

# School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: McDonald Elementary School

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

Principal: Mrs. Megdiah Jawad

Building Code: 02460

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	5
Vision .....	6
Goals .....	7
Goal 1: Reading .....	7
Goal 2: Writing .....	16
Goal 3: Math .....	26
Resource Profile .....	37
Title I Required Components .....	38
Stakeholders .....	39
Statement of Non-Discrimination .....	41
Conclusion .....	42

## Introduction

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

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

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

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

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

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

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

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

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

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>McDonald Elementary School</b>
District:	<b>Dearborn City School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>02460</b>
City:	<b>Dearborn</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

We at McDonald Elementary, envision a diverse school where students are nurtured and encouraged to achieve higher standards of learning and creativity so that they will become responsible, productive citizens. Our vision will be achieved through staff, parent and student collaboration.

## **Mission Statement**

Our mission at McDonald Elementary School, in partnership with parents and the community, is to provide a safe and nurturing environment in which students can achieve their highest academic potential. We will work together to encourage students to celebrate and honor cultural diversity in an ever-changing world.

## **Beliefs Statement**

We believe that each student has the potential to succeed, in an ongoing learning environment, with creative, differentiated learning instruction.

We believe that children have the right to learn through equal representation and ongoing instructional practices.

We believe that children should be valued and respected as individuals with a strong, supportive foundation.

We believe students should be held responsible to adhere to the Core Democratic Values.

## Goals

ID	Name	Development Status	Progress Status
4382	Reading	Approved	Open
4395	Writing	Approved	Open
4402	Math	Approved	Open

### Goal 1: Reading

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will demonstrate continuing improvement in reading ability and comprehension by increasing MEAP reading scores by a minimum of 5% a year in grades 3-5 and an increase in performance levels on DRA grades K-5, therefore working to close the existing achievement gap in all subgroups.

**Gap Statement :** Although still above the State of Michigan AYP target in ELA, MEAP item analysis shows a decline in reading from 2006-2008. The gap between ELL and Non-ELL is rather significant from 2006-2008 in grades 3-5 as shown by MEAP reading data analysis.

**Cause for Gap :** Based on the MEAP data and analysis of current local assessments, the staff has attributed this decline to an increase in the economically disadvantaged population, number of ELL learners, and the recent influx of immigrant non-English speaking students.

A significant achievement gap is evident between ELL and non-ELL students who met or exceeded the standards on the MEAP test. This gap is most evident in the Reading, Writing and English Language Arts. The ELL population is performing at levels that are significantly below those of non-ELL students. Contributing causes for these discrepancies include lack of oral language skills, low academic language knowledge, difficulty with reading and writing in English, rising at-risk and transient population and lack of parental assistance in the home.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Through instructional dialogue, teachers, Resource staff, and administrator discuss those students whose performance is below grade level. After analyzing the data, staff concerns include: Oral Language, Concepts About Print, Vocabulary, Comprehension, and Bloom's Taxonomy higher level thinking skills: summarizing, drawing conclusions, inferring, and synthesizing information.

Standardized Assessment:  
MEAP Reading Assessment  
ELPA Assessment Reading

Local Assessment:  
DRA 2  
Record of Oral Language

Running Records  
 DRA 2 Word Analysis Subtests  
 CAPS (Kindergarten and First Grade)

**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?** Measures/Indicators of Success:

- All students will show a minimum of 1 year growth as measured by DRA2.
- A gradual systemic increase of 5% per grade level on the reading portion of MEAP (grades 3-5).
- Ongoing informal assessments (observations, conferencing, and running records).
- Evaluate DRA2 and intervention will collaboratively to determine support interventions.
- An increase in oral language proficiency as measured by the ELPA

Monitoring/Evaluation:

- Bi-weekly grade level meetings and intervention team meetings.
- Instructional Dialogue: Evaluation and discussion of student progress and at-risk students held twice yearly.
- Alternate Rankings of all students
- Daily teacher monitoring using informal observations and running records.
- DRA2 Word Analysis assessment where necessary

**Contact Name :** Nadra Lamberti

**List of Objectives:**

ID	Objective
5046	All students will interpret, create, and use Thinking Maps/graphic organizers and charts to further comprehension skills in reading and writing across all curricular areas.
5232	All students will use multiple strategies to analyze vocabulary in context, to further enhance comprehension skills throughout all curricular areas.
5234	All students will use multiple strategies to construct meaning from fiction and non-fiction texts and will demonstrate comprehension through retelling, inferring, summarizing, and synthesizing.
5235	All students will develop and increase oral language skills.

## 1.1. Objective: Comprehension & Thinking Maps

**Measurable Objective Statement to Support Goal :** All students will interpret, create, and use Thinking Maps/graphic organizers and charts to further comprehension skills in reading and writing across all curricular areas.

