

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Salina Elementary School

Grades Served: PK,K,1,2,3

Principal: Ms. Nadia Youmans

Building Code: 09251

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:	Salina Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3
School Code Number:	09251
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We envision a successful school where diversity is celebrated; where all students use higher order thinking skills and achieve high standards developed collaboratively by a compassionate and highly skilled staff in a positive and safe learning environment in partnership between school, parents and the community.

Mission Statement

The mission of Salina Elementary School is to increase academic achievement by implementing and evaluating a literacy based comprehensive curriculum supported by technology, having high expectations for all students, providing a safe and nurturing environment in partnership with parents and community to ensure all students will be prepared to become responsible, successful citizens.

Beliefs Statement

All students can learn.

Parent involvement is an important key to students' success.

Analyzing data guide our instruction.

It is essential to differentiate instruction, incorporating different learning styles.

Teaching and learning are motivational and rewarding.

Teachers are responsible to meet the needs of each student.

Students and teachers are valued for who they are.

Integrating technology in the classroom instruction enhances academic performance.

It is essential for children to have teachers who are knowledgeable of the curriculum and who align it to district and state standards in their daily instruction.

High expectations promote increasing levels of performance.

Students learn in a safe and healthy environment.

Collaboration among staff enhances student achievement.

Goals

ID	Name	Development Status	Progress Status
2437	Math	Approved	Open
4323	Reading	Approved	Open
4928	Writing	Approved	Open

Goal 1: Math

Content Area : Math
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : To increase the percentage of students demonstrating proficiency in math by 3% as measured by MEAP math test.

Gap Statement : ELL students performed lower than the Non ELL students by 9 percentage points.

Cause for Gap : The ELL students are new to the language and curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP scores Fall 2008.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The criteria for success is when the gap between ELL and Non ELL score are closer than 5%. For monitoring progress, we will look at the District Math common assessment in 2009-2010.

Contact Name : Abdulla Mariam

List of Objectives:

ID	Objective
4029	All students will improve their math language proficiency by mastering thirty specific academic vocabulary words. All students will increase proficiency in problem solving/critical thinking skills in mathematics.

1.1. Objective: Academic Vocabulary Words and Problem Solving

Measurable Objective Statement to Support Goal : All students will improve their math language proficiency by mastering thirty specific academic vocabulary words.
 All students will increase proficiency in problem solving/critical thinking skills in mathematics.

List of Strategies:

ID	Strategy	Locked By
4029	Each grade level team will create a list of 30 critical math vocabulary words using Marzano's list in addition to the math curriculum. Teachers will use Marzano's six-step process for teaching academic math vocabulary. Teachers will share problem solving strategies through "thinking-aloud" and modeling. Students will apply critical thinking skills and use non-linguistic representations to solve a variety of story problems. Students will articulate and justify how they solved a story problem. Students will use Everyday Math graphic organizers and the Problem Solving Framework to assist in problem solving. Teachers will use the problem solving rubrics to analyze and guide instruction.	

1.1.1. Strategy: Academic Vocabulary Words

Strategy Statement: Each grade level team will create a list of 30 critical math vocabulary words using Marzano's list in addition to the math curriculum.

- Teachers will use Marzano's six-step process for teaching academic math vocabulary.
- Teachers will share problem solving strategies through "thinking-aloud" and modeling.
- Students will apply critical thinking skills and use non-linguistic representations to solve a variety of story problems.
- Students will articulate and justify how they solved a story problem.
- Students will use Everyday Math graphic organizers and the Problem Solving Framework to assist in problem solving.
- Teachers will use the problem solving rubrics to analyze and guide instruction.

Selected Target Areas

SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Building Academic Vocabulary by Robert Marzano.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will create a list of 30 academic vocabulary words in math during team collaboration using "Building Academic Vocabulary " by Marzano as a resource and district curriculum.	09/01/2009	06/11/2010	All classroom teachers.

1.1.1.1. Activity: Academic Vocabulary Words

Activity Description: Teachers will create a list of 30 academic vocabulary words in math during team collaboration using "Building Academic Vocabulary " by Marzano as a resource and district curriculum.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All classroom teachers.

Actual staff responsible for implementing activity: Classroom teachers

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Academic Vocabulary	Title I Part A	0.00	0.00

Goal 2: Reading

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

Student Goal Statement : To increase the percentage of students demonstrating proficiency in Reading across the curriculum by 3% as measured by MEAP.

Gap Statement : The English Language Learners score below the Mainstream students in Reading

Cause for Gap : The new comers need time to acquire the language.

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

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? Both ELL and Non ELL will score close to 5% on the MEAP and the theme unit tests.

