

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: McCollough Elementary School

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

Principal: Ms. Rita Rauch

Building Code: 09400

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:	McCollough Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	09400
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The McCollough-Unis learning community will enable every student to achieve their highest potential.

Mission Statement

- to be assertive
- to be persistent
- to be inquisitive
- to be independent
- to be socially adept
- to be problem solvers
- to be technology savvy
- to be productive citizens
- to be effective communicators
- to have an appreciation for art and music
- to have compassion and empathy for others
- to have a sense of responsibility and independence
- to embrace the Dearborn Public Schools core values

Beliefs Statement

- A student's highest potential is expressed academically, artistically, emotionally and socially.
- Student achievement requires a cooperative effort between parents, staff and the community to provide encouragement, reinforce core values, and serve as role models.
- Instruction is assessment driven, outcome based, active, and engaged.
- Instruction touches the world of each student, providing for different learning styles and needs.
- Education is a life-long process that prepares students to be successful, contributing citizens in a changing world.

Goals

ID	Name	Development Status	Progress Status
2632	Math	Approved	Open
4344	Reading	Approved	Open
4348	Writing	Approved	Open

Goal 1: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate increased math competency in all curricular areas as measure by a five percent increase in the number of students that meet or exceed district averages on the MEAP and common assessments.

Gap Statement : Based on a review of our MEAP scores the percentage of students that passed the math portion has increased from 2008 to 2009 in third and fourth grades. However, the fifth grade ELL sub-group had a 17 point decrease on the same state assessment. Additionally, the ELL students also scored significantly lower on local and district common assessments.

Cause for Gap : The ELL group analysis shows that solving math equations is universal, however, it is the vocabulary and language structure of questions that inhibit student's ability to problem solve. For example, the MEAP questions use key words such as equivalent rather than equal and expression instead of problem.

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

Local assessments

District common assessments

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? The measures of success that will be used to monitor progress

-a 5% increase in the number of students that meet or exceed the MEAP standard

-a 5% increase in the number of students that meet or exceed 80% mastery on the common assessment.

Professional learning will include

-collaboration to develop common unit assessments with vocabulary, constructed response and graphing components.

-grade level staff will meet to develop higher level thinking questions for each unit of study.

-staff will utilize building resources as tools to inform instruction to identify target areas

Contact Name : McBain, McGarrett

List of Objectives:

ID	Objective
4361	The number of students that meet or exceed district averages on the MEAP and common assessments will increase by five percent. Working independently students will effectively employ non-linguistic representation in problem solving activities. Students will demonstrate increased competence in basic computations as assessed through daily routines. Students will demonstrate increased competence in correctly answering questions that incorporate non-linguistic representations. Working in small groups students will demonstrate increase competence in problem solving.

1.1. Objective: Math

Measurable Objective Statement to Support Goal : The number of students that meet or exceed district averages on the MEAP and common assessments will increase by five percent.

Working independently students will effectively employ non-linguistic representation in problem solving activities.

Students will demonstrate increased competence in basic computations as assessed through daily routines.

Students will demonstrate increased competence in correctly answering questions that incorporate non-linguistic representations.

Working in small groups students will demonstrate increase competence in problem solving.

List of Strategies:

ID	Strategy	Locked By
4361	Teachers will implement best practice strategies at each grade level using Marzano's research, including feedback, nonlinguistic representations, organization, vocabulary in context and grouping. -Teachers will develop monthly high level constructed response prompts by grade level teams. -Teachers will use small group conferences for targeted students, objectives, and oral language development. -Instructional coaches will dialogue with and model for staff. - Teachers will authentically incorporate creation, interpretation, and application of graphical representation across the curriculum. -Teachers will assess interventions, constructed response, and develop common assessments in all areas, and keep an assessment portfolio.	

1.1.1. Strategy: Math

Strategy Statement: Teachers will implement best practice strategies at each grade level using Marzano's research, including feedback, nonlinguistic representations, organization, vocabulary in context and

grouping.