**List of Strategies:**

ID	Strategy	Locked By
5046	All teachers will model and use grade level appropriate Thinking Maps/graphic organizers in daily instruction so students can organize and comprehend concepts taught and retell using story elements.	

### 1.1.1. Strategy: Comprehension & Thinking Maps

**Strategy Statement:** All teachers will model and use grade level appropriate Thinking Maps/graphic organizers in daily instruction so students can organize and comprehend concepts taught and retell using story elements.

#### 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
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

#### Other Required Information for Strategy

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

Guiding Readers and Writers, Guided Reading, Matching Books to Readers, Irene Fountas & Gay Su Pinnell

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

A Handbook for Classroom Instruction that Works, Robert Marzano

Draw your Thinking, Show your Thinking, Write your Thinking, Thinking Maps Incorporated

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All instructional staff will receive training and support in implementation of Thinking Maps throughout the school year. Additional resource manuals have been purchased to ensure that all staff members have the necessary materials to incorporate the use of the Thinking Map strategies throughout the curriculum. Grade level Professional Learning Communities will work together to match Thinking Maps to the reading anthology series at each grade level.	09/01/2009	06/01/2010	Nadra Lamberti Megdieh Jawad Lillian Shaheen All instructional staff

### 1.1.1.1. Activity: Thinking Map Professional Development

**Activity Description:** All instructional staff will receive training and support in implementation of Thinking Maps throughout the school year. Additional resource manuals have been purchased to ensure that all staff members have the necessary materials to incorporate the use of the Thinking Map strategies throughout the curriculum. Grade level Professional Learning Communities will work together to match Thinking Maps to the reading anthology series at each grade level.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Nadra Lamberti

Megdieh Jawad

Lillian Shaheen

All instructional staff

**Actual staff responsible for implementing activity:** All Instructional staff

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

**Actual Timeline:** Begin Date - 09/08/2009, End Date - 06/04/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Additional Thinking Map Binders	Title I Schoolwide	100.00	0.00
Additional ThinkingMap Binders/Resource Manuals	Title I Schoolwide	1,000.00	1,500.00

## 1.2. Objective: Vocabulary Development

**Measurable Objective Statement to Support Goal :** All students will use multiple strategies to analyze vocabulary in context, to further enhance comprehension skills throughout all curricular areas.

**List of Strategies:**

ID	Strategy	Locked By
5232	All teachers will model and use grade level appropriate strategies, such as Frayer model, word walls and anchor charts, to increase students' ability to understand vocabulary using context clues.	

### 1.2.1. Strategy: Vocabulary Development

**Strategy Statement:** All teachers will model and use grade level appropriate strategies, such as Frayer model, word walls and anchor charts, to increase students' ability to understand vocabulary using context clues.

#### 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
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

#### Other Required Information for Strategy

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

Guiding Readers and Writers, Guided Reading, Matching Books to Readers, Irene Fountas & Gay Su Pinnell

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

A Handbook for Classroom Instruction that Works, Robert Marzano

Draw your Thinking, Show your Thinking, Write your Thinking, Thinking Maps Incorporated

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom teachers, with the help of support staff, will implement the use of vocabulary maps during whole group and small group instruction. Students will engage in discussion about unfamiliar vocabulary, then decide upon meaning and use a vocabulary map tailored to each grade level.	09/01/2010	06/01/2011	All instructional staff

#### 1.2.1.1. Activity: Vocabulary Mapping

**Activity Description:** Classroom teachers, with the help of support staff, will implement the use of vocabulary maps during whole group and small group instruction. Students will engage in discussion about unfamiliar vocabulary, then decide upon meaning and use a vocabulary map tailored to each grade level.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, 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
.5 Literacy Coach	Title I Schoolwide	41,060.00	0.00

### 1.3. Objective: Reading Comprehension

**Measurable Objective Statement to Support Goal :** All students will use multiple strategies to construct meaning from fiction and non-fiction texts and will demonstrate comprehension through retelling, inferring, summarizing, and synthesizing.

**List of Strategies:**

ID	Strategy	Locked By
5234	All teachers will model and use higher level questioning to improve student comprehension and understanding of text features in fiction and non-fiction texts.	

#### 1.3.1. Strategy: Reading Comprehension

**Strategy Statement:** All teachers will model and use higher level questioning to improve student comprehension and understanding of text features in fiction and non-fiction texts.

