

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Oakman Elementary School

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

Principal: Mr. Radewin Awada

Building Code: 02813

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:	Oakman Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	02813
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We see a school community where students take ownership of their education and the choices they make.

We see a school community sharing in the responsibility of maintaining a safe, nurturing and productive environment.

We see a school community that celebrates diversity and the uniqueness of each individual.

We see a school community that celebrates its members by embracing the core values of honesty, responsibility, respect for self and others, integrity, courtesy and citizenship.

Mission Statement

Our mission at Oakman Elementary School, in partnership with families and the community, is to provide a safe, nurturing and educationally stimulating environment while enabling students to realize their full social, emotional and academic potential.

Beliefs Statement

We Believe that

All stakeholders will assume responsibility in providing every child an equal opportunity at reaching their full academic and social potential.

All Oakman Elementary students will take ownership of their educational experiences.

All Oakman parents must play an integral role throughout their child's education.

All children will succeed in a safe, healthy, nurturing educational environment.

Goals

ID	Name	Development Status	Progress Status
5368	Math Goal	Approved	Open
5370	Reading	Approved	Open
5371	Writing	Approved	Open

Goal 1: Math Goal

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will master grade level math processes using the Everyday Math Program.

Gap Statement : Gap Statement

3rd Grade - Ninety-three percent of third grade students either met or exceeded grade level expectations in math, increasing four percent from the prior year. Male students outperformed female students by three percent.

Economically disadvantaged students performed well at a ninety-two percent success rate. Eighty percent of ELL students performed at levels 1 and 2 in comparison to one hundred percent of non-ELL students.

4th Grade - Eighty-five percent of fourth grade students either met or exceeded grade level expectations in math, increasing twenty-two percent from the prior year. Male students outperformed female students by seven percent. Economically disadvantaged students performed well at an eighty-six percent success rate. Eighty percent of ELL students performed at levels 1 and 2 in comparison to eighty-eight percent of non-ELL students.

5th Grade - Fifty-eight percent of current fifth grade students either met or exceeded grade level expectations in math, decreasing nine percent from the prior school year. Females outperformed male students by nine percent. Economically disadvantaged students performed at a fifty-five percent success rate. Forty-two percent of ELL students performed at levels 1 and 2 in comparison to eighty-two percent of non-ELL students.

Cause for Gap : Possible causes for math gaps may be a result of the following:

3rd Grade - Data results indicate ELL students performing significantly lower on third grade math which may be linked to the language barrier. Identifying specific needs for this population through the use of formative and summative assessments will be required to close the gap. Additionally, high mobility rates may negatively impact ELL student performance and test scores.

4th Grade - Data results indicate ELL students performing lower on fourth grade math which may be linked to the language barrier. Identifying specific needs for this population through the use of formative and summative assessments and focusing on mastering grade level processes school wide will be required to close the gap. Additionally, high mobility rates may negatively impact ELL student performance and test scores.

5th Grade - Data results indicate ELL students performing at a significantly lower standard on fifth grade math, which may be linked to the language barrier and limited vocabulary. Identifying specific needs for this population through the use of formative and summative assessments and focusing on mastering basic grade level processes

may be required to close the gap. Additionally, high mobility rates may negatively impact ELL student performance and test scores.

Multiple measures/sources of data you used to identify this gap in student achievement : Quarterly District Math Assessments
 Current and prior year MEAP Results
 Formative and Summative Classroom 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? Student MEAP scores will increase by 5% over the previous year's scores.

Students will demonstrate proficiency on quarterly district Math assessments.

All staff will create and submit summative unit assessments and monitor students daily performance using sustained formative assessment.

Contact Name : Radewin Awada

List of Objectives:

ID	Objective
5782	All students will use visual representations daily focusing on charts and graphs.
8526	All students will be proficient in mathematical grade level processes (addition, subtraction, multiplication, division, fractions, and decimals) as indicated by GLCES (Grade Level Content Expectations) established by the State of Michigan Department of Education. Student will practice grade level processes daily using math manipulatives as outlined in the Everyday Math Program.
8528	All students will attain math proficiency through acquisition of vocabulary comprehension skills.

