

# School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Salina Intermediate School

Grades Served: 4,5,6,7,8

Principal: Mr. Majed Fadlallah

Building Code: 03383

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

**Contents**

Introduction ..... 3

School Information ..... 5

Vision ..... 6

Goals ..... 7

    Goal 1: Writing ..... 7

    Goal 2: Reading ..... 13

    Goal 3: Mathematics-Problem Solving ..... 19

Resource Profile ..... 27

Title I Required Components ..... 28

Stakeholders ..... 29

Statement of Non-Discrimination ..... 31

Conclusion ..... 32

# Introduction

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

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

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

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

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

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

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

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

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

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

# School Information

School:	Salina Intermediate School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	4,5,6,7,8
School Code Number:	03383
City:	Dearborn
State/Province:	Michigan
Country:	United States

# Vision

## Vision Statement

We envision an innovative, successful school where diversity is respected and celebrated, where all students use higher order thinking skills to meet high standards developed collaboratively by a motivated, compassionate, and highly skilled staff, working in partnership with parents and the community.

## Mission Statement

The mission of Salina Intermediate School is to increase academic achievement by implementing and evaluating a technology integrated comprehensive curriculum which enables students to become literate problem-solving critical thinkers. We have high expectations for all students, and provide a safe and nurturing environment collaboratively with parents and community to ensure that all students become responsible, productive citizens

## Beliefs Statement

Our Beliefs

Salina Intermediate School is committed to a set of beliefs regarding quality teaching, learning, and learning organizations, our hopes and expectations for our schools and community, and our desire to ensure successful realization of our Vision, Mission, and Organizational Objectives.

We believe all students...

- Can learn and will learn based on their different needs, wants, styles, and visions for success.
- Need active support from their family, school staff, and the community.
- Will learn to appreciate differences and similarities and to practice good citizenship from educators, families, and the community.
- Must have equal opportunities to learn and choices about how to learn through effective educational programming.
- Must have well maintained instructional facilities that support their learning needs.
- Must be ensured of sound financial and fiscal planning and support for their educational needs.
- Shall attend schools that have met external accreditation standards.
- Need and will be provided a nurturing learning environment

Further, we believe that former Salina School students and Dearborn Schools graduates and staff members shall...

- Proficiently use critical thinking skills.
- Effectively listen and communicate.
- Competently use current technologies for learning and creative problem solving.
- Skillfully solve significant learning problems.
- Actively model the Core Values.
- Skillfully participate as contributing members of their community
- Actively plan and implement life-long learning experiences.

# Goals

ID	Name	Development Status	Progress Status
2628	Writing	Approved	Open
2629	Reading	Approved	Open
2630	Matematics-Problem Solving	Approved	Open

## Goal 1: Writing

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

**Student Goal Statement :** All students will demonstrate improvement in writing by increasing at least one level on average as measured by the 6+1 Traits rubric.

**Gap Statement :**  
 47.5% of our students met the MEAP writing standard. None of our students scored at the advanced level. In addition, English Language Learners students consistently scored lower than the mainstream students. 50% of our special education students did not meet the 2008-2009 MEAP ELA. This specific subgroup affected our AYP status.

**Cause for Gap :** The school SIP team and special education team have met to discuss the gap. The determination was that the economically disadvantaged status along with ELL status of our students were a contributing factor.

47.5% of our students met the MEAP writing standard. None of our students scored at the advanced level. In addition, English Language Learners students consistently scored lower than the mainstream students. 50% of our special education students did not meet the 2009-2010 MEAP ELA.

We determined that more intervention classes would be required and that intensive interventions and reading and writing would be required in the core classrooms.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 1. District and School Reserved Writing Prompts 4th-8th Grade  
 3. 6+1 Traits Language Arts.

**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?** We use the 6+1 Traits Writing with in our Language Arts classes. In the Content Area classes we used MEAP reserved writing prompts. Six Traits, a research-based writing assessment with supportive strategies developed by Ruth Culham, Ed.D., is used to assist students in their ability to develop strong writing skills in the six traits: ideas, organization voice, word choice, sentence fluency, conventions, and presentation. It contains all the tools needed to assess student writing for these traits and plan instruction. The focus is to establish common language among Language Arts teachers. This program has been endorsed by Wayne County RESA and is being implemented across the district. The goal is to develop a common language that all students are familiar with as they move through the grades.