**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

SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

**Other Required Information for Strategy**

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

Guiding Readers and Writers, Guided Reading, Matching Books to Readers, Irene Fountas & Gay Su Pinnell

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

A Handbook for Classroom Instruction that Works, Robert Marzano

Draw your Thinking, Show your Thinking, Write your Thinking, Thinking Maps Incorporated

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Classroom teachers and support staff will implement literature circles in all grade levels. Literature circles will serve as a time for discussion around text. These circles will occur either in small group or with the whole classroom, depending on the grade level and needs of each classroom. Literature circles will encourage discussion through the use of predicting, questioning, inferring, retelling, summarizing and synthesizing. Teachers will have access to grade level specific literature circle materials as well as Making Meaning kits.	09/01/2010	06/01/2011	All instructional staff

**1.3.1.1. Activity: Literature Circles**

**Activity Description:** Classroom teachers and support staff will implement literature circles in all grade levels. Literature circles will serve as a time for discussion around text. These circles will occur either in small group or with the whole classroom, depending on the grade level and needs of each classroom. Literature circles will encourage discussion through the use of predicting, questioning, inferring,

retelling, summarizing and synthesizing. Teachers will have access to grade level specific literature circle materials as well as Making Meaning kits.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, 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
Literature Circle Materials	Title I Schoolwide	6,000.00	0.00

## 1.4. Objective: Oral Language Development

**Measurable Objective Statement to Support Goal :** All students will develop and increase oral language skills.

**List of Strategies:**

ID	Strategy	Locked By
5235	All teachers will utilize oral language materials with all students to increase their ability to communicate orally using grammatically correct English.	

### 1.4.1. Strategy: Oral Language Development

**Strategy Statement:** All teachers will utilize oral language materials with all students to increase their ability to communicate orally using grammatically correct English.

**Selected Target Areas**

SAR 1.3 Identifies goals to advance the vision
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?***

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

Guiding Readers and Writers, Guided Reading, Matching Books to Readers, Irene Fountas & Gay Su Pinnell

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

A Handbook for Classroom Instruction that Works, Robert Marzano

Draw your Thinking, Show your Thinking, Write your Thinking, Thinking Maps Incorporated

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers and interventionist will hold daily oral language groups for students identified as needing instruction in oral language development. These students will receive lesson focusing on development of language skills. Booster teacher will provide intervention for non-English speaking students across all grade levels. Literacy Coach will model oral language lessons in classrooms for teachers to use with identified low language students.	09/01/2010	06/01/2011	All instructional staff Interventionist Literacy Coach

**1.4.1.1. Activity: Oral Language Intervention Groups**

**Activity Description:** Teachers and interventionist will hold daily oral language groups for students identified as needing instruction in oral language development. These students will receive lesson focusing on development of language skills.

Booster teacher will provide intervention for non-English speaking students across all grade levels. Literacy Coach will model oral language lessons in classrooms for teachers to use with identified low language students.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All instructional staff  
Interventionist  
Literacy Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, 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
1.0 Booster Group Teacher	Title I Schoolwide	38,000.00	0.00

## Goal 2: Writing

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

**Student Goal Statement :** All students will demonstrate continuing improvement in their writing skills by showing measurable growth across the areas of 6+1 Traits and an increase of Fourth grade MEAP writing scores by a minimum of 5% a year for all subgroups.

**Gap Statement :** Based on the MEAP item analysis data for all students and subgroups, McDonald School has identified writing as an area that will be targeted for improvement. Current assessment data, state, district and building, reflect these findings.

**Cause for Gap :** Through Instructional Dialogue, teachers, resource staff, and administrator discuss those students whose performance is below grade level and are considered at-risk. Based on the data, staff attributes this decline in scores to an increase in Economically Disadvantaged population and ELL learners. The gap between ELL and Non-ELL learners is rather significant and is attributed to the high number of ELL students that are acquiring English language skills. Contributing causes for these discrepancies include lack of oral language skills, low academic language knowledge, difficulty with reading and writing in English, rising at-risk and transient population and lack of parental help in the home.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Standardized Assessment:  
 MEAP Writing Assessment  
 ELPA Writing Assessment

Local Assessment:  
 District Writing Prompt-Fall/Spring  
 Building created writing assessment  
 PCL Writing Assessment-Fall/Spring  
 6+1 Traits of Writing 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?** Measures/Indicators of Success & Monitoring and Evaluation:  
 Evaluate student performance on 6+1 Traits writing and percentage of Fourth grade students who have met or

exceeded writing expectations on 2010 MEAP.

Evaluate student performance District Writing Proficiency Benchmarks-Fall/Spring

Monitoring/Evaluation:

Students and teachers will conference during Writer's Workshop.

Self-evaluation will be a component of the writing process.

Evaluate students' progress using the grade level developed checklist and the 6 + 1 traits rubric.

**Contact Name :** Nadra Lamberti

**List of Objectives:**

ID	Objective
5049	All students will apply their knowledge of the 6+1 Traits of Writing in written assignments using the writing process.
5236	All students will use graphic organizers/thinking maps to effectively produce writing across the curriculum.
5237	All students will use grade level specific literature as models for genre writing.
5238	All students will integrate technology into the writing process for real world application.

## 2.1. Objective: Writing Process

**Measurable Objective Statement to Support Goal :** All students will apply their knowledge of the 6+1 Traits of Writing in written assignments using the writing process.