1.1. Objective: Visual Representations

Measurable Objective Statement to Support Goal : All students will use visual representations daily focusing on charts and graphs.

List of Strategies:

ID	Strategy	Locked By
5782	All teachers will offer multiple opportunities to problem solve using visual representations (graphic organizers, charts and graphs and math manipulatives) and technology on a daily basis.	

1.1.1. Strategy: Visual Representations

Strategy Statement: All teachers will offer multiple opportunities to problem solve using visual representations (graphic organizers, charts and graphs and math manipulatives) and technology on a daily basis.

Selected Target Areas

SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

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

- MEAP Results Current and Prior year(s)
- Quarterly District Math Assessment
- Everyday Math Program - (Vogt & Echevarria, 2008)
- Visual Representations - (Shirley Clark, 2005)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Improving student ability to perform grade level math processes utilizing visual representations, charts, graphs and technology daily.	09/08/2009	02/08/2011	All instructional and non-instructional staff are responsible for implementation and support of this activity.

1.1.1.1. Activity: Visual Representations

Activity Description: Improving student ability to perform grade level math processes utilizing visual representations, charts, graphs and technology daily.

Activity Type: Revised

Planned staff responsible for implementing activity: All instructional and non-instructional staff are responsible for implementation and support of this activity.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2009, End Date - 02/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology and Math Manipulatives	General Funds	2,000.00	0.00

1.2. Objective: Mathematical Processes

Measurable Objective Statement to Support Goal : All students will be proficient in mathematical grade level processes (addition, subtraction, multiplication, division, fractions, and decimals) as indicated by GLCES (Grade Level Content Expectations) established by the State of Michigan Department of Education. Student will practice grade level processes daily using math manipulatives as outlined in the Everyday Math Program.

List of Strategies:

ID	Strategy	Locked By
8526	All Oakman Elementary Teachers will use math manipulatives as outlined by the Dearborn Public Schools adopted Everyday Math Program. All staff will use technology during math instruction to promote higher order thinking.	

1.2.1. Strategy: Math Manipulatives Using Technology

Strategy Statement: All Oakman Elementary Teachers will use math manipulatives as outlined by the Dearborn Public Schools adopted Everyday Math Program. All staff will use technology during math instruction to promote higher order thinking.

Selected Target Areas

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 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
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?
 Robert Marzano's - Essential Nine Classroom Instructional Strategies

MDE Quick Links
MDE GLCES

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All staff members will provide math instruction with an emphasis on math manipulatives using technology (Smart Board, ELMO projector and wireless lab carts) on a daily basis.	03/01/2010	03/01/2011	All general and special education Staff.

1.2.1.1. Activity: Technology and Math Manipulatives

Activity Description: All staff members will provide math instruction with an emphasis on math manipulatives using technology (Smart Board, ELMO projector and wireless lab carts) on a daily basis.

Activity Type: Revised

Planned staff responsible for implementing activity: All general and special education Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Fund and Title 1	Title I School Improvement (ISI)	4,000.00	0.00

1.3. Objective: Mathematical Vocabulary

Measurable Objective Statement to Support Goal : All students will attain math proficiency through acquisition of vocabulary comprehension skills.

List of Strategies:

ID	Strategy	Locked By
8528	All staff will practice vocabulary comprehension strategies daily during math instruction.	

1.3.1. Strategy: Mathematical Vocabulary Comprehension

Strategy Statement: All staff will practice vocabulary comprehension strategies daily during math instruction.

Selected Target Areas

SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

<http://www.mde.org>

Vocabulary Comprehension (Frayer and Klausmeier, 1969)

www.mcrel.org/Robert Marzano's - Classroom Instruction that Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All staff will receive intense professional development in the Everyday Math Program. Additionally staff will share best practices during grade level meetings focused on increasing vocabulary comprehension during math instruction.	03/01/2010	03/01/2011	All staff will participate in Sharing Best Practices.

1.3.1.1. Activity: Math - Vocabulary Comprehension

Activity Description: All staff will receive intense professional development in the Everyday Math Program. Additionally staff will share best practices during grade level meetings focused on increasing vocabulary comprehension during math instruction.