- Teachers will develop monthly high level constructed response prompts by grade level teams.
- Teachers will use small group conferences for targeted students, objectives, and oral language development.
- Instructional coaches will dialogue with and model for staff.
- Teachers will authentically incorporate creation, interpretation, and application of graphical representation across the curriculum.
- Teachers will assess interventions, constructed response, and develop common assessments in all areas, and keep an assessment portfolio.

Selected Target Areas

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

Other Required Information for Strategy

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

SIP

Classroom Instruction That Works by Robert Marzano

Over-arching goals for reading, writing and math gleaned from summative and formative data drive our professional development and instructional practices. Our School Improvement action steps are small group instruction, DRA, constructed response, charts and graphs, rubrics and vocabulary. Improved understandings of instructional approaches, moving from whole to small group (Stiggins, 1987 and Wiggins, 1989) addresses students who "get it" and those who need the lesson's objective presented again, perhaps differently. i.e. Guided reading groups. The DRA formative reading assessment (Joetta Beaver, 2007) assists in student groupings, teaching objectives and text selection for classroom teachers, paraprofessionals and resource teachers. Constructed response (Elsholz and Sperling, 1996) demands high-level reasoning, effective communication of students regardless of the content area. Graphic representation or charts and graphs (NCA, 1999), the interpretation and development is an area of concern for us so we have students interact with charts and graphs in all content areas; physical education and language arts to math, science and social studies. Rubrics, both planning and scoring (Shirley Clark, 2005), provide students with additional support and the staff with a common language. And finally vocabulary, similar to the Frayer Model (Frayer and Klausmeier, 1969), a common approach to vocabulary consistent across the content areas is a powerful reinforcement for students. And again a common language for staff allows for valuable dialogue.

SUBgroups

The Response To Intervention (RTI) team, representative of the instructional and support staff, is assigned to a grade level and meet regularly about students. As concerns arise based on formative assessments and teacher observations, teachers and the RTI team implement instructional and/or behavioral practices to impact student success. For example, Sheltered Instruction Observation Protocol (Echevarria, Vogt & Short, 2004) strategies provide classroom teachers with proven activities to bolster language acquisition among all students in all content areas but specifically for ELL students. Students below grade level in reading may qualify for Reading Recovery (Wilson & Daviss, 1994), booster groups (Karla MacKenzie, 2001) or the Oral Language class (Marie Clay, 1985). Resource teachers (Florida Center for Reading Research, 2001)

and paraprofessionals (American Federation of Teachers, 2007) push in to classrooms and target students for additional support area.

ACTION STEPS for subgroups

Economically Disadvantaged: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

English Language Learners: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

Students with Disadvantages : Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

Gender: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-HL constructed response -Small Group Conferences - Integration of charts and graphs into all content areas -Subgroup Interventions: Parent Outreach Targeted groups Paraprofessionals Extended Day Opportunities RTI Study Island Tumblebooks The Learning Network Reading interventionsist teacher Booster groups SIOP	09/07/2010	06/10/2011	McBain, McGarrett, Picardal, Instructional Coaches

1.1.1.1. Activity: Math

- Activity Description:** -HL constructed response
 -Small Group Conferences
 -Integration of charts and graphs into all content areas
- Subgroup Interventions:
 Parent Outreach
 Targeted groups
 Paraprofessionals
 Extended Day Opportunities
 RTI
 Study Island
 Tumblebooks
 The Learning Network

Reading interventionsist teacher
 Booster groups
 SIOP

Activity Type: None

Planned staff responsible for implementing activity: McBain, McGarrett, Picardal, Instructional Coaches