**List of Strategies:**

ID	Strategy	Locked By
5049	All teachers will model strategies during Writer's Workshop, using mini-lessons based on the six traits of writing, to produce a meaningful piece of writing.	
5049	All teachers will instruct through Profundity, Blueprints for Literacy, and Treasures so that students will make connections (text to self, to text, to real world) to increase writing proficiency.	

### 2.1.1. Strategy: Writing Process

**Strategy Statement:** All teachers will model strategies during Writer's Workshop, using mini-lessons based on the six traits of writing, to produce a meaningful piece of writing.

**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
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?*

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

6+1 Traits of Writing, Ruth Culham

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

Blueprint for Exceptional Writing by Jennifer A. Fontenot and Karen J. carney

The Literate Kindergarten by Susan L. Kempton

Wee Can Write

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will utilize 6+1 trait crates as well as the Wee Write curriculum (lower elementary) to identify targeted mini-lessons.	09/08/2009	06/03/2011	Nadra Lamberti Megdieh Jawad All instructional staff

**2.1.1.1. Activity: Writing**

**Activity Description:** Teachers will utilize 6+1 trait crates as well as the Wee Write curriculum (lower elementary) to identify targeted mini-lessons.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Nadra Lamberti  
Megdieh Jawad  
All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
6 1 Trait Professional Development	Title I Schoolwide	600.00	0.00

### 2.1.2. Strategy: Writing Process

**Strategy Statement:** All teachers will instruct through Profundity, Blueprints for Literacy, and Treasures so that students will make connections (text to self, to text, to real world) to increase writing proficiency.

**Selected Target Areas**

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 3.4 Supports instruction that is research-based and reflective of best practice

**Other Required Information for Strategy**

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

6+1 Traits of Writing, Ruth Culham

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

Blueprint for Exceptional Writing by Jennifer A. Fontenot and Karen J. carney

The Literate Kindergarten by Susan L. Kempton

Wee Can Write

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Through the use of anchor charts, students will make connections to self experiences, texts read and real world events to use in their writing.	09/07/2010	06/03/2011	All instructional staff

**2.1.2.1. Activity: Making connections**

**Activity Description:** Through the use of anchor charts, students will make connections to self experiences, texts read and real world events to use in their writing.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Blueprints for Literacy	Title I Part A	200.00	0.00

**2.2. Objective: Thinking Maps/Graphic Organizers**

**Measurable Objective Statement to Support Goal :** All students will use graphic organizers/thinking maps to effectively produce writing across the curriculum.

**List of Strategies:**

ID	Strategy	Locked By
5236	All teachers will model the use of thinking maps or graphic organizers from supplemental sources to organize thoughts when planning a piece of writing.	

## 2.2.1. Strategy: Thinking Maps/Graphic Organizers

**Strategy Statement:** All teachers will model the use of thinking maps or graphic organizers from supplemental sources to organize thoughts when planning a piece of writing.

### Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning

### Other Required Information for Strategy

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

Draw Your Thinking, Show Your Thinking, Write Your Thinking, Thinking Maps Incorporated

Blueprints for Exceptional Writing, Jennifer Fontenot

Thinking Maps: A Language for Learning, Hyerle and Yeager

Treasures Reading Series, McMillan/McGraw-Hill

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will model and incorporate a variety of thinking maps and graphic organizers to enhance student writing across the all curricular areas. Teachers will select thinking maps/graphic organizers based upon the objective of the lesson.	09/07/2010	06/03/2011	All instructional staff

### 2.2.1.1. Activity: Thinking Maps/Graphic Organizers

**Activity Description:** Teachers will model and incorporate a variety of thinking maps and graphic organizers to enhance student writing across the all curricular areas. Teachers will select thinking maps/graphic organizers based upon the objective of the lesson.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps for ELL students	Title I Schoolwide	2,000.00	0.00

## 2.3. Objective: Genre writing

**Measurable Objective Statement to Support Goal :** All students will use grade level specific literature as models for genre writing.

**List of Strategies:**

ID	Strategy	Locked By
5237	All teachers will use genre in reading and writing so that students will understand text features to produce genre writing.	

### 2.3.1. Strategy: Genre Study

**Strategy Statement:** All teachers will use genre in reading and writing so that students will understand text features to produce genre writing.

**Selected Target Areas**

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**Other Required Information for Strategy**

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

6+1 Traits of Writing, Ruth Culham

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

Blueprint for Exceptional Writing by Jennifer A. Fontenot and Karen J. Carney

The Literate Kindergarten by Susan L. Kempton

Wee Can Write

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will create lessons using the grade appropriate genres in reading and writing to teach the text features of each specific genre.	09/07/2010	06/03/2011	All instructional staff

**2.3.1.1. Activity: Genre Writing**

**Activity Description:** Teachers will create lessons using the grade appropriate genres in reading and writing to teach the text features of each specific genre.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Genre study leveled text	Title I Schoolwide	5,000.00	5,000.00

**2.4. Objective: Technology**

**Measurable Objective Statement to Support Goal :** All students will integrate technology into the writing process for real world application.