1. Teachers will have multiple ways of receiving support to implement 6+1 Traits and other writing intervention.
2. Teachers will model and students will use Marzano strategies, using Thinking Maps, outlining, note taking and summarizing, and comparing and contrasting writing in all core subject classes.
3. Students will have more practice in narrative and expository genre writing including additional practice opportunities at home.
4. Teachers will increase genre reading in order to improve writing.
5. Teachers will follow a curriculum mapping of the 6+1 Traits introducing one trait at a time.
6. Teachers will provide small group writing instruction in all core classes.
7. Newcomers and English Language Learners will receive special interventions including classroom small group instruction, push-in services, and literacy intervention classes.
8. Language Arts teachers will use the Write Source (6-8th grades) and the Focus MEAP throughout the school year.
9. Teachers will collaboratively analyze MEAP released items along with the rubrics to further guide their instruction.
10. Technology will be integrated into the writing process including the usage of word processing skills, Podcasting and iBlog to develop and enhance exemplary examples of student writing.
11. Continue implementation of the co-teaching special education model in Language Arts.
12. Continuation of the Study Island program to increase student achievement in writing.
13. In 4th and 5th grade classrooms, teachers will implement 45 minutes of writing workshop daily.
14. All teachers will provide opportunities for special education students who need precise instruction according to their level.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Wallayah Alheyasi

**List of Objectives:**

ID	Objective
4983	All students will demonstrate improvement in writing by increasing at least one level on average as measured by the 6+1 Traits rubric.

## 1.1. Objective: Writing Goal

**Measurable Objective Statement to Support Goal :** All students will demonstrate improvement in writing by increasing at least one level on average as measured by the 6+1 Traits rubric.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
4983	<p>1. Continuation of the school-wide writing across the curriculum program in all grade levels and content areas including extended core classes. The purpose is to accelerate student writing ability based on the building writing rubric with the expectation that all students will show at least one level of growth on the rubric. The data will be collected and monitored using an assessment wall along with a centralized building database. 2. Further implementation of SIOP in all content areas. 3. Implementation of the 6+1 Traits Writing Rubric. Further implementation of the Partnerships in Comprehensive Literacy Model (PCL). Writing samples are submitted through this model in order to accelerate student writing ability based on the 6+1 Traits. The expectation is that all students will show at least one level of growth on the rubric as measured by the 6+1 Writing Traits prompt which is administered in the fall and the spring. 4. Continuation of the co-teaching special education model in order to accelerate student writing ability for the special needs students in language arts. 5. Implementation of a literacy and numeracy coaching model in order to accelerate student writing abilities through content area integration. 6. Using reserved writing prompts in each content area to provide staff development supporting writing across the curriculum program in all grades. The prompts will promote the use of higher level thinking skills according to Bloom's Taxonomy and Inquiry Learning. 7. Providing precise interventions for Newcomer, ELL, low-achieving and special education student populations. Conduct one-to-one writing conferences in Writer's Workshop. 8. Continue development of a student assessment portfolio that will follow the students from grades four through eight. Including multiple sources of data such as writing samples, DRA, common assessments and other pertinent data. 9. Hosting our Annual Parent Literacy and Technology Night to promote literacy awareness in the community. 10. Providing students with opportunities to participate in the 21st Century after school program and extended tutoring programs partnered with the Arab Community Center For Economic and Social Services (A.C.C.E.S.S.). 11. Providing opportunities to parents to receive and give support to their child(ren) in the learning process. A Pen Pal Community (PPC) will be initiated to promote communication and cultural awareness. 12. Continue implementation of the Dearborn Foreign Language Assistance Program (DFLAP) Arabic Writing Resources Library. Arabic books are used to supplement content in the Newcomer Centers and elementary classrooms. 13. Using the StudyIsland? software in all grade levels to enhance performance on standardized tests. 14. Implementation of Thinking Maps to enhance organizational and higher order thinking skills.</p>	

**1.1.1. Strategy: Writing**

**Strategy Statement:** 1. Continuation of the school-wide writing across the curriculum program in all grade levels and content areas including extended core classes. The purpose is to accelerate student writing ability based on the building writing rubric with the expectation that all students will show at least one level of growth on the rubric. The data will be collected and monitored using an assessment wall along with a centralized building database.

