

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: River Oaks Elementary School

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

Principal: Mr. Youssef Mosallam

Building Code: 03206

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:	River Oaks Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	03206
City:	Dearborn Heights
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

River Oaks Elementary school is committed to all students and stakeholders. The vision of River Oaks Elementary School is to continuously develop our skill sets to reach all students.

Mission Statement

River Oaks Elementary School is committed to developing lifelong learners with essential skills for a successful future. This commitment includes providing a safe and orderly environment for our diverse school population. We challenge all students to achieve through varied learning opportunities. We encourage all students to be thoughtful, contributing citizens in our changing world.

Beliefs Statement

River Oaks Elementary School is guided in the belief that the perceptions of all stakeholders and the data of all assessments is crucial to the development of action steps in developing the school improvement plan to educate all students in a data rich and safe environment.

Goals

ID	Name	Development Status	Progress Status
4806	Writing Improvement	Approved	Open
4843	Reading and Literacy	Approved	Open
4844	Math	Approved	Open

Goal 1: Writing Improvement

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : All students no matter designation will improve by 10% on the MEAP Writing to improve the aggregate score to 62%.All students will become better writers in the areas of ideas, sentence fluency, organization, word choice, voice, and conventions.

Gap Statement : 5th grade:

The economically disadvantaged are performing 12% lower than the 5th grade aggregate; African American students are declined 15% from 2007 and are 17% lower than the aggregate in 5th grade; English Language Learners are scoring 26% lower than the 5th grade aggregate.

4th Grade:

The economically disadvantaged are performing 10% lower than the 4th grade aggregate; English Language Learners are scoring 11% lower than the 4th grade aggregate; males are scoring 14% lower than the 4th grade aggregate.

3rd Grade:

Aggregate scores have dropped 9% overall; African American scores are 10% below 3rd grade aggregate;

Cause for Gap : Parental education; transiency; student exposure to varied forms of literature; need for more oral language practice; weak cognitive academic language; home libraries in English and native language; student exposure to varied forms of literature; need for more oral language practice; relevancy in reading selections

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP; school wide common assessments; district wide common assessments;

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students no matter designation will improve by 10% on the MEAP Writing to improve the aggregate score to 62%.In addition, number of attendance at professional development for staff, samples of lesson plans, and meeting minutes and agendas.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In	Currently, all teachers at River Oaks Elementary School have

		Progress	received continuous and sustained professional development on the 6 1 Traits of Writing and are implementing the program in their classrooms.
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Contact Name : Youssef Mosallam

List of Objectives:

ID	Objective
5019	All students at River Oaks Elementary School will take part in the use of the 6+1 Trait Writing series, instructional materials, and assessments to increase their writing capabilities. This will be measured through the assessment data from MEAP and common assessments to determine if there is growth in the writing abilities of the students. All students no matter designation will improve by 10% on the MEAP Writing to improve the aggregate score to 62%.

SPR (90) Challenges : None

1.1. Objective: Whole School Implementation of 6+1 Trait Writing

Measurable Objective Statement to Support Goal : All students at River Oaks Elementary School will take part in the use of the 6+1 Trait Writing series, instructional materials, and assessments to increase their writing capabilities. This will be measured through the assessment data from MEAP and common assessments to determine if there is growth in the writing abilities of the students.

All students no matter designation will improve by 10% on the MEAP Writing to improve the aggregate score to 62%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5019	All staff members at River Oaks Elementary School will implement the scientifically researched 6+1 Trait Writing series, instructional materials, and assessments to increase the writing skills of all students. This will be measured through the assessment data from MEAP and common assessments to determine if there is growth in the writing abilities of the students. In addition, all	

staff members will be involved in professional development that focuses on the design and implementation of 6+1 Trait writing and will work with their grade level mates to develop common lesson plans and assessments. All teachers will develop lesson plans and common assessments with common rubrics around the intervention program horizontally and vertically.