Activity Type: Revised

Planned staff responsible for implementing activity: All staff will participate in Sharing Best Practices.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	General Funds	0.00	0.00

Goal 2: Reading

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

Student Goal Statement : All students will improve reading comprehension skills as demonstrated by an overall 5% increase on the reading portion of the MEAP and read at grade level by years end as demonstrated by DRA2 performance assessment.

Gap Statement : 3rd Grade - Seventy-nine percent of current third grade students either met or exceeded grade level expectations in reading, decreasing five percent from the 08/09 school year. Females outperformed male students by eleven percent. Economically disadvantaged students performed at a success rate of seventy-eight percent. Sixty-nine percent of ELL students performed at levels one and two in comparison to eighty-three percent of non-ELL students. ELPA levels and DRA2 assessment results are consistent with MEAP results yielding ELL learners remain at a disadvantage in comparison to their counterparts.

4th Grade - Seventy percent of current fourth grade students either met or exceeded grade level expectations in reading, increasing eight percent from the 08/09 school year. Females outperformed male students by four percent. Economically disadvantaged students performing at levels one and two was seventy percent. Fifty percent of ELL students performed at levels one and two in comparison to seventy-nine percent of non-ELL students. Former ELL students performed well at an eighty-eight percent success rate. ELPA levels and DRA2 assessment results are consistent with MEAP results confirming ELL learners remain at a disadvantage in comparison to non-ELL students.

5th Grade - Sixty percent of current fifth grade students either met or exceeded grade level expectations in reading, decreasing seventeen percent from the 08/09 school year. Females outperformed male students by sixteen percent. Fifty-six percent of economically disadvantaged students performed at levels one and two. Thirty-six percent of ELL students performed at levels one and two in comparison to ninety-four percent of non-ELL students. Former ELL students performed well at a ninety-three percent success rate. ELPA levels and DRA2 assessment results are consistent with MEAP results confirming ELL learners remain at a disadvantage when compared non-ELL students.

Cause for Gap : The gap exists between ELL learners and non-ELL learners in third through fifth grade. Persistent language barriers including limited vocabulary, poor comprehension and oral expression skills equate to limited command of the English language and are likely causes of the existing gap. Analysis of mobility trends and lack of instituting systemic school wide intervention for struggling learners and the ELL student population need to be considered as possible factors.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Results
 DRA 2 Reading Assessment

ELPA Results

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? Students will demonstrate increased reading skills as evidenced by a 5% increase on the reading portion of the MEAP annual assessment and improve one level per ELPA assessment.

Students will demonstrate increased proficiency by levels on DRA2 assessment, administered at the beginning, middle and end of the year.

Intense daily classroom instruction focused on vocabulary acquisition, utilization of varying visual representations, opportunities to develop oral language acquisition, public speaking and oral expression skills. Reading instruction and formative assessments will be administered daily during small and individual reading groups to monitor student reading comprehension progress.

Contact Name : Radewin Awada

List of Objectives:

ID	Objective
5785	All students in grades 1-5 will master 200 Dolch high frequency words specific to their grade annually.
8544	All students will utilize visual representation daily(vocabulary, graphs, thinking maps, etc.)across all curricular areas.
8555	All students will improve vocabulary and comprehension skills through increased opportunities for all students to develop public speaking and oral language expression skills.
8559	All students will use a reflective journal daily to demonstrate understanding of individual content objectives being learned.

2.1. Objective: Dolch High Frequency Words

Measurable Objective Statement to Support Goal : All students in grades 1-5 will master 200 Dolch high frequency words specific to their grade annually.

List of Strategies:

ID	Strategy	Locked By
5785	All teachers will use vocabulary comprehension strategies in conjunction with Dolch word list to deliver daily vocabulary instruction to all students.	

2.1.1. Strategy: Vocabulary Building

Strategy Statement: All teachers will use vocabulary comprehension strategies in conjunction with Dolch word list to deliver daily vocabulary instruction to all students.

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 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
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?

