the writing process using teacher class, and student generated writing

Activity Type: None

Planned staff responsible for implementing activity: 1st-5th grade level teachers, Resource Teacher, Literacy Coaches, Special Education teacher, Intervention Teachers, and Enrichment Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teachers	Title I Schoolwide	100.00	0.00

2.1.1.4. Activity: Graphic Organizers

Activity Description: Model and teach the use of graphic organizers to plan writing.

Activity Type: None

Planned staff responsible for implementing activity: 1st-5th grade level teachers, Resource Teacher, Literacy Coaches, Special Education Teacher, Intervention teachers, and Enrichment Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teachers	General Funds	100.00	0.00

2.1.1.5. Activity: Intervention

Activity Description: Intervention provided for at-risk students through the Comprehensive Intervention Model.

Activity Type: None

Planned staff responsible for implementing activity: K-5th grade level teachers, Intervention Teachers, Resource Teacher, Literacy Coaches, Special Education Teacher, Paraprofessionals, and the Enrichment Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Support	No Funds Required	0.00	0.00

2.2. Objective: writing

- Measurable Objective Statement to Support Goal :**
1. Stay on topic to communicate ideas clearly.
 2. Use logical order (have a clear beginning, middle, and end).
 3. Use details and examples to support writing

List of Strategies:

ID	Strategy	Locked By
12229	1. Model the writing process using teacher, class and student generated writing through: assisted Writing in K and 1st grade, Writer's Workshop in K-5th grades. 2. Use mentor texts to provide clear examples of writing. 3. Model and teach graphic organizers to plan writing. 4. Utilize literacy coaches to increase the expertise of all classroom teachers. 5. Implement the Response to Intervention Plan of the district and building. 6. Incorporate the Daily 5 Literacy Framework into our building writing program with a special emphasis on the student choice of	

" Work on Writing"- Independent Writing.

2.2.1. Strategy: writing

Strategy Statement: 1. Model the writing process using teacher, class and student generated writing through: assisted Writing in K and 1st grade, Writer's Workshop in K-5th grades.
 2. Use mentor texts to provide clear examples of writing.
 3. Model and teach graphic organizers to plan writing.
 4. Utilize literacy coaches to increase the expertise of all classroom teachers.
 5. Implement the Response to Intervention Plan of the district and building.
 6. Incorporate the Daily 5 Literacy Framework into our building writing program with a special emphasis on the student choice of " Work on Writing"- Independent Writing.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
 SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
 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?

All teaching strategies used are research based. These include but are not limited to 6+1 writing traits, and Blueprint for Exceptional Writing, by Jennifer A. Fontenot.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use mentor text to provide clear examples of: string leads, clear endings, transition words, strong verbs, adjectives.	09/08/2009	06/10/2010	K-5 teachers, resource teacher, literacy coaches, special education teacher, interventions teachers and enrichment teacher
Use of teacher, class and student generated writing to model the writing process.	09/08/2009	06/10/2010	1st-5th grade level teachers, resource teacher, literacy coaches, special education teacher, intervention teachers and enrichment teacher.
Model and teach the use of graphic organizers to plan writing	09/08/2009	06/10/2110	1st-5th grade level teachers, resource teachers, literacy coaches, special education teachers, papaprofessionals, and enrichment teachers.
Various levels of intervention provided for at-risk students.	09/08/2009	06/10/2110	K-5 grade level teachers, intervention teacherws, resource teacher, literacy coaches, special education teachers, papaprofessionals, and enrichment teachers

2.2.1.1. Activity: Use of mentor text

Activity Description: Use mentor text to provide clear examples of: string leads, clear endings, transition words, strong verbs, adjectives.

Activity Type: None

Planned staff responsible for implementing activity: K-5 teachers, resource teacher, literacy coaches, special education teacher, interventions teachers and enrichment teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
mentor text	Title I Schoolwide	5,000.00	0.00

2.2.1.2. Activity: Teacher modeling

Activity Description: Use of teacher, class and student generated writing to model the writing process.

Activity Type: None

Planned staff responsible for implementing activity: 1st-5th grade level teachers, resource teacher, literacy coaches, special education teacher, intervention teachers and enrichment teacher.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teachers	General Funds	100.00	0.00

2.2.1.3. Activity: Use of graphic organizers

Activity Description: Model and teach the use of graphic organizers to plan writing

Activity Type: None

Planned staff responsible for implementing activity: 1st-5th grade level teachers, resource teachers, literacy coaches, special education teachers, papaprofessionals, and enrichment teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2110

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teachers	Title I Schoolwide	100.00	0.00

2.2.1.4. Activity: intervention

Activity Description: Various levels of intervention provided for at-risk students.

Activity Type: None

Planned staff responsible for implementing activity: K-5 grade level teachers, intervention teacherws, resource teacher, literacy coaches, special education teachers, papaprofessionals, and enrichment teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/10/2110

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teachers	General Funds	100.00	0.00

Goal 3: Goal #3 -- Math- Demonstrate improvement in math

computational fluency.

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improved math skills focusing on the Number and Operations GLCEs. The evidence will be measured by the Maples math assessment given at each grade level with 80% of the students passing the post test at the mastery level (80%).

Gap Statement : Based on the analysis of MEAP math data: AYP target of 64%

3rd grade -- All students met and exceeded the target.

4th grade -- Subgroup of ELL students did not make target (47%).

-- Subgroup of Non-ELL male students did not make target (55%).

5th grade -- Subgroup of ELL students did not make target (31%).