2. Further implementation of SIOP in all content areas.

3. Implementation of the 6+1 Traits Writing Rubric. Further implementation of the Partnerships in Comprehensive Literacy Model (PCL). Writing samples are submitted through this model in order to accelerate student writing ability based on the 6+1 Traits. The expectation is that all students will show at least one level of growth on the rubric as measured by the 6+1 Writing Traits prompt which is administered in the fall and the spring.

4. Continuation of the co-teaching special education model in order to accelerate student writing ability for the special needs students in language arts.

5. Implementation of a literacy and numeracy coaching model in order to accelerate student writing abilities through content area integration.

6. Using reserved writing prompts in each content area to provide staff development supporting writing across the curriculum program in all grades. The prompts will promote the use of higher level thinking skills according to Bloom's Taxonomy and Inquiry Learning.

7. Providing precise interventions for Newcomer, ELL, low-achieving and special education student populations. Conduct one-to-one writing conferences in Writer's Workshop.

8. Continue development of a student assessment portfolio that will follow the students from grades four through eight. Including multiple sources of data such as writing samples, DRA, common assessments and other pertinent data.

9. Hosting our Annual Parent Literacy and Technology Night to promote literacy awareness in the community.

10. Providing students with opportunities to participate in the 21st Century after school program and extended tutoring programs partnered with the Arab Community Center For Economic and Social Services (A.C.C.E.S.S.).

11. Providing opportunities to parents to receive and give support to their child(ren) in the learning process. A Pen Pal Community (PPC) will be initiated to promote communication and cultural awareness.

12. Continue implementation of the Dearborn Foreign Language Assistance Program (DFLAP) Arabic Writing Resources Library. Arabic books are used to supplement content in the Newcomer Centers and elementary classrooms.

13. Using the StudyIsland? software in all grade levels to enhance performance on standardized tests.

14. Implementation of Thinking Maps to enhance organizational and higher order thinking skills.

### Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning

### Other Required Information for Strategy

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

Writing Across the Curriculum.

Research in the field (Reeves, 2004; Reeves, 2006) is clear that content area writing is a critical strategy for

increasing student achievement, especially with at risk students. As a result, Salina implemented a writing across the curriculum program. All classes at Salina Intermediate are required to integrate writing into the curriculum. Teachers meet on a regular basis in order to develop writing prompts that are open ended and promote higher order thinking. They also meet with the purpose to create inter-rater reliability with the grading of papers. All teachers at Salina including the extended core (elective teachers) submit graded writing samples to the building writing committee. Teachers are encouraged to serve on the writing committee from all grades and content areas. The purpose of the committee is to look at the samples in order to evaluate the writing data from the building. The Salina faculty examines the following areas while collecting the samples (Please refer to Appendix A for a copy of the writing feedback form that teachers receive).

- The writing Prompt
- Clarity of Feedback to Students
- Consistency
- Inter-rater reliability

The committee also collects the data on a classroom and building level according to the building writing rubrics in order to evaluate individual student scores along with the building program as a whole. This data is collected on a quarterly basis. The committee provides feedback to faculty regarding the improvements that we suggest for increasing our student achievement with writing. The Salina Faculty works secure PLC environment where teachers are willing to take a critical look at the data for the purpose of improvement. The committee does not attempt to isolate any faculty with the program evaluation; they are simply looking to increase the students' ability to write at a higher level of critical thinking across all content areas especially when working with non-fiction writing. The cultural shift among the staff must be addressed first before the writing across the curriculum model can be implemented at a successful level.

Some of the Critical Recommendations of the Committee include the following:

1. The creation of open ended writing prompts is essential. We have created reserved prompts in our school.
2. Providing Student with feedback that allows them to improve there writing is critical. Feedback that focuses only on conventions and grammar will not be effective. It is essential to provide information regarding how students can improve their writing.
3. The development of consistent Rubrics that are used among all faculty in specific departments are important.
4. Increasing inter-rater reliability is important
5. Creating a Data Collection and Analysis system for looking at individual student data according to their strengths and weaknesses along with building data as a whole are necessary components for a successful program.