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 and supplemental materials to build background knowledge and/or reinforce classroom lessons aligned with Math GLCE's and the School Improvement Plan; big books for Oral Language classes, student planners, access to Study Island for one year, Scholastic books, and sets of multi-leveled theme books for ELL students.	Title I Schoolwide	3,515.00	0.00
Field trips such as Ann Arbor Hands on Museum and the Detroit Science Center to reinforce classroom lessons aligned with GLCE's and School Improvement goals.	Title I Schoolwide	3,000.00	0.00
Parent meeting materials such as maps, globes, charts, and calculators for parents to support their children at home with content learning.	Title I Schoolwide	250.00	0.00
Technology to support classroom lessons aligned with Math GLCE's and the School Improvement Plan including Dell mini laptop computers and an ELMO projector.	Title I Schoolwide	6,700.00	0.00
Professional development for curriculum intergration of small group instruction for 4th and 5th graders will be provided by the Walled Lake Building Teams.	Title I Schoolwide	2,650.00	0.00
Salary for two teachers for the Extended Day Program.	Title I Schoolwide	1,035.00	0.00
Summer school tuition and teacher salary.	Title I Schoolwide	1,497.00	0.00
Purchased services for staff to support instruction that includes substitute teachers for professional development and vacancy/testing purposes. This also includes buses for field trips.	Title I Schoolwide	4,306.00	0.00
Summer Math MEAP coaches books.	Title I Schoolwide	2,626.00	0.00

Goal 2: Reading

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

Student Goal Statement : All students will improve their reading comprehension skill by at least one year's growth as evidenced on the D.R.A.

Gap Statement : Our MEAP analysis of reading scores indicate that the fourth grade ELL students fall 27% below and the fifth grade ELL students fall 21% below the AYP target for reading.

Cause for Gap : It has been determined that the leading cause(s) for the gap in performance for the ELL subgroup is lack of prior knowledge, experiences, and academic language. This is often related to the number of years that the students have been attending school in the United States.

Multiple measures/sources of data you used to identify this gap in student achievement : D.R.A.
 MEAP
 MLPP

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? The measure of success that will be used to monitor progress include
 -a 5% increase in the number of students that meet or exceed MEAP expectations.
 -at least one year's growth in the DRA in one years time.
 -all students will have 100% mastery on the MLPP assessments by the beginning of grade 3.

Professional learning will include
 -provide collegial support in the classroom with action plans, observations, video taped lessons and dialogue.
 -foster an awareness of appropriate oral language development using the Record of Oral Language assessment.
 -Kindergarten Early Literacy Initiative

Contact Name : McBain, Picardal

List of Objectives:

ID	Objective
4382	All students will demonstrate one year's growth as evidenced by the DRA.

2.1. Objective: Reading

Measurable Objective Statement to Support Goal : All students will demonstrate one year's growth as evidenced by the DRA.

List of Strategies:

ID	Strategy	Locked By
4382	-Teachers will implement literacy, MEAP, and content rubrics. -Teachers will implement vocabulary maps across content areas. -Teachers will use higher level thinking constructed response prompts across the content areas. -Teachers will assess interventions, DRA, and keep an assessment portfolio. -Instructional coaches will dialogue with and model for staff. -Teachers will be inserviced on the Daily Five and CAFE Comprehensive Literacy Model and will implement throughout the school year.	

2.1.1. Strategy: Reading

Strategy Statement: -Teachers will implement literacy, MEAP, and content rubrics.
 -Teachers will implement vocabulary maps across content areas.
 -Teachers will use higher level thinking constructed response prompts across the content areas.
 -Teachers will assess interventions, DRA, and keep an assessment portfolio.
 -Instructional coaches will dialogue with and model for staff.
 -Teachers will be inserviced on the Daily Five and CAFE Comprehensive Literacy Model and will implement throughout the school year.