**List of Strategies:**

ID	Strategy	Locked By
5238	All teachers will model writing strategies with the use of technology so that students will become competent at incorporating technology and writing across the curriculum.	
5238	Teachers will increase their knowledge and skills in the use of technology implementation in the classroom. On going professional development will be provide to teachers in the use of technology	

### 2.4.1. Strategy: Technology

**Strategy Statement:** All teachers will model writing strategies with the use of technology so that students will become competent at incorporating technology and writing across the curriculum.

**Selected Target Areas**

SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

**Other Required Information for Strategy**

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

Introduction to Brain-Compatible Learning, Eric Jensen

Teaching with the Brain in Mind, Eric Jensen

"Computer-Assisted Cooperative Learning in Integrated Classrooms for Students With and Without Disabilities." Information Technology in Childhood Education Annual (Annual 1999):61. Educator's Reference Complete. Gale, Library of Michigan. 15 Mar. 2008 <<http://0-find.galegroup.com/wizard.umd.umich.edu:80/itx/start.do?prodid=PROF>>.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will model and instruct students in the use of technology (document cameras, Promethean Boards, computers) to aid in	09/07/2010	06/03/2011	All instructional

writing across all curricular areas. Programs used will include Kidspiration, Promethean Planet, Microsoft Programs, Blogs and educational websites.			staff
--	--	--	-------

### 2.4.1.1. Activity: Technology Usage

**Activity Description:** Teachers will model and instruct students in the use of technology (document cameras, Promethean Boards, computers) to aid in writing across all curricular areas. Programs used will include Kidspiration, Promethean Planet, Microsoft Programs, Blogs and educational websites.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Computer Software	Title I Schoolwide	2,500.00	0.00

### 2.4.2. Strategy: Technology Professional Development

**Strategy Statement:** Teachers will increase their knowledge and skills in the use of technology implementation in the classroom.

On going professional development will be provide to teachers in the use of technology

**Selected Target Areas**

SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

**Other Required Information for Strategy**

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

Introduction to Brain-Compatible Learning, Eric Jensen

Teaching with the Brain in Mind, Eric Jensen

"Computer-Assisted Cooperative Learning in Integrated Classrooms for Students With and Without Disabilities." Information Technology in Childhood Education Annual (Annual 1999):61. Educator's Reference Complete. Gale, Library of Michigan. 15 Mar. 2008 <<http://0-find.galegroup.com/wizard.umd.umich.edu:80/itx/start.do?prodid=PROF>>.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
On going professional development sessions will be provided to teachers in the use of technology for the implementation of technology across all curricular areas.	09/07/2010	06/03/2011	McDonald Elementary Technology Committee

**2.4.2.1. Activity: Professional Development**

**Activity Description:** On going professional development sessions will be provided to teachers in the use of technology for the implementation of technology across all curricular areas.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** McDonald Elementary Technology Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Laptop	Title I Schoolwide	1,200.00	0.00

**Goal 3: Math**

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will demonstrate continuing improvement in mathematical skills MEAP math scores by a minimum of 3-5% a year in all subgroups, therefore working to close the existing achievement gap.

**Gap Statement : Rationale and Supporting Data**

Overall MEAP scores for 2008 shows growth in Math over 2007 scores in grades 4-5 and a slight decline in grade 3 scores. Although performing well in Math, staff analyzed the data and determined the following areas of concern:

- Math concepts
- Understanding of money in real world
- Interpreting graphs and charts
- Problem solving, particularly story problems

Instructional dialogue between teachers, resource staff, and administrator ascertains the needs of the total school population in math, and students are recommended for extended day, or small group instruction.

MEAP 2005/06 2006/07 2007/08 2008/09

3rd Grade 83 92 97 92

4th Grade 73 72 90 91

5th Grade 64 81 73 90

**Cause for Gap :** The ELL population is performing at levels that are on par with those of non-ELL students. The Spring 2008 English Language Proficiency Assessment scores show that many students are scoring at a Level 3 or High Intermediate level. In the Language Acquisition process, they are considered to have sufficient use of English in reading, writing, listening and speaking. However, data shows that students typically remain at an ELPA level 3 for the longest amount of time before moving to advanced/proficient and acquiring academic language skills. Therefore, students need continued support in the above identified areas of concern.

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

MEAP Math Assessment

Local Assessment:

District Math Common Assessment

Teacher Observations and Math Journals

Pre/Post Checking Progress Tests of each unit

Pre/Post tests of GLCE per each math unit

**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?** Measures/Indicators of Success & Monitoring and Evaluation:

Indicators of Success

MEAP Math Assessment for Grades 3-5.

Pre and post checking progress tests of each math unit.

Pre and post test of district common assessment.