1.1.1. Strategy: 6+1 Trait Writing

Strategy Statement: All staff members at River Oaks Elementary School will implement the scientifically researched 6+1 Trait Writing series, instructional materials, and assessments to increase the writing skills of all students. This will be measured through the assessment data from MEAP and common assessments to determine if there is growth in the writing abilities of the students. In addition, all staff members will be involved in professional development that focuses on the design and implementation of 6+1 Trait writing and will work with their grade level mates to develop common lesson plans and assessments. All teachers will develop lesson plans and common assessments with common rubrics around the intervention program horizontally and vertically.

Selected Target Areas

SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals

Other Required Information for Strategy

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

6+1 Trait Writing is aligned with the State of Michigan GLICKES and the MEAP writing assessment. It has been reviewed by many educational publications and is supported by Wayne County RESA.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers at each grade level will work together to develop unit lessons using the 6+1 Trait Writing series, resources and strategies. In addition, teachers will develop common assessments with common rubrics to check for learning and progress in the area of writing. Moreover, number of attendees at professional development for staff, samples of lesson plans, and meeting	08/30/2010	06/17/2011	Janet Holmes; Susan Quick; Patricia Henry

minutes and agendas.			
Literacy nights with parents to educate them on ELA strategies and curriculum so that parents can continue and sustain the learning in the classroom to the home.	08/30/2010	06/17/2011	All Staff
Establish small group intervention plans for ELL, Special Education, boys, and gifted students to expand and enhance their learning opportunities.	08/30/2010	06/17/2011	All Staff
All staff will Implement teaching/learning with technology. Focus will coordinate new Promethean Boards and updated/new wireless technology.	08/30/2010	06/17/2011	All Staff

1.1.1.1. Activity: Lesson Plan and Common Assessment Development Using 6+1 Trait Writing

Activity Description: Teachers at each grade level will work together to develop unit lessons using the 6+1 Trait Writing series, resources and strategies. In addition, teachers will develop common assessments with common rubrics to check for learning and progress in the area of writing. Moreover, number of attendees at professional development for staff, samples of lesson plans, and meeting minutes and agendas.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Janet Holmes; Susan Quick; Patricia Henry

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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 Crates	Title I Schoolwide	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: Literacy Nights

Activity Description: Literacy nights with parents to educate them on ELA strategies and curriculum so that parents can continue and sustain the learning in the classroom to the home.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Materials	Title I Schoolwide	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.1.3. Activity: Small Group Instruction

Activity Description: Establish small group intervention plans for ELL, Special Education, boys, and gifted students to expand and enhance their learning opportunities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Specialists	Title I Schoolwide	60,000.00	60,000.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

1.1.1.4. Activity: Use of Technology

Activity Description: All staff will Implement teaching/learning with technology. Focus will coordinate new Promethean Boards and updated/new wireless technology.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Software and Hardware	Title I Schoolwide	20,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 2: Reading and Literacy

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : All Non-Subgroups will improve by 3 % overall on MEAP reading

All Economically Disadvantaged, English Language Learners, African Americans, and males will improve by an average of 7% overall on the MEAP reading

Gap Statement : 5th Grade: Aggregate of 82%
 Male scores, 80%, need to be improved to meet female scores of 86%.
 SES scores are 3% below the school's aggregate score.

4th Grade:Aggregate of 74%
 Aggregate score of 74% must improve at least 5%.
 SES score of 71% must improve.
 African American scores of 62%.
 LEP scores of 54%.

3rd Grade:Aggregate of 76%
 LEP score of 73%.
 Male score of 63%.
 Aggregate score of 76% needs to improve by at least 5%.