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
1. Writing across the curriculum training is provided by the Literacy Team. This includes sessions on developing and using	09/08/2009	06/10/2010	SIP team, literacy team,

<p>specific writing prompts, providing student feedback and inter-rater reliability. 2. Classroom observations of exemplary lessons provide for both writing across the curriculum and the co-teaching model to improve and inform daily classroom instruction. 3. Co-teaching/literacy professional development opportunities are provided by the Literacy/Intervention Team. This will include sessions on implementing strategies to enhance differentiated instruction. 4. The literacy team and grade level teachers meet four times per year to evaluate student writing samples that are provided by all teachers in the school. The purpose is to inform instruction to address student weaknesses and ensure assessment inter-rater reliability. 5. Technology is integrated into the writing process which includes the usage of podcasting and iBlog to develop and enhance good examples of student writing. 6. Teachers meet in teams and departments to develop the reserved writing prompts for each grade level. 7. The implementation of an intervention, co-teaching and literacy conference will occur in February. This conference will be operated at Salina Intermediate with the purpose to enhance our own internal capacity to implement research based best practices and the further development of an outstanding education program for Salina students. This conference will provide Dearborn faculty with the opportunity to network with other educators and share in the knowledge that has been attained through the development of the Salina's intervention, co-teaching and literacy model. (The implementation of this conference will also support the reading and mathematics goals in the Salina SIP.)</p>			<p>administration, and the entire faculty</p>
--	--	--	---

**1.1.1.1. Activity: Writing Activities**

**Activity Description:** 1. Writing across the curriculum training is provided by the Literacy Team. This includes sessions on developing and using specific writing prompts, providing student feedback and inter-rater reliability.

2. Classroom observations of exemplary lessons provide for both writing across the curriculum and the co-teaching model to improve and inform daily classroom instruction.

3. Co-teaching/literacy professional development opportunities are provided by the Literacy/Intervention Team. This will include sessions on implementing strategies to enhance differentiated instruction.

4. The literacy team and grade level teachers meet four times per year to evaluate student writing samples that are provided by all teachers in the school. The purpose is to inform instruction to address student weaknesses and ensure assessment inter-rater reliability.

5. Technology is integrated into the writing process which includes the usage of podcasting and iBlog to develop and enhance good examples of student writing.

6. Teachers meet in teams and departments to develop the reserved writing prompts for each grade level.

7. The implementation of an intervention, co-teaching and literacy conference will occur in February. This conference will be operated at Salina Intermediate with the purpose to enhance our own internal capacity to implement research based best practices and the further development of an outstanding

education program for Salina students. This conference will provide Dearborn faculty with the opportunity to network with other educators and share in the knowledge that has been attained through the development of the Salina's intervention, co-teaching and literacy model. (The implementation of this conference will also support the reading and mathematics goals in the Salina SIP.)

**Activity Type:** None

**Planned staff responsible for implementing activity:** SIP team, literacy team, administration, and the entire faculty

**Actual staff responsible for implementing activity:** SIP team

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 06/10/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coaches	Title I Schoolwide	200,000.00	0.00
Literacy Materials	Title I Schoolwide	70,000.00	0.00
Technology Hardware and Software	Title I Schoolwide	80,000.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

## Goal 2: Reading

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will demonstrate improvement in reading comprehension by increasing at least one level as indicated by multiple measures including the MEAP, DRA2 and SRI. English Language Learners will demonstrate improvement by increasing two levels.

**Gap Statement :** 50% of our students met or exceeded the MEAP reading standard. In addition, English Language Learners students consistently scored lower than the mainstream students. 50% of our special education students did not meet the 2008-2009 MEAP ELA. This specific subgroup affected our AYP status. The determination was that the economically disadvantaged status along with ELL status of our students were a contributing factor. We determined that more intervention classes would be required and that intensive interventions and reading and writing would be required in the core classrooms. We have expanded our

intervention classes for the 2010-11 school year at all levels grades four through eight.