Selected Target Areas

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

Other Required Information for Strategy

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

SIP

Over-arching goals for reading, writing and math gleaned from summative and formative data drive our professional development and instructional practices. Our School Improvement action steps are small group instruction, DRA, constructed response, charts and graphs, rubrics and vocabulary. Improved understandings of instructional approaches, moving from whole to small group (Stiggins, 1987 and Wiggins, 1989) addresses students who "get it" and those who need the lesson's objective presented again, perhaps differently. i.e. Guided reading groups. The DRA formative reading assessment (Joetta Beaver, 2007) assists in student groupings, teaching objectives and text selection for classroom teachers, paraprofessionals and resource teachers. Constructed response (Elsholz and Sperling, 1996) demands high-level reasoning, effective communication of students regardless of the content area. Graphic representation or charts and graphs (NCA, 1999), the interpretation and development is an area of concern for us so we have students interact with charts and graphs in all content areas; physical education and language arts to math, science and social studies. Rubrics, both planning and scoring (Shirley Clark, 2005), provide students with additional support and the staff with a common language. And finally vocabulary, similar to the Frayer Model (Frayer and Klausmeier, 1969), a common approach to vocabulary consistent across the content

areas is a powerful reinforcement for students. And again a common language for staff allows for valuable dialogue.

SUBgroups

The Response To Intervention (RTI) team, representative of the instructional and support staff, is assigned to a grade level and meet regularly about students. As concerns arise based on formative assessments and teacher observations, teachers and the RTI team implement instructional and/or behavioral practices to impact student success. For example, Sheltered Instruction Observation Protocol (Echevarria, Vogt & Short, 2004) strategies provide classroom teachers with proven activities to bolster language acquisition among all students in all content areas but specifically for ELL students. Students below grade level in reading may qualify for Reading Recovery (Wilson & Daviss, 1994), booster groups (Karla MacKenzie, 2001) or the Oral Language class (Marie Clay, 1985). Resource teachers (Florida Center for Reading Research, 2001) and paraprofessionals (American Federation of Teachers, 2007) push in to classrooms and target students for additional support area.

ACTION STEPS for subgroups

Economically Disadvantaged: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

English Language Learners: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

Students with Disadvantages : Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

Gender: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

Daily Five Implementation: The Daily Five by Boushey and Moser
 CAFE Plan by Boushey and Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-Rubrics -Vocabulary -HL constructed response -DRA - Subgroup Interventions: Parent Outreach Classroom Intervention Teacher Targeted Reading Groups Paraprofessionals Extended Day Opportunites RTI Study Island Tumblebooks The Learning Network Booster groups SIOP	09/07/2010	06/01/2011	Haugen, McBain, Picardal, Instructional Coaches
Teacher will recieve training in the Daily Five and CAFE as appropriate throughout the school year.	08/16/2010	06/10/2011	Ann Marie Walters, Mary Ann Krengle , Cindy Alvarado, Lynne Picardal

2.1.1.1. Activity: Reading

Activity Description: -Rubrics

- Vocabulary
- HL constructed response
- DRA

-Subgroup Interventions:

- Parent Outreach
- Classroom Intervention Teacher
- Targeted Reading Groups
- Paraprofessionals
- Extended Day Opportunitites
- RTI
- Study Island
- Tumblebooks
- The Learning Network
- Booster groups
- SIOP

Activity Type: None

Planned staff responsible for implementing activity: Haugen, McBain, Picardal, Instructional Coaches

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional and supplemental books and materials to build background knowledge and/or reinforce classroom lessons aligned with the ELA GLCE's and the School Improvement Plan; big books for Oral Language classes, student planners, access to Study Island for one year, Scholastic books, and sets of mult-leveled theme books for ELL students.	Title I Schoolwide	3,885.00	0.00
Professional development for curriculum intergration of small group instruction for 4th and 5th grade students will be provided by Walled Lake Building Teams.	Title I Schoolwide	2,650.00	0.00
Field trips such as Greenfield Village and the Rouge Plant Tour to reinforce classroom lessons aligned with GLCE's and School Improvement goals.	Title I Schoolwide	3,000.00	0.00