Cause for Gap : Rising at-risk population; rising transiency; parent involvement; parent education; need for more materials at home; need for more consistency in reading initiatives; lack of oral language skills; more professional development needed for Treasures series.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP; Building and District Common Assessments; Diagnostic Reading Assessment; English Language Proficiency 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? All Non-Subgroups will improve by 3 % overall on MEAP reading

All Economically Disadvantaged, English Language Learners, African Americans, and males will improve by an average of 7% overall on the MEAP reading

In addition, number of attendance at professional development for staff, samples of lesson plans, and meeting minutes and agendas.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Currently, all teachers at River Oaks Elementary School have received continuous and sustained professional development on SIOP and Thinking Maps which are used to enhance student's oral language and vocabulary development as well as reading comprehension. All teachers are implementing these Tier 1 strategies in their classroom as an essential part of differentiation and intervention.

Contact Name : Youssef Mosallam

List of Objectives:

ID	Objective
5075	All students will analyze details from informational texts (fiction and nonfiction) and synthesize its meaning. All students will expand their oral language skills. All students will build their comprehensive academic vocabulary (CALPS). All students will use Thinking Maps as a comprehension strategy. All students will use genre studies to increase their comprehension. All parents will have access to ELA strategies and curriculum through Literacy Nights All students will build their academic vocabulary in order to increase their comprehension of text.

SPR (90) Challenges : None

2.1. Objective: Building Academic Vocabulary

Measurable Objective Statement to Support Goal : All students will analyze details from informational texts (fiction and nonfiction) and synthesize its meaning.
 All students will expand their oral language skills.
 All students will build their comprehensive academic vocabulary (CALPS).
 All students will use Thinking Maps as a comprehension strategy.
 All students will use genre studies to increase their comprehension.
 All parents will have access to ELA strategies and curriculum through Literacy Nights
 All students will build their academic vocabulary in order to increase their comprehension of text.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5075	All staff will implement SIOP Language and Content Objectives infused in lesson planning cross-curricular (Math, Science, Social Studies, and ELA). All staff will use the Sheltered Instruction Observation Protocol to develop lesson plans that have a focus on oral language, content objectives, and language objectives.	

2.1.1. Strategy: Sheltered Instruction Observation Protocol

Strategy Statement: All staff will implement SIOP Language and Content Objectives infused in lesson planning cross-curricular (Math, Science, Social Studies, and ELA). All staff will use the Sheltered Instruction Observation Protocol to develop lesson plans that have a focus on oral language, content objectives, and language objectives.

Selected Target Areas

SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership

Other Required Information for Strategy

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

A scientifically based researched model that focuses on the development of Cognitive Academic Vocabulary and building of oral language. Has many citations in educational publications and is supported by Wayne County RESA.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All staff will be involved in embedded and sustained professional development that will focus on team planning with the District's elementary resource teacher who is also trained in SIOP. From there, grade level teams will develop common content and language objectives with interventions that support oral language based on themes.	08/30/2010	06/17/2011	All staff
All staff will use the Scientifically Researched Base strategy of visual learning "Thinking Maps" in grade level appropriate instruction.	08/30/2010	06/17/2011	Julie Rollins / Susan Quick

2.1.1.1. Activity: Lesson Planning and Development of Intervention Strategies

Activity Description: All staff will be involved in embedded and sustained professional development that will focus on team planning with the District's elementary resource teacher who is also trained in SIOP. From there, grade level teams will develop common content and language objectives with interventions that support oral language based on themes.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Making Content Comprehensible for English Learners	Title I Schoolwide	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

2.1.1.2. Activity: Thinking Maps

Activity Description: All staff will use the Scientifically Researched Base strategy of visual learning "Thinking Maps" in grade level appropriate instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Julie Rollins / Susan Quick

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps PD and Booklets	Title I Schoolwide	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 3: Math

Content Area : Math

Goal Source : cna

Development Status : Approved

Student Goal Statement : All Non-Subgroups will improve by 2% overall on MEAP math.

All Economically Disadvantaged, English Language Learners, African Americans, and males will improve by 7% overall on the MEAP math.

Gap Statement : 5th Grade: Aggregate 75%

School aggregate is 75% and needs to be improved to 80%. SES scores need to improve from 66% and male scores need to improve from 67%.

4th Grade:Aggregate 92%

LEP scores of 77% must improve to reach the aggregate of 92%.