Vocabulary - (Frayer & Klausmeier, 1969)

MDE - GLCE's and 1000 word Dolch Word List

Robert Marzano's - Classroom Instruction that Works

Small Group Instruction - (Stiggins, 1987 and Wiggins, 1989)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will utilize Marzano's Essential Nine Strategies, SIOP strategies and workshop approach during daily classroom instruction to improve acquisition of Dolch vocabulary list and increase reading comprehension.	03/01/2010	03/01/2011	All Staff

2.1.1.1. Activity: Vocabulary Acquisition and Reflection Binders

Activity Description: All teachers will utilize Marzano's Essential Nine Strategies, SIOP strategies and workshop approach during daily classroom instruction to improve acquisition of Dolch vocabulary list and increase reading comprehension.

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Books and Reflection Journals for all Students	Title I Schoolwide	1,000.00	0.00

2.2. Objective: Visual Representation

Measurable Objective Statement to Support Goal : All students will utilize visual representation daily(vocabulary, graphs, thinking maps, etc.)across all curricular areas.

List of Strategies:

ID	Strategy	Locked By
8544	All staff will use varying visual representations during daily classroom instruction across all curricular areas.	

2.2.1. Strategy: Visual Representation

Strategy Statement: All staff will use varying visual representations during daily classroom instruction across all curricular areas.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
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?

MDE - GLCE

Robert Marzano's - Classroom Instruction that Works

ELPA, MEAP and DRA 2 Results

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All staff will be engaged in dialogue and school wide decision making regarding visual representation across all curricular areas.	03/01/2010	03/01/2011	All staff will participate.

2.2.1.1. Activity: Professional Development

Activity Description: All staff will be engaged in dialogue and school wide decision making regarding visual representation across all curricular areas.

Activity Type: Revised

Planned staff responsible for implementing activity: All staff will participate.

Actual staff responsible for implementing activity: All staff will be responsible for implementation of all future school wide initiatives.

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

Actual Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
As Needed Basis	Title I Schoolwide	1,000.00	0.00

2.3. Objective: Public Speaking and Oral Expression

Measurable Objective Statement to Support Goal : All students will improve vocabulary and comprehension skills through increased opportunities for all students to develop public speaking and oral language expression skills.

List of Strategies:

ID	Strategy	Locked By
8555	All teachers will allocate time for public speaking and oral expression daily e.g. reflective journal sharing, readers theater, small group sharing.	

2.3.1. Strategy: Public Speaking

Strategy Statement: All teachers will allocate time for public speaking and oral expression daily e.g. reflective journal sharing, readers theater, small group sharing.

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 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

Robert Marzano's - Classroom Instruction that Works
 MDE GLCE
 Oral Expression and Language Acquisition - (Echevarria, Vogt & Short, 2004)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All Staff will embrace the daily five during literacy instruction, maximizing student opportunities for public speaking and oral expression.	03/01/2010	03/01/2011	All Oakman Elementary Staff

2.3.1.1. Activity: Workshop Approach

Activity Description: All Staff will embrace the daily five during literacy instruction, maximizing student opportunities for public speaking and oral expression.

Activity Type: Revised

Planned staff responsible for implementing activity: All Oakman Elementary Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Text Resources Required	General Funds	500.00	0.00

2.4. Objective: Reflective Journal

Measurable Objective Statement to Support Goal : All students will use a reflective journal daily to demonstrate understanding of individual content objectives being learned.

List of Strategies:

ID	Strategy	Locked By
8559	All teachers will allocate 3-5 minutes after each lesson affording students the opportunity to reflect and dictate personal interpretation of instructional content being delivered.	

2.4.1. Strategy: Reflective Journal Utilized After Each Lesson

Strategy Statement: All teachers will allocate 3-5 minutes after each lesson affording students the opportunity to reflect and dictate personal interpretation of instructional content being delivered.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, 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?

Echevarria, Vogt & Short, 2004 - Sheltered Instruction Observation Protocol

Robert Marzano's 2007 - Classroom Instruction that Works

MDE - GLCE

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All students will maintain a classroom reflective journal and all staff will allow time at the conclusion of each lesson for student reflection.	03/01/2010	03/01/2011	All Oakman Elementary Staff

2.4.1.1. Activity: Reflective Journal Utilized After Each Lesson

Activity Description: All students will maintain a classroom reflective journal and all staff will allow time at the conclusion of each lesson for student reflection.