Contact Name : Melea Dgheish

List of Objectives:

ID	Objective
4342	All students will identify main idea and details in multiple formats. All students will analyze characters All students will make inferences in text All students will improve comprehension skills by mastering thirty specific academic vocabulary words

2.1. Objective: Reading

Measurable Objective Statement to Support Goal : All students will identify main idea and details in multiple formats.
 All students will analyze characters
 All students will make inferences in text
 All students will improve comprehension skills by mastering thirty specific academic vocabulary words

List of Strategies:

ID	Strategy	Locked By
4342	Retell and Identify main ideaa and details. Making meaning. Making inferences. teaching academic vocabulary.	
4342	Teachers will implement the Daily 5/Cafe comprehensive literacy model.	

2.1.1. Strategy: Reading

Strategy Statement: Retell and Identify main ideaa and details.
 Making meaning.
 Making inferences.
 teaching academic vocabulary.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Marzano: The Art and Science of Teaching

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
<p>Students will orally retell main idea and important details. Teachers will demonstrate highlighting and/or underlining of key details across the curriculum. Students will highlight key details and articulate the basis for their decision. Enrichment teachers will use Making Meaning to reinforce main idea and details. Students will use the Tree Map and The Hamburger Model to facilitate their understanding of main idea and details. Students will make inferences through discussion and questionining. Students will justify their inferences with specific text and prior knowledge. Teachers will model inferencing through the "Think-Aloud" strategy. Students will analyze characters using graphic organizers: Bubble and Double Bubble Maps. Teachers will use Marzano's 6-step process for teaching academic vocabulary. Each grade level team and special area teachers will develop 30 academic vocabulary words. Teachers will provide each student with a vocabulary binder to implement and practice the 6-step process.</p>	<p>09/01/2009</p>	<p>06/11/2010</p>	<p>All classroom teachers and Paraprofessionals as well as Resource teachers.</p>

2.1.1.1. Activity: Reading

Activity Description: Students will orally retell main idea and important details. Teachers will demonstrate highlighting and/or underlining of key details across the curriculum. Students will highlight key details and articulate the basis for their decision. Enrichment teachers will use Making Meaning to reinforce main idea and details. Students will use the Tree Map and The Hamburger Model to facilitate their understanding of main idea and details. Students will make inferences through discussion and questionining. Students will justify their inferences with specific text and prior knowledge. Teachers will model inferencing through the "Think-Aloud" strategy. Students will analyze characters using graphic organizers: Bubble and Double Bubble Maps. Teachers will use Marzano's 6-step process for teaching academic vocabulary. Each grade level team and special area teachers will develop 30 academic vocabulary words. Teachers will provide each student with a vocabulary binder to implement and practice the 6-step process.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All classroom teachers and Paraprofessionals as well as Resource teachers.

Actual staff responsible for implementing activity: Classroom teachers. Paraprofessionals.

Resource teachers

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading	Title I Schoolwide	0.00	0.00

2.1.2. Strategy: Daily 5 & Cafe

Strategy Statement: Teachers will implement the Daily 5/Cafe comprehensive literacy model.

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 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

The Daily 5: Fostering Literacy Independence in the Elementary Grades. Boushey & Moser
 The Cafe Book. Boushey & Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in the basics of the Daily 5 & Cafe comprehensive literacy model and will implement it during the school year.	08/09/2010	06/16/2011	Carrie Schoolmaster Wendy Shene Carrie Nay Welaya Al-Haiki

2.1.2.1. Activity: Daily 5

Activity Description: Teachers will be trained in the basics of the Daily 5 & Cafe comprehensive literacy model and will implement it during the school year.

Activity Type: None

Planned staff responsible for implementing activity: Carrie Schoolmaster
Wendy Shene
Carrie Nay
Welaya Al-Haiki

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/09/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Support Texts	Reading First	1,300.00	0.00

Goal 3: Writing

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

Student Goal Statement : To increase the percentage of students demonstrating proficiency in writing across the curriculum by 3% as measured by MEAP writing test.

Gap Statement : ELL students lack behind the mainstream group.

Cause for Gap : New comers need time to acquire the language

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP and 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? Scores on the MEAP will be close between the two groups by 5%.

Contact Name : Salma Saad

List of Objectives:

ID	Objective
5167	All students will develop fluency by using appropriate conventions and word choice. All students will demonstrate clear organizational skills in writing. All students will utilize powerful and engaging words to increase proficiency in voice. All students will increase proficiency in writing by using the writing process.

3.1. Objective: Writing

Measurable Objective Statement to Support Goal : All students will develop fluency by using appropriate conventions and word choice.

- All students will demonstrate clear organizational skills in writing.
- All students will utilize powerful and engaging words to increase proficiency in voice.
- All students will increase proficiency in writing by using the writing process.