Monitoring

Teachers will use Pre and Post Checking Progress tests of each unit to direct daily instruction.

Teachers will use pre and post tests of district assessments of each unit to direct daily instruction.

Pre and Post tests of GLCE per each math unit.

Students will use pre GLCE test scores to create their learning goal for their post GLCE test scores per math unit.

Extended Interventions/Targeted Population

If students do NOT achieve, programs are in place to provide support for students that do not meet academic standards:

Interventions during the school day for individual students and small groups.

Extended day before and after school and building Summer School programs

Technology support using math software (Study Island, Class A, Promethean Board)  
 Parent meetings to provide strategies for parents to use with their children.  
 Bi-weekly team meetings to discuss further intervention strategies for struggling learners.

**Contact Name :** Megdiah Jawad

**List of Objectives:**

ID	Objective
5058	All students will solve math story problems by analyzing provided information and employing proper problem solving techniques.
5242	All students will demonstrate increased understanding of basic mathematical concepts by using manipulatives and available resources to solve problems in their daily Everyday Math Journal Work.
5243	-All students will demonstrate improved understanding of money in real world applications.
5244	All students will interpret and use graphs and charts to further their understanding of basic math skills.

### 3.1. Objective: Math Problem Solving

**Measurable Objective Statement to Support Goal :** All students will solve math story problems by analyzing provided information and employing proper problem solving techniques.

**List of Strategies:**

ID	Strategy	Locked By
5058	All teachers will continue in-class modeling of story problems to enable students to answer problems and demonstrate knowledge of vocabulary and application of strategies. Promethean boards will be utilized to model and engage students in problem solving processes.	
5058	A Math Content Word Wall will be created for students to utilize as a tool to comprehend the math terminology found in the story problems as reinforcement of vocabulary development objective from Reading Goal.	

#### 3.1.1. Strategy: Problem Solving

**Strategy Statement:** All teachers will continue in-class modeling of story problems to enable students to answer problems and demonstrate knowledge of vocabulary and application of strategies. Promethean boards will be utilized to model and engage students in problem solving processes.

**Selected Target Areas**

SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 5.10 Provides appropriate support for students with special needs

**Other Required Information for Strategy**

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

Best Practices in Math, Zemelman, Daniels, Hyde

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

Children's Mathematics-Cognitively Guided Instruction, Carpenter & Fennema

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will have the opportunity to participate in an extended school day/year program which has a daily math session. This session will focus again on problem solving basics through teacher modeling and repeated practice, and building technology including Promethean boards will be utilized.	12/01/2009	08/27/2010	Megdieh Jawad Participating Instructional Staff Lillian Shaheen

**3.1.1.1. Activity: Extended School Day/Year Program**

**Activity Description:** Students will have the opportunity to participate in an extended school day/year program which has a daily math session. This session will focus again on problem solving basics through teacher modeling and repeated practice, and building technology including Promethean boards will be utilized.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Megdieh Jawad  
Participating Instructional Staff  
Lillian Shaheen

**Actual staff responsible for implementing activity:** All instructional staff

**Planned Timeline:** Begin Date - 12/01/2009, End Date - 08/27/2010

**Actual Timeline:** Begin Date - 12/01/2009, End Date - 08/27/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Extended School Day/Year Program	Title I Schoolwide	7,600.00	0.00

### 3.1.2. Strategy: Vocabulary Development

**Strategy Statement:** A Math Content Word Wall will be created for students to utilize as a tool to comprehend the math terminology found in the story problems as reinforcement of vocabulary development objective from Reading Goal.

**Selected Target Areas**

SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**Other Required Information for Strategy**

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

Best Practices in Math, Zemelman, Daniels, Hyde

Shaping Literate Minds, Apprenticeship in Literacy, Scaffolding Young Writers, Teaching for Deep Comprehension, Linda J. Dorn and Carla Soffos

Thinking Maps-A Language for Learning, David Hyerle & Chris Yaeger

Children's Mathematics-Cognitively Guided Instruction, Carpenter & Fennema

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers and students will create anchor charts to support understanding of vocabulary found in story problems. Anchor charts will be placed on a Math Content Word Wall as support for students	10/04/2010	06/03/2011	All instructional staff

to solve story problems.			
--------------------------	--	--	--

### 3.1.2.1. Activity: Math Content Word Wall

**Activity Description:** Teachers and students will create anchor charts to support understanding of vocabulary found in story problems. Anchor charts will be placed on a Math Content Word Wall as support for students to solve story problems.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All instructional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 10/04/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Word Wall	No Funds Required	0.00	0.00

## 3.2. Objective: Everyday Math

**Measurable Objective Statement to Support Goal :** All students will demonstrate increased understanding of basic mathematical concepts by using manipulatives and available resources to solve problems in their daily Everyday Math Journal Work.