**Cause for Gap :** Salina Intermediate has over 519 students with a 97.5% poverty rate and over 70% English Language Learners (ELL). The majority of families are immigrants from the Middle East. Research in the field clearly shows that students from families with high levels of poverty do not have the type of readiness skills that other students have when they come to school (Reeves, 2006; Elmore 2002; Mathis 2004). The result is a high correlation between low academic achievement and high poverty levels (Reeves, 2006; Marzano, 2003; Fullan 2006). These socioeconomic conditions have created a great need for support from Salina staff members on many levels. Additionally, Salina Intermediate has a very high student transient rate, with students coming and going throughout the school year. This mobility has also contributed to high levels of limited English skills that need to be attended to. Despite these challenges, Salina Intermediate faculty is well equipped with the tools and resources to guarantee the success for all students.

**Multiple measures/sources of data you used to identify this gap in student achievement :** --We used data from the Developmental Reading Assessment, Successmaker on-line learning, and Scholastic Reading Inventory to assess our students. While this data shows that there is a gap, it also shows that our students are making progress. We are further planning to use the SRI data to assess our students in reading. We will continue to pursue the implementation of our special education co-teaching model while using the MEAP item analysis and individual student objective sheets to target our students for improvement based on our MEAP data.

--All building DRA instructional level data is displayed on CLASS A and held in designated areas, which hold the hard copies of DRA tests per grade.

---Developmental Reading Assessment 4th-8th Grade Reading  
Successmaker 6th-8th grade for intervention students Reading  
Scholastic Reading Inventory (SRI) 6th-8th Grade Reading  
CIM model intervention tracking.

The use of study island assessment has allowed our students to be assessed using MEAP like practice items. We receive weekly updated electronic reports from the Study Island Data base regarding our students' usage and success with the assessment tool. We have determined that we need to better promote the usage of Study Island with our teachers on a systematic basis. Some teachers are using the software at a greater implementation level than other teachers. Study Island will become part of our PD process for the 2010-11 school year.

**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?** Desired Learning Results:

1. Students will demonstrate improvement in fiction and non-fiction reading as measured by the DRA during the fall and spring testing windows.
2. All building DRA instructional level data is updated on CLASS A and accessible to every teacher.
3. Students will use higher order thinking skills to summarize, compare and contrast, and analyze a variety of grade level genres with the implementation of thinking maps on a building wide level.
4. Students in intervention will set goals and track thier growth in Successmaker on a line and bar graph.
4. Students who are currently below by at least two grade levels will continue to receive precise interventions to accelerate their achievement growth. (Please refer to the Salina Intermediate Pyramid of Interventions.)

Other

The MEAP Language Arts Reading test, ELPA, DRA, Language Arts common assessment, and ongoing informal classroom assessment and observation.

Systematic assessments of struggling and ELL students identified for extra support in intervention classes, before and after school tutoring, and enrichment programs.

The integration of technology throughout the curriculum.

Students' demonstration of a growth of at least one grade level in reading comprehension based on DRA. Monitoring the number of students who enter and leave the newcomer center and intervention reading classes through formal and informal observation.

A parent/student/teacher survey and/or feedback form to measure the effectiveness of the opportunities offered.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Inaya Bazzi

**List of Objectives:**

ID	Objective
4984	All students will demonstrate improvement in reading comprehension in all content areas with 84% of the students showing proficiency by meeting the state standards based on the 2010 English Language Arts AYP Objective Proficiency index. The Special Education population will increase by at least 10% in order to meet 2010 English Language Arts AYP Objective Proficiency.

## 2.1. Objective: Reading

**Measurable Objective Statement to Support Goal :** All students will demonstrate improvement in reading comprehension in all content areas with 84% of the students showing proficiency by meeting the state standards based on the 2010 English Language Arts AYP Objective Proficiency index. The Special Education population will increase by at least 10% in order to meet 2010 English Language Arts AYP Objective Proficiency.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
4984	<p>1. Enhancement and implementation of common assessments across grade levels. The standard based report card will be used to measure student growth according to the grade level content expectations and language arts standards. 2. Further implementation of SIOP in all content areas. 3. Further implementation of the Partnerships in Comprehensive Literacy Model (PCL). The Reading Workshop approach will be implemented in all language arts classes. Conduct one-to-one reading conference in Reader's Workshop. 4. Implementation of Dr. Linda Dorn's research, A Comprehensive Intervention Model (CIM), to meet the needs of all students at their instructional reading level. 5. Providing a session of reading and writing instruction daily for students based on individual needs in an intervention setting in lieu of an elective