List of Strategies:

ID	Strategy	Locked By
5167	Students will use the Hamburger Model, Houghton Mifflin chart for beginning, middle and end. Circle and Tree Maps to improve their organizational skills in writing. Teachers will provide good examples of voice and word choice using read-alouds, student writing samples and the Think-Aloud strategy. Teachers will conduct Daily Oral Language (DOL) activities to increase students' writing fluency. Teachers will use the 6 + 1 Traits writing rubric to guide instruction. Teachers will model the writing process and facilitate learning through the use of each student's writing binder.	
5167	Teachers will implement the Daily 5/Cafe comprehensive literacy model.	

3.1.1. Strategy: Writing

Strategy Statement: Students will use the Hamburger Model, Houghton Mifflin chart for beginning, middle and end. Circle and Tree Maps to improve their organizational skills in writing. Teachers will provide good examples of voice and word choice using read-alouds, student writing samples and the Think-Aloud strategy. Teachers will conduct Daily Oral Language (DOL) activities to increase students' writing fluency. Teachers will use the 6 + 1 Traits writing rubric to guide instruction. Teachers will model the writing process and facilitate learning through the use of each student's writing binder.

Selected Target Areas

SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Thinking Maps.
 Write Source by Sebranek.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will increase proficiency in their organizational writing skills. Students will incorporate 6+1 Traits knowledge to improve the use of conventions, word choice, fluency, organization and voice in their writing. Students will receive writing instruction aligned with the GLCES.	09/01/2009	06/11/2010	All classroom teachers

3.1.1.1. Activity: Writing

Activity Description: Students will increase proficiency in their organizational writing skills. Students will incorporate 6+1 Traits knowledge to improve the use of conventions, word choice, fluency, organization and voice in their writing. Students will receive writing instruction aligned with the GLCES.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All classroom teachers

Actual staff responsible for implementing activity: All classroom teachers

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing	Title I Schoolwide	0.00	0.00

3.1.2. Strategy: Daily 5 & Cafe

Strategy Statement: Teachers will implement the Daily 5/Cafe comprehensive literacy model.

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
 SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

The Daily 5: Fostering Literacy Independence in the Elementary Grades. Boushey & Moser
 The Cafe Book: Engaging All Students in Daily Literacy Assessment & Instruction
 Boushey & Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will be trained in the Daily 5 & Cafe comprehensive literacy model and will implement the elements that address writing throughout the school year.	08/09/2010	06/16/2011	Carrie Schoolmaster Wendy Shene Carrie Nay Welaya Al-Haiki

3.1.2.1. Activity: Daily 5

Activity Description: All teachers will be trained in the Daily 5 & Cafe comprehensive literacy model and will implement the elements that address writing throughout the school year.

Activity Type: None

Planned staff responsible for implementing activity: Carrie Schoolmaster
 Wendy Shene
 Carrie Nay
 Welaya Al-Haiki

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/09/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
support texts	Reading First	1,300.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$0.00	\$0.00
Title I Schoolwide	\$0.00	\$0.00
Other	\$2,600.00	\$0.00

Title I Required Components

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

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

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Abraham	Fouani	Resource Teacher	fouania@dearborn.k12.mi.us
Mrs.	Nadia	Youmans	Principal	youmann@dearborn.k12.mi.us
Mrs.	Nourieah	Ahmed	Parent	Ahmedn@dearborn.k12.mi.us
Mrs.	Melea	Dgheish	Teacher	dgheism@dearborn.k12.mi.us
Mrs.	Salma	Saad	Teacher	saads@dearborn.k12.mi.us

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

All stakeholders meet periodically and monitor and evaluate the school improvement plan accordingly.

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

All the decisions about the curriculum, instruction and assessment is discussed in the meetings conducted by the members of the school improvement committee. Thereafter, it will be reviewed by the whole staff in a staff meeting and approved by all stakeholders.

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

The student information and progress is shared with all stakeholders in meetings with staff, parents and students. The data is shared in graphs and tables that easily explained. All information is shared with translation as needed.

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:	Resource Teacher
Address:	6225 Burger Dearborn Heights, MI 48127
Telephone Number:	313 443 1010

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?

Graphic organizers:

-Hamburger Model

-Circle Map

-Tree Map

6+1 Traits of Writing

Retell and identify main ideas and details

Making Meaning

Bubble and Double Bubble Maps

Profundity

6-step process for teaching academic vocabulary

Problem Solving Framework

Rubric for math story problems

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

We have used all the resources available to us in the building. Speakers for professional development were selected from the staff. All materials needed were paid for by Title I money.

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

Promethean boards were placed in each classroom to support all 3 goals. Studyisland software was used twice weekly by students to support learning objectives for the Math and Reading goals.