3rd Grade: Aggregate 86%

SES score of 80% is down 12% from 2008; African American score of 82% is down by 10% since 2008; Male score of 78% down 19% from 2008; Aggregate score of 86% down 8% from 2008.

Cause for Gap : Rising at-risk population; rising transiency; parent involvement; parent education; need for more materials at home; more hands-on practices needed; improvement in understanding of basic facts; language is difficult in story problems for English Language Learners

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP; Building and District Common Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All Non-Subgroups will improve by 2% overall on MEAP math.

All Economically Disadvantaged, English Language Learners, African Americans, and males will improve by 7% overall on the MEAP math.

In addition, number of attendance at professional development for staff, samples of lesson plans, and meeting

minutes and agendas.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Currently, all teachers at River Oaks Elementary School have received continuous and sustained professional development on SIOP and Thinking Maps which are used to enhance student's oral language and vocabulary development as well as competency in math. All teachers are implementing these Tier 1 strategies in their classroom as an essential part of differentiation and intervention.

Contact Name : Youssef Mosallam

List of Objectives:

ID	Objective
5081	All students will analyze and solve story problems based on real world scenarios. All students will use math manipulatives as part of the Everyday Math program to answer mathematical concepts. All students will build their comprehensive academic vocabulary in math. All students will demonstrate increased use of basic mathematical concepts. All parents will have access to Everyday Math strategies and curriculum through numeracy nights.

SPR (90) Challenges : None

3.1. Objective: Hands on Manipulatives

Measurable Objective Statement to Support Goal : All students will analyze and solve story problems based on real world scenarios.

All students will use math manipulatives as part of the Everyday Math program to answer mathematical concepts.

All students will build their comprehensive academic vocabulary in math.

All students will demonstrate increased use of basic mathematical concepts.

All parents will have access to Everyday Math strategies and curriculum through numeracy nights.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5081	On-site professional development that will work with teachers at each grade level to develop intervention and differentiated math instruction guides. In addition, development of reusable guides for students, parents, and teachers to assist in the instruction of Math Concepts.	

3.1.1. Strategy: On-Site Professional Development with the Every Day Math Curriculum

Strategy Statement: On-site professional development that will work with teachers at each grade level to develop intervention and differentiated math instruction guides. In addition, development of reusable guides for students, parents, and teachers to assist in the instruction of Math Concepts.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead

Other Required Information for Strategy

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

Based on the work of David Hyerle, Art Costan, and Robert Marzano, these strategies will assist students in the understanding or content by visually representing the concepts being taught in the classroom.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers at each grade level will work together to develop unit lessons that infuse Thinking Maps in their lesson planning to assist and help students that are struggling in math. In addition, teachers will develop common assessments with common rubrics to check for learning and progress that assisted by Thinking Map.	08/30/2010	06/17/2011	All staff

All staff will use grade level meeting times to develop real world scenario math problems in conjunction with the essential learning goals and vocabulary per grade level which will be supported by checklists to assist students in problem solving.	08/30/2010	06/17/2011	All Staff
All staff will implement SIOP Language and Content Objectives infused in lesson planning to ensure that the academic vocabulary of the Math Essential Learnings are being taught and learned.	08/30/2010	06/17/2011	All Staff
All staff will implement teaching/learning with technology. Focus will coordinate new Promethean Boards and updated/new wireless technology.	08/30/2010	06/17/2011	All Staff
All parents will have access to Everyday Math strategies and curriculum through numeracy nights which will enhance their knowledge of numeracy strategies and techniques used in the classroom so that instruction can be supplemented at home.	08/30/2010	06/17/2011	All Staff

3.1.1.1. Activity: Use of Thinkning Maps

Activity Description: Teachers at each grade level will work together to develop unit lessons that infuse Thinking Maps in their lesson planning to assist and help students that are struggling in math. In addition, teachers will develop common assessments with common rubrics to check for learning and progress that assisted by Thinking Map.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps PD and Materials	Title I Schoolwide	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Development of pacing guides that are relevant