Cause for Gap : Inconsistencies in instructional practices across the grade levels. Great variance in student prior knowledge and skill level.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. MEAP Math scores

2. Local Math Assessment

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. 80% of students passing the Maples post mathe assessment at mastery level (80%).

2. An increase in MEAP math scores across all grades.

Contact Name : Hilda Irani

List of Objectives:

ID	Objective
2336	All students will: 1. Demonstrate computational fluency addressing all GLCE's. 2. Analyze information to help select appropriate strategies for skill development.

3.1. Objective: Desired Learning Results

Measurable Objective Statement to Support Goal : All students will:

1. Demonstrate computational fluency addressing all GLCE's.
2. Analyze information to help select appropriate strategies for skill development.

List of Strategies:

ID	Strategy	Locked By
2336	All teachers will : 1. Provide instruction to develop and strengthen computational fluency. 2. Focus on computational fluency to improve problem solving skills. 3. On-going classroom assessment of computational fluency to guide instruction. 4. Model and implement problem solving strategies 5. Differentiate instruction for struggling learners 6. Incorporate the use of Study Island to practice and assess computational fluency and solve problems. 7. Incorporate Everyday Math Game Days on a regular basis. 8. Conduct a Family Math Game Day for each grade level involving parents.	

3.1.1. Strategy: Steps for reaching the Math Objective:

Strategy Statement: All teachers will :

1. Provide instruction to develop and strengthen computational fluency.
2. Focus on computational fluency to improve problem solving skills.
3. On-going classroom assessment of computational fluency to guide instruction.
4. Model and implement problem solving strategies
5. Differentiate instruction for struggling learners
6. Incorporate the use of Study Island to practice and assess computational fluency and solve problems.
7. Incorporate Everyday Math Game Days on a regular basis.
8. Conduct a Family Math Game Day for each grade level involving parents.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices

Other Required Information for Strategy

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

Research used to develop this Math Goal included the following:

1. Everday Math- University of Chicago
2. State of Michigan Mathematics GLCE's

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide instruction to develop and strengthen computational fluency.	09/08/2010	06/10/2011	All K-5 Classroom Teachers, Special Area Teachers, Paraprofessionals, Intervention Specialists, Resource Teachers

Focus on computational fluency to improve problem solving skills.	09/08/2010	06/10/2011	All K-5 Classroom Teachers, Paraprofessionals, Intervention Specialists, Resource Teacher
Incorporate Everyday Math Game Days on a regular basis.	09/08/2010	06/10/2011	All K-5 Classroom Teachers
Conduct a Family Math Game for each grade level involving parents.	09/08/2010	06/10/2011	All K-5 Classroom Teachers

3.1.1.1. Activity: Computational Fluency

Activity Description: Provide instruction to develop and strengthen computational fluency.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 Classroom Teachers, Special Area Teachers, Paraprofessionals, Intervention Specialists, Resource Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Flash Cards	General Funds	600.00	0.00

3.1.1.2. Activity: Problem Solving

Activity Description: Focus on computational fluency to improve problem solving skills.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 Classroom Teachers, Paraprofessionals, Intervention Specialists, Resource Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teacher	Title I Part A	100.00	0.00

3.1.1.3. Activity: Everyday Math Games

Activity Description: Incorporate Everyday Math Game Days on a regular basis.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	General Funds	100.00	0.00

3.1.1.4. Activity: Family Math Game Day

Activity Description: Conduct a Family Math Game for each grade level involving parents.

Activity Type: None

Planned staff responsible for implementing activity: All K-5 Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	General Funds	100.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,300.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$100.00	\$0.00
Title I Schoolwide	\$359,200.00	\$0.00

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Stephen	Farkas	Intervention Teacher	farkass@dearborn.k12.mi.us
Ms.	Suzanne	Wancha	5th Grade Teacher/ Interv	Wanchas@dearborn.k12.mi.us
Mr.	Christine	Mack	5th grade teacher/ Interv	Mackc@dearborn.k12.mi.us
Mrs.	Hilda	Irani	Resource Teacher	Hildai@dearborn.k12.mi.us
Mrs.	Fatima	Abuhalawhe	Parent	abuhaliwe@comcast.com
Ms.	Lisa	Napolitan	Principal	napolil@dearborn.k12.mi.us

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

The SIP team meets twice a month to review the school plan, work by all staff, and the progress of children.

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

Student data is reviewed, strategies are discussed, and additional interventions are planned.

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

Newsletters, letters, notes are translated into Arabic. Phone calls are made in Arabic when appropriate and conferences are translated as needed.

Data is collected into the District Class A system and the Access system in the building. All teachers can access Class A and the SIP team works with the Access system of data collection.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:

Mr. Whiston, Superintendent

Address:

18700 Audette, Dearborn, MI 48124

Telephone Number:

313 827-3022

References

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

Conclusion

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

As a Professional Learning Community, all teachers will:

- collaborate with grade level teams to identify areas of concern utilizing MEAP item analysis.
- receive necessary in-services and training to successfully implement oral language instruction.

- receive necessary in-services and training to successfully implement SIOP lesson formatting

- share instructional intervention strategies with grade level teams and vertical teams.

- develop skills to use technology with students, through the use of:
 - Starfall
 - Study Island
 - WorldBook

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

A comprehensive Title 1 Schoolwide plan has been established. The District funds will also be used to provide text books and necessary supplies to support student learning.

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

Parent, student, and teacher survey has assessed our needs at Maples. Technology supports learning in math and Language Arts. A Computer Lab and 2 laptop carts are used by classroom teachers for student learning. Data carts with data camera and data projector are used daily. Promethean Boards will be purchased to increase the use technology in the classroom.