Parent meeting materials such as books and word games for parents to support their children at home with their content learning.	Title I Schoolwide	1,000.00	0.00
Technology to support classroom lessons aligned with ELA GLCE's and the School Improvement Plan including Dell mini laptop computers and 2 ELMO projectors.	Title I Schoolwide	7,480.00	0.00
Summer school tuition and teacher salary.	Title I Schoolwide	997.00	0.00
Salary for two teachers for the Extended Day Program.	Title I Schoolwide	1,035.00	0.00
Purchased services for staff to support instruction that includes substitute teachers for professional development and vacancy/testing purposes. This also includes buses for field trips.	Title I Schoolwide	4,806.00	0.00
Professional development for the staff provided by The Learning Network which includes program coordinator visits.	Title I Schoolwide	4,400.00	0.00
Summer ELA MEAP coaches books for students.	Title I Schoolwide	2,626.00	0.00

2.1.1.2. Activity: Daily Five and CAFE

Activity Description: Teacher will receive training in the Daily Five and CAFE as appropriate throughout the school year.

Activity Type: None

Planned staff responsible for implementing activity: Ann Marie Walters, Mary Ann Krengle , Cindy Alvarado, Lynne Picardal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/16/2010, 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
Daily Five support materials	Title I Schoolwide	600.00	0.00

Goal 3: Writing

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 demonstrating a one point increase in an identified area of the district 6+1 writing rubric.

Gap Statement : Based on review of our district narrative writing scores, the ELL subgroup did not show growth of one point on a six point scale in the areas of Word Choice and Sentence Fluency. A two point improvement was noted for the Organization and Ideas and Content writing traits.

Cause for Gap : The majority of the students in the ELL subgroups are second language learners that are still acquiring English vocabulary and structure which significantly affects their ability to construct and understand written language, as well as their reading comprehension.

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

District common writing assessment; 6+1 Traits of Writing
Local assessments; monthly writing prompts

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? The measures of success that will be used to monitor progress

- a 5% increase in the number of students that meet or exceed MEAP expectations.
- guided writing - 1 point increase in two traits
- independent prompt writing - 1 point increase in two traits

Professional learning will include

- implement 6+1 scoring rubric, develop inter-rater reliability via common writing prompts within the school and across the district
- provide collegial support in the classroom with action plans, observations, video taped lessons and dialogue.
- foster an awareness of appropriate oral language development using the Record of Oral Language assessment.
- Kindergarten Literacy Initiative

Contact Name : Picardal, McGarrett

List of Objectives:

ID	Objective
4398	All students will demonstrate a one point increase in an identified area of the district 6+1 writing.

3.1. Objective: Writing

Measurable Objective Statement to Support Goal : All students will demonstrate a one point increase in an identified area of the district 6+1 writing.

List of Strategies:

ID	Strategy	Locked By
4398	-Teachers will work collaboratively to develop and implement monthly writing prompts and	

rubrics. -Teachers will implement vocabulary maps across content areas. -Teachers will use small group conferences for targeted students, objectives, and oral language development. -Instructional coaches will dialogue with and model for staff. -Teachers will assess interventions, writing prompts, utilize 6+1 scoring rubrics and assessment portfolios. Teacher will be inserviced on the Daily Five and CAFE and will implement writing interventions throughout the school year as appropriate.

3.1.1. Strategy: Writing

Strategy Statement: -Teachers will work collaboratively to develop and implement monthly writing prompts and rubrics.

-Teachers will implement vocabulary maps across content areas.

-Teachers will use small group conferences for targeted students, objectives, and oral language development.

-Instructional coaches will dialogue with and model for staff.

-Teachers will assess interventions, writing prompts, utilize 6+1 scoring rubrics and assessment portfolios. Teacher will be inserviced on the Daily Five and CAFE and will implement writing interventions throughout the school year as appropriate.