**List of Strategies:**

ID	Strategy	Locked By
5242	Teachers will utilize the everyday math curriculum to serve as a guiding framework for daily math instruction, and will engage students in daily work in their math journals, as a way of informal assessment.	

### 3.2.1. Strategy: Everyday Math

**Strategy Statement:** Teachers will utilize the everyday math curriculum to serve as a guiding framework for daily math instruction, and will engage students in daily work in their math journals, as a way of informal assessment.

**Selected Target Areas**

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness

**Other Required Information for Strategy**

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

A Handbook for Classroom Instruction that Works, Robert Marzano

Thinking Maps, Hyerle

Best Practices in Math, Zemelman, Daniels, Hyde

Every Day Math Games

Children's Mathematics-Cognitively Guided Instruction, Carpenter & Fennema

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students and families will have the opportunity to participate in Math Game Night, to serve as an activity to enhance the Everday Math curriculum and to learn new ways to promote math problem solving skills.	01/11/2010	06/07/2010	Math Committee

**3.2.1.1. Activity: Math Game Night**

**Activity Description:** Students and families will have the opportunity to participate in Math Game Night, to serve as an activity to enhance the Everday Math curriculum and to learn new ways to promote math problem solving skills.

**Activity Type:** Maintenance

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

**Actual staff responsible for implementing activity:** All instructional staff

**Planned Timeline:** Begin Date - 01/11/2010, End Date - 06/07/2010

**Actual Timeline:** Begin Date - 01/11/2010, End Date - 06/07/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Involvement Funds	Title I Schoolwide	1,000.00	0.00

### 3.3. Objective: Money Knowledge

**Measurable Objective Statement to Support Goal :** -All students will demonstrate improved understanding of money in real world applications.

**List of Strategies:**

ID	Strategy	Locked By
5243	All teachers will give students the opportunity to participate in the McDonald School mini-snack sale to demonstrate increased knowledge in using money for real world applications.	

#### 3.3.1. Strategy: Money

**Strategy Statement:** All teachers will give students the opportunity to participate in the McDonald School mini-snack sale to demonstrate increased knowledge in using money for real world applications.

**Selected Target Areas**

SAR 2.8 Controls curricular and extracurricular activities that are sponsored by the school
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?*

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

A Handbook for Classroom Instruction that Works, Robert Marzano

Children's Mathematics-Cognitively Guided Instruction, Carpenter & Fennema

Best Practices in Math, Zemelman, Daniels, Hyde

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
The mini-snack shop will allow all students an opportunity to apply real life math skills. Students will have experience as a seller and a consumer in the McDonald Mini-Snack Shop. Such as: adding and subtracting, making change, recognizing monetary values, making change, basic economic concepts, purchasing/selling decisions, pricing decisions, counting and sorting.	12/01/2009	06/01/2010	All Instructional Staff

**3.3.1.1. Activity: McDonald School Store**

**Activity Description:** The mini-snack shop will allow all students an opportunity to apply real life math skills. Students will have experience as a seller and a consumer in the McDonald Mini-Snack Shop. Such as: adding and subtracting, making change, recognizing monetary values, making change, basic economic concepts, purchasing/selling decisions, pricing decisions, counting and sorting.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All Instructional Staff

**Actual staff responsible for implementing activity:** All instructional staff and McDonald students

**Planned Timeline:** Begin Date - 12/01/2009, End Date - 06/01/2010

**Actual Timeline:** Begin Date - 12/01/2009, End Date - 06/01/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School Store	No Funds Required	0.00	0.00

**3.4. Objective: Graphs and charts**

**Measurable Objective Statement to Support Goal :** All students will interpret and use graphs and charts to

further their understanding of basic math skills.

**List of Strategies:**

ID	Strategy	Locked By
5244	Teachers will provide students multiple opportunities, including and incorporating the use of technology, to create, edit and interpret graphs and charts.	

**3.4.1. Strategy: Graphs and Charts**

**Strategy Statement:** Teachers will provide students multiple opportunities, including and incorporating the use of technology, to create, edit and interpret graphs and charts.

**Selected Target Areas**

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 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

**Other Required Information for Strategy**

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

Making Content Comprehensible for English Learners-The SIOP Model, Jana Echevarria, MaryEllen Vogt, Deborah J. Short

Thinking Maps, Hyerle

Picture It

A Handbook for Classroom Instruction that Works, Robert Marzano

Children's Mathematics-Cognitively Guided Instruction, Carpenter & Fennema

Best Practices in Math, Zemelman, Daniels, Hyde

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Grade level professional learning communities will work together with building special area and support staff members to create lessons using graphs and charts across the content area as well as	10/04/2010	06/03/2011	Megdieh Jawad All Instructional Staff

during formal math instruction. Teachers will utilize technology to create these lessons, and will then place them on the building share for the entire McDonald Community to use.			
--	--	--	--