Activity Type: Revised

Planned staff responsible for implementing activity: All Oakman Elementary Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reflective Journals for each Student	General Funds	1,500.00	0.00

Goal 3: Writing

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their writing skills as reflected by an overall 5% increase on the writing portion of the MEAP and continuous improvement on district monthly writing prompts.

Gap Statement : As the writing portion of the MEAP was under review during the 09-10 school year data analysis is not possible. Instead MEAP results spanning from 05-08 were analyzed. Additionally results obtained through formative classroom and summative district writing assessments were used to evaluate student performance in writing. Students across all grades and levels are struggling in writing. During the 08 school year fifty percent of third grade, seventeen percent of fourth grade and fifty-one percent of fifth grade students performed at levels 1 and 2 on the MEAP writing portion of the test.

3rd - Fifty percent of 08/09 third grade students either met or exceeded grade level expectations in writing yielding a fourteen percent increase from the 07/08 school year. Females and males performed equally achieving a fifty percent success rate at levels 1 and 2. Economically disadvantaged students performed at a surprising eighty-three percent success rate. Identified ELL students were less than 10, while non-ELL students performed at an eighty-five percent success rate. ELPA levels and DRA assessment results are consistent with former MEAP results.

4th Grade - seventeen percent of 08/09 fourth grade students either met or exceeded grade level expectations in writing yielding a thirty-four percent decrease when compared to the 07/08 school year. Females and males performed equally achieving a seventeen percent success rate at levels 1 and 2. Economically disadvantaged students performed at an eleven percent success rate. ELL students performed at ten percent success rate when compared to their counterparts who had a success rate of twenty-three percent respectively. ELPA levels and DRA2 assessment results are consistent with former MEAP results.

5th Grade - Fifty-one percent of fifth grade students during the 08/09 either met or exceeded grade level expectations in writing showing no change when compared to the 07/08 school year. Females performed at sixty-three percent outperforming males by twenty-six percent. Economically disadvantaged students performed at a fifty-three percent success rate. ELL students performed at forty-three percent when compared to Non-ELL students performing at a fifty five percent success rate. ELPA levels and DRA2 assessment results are consistent with former MEAP results.

DRA2 assessment results are consistent with former MEAP results.

Cause for Gap : It is apparent that writing is an issue across all grades and subgroups. ELL learners performed significantly lower with the exception of 3rd grade students an anomaly that is unexplainable. Persistent language barriers including limited vocabulary, poor comprehension and oral expression skills equate to limited command of the English language, hence negatively impacting a students writing ability. Analysis of mobility trends, lack of instituting systemic school wide intervention and establishing a school wide writing process may be possible causes for such subpar performance in writing.

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

Formative writing assessments
 Monthly district and building 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? Students will demonstrate improved writing skills as evidenced by a 5% increase on the MEAP writing assessment.

Students will compose writing pieces using the 6+1 Traits Writing
 Students will complete informal writing assessments using the schools established writing process (ongoing).

Contact Name : Radewin Awada

List of Objectives:

ID	Objective
5786	All students will use established building wide writing process daily.
8631	On average students will publish one paper bi-weekly.
8632	All students will use building wide writing process in conjunction with writing binders daily.

8633	All students will master 200 Dolch words annually by grade level and use high frequency words daily during writing.
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3.1. Objective: Building Wide Writing Process

Measurable Objective Statement to Support Goal : All students will use established building wide writing process daily.

List of Strategies:

ID	Strategy	Locked By
5786	All teachers will embrace and institute school wide writing process daily with a focus on the 6+1 traits rubric and daily five instruction.	

3.1.1. Strategy: 6+1 Traits and Writing Process

Strategy Statement: All teachers will embrace and institute school wide writing process daily with a focus on the 6+1 traits rubric and daily five instruction.

Selected Target Areas

- SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
- SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- SAR 3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

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

- MDE - 6+1 Traits
- Echevarria, Vogt & Short, 2004 - Sheltered Instruction Observation Protocol
- Robert Marzano's - Classroom Instruction that Works
- Elsholz & Sperling, 1996 -Constructed Response
- Shirley Clark 2005 - Rubrics

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All staff will analyze and assess student writing using 6+1 traits rubric for each district writing prompt. Samples will be submitted to principal for review during grade level meeting. All staff will have students write daily during literacy bloc.	03/01/2010	03/01/2011	All Oakman Staff will focus on the writing process daily.

3.1.1.1. Activity: Writing Binders and Process

Activity Description: All staff will analyze and assess student writing using 6+1 traits rubric for each district writing prompt. Samples will be submitted to principal for review during grade level meeting. All staff will have students write daily during literacy bloc.

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: All Oakman Staff will focus on the writing process daily.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Writing Binders for Each Student and Substitute Teachers for Professional Development	Title I Part A	2,000.00	0.00

3.2. Objective: Publishing Papers

Measurable Objective Statement to Support Goal : On average students will publish one paper bi-weekly.

List of Strategies:

ID	Strategy	Locked By
8631	All teachers will receive intense professional development in the district literacy initiative and implementation of the Daily Five. All staff will participate in constructive dialogue during building professional development and discuss the writing process and 6+1 traits rubric.	

3.2.1. Strategy: Teachers Professional Development

Strategy Statement: All teachers will receive intense professional development in the district literacy initiative and implementation of the Daily Five. All staff will participate in constructive dialogue during building professional development and discuss the writing process and 6+1 traits rubric.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

MDE - GLCE
 Robert Marzano's - Classroom Instruction that Works
 Dr. Linda Dorn (Partnership in Comprehensive Literacy Model)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Release time for teachers to administer, analyze and evaluate student performance on district's monthly writing prompts.	03/01/2010	03/01/2011	All Oakman Staff will be responsible.

3.2.1.1. Activity: Professional Development

Activity Description: Release time for teachers to administer, analyze and evaluate student performance on district's monthly writing prompts.

Activity Type: Revised

Planned staff responsible for implementing activity: All Oakman Staff will be responsible.

Actual staff responsible for implementing activity: All Oakman Staff

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

Actual Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Wide Substitute	Title I Schoolwide	13,900.00	0.00

3.3. Objective: Writing Daily

Measurable Objective Statement to Support Goal : All students will use building wide writing process in conjunction with writing binders daily.

List of Strategies:

ID	Strategy	Locked By
8632	All teachers will model school wide writing process and focus on improving student writing and vocabulary skills daily.	

3.3.1. Strategy: Writing Process

Strategy Statement: All teachers will model school wide writing process and focus on improving student writing and vocabulary skills daily.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 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?

- Robert Marzano's - Classroom Instruction that Works
- MDE - 6+1 Writing Rubric
- PCL - Partnership in Comprehensive Literacy Dr. Linda Dorn

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will maintain student writing binders and resources required to aid students with their writing assignments.	03/01/2010	03/01/2011	All Oakman Staff

3.3.1.1. Activity: Writing Binders/Pens/Dividers/Pen Pouch

Activity Description: All teachers will maintain student writing binders and resources required to aid students with their writing assignments.

Activity Type: Revised

Planned staff responsible for implementing activity: All Oakman Staff

Actual staff responsible for implementing activity: All Oakman Staff

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

Actual Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Binders	Title I Schoolwide	1,000.00	0.00

3.4. Objective: Dolch High Frequency Words

Measurable Objective Statement to Support Goal : All students will master 200 Dolch words annually by grade level and use high frequency words daily during writing.

List of Strategies:

ID	Strategy	Locked By
8633	All Oakman Staff will establish a Dolch word wall consisting of specified 200 high frequency words per grade level.	

3.4.1. Strategy: Dolch High Frequency Words

Strategy Statement: All Oakman Staff will establish a Dolch word wall consisting of specified 200 high frequency words per grade level.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 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?

- MDE - GLCES
- Frayser & Klausmeier, 1969 - Vocabulary
- Robert Marzano's - Classroom Instruction that Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All staff will maintain a Dolch Word Wall consisting of words mastered by students as they are used during classroom instruction.	03/01/2010	03/01/2011	All Oakman Staff

3.4.1.1. Activity: Dolch High Frequency Words - Word Wall

Activity Description: All staff will maintain a Dolch Word Wall consisting of words mastered by students as they are used during classroom instruction.

Activity Type: Revised

Planned staff responsible for implementing activity: All Oakman Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 03/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Limited Resources Needed	General Funds	500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$4,500.00	\$0.00
Title I Part A	\$2,000.00	\$0.00
Title I School Improvement (ISI)	\$4,000.00	\$0.00
Title I Schoolwide	\$16,900.00	\$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.	Rydlicki	Christine	Teacher	Rydlicc@dearborn.k12.mi.us
Mrs.	Mirvat	Habhab	Resource Teacher	Habhabm@dearborn.mi.us
Mrs.	Amal	Abdulla	Intervention Teacher	Abdulla@dearborn.k12.mi.us
Ms.	Nancy	Habhab	Teacher	habhabn@dearborn.k12.mi.us
Ms.	Mariam	Hamid	Interventionist	hamidm@dearborn.k12.mi.us
Ms.	Katia	Beydoun	Teacher	baileyk@dearborn.k12.mi.us

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

Oakman Elementary is proud of the Oakman School Improvement Team and appreciate the many hours of hard work contributed in creating a quality SIP. Many hours of discussion and dialogue yielded focused revisions. This team is comprised of multiple classroom, intervention and resource teachers. Analyzing multiple measures of data resulted in rich dialogue and identify areas of concern in literacy and numeracy. Multiple assessment measures and monitoring safeguards were considered and are in place. Ensuring Oakman Elementary student's academic and social needs are met, remain the overlying focus. Ongoing feedback by all stakeholders and revisiting the SIP regularly will be critical. It is with great pride the Oakman Elementary School Improvement team presents our school improvement plan.

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

Decisions about curriculum, instruction and assessment are made at grade level meetings, then shared with PLC members at the monthly staff meetings. All stakeholders have the opportunity to collaborate with fellow members, review assessment data and offer suggestions about effective best practices to maximize instruction.

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

Student information and progress will be shared with all stakeholders as follows:

1. Newsletter and school website
2. District Professional Development and Staff Meetings
3. Parent Teacher Conferences
4. Parent request

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:

Radewin Awada

Address:

7545 Chase

Telephone Number:

313-827-6504

References

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

Conclusion

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

The following Professional Learning (PL) activities will need to be provided to support the implementation of this school improvement plan:

Reading

- 1) Teachers will share best practices with a focus on technology during staff meetings.
- 2) Teachers will actively take part in book studies focused on vocabulary acquisition and comprehension.
- 3) Teachers will continue developing their workshop approach as described by Dr. Linda Dorn in, "Partnership in Comprehensive Literacy".
- 4) Teachers will continue developing administration of DRA2 assessment and use assessment to drive instruction.

Numeracy

- 1) All staff will utilize Everyday Math resources and pacing guide to maximize student learning.
- 2) All staff will develop grade level math vocabulary word walls.
- 3) All staff will be competent users in Class "A" Data Wise Assessment Program.

Writing

- 1) All Oakman Staff will embrace the 6+1 traits and PCL writing rubrics while proactively participating in building and district PD.
- 2) All Oakman Staff will collaborate and share best instructional practices.
- 3) All Oakman Staff will model and teach school wide writing process daily.

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

Fiscal resources have been utilized to support professional learning as follows:

CLASSROOM:

Smart Board in all classrooms
FM units in all classrooms
ELMO projection unit in all classrooms

BUILDING:

Wi-Fi
Additional building computer lab and cart

TEACHER

lap top
4GB flash drive
Rocket Fish camera for laptop

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

Technology needs were assessed at all levels and deemed critical to the viability of all stakeholders. Instruction is supported by technology in many ways at Oakman on a daily basis. Smart board technology, document cameras and teacher lap tops are in place throughout the building. Smart boards allow teachers to provide

whole group instruction in addition to allowing student interaction during instruction. Teacher lap tops with 4GB flash-drives allows teachers to conveniently work from home and transfer their work worry free. The wireless network and computer cart enable more advanced staff development, student instruction and parent education in technology to occur more frequently.