Selected Target Areas

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

Other Required Information for Strategy

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

SIP

Over-arching goals for reading, writing and math gleaned from summative and formative data drive our professional development and instructional practices. Our School Improvement action steps are small group instruction, DRA, constructed response, charts and graphs, rubrics and vocabulary. Improved understandings of instructional approaches, moving from whole to small group (Stiggins, 1987 and Wiggins, 1989) addresses students who "get it" and those who need the lesson's objective presented again, perhaps differently. i.e. Guided reading groups. The DRA formative reading assessment (Joetta Beaver, 2007) assists in student groupings, teaching objectives and text selection for classroom teachers, paraprofessionals and resource teachers. Constructed response (Elsholz and Sperling, 1996) demands high-level reasoning, effective communication of students regardless of the content area. Graphic representation or charts and graphs (NCA, 1999), the interpretation and development is an area of concern for us so we have students interact with charts and graphs in all content areas; physical education and language arts to math, science and social studies. Rubrics, both planning and scoring (Shirley Clark, 2005), provide students with additional support and the staff with a common language. And finally vocabulary, similar to the Frayer Model (Frayer and Klausmeier, 1969), a common approach to vocabulary consistent across the content areas is a powerful reinforcement for students. And again a common language for staff allows for valuable dialogue.

SUBgroups

The Response To Intervention (RTI) team, representative of the instructional and support staff, is assigned to a grade level and meet regularly about students. As concerns arise based on formative assessments and teacher observations, teachers and the RTI team implement instructional and/or behavioral practices to impact student success. For example, Sheltered Instruction Observation Protocol (Echevarria, Vogt & Short, 2004) strategies provide classroom teachers with proven activities to bolster language acquisition among all students in all content areas but specifically for ELL students. Students below grade level in reading may qualify for Reading Recovery (Wilson & Daviss, 1994), booster groups (Karla MacKenzie, 2001) or the Oral Language class (Marie Clay, 1985). Resource teachers (Florida Center for Reading Research, 2001) and paraprofessionals (American Federation of Teachers, 2007) push in to classrooms and target students for additional support area.

ACTION STEPS for subgroups

Economically Disadvantaged: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

English Language Learners: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

Students with Disadvantages : Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

Gender: Vocabulary (Frayer & Klausmeier, 1969), rubrics (Shirley Clark, 2005), charts and graphs (NCA, 1999), small group instruction (Stiggins, 1987 and Wiggins, 1989), DRA2 (Joetta Beaver, 2007), constructed response (Elsholz & Sperling, 1996)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-rubrics -vocabulary -small group conferences -Subgroup Interventions: SIOP Parent Outreach Classroom Intervention Teacher Booster groups Targeted Reading Groups Papaprofessionals Extended Day Opportunities RTI Tumblebooks Study Island The Learning Network	09/07/2010	06/11/2011	Haugen, McGarrett, Picardal, Instructional Coaches

3.1.1.1. Activity: Writing

- Activity Description:** -rubrics
 -vocabulary
 -small group conferences
 -Subgroup Interventions:

SIOP
 Parent Outreach
 Classroom Intervention Teacher
 Booster groups
 Targeted Reading Groups
 Papaprofessionals
 Extended Day Opportunities
 RTI
 Tumblebooks
 Study Island
 The Learning Network

Activity Type: None

Planned staff responsible for implementing activity: Haugen, McGarrett, Picardal, Instructional Coaches

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional and supplemental books and materials to build background knowledge and/or reinforce classroom lessons aligned with ELA GLCE's and the School Improvement Plan; big books for Oral Language classes, student planners, access to Study Island for one year, Scholastic books, and sets of multi-leveled them books for ELL students.	Title I Schoolwide	3,885.00	0.00
Field trips such as Hilberry Theater and Howell Nature Center to reinforce classroom lessons aligned with GLCE's and School Improvement goals.	Title I Schoolwide	3,000.00	0.00
Parent meeting materials such as books, whiteboards, and journals for parents to support their children at home with content learning.	Title I Schoolwide	1,000.00	0.00
Technology to support classroom lessons aligned with ELA GLCE's and the School Improvement Plan including Dell mini laptop computers and an ELMO projector.	Title I Schoolwide	6,860.00	0.00
Summer school tuition and teacher salary.	Title I Schoolwide	997.00	0.00
Salary for two teachers for the Extended Day Program.	Title I Schoolwide	1,035.00	0.00
Purchased services for staff to support instruction that includes substitute teachers for professional development and vacancy/testing purposes. This also includes buses for field trips.	Title I Schoolwide	4,806.00	0.00
Professional development for curriculum intergration of small group	Title I		