**3.4.1.1. Activity: Grade Level Promethean Math Planning**

**Activity Description:** Grade level professional learning communities will work together with building special area and support staff members to create lessons using graphs and charts across the content area as well as during formal math instruction. Teachers will utilize technology to create these lessons, and will then place them on the building share for the entire McDonald Community to use.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Megdieh Jawad  
All Instructional Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 10/04/2010, End Date - 06/03/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Promethean Inservice and Planning	Title I Schoolwide	1,200.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
No Funds Required	\$0.00	\$0.00
Title I Part A	\$200.00	\$0.00
Title I Schoolwide	\$107,260.00	\$6,500.00

## 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.	Megdieh	Jawad	Principal	jawadm@dearborn.k12.mi.us
Mrs.	Nadra	Lamberti	Resource Teacher/Coach	lambern@dearborn.k12.mi.us
Ms.	Lillian	Shaheen	Teacher	shaheel@dearborn.k12.mi.us
Mrs.	Nagwa	Ali	Teacher	alin@dearborn.k12.mi.us
Mrs.	Iman	Karaali	Teacher	karaali@dearborn.k12.mi.us
Ms.	Mariam	Farhat	Teacher	farhatm@dearborn.k12.mi.us
Mrs.	Jill	Erickson	Teacher	ericksj@dearborn.k12.mi.us
Mrs.	Linda	Graves	Teacher	gravesl@dearborn.k12.mi.us
Mr.	Kevin	Cook	Teacher	cookk@dearborn.k12.mi.us
Mrs.	Ali	Jaber	Teacher	jabera@dearborn.k12.mi.us
Ms.	Julianne	Strykalski	Teacher	strykaj@dearborn.k12.mi.us
Mrs.	Lisa	Grucz	Teacher	gruc@dearborn.k12.mi.uszl
Mrs.	Lory	Fakih	Teacher	fakihl@dearborn.k12.mi.us
Mrs.	Elizabeth	Morrison	Teacher	morrise@dearborn.k12.mi.us
Ms.	Cathy	Ford	Teacher	fordc@dearborn.k12.mi.us
Mrs.	Nada	Berry	Teacher	berryn@dearborn.k12.mi.us
Mrs.	Julie	Wagner	Teacher	wagnerj@dearborn.k12.mi.us
Mr.	Shadi	Bazzi	Teacher	bazzis@dearborn.k12.mi.us
Mrs.	Jomana	Saad	Teacher	saadj@dearborn.k12.mi.us
Mr.	Jesse	Merrick	Engineer	merricj@dearborn.k12.mi.us
Mrs.	Robyn	Hansen	Teacher Consultant	hansenr@dearborn.k12.mi.us
Ms.	Amy	Stoner	Teacher	stonera@dearborn.k12.mi.us
Mr.	Sean	Peecher	Teacher	peeches@dearborn.k12.mi.us
Ms.	Cathy	Sherwin	Teacher	sherwic@dearborn.k12.mi.us
Mrs.	Tracie	Nickles	Teacher	nicklet@dearborn.k12.mi.us
Mrs.	Therese	Asmar	Paraprofessional	asmart@dearborn.k12.mi.us
Mrs.	Mona	Rammal	Paraprofessional	rammalm@dearborn.k12.mi.us
Mrs.	Huda	Saad	Parent	hu3sa@aol.com
Ms.	Amanda	Hourani	Parent	Amanda.Hourani@gmail.com
Mrs.	Mariam	Chammout	Parent	micm1988@yahoo.com
Mrs.	Shadyah	Bazzi	Parent	gaberbazzi@sbcglobal.net

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

The staff and administrator are involved in the school improvement process. They also involve the community

by having parent representation and participation on the SIP.

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

Working in professional learning communities, the staff participates to review assessment and make decisions to improve instructional strategies that align with the curriculum to be taught. Strategies are reviewed for effectiveness and refined to improve instruction and outcomes for students.

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

Institution and student information is shared and reviewed regularly with the staff during staff meetings, grade level meetings and professional development opportunities. Information is shared with parents during parent conferences, email correspondence, teacher websites and monthly parent meetings designed to inform and educate parents.

# 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:

Megdieh Jawad

Address:

10151 Diversey Dearborn MI 48126

Telephone Number:

313 827-6704

## 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?***

Professional Learning activities are scheduled throughout the year on district professional development days and bi-weekly staff meetings. New for the 2010-2011 school year are regularly scheduled late arrival days with time built in for professional learning community activities. Professional learning topics will include writing, reading, and math best practice strategies, as well as the use of technology in the classroom.

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

The school is using the available funding resources to provide additional interventions for students, staff development activities for teachers, and technology resources for classrooms. This aligns with goals outlined in the school improvement plan to improve both instruction and assessment results.

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

The staff identified the need for updated technology and classroom integration of that technology. Promethean Boards, overhead projectors and classroom computers were purchased. Teachers are receiving ongoing training in the use of this technology and are integrating technology into daily instruction. This is an ongoing process.