Activity Description: All staff will use grade level meeting times to develop real world scenario math problems in conjunction with the essential learning goals and vocabulary per grade level which will be supported by checklists to assist students in problem solving.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Planning Materials and Time	Title I Schoolwide	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

3.1.1.3. Activity: Sheltered Instruction Observation Protocol

Activity Description: All staff will implement SIOP Language and Content Objectives infused in lesson planning to ensure that the academic vocabulary of the Math Essential Learnings are being taught and learned.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIOP Materials and Planning Time	Title I Schoolwide	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

3.1.1.4. Activity: Use of technology to enhance learning

Activity Description: All staff will implement teaching/learning with technology. Focus will coordinate new Promethean Boards and updated/new wireless technology.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Software and Hardware	Title I Schoolwide	20,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

3.1.1.5. Activity: Parent Numeracy Nights

Activity Description: All parents will have access to Everyday Math strategies and curriculum through numeracy nights which will enhance their knowledge of numeracy strategies and techniques used in the

classroom so that instruction can be supplemented at home.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Numeracy materials for Every Day Math	Title I Schoolwide	2,000.00	2,000.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
05/19/2010	mosally@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$111,500.00	\$62,000.00

Title I Required Components

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

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

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Youssef	Mosallam	Principal	mosally@dearborn.k12.mi.us
Mrs.	Lana	Jajko	Parent	jlana@med.umich.edu
Mrs.	Elayna	Taraman	Parent	elenamtaraman@hotmail.com
Mrs.	Janet	Holmes	Teacher	holmesj@dearborn.k12.mi.us
Mrs.	Julie	Rollins	Teacher	maskinj@dearborn.k12.mi.us
Ms.	Patricia	Henry	Teacher	henryp@dearborn.k12.mi.us
Mrs.	Susan	Quick	Teacher	quicks@dearborn.k12.mi.us

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

The school improvement team consists of 4 teachers, the principal, and 2 parents. Each month the SIP team meets on a specified date and time to review data and analyze that data to determine the goals. Each meeting focuses around data analysis, goals and objectives, and strategies to meet those goals. In addition, all members of the SIP team determine how all stakeholders are part of the success of 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.

Each month the SIP team meets on a specified date and time to review data and analyze that data to determine the goals. Each meeting focuses around data analysis, goals and objectives, and strategies to meet those goals. In addition, all members of the SIP team determine how all stakeholders are part of the success of the SIP.

All members of the team continuously analyze updated data and how the SIP plan is affecting that data. All data, findings, and the SIP is presented to parents at monthly PTA meetings and an event called Coffee with the Principal. Both meetings are held monthly, one in the evening and one in the afternoon.

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

All data, findings, and the SIP is presented to parents at monthly PTA meetings and an event called Coffee with the Principal. Both meetings are held monthly, one in the evening and one in the afternoon. Through these meetings, no educational jargon is used without some form of explanation to what it means. The focus of the meetings is to reach all stakeholders in a user friendly way.

In addition, translation is made available for community members that do not speak English.

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:

Youssef Mosallam

Address:

20755 Ann Arbor Trail, Dearborn Heights, MI
48127

Telephone Number:

313-827-6750

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?

Continuous self-sustained professional development in the areas of Sheltered Instruction Observation Protocol, 6+1 Trait Writing, EveryDay Math curriculum, the use of Thinking Maps, integration of technology such as the Promethean Boards, Image Projectors, computers, and internet, and grade level planning meetings.

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

All Title 1 monies and unit budget allocation are used to support professional development and integration of technology. The focus of budget implementation was and is for the advancement of student learning and teacher development.

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

Based on research by Marzano and through the School Improvement Process, the school has determined that technology must be a major component of the student's learning environment. Therefore, all teachers will use Promethean Boards in their lesson planning, the use of the internet for research, the use of a word processor for writing, and any other technological components that will assist in the learning for all students.