instruction for 4th and 5th grade students will be provided by Walled Lake Building Teams.	Schoolwide	2,650.00	0.00
Professional development for the staff provided by The Learning Network which includes program coordinator visits.	Title I Schoolwide	4,400.00	0.00
Summer ELA MEAP coaches books for students.	Title I Schoolwide	2,626.00	0.00
Ten copies of the book Assessing and Teaching Beginning Writers for staff development.	Title I Schoolwide	200.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$89,517.00	\$0.00

Title I Required Components

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

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

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Rita	Rauch	Principal	rauchr@dearborn.k12.mi.us
Mrs.	Gretchen	Bajorek	Instructional Coach	bajoreg@dearborn.k12.mi.us
Mrs.	Kellie	Bugajski	Instructional Coach	bugajsk@dearborn.k12.mi.us
Mrs.	Mary Ann	Krengel	Instructional Coach	krengem@dearborn.k12.mi.us
Ms.	Anne Marie	Walters	Instructional Coach	adamcza@dearborn.k12.mi.us
Mrs.	Tracy	Thompson	Teacher	thompst@dearborn.k12.mi.us
Mrs.	Carla	McBain	Teacher	mcbainc@dearborn.k12.mi.us
Mrs.	Toni	McGarrett	Teacher	mcgarrt@dearborn.k12.mi.us
Mrs.	Reema	Haugen	Bilingual Resource Teache	haugenr@dearborn.k12.mi.us
Mrs.	Fadwa	Sareini	Parent	*
Mrs.	Jean	Joseph	Community Volunteer	*
Ms.	Nancy	Wilkie	Counselor	wilkien@dearborn.k12.mi.us
Mrs.	Mona	Haidar	Parent	*
Mrs.	Viki	Pung	Teacher	pungv@dearborn.k12.mi.us
Ms.	Suzanne	Seligman	Teacher	seligm@dearborn.k12.mi.us
Mrs.	Teresa	Mullins	Parent	*

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

To involve the stakeholders the plan is designed to actively involve parents/community in student learning through annual parent, teacher, and student surveys and the following;

- Family Literacy Night
- Kindergarten Literacy-Backpack Meeting
- Parent Outreach Program
- Home visits
- Parent phone calls
- Monthly parent meetings
- Guest readers during March is Reading month
- Chaperoning field trips and assemblies
- Summer MEAP materials

- Variety of materials distributed to parents; books, science and math materials
- Parent classroom volunteers
- Book Fair volunteers
- Parent Connect
- High school community service volunteers
- District Parent Advisory committee (PAC)

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

- The plan is designed to actively involve parents/community in the decision making at the building by;
- PTSA (Parent Teacher Student Association)
 - Parent surveys
 - School Improvement committee representative
 - District committees
 - Monthly parent meeting evaluations

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

There many are types of family/community participation/engagement that are in place to support student achievement. This includes communication that is;

designed to encourage two way communication

- Open House
- Parent-teacher conferences
- Grade level parent meetings that explain math and literacy programs
- Parent/Teacher/Student Compacts
- Phone calls
- Email
- Kindergarten Round-up
- IEPs
- MEAP conferences
- Monthly parent meetings
- Monthly meeting - "Coffee with the Principal"
- translators are always available

designed as one way communication

- website
- school newsletters
- notes sent home
- translation of information

designed to increase parent education

- monthly parent meetings; reading to your child, healthy snacks, fire safety, bullying, responsibility, nutrition, dental health, math skills

- Parent Outreach Program
- Home visits
- District parent liaison
- Bilingual Resource teacher and bilingual interpreters
- translation of information

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:	Brian Whiston, Superintendent
Address:	18700 Audette Dearborn, MI 48124
Telephone Number:	313-827-3000

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?

High Quality Professional Development

The McCollough 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 improve teachers' competence in best practices, assessment and content knowledge. This in turn will lead to improving student academic achievement and narrowing any achievement gaps we identify among the subgroup. Our professional development plan is focused on specific areas identified when conducting item analyses of MEAP and common assessments. Staff development is on site and job embedded, provided through several delivery modes:

1. Collaborative teaching between classroom teachers and Title I/Bilingual resource teachers. McCollough resource teachers and classroom teachers share instruction in the classroom by utilizing small group and individual instructional opportunities in all curriculum areas.
2. Coaching by instructional coaches using The Learning Network Model.

The Learning Network Model is a professional development model that is based upon the research of Caine and Caine 1997, Anderson and Walberg 1994, Wang, Haertel, Walberg 1998, Vygotsky 1978, Clay 1991 & 1993 all of which is currently included in the publication prepared by NSDC and NEA entitled What Works for Elementary and Secondary Schools. In The Learning Network model at McCollough each coach supports a specific grade level and/or content area. The instructional coach observes a classroom teachers doing a lesson of his/her choice (math, social studies, science, reading/writing) that is directly aligned to our needs assessment and school improvement goals. A dialogue session follows where the discussion between the coach and classroom teacher centers around the following aspects of teaching and learning:

- teaching learning cycle
- the conditions for learning
- the reading process
- the writing process
- the three levels of support in a well balanced classroom (demonstration, shared, independent).

One goal of the model is to provide opportunities for teachers to work collaboratively and problem solve together during the school day. The observation and dialogue model is a support to teachers that gives a fresh pair of eyes to help problem solve a critical aspect of learning. Another goal of The Learning Network model is to bring staff to new understandings that will underpin their classroom practices. The support and professional development is on going throughout the school year by way of weekly (sometimes daily) classroom visits by the coaches. Often coaches will model best practices and then give support when the teacher is trying the lesson for his/herself. The coach can co-teach with the classroom teacher while something new is being attempted. Often the coach will find resources and help to plan for lessons. The instructional coach is available to support the classroom teachers in whatever way possible in order to achieve the goals in the McCollough school improvement plan. Those goals are a direct reflection of our comprehensive needs assessments.

Additionally, teachers will have professional development throughout the 2008-2009 school year either

through district or building level plans. Building professional development will be offered in the following areas:

- 6 & 1 traits for writing
- Social studies State GLCE
- How to understand, create and interpret Charts and Graphs
- How to understand and respond to Constructed response questions

Also, offered by the district's Compensatory Education Department are sessions called 6-Star Saturdays that run from 8:45 - 1:00. The schedule for 2009 is:

- March 24 - 6 & 1 Writing Traits
- April 14 - Linking Thinking Maps to Expository Writing
- April 26 - Comprehension Strategies for At Risk Learners

Additionally, teachers will have professional development throughout the 2008-2009 school year either through district or building level plans. On the following page is the district-wide professional development plan for August 27, 2008 and the McCollough monthly plan for building and district professional development.

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

Fiscal resources have been integrated to support the math, reading, and writing goals. These resource include; supplemental books and materials to build background knowledge and/or reinforce classroom lessons aligned with GLCE's, field trips, parent meeting materials, assemblies, and professional development on curriculum intergration of small group instruction.

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

The teacher, parent, and student surveys assessed the need for technology intergration to support school improvement goals. The promethean boards, moblie laptops, and classroom computers support reading, math, and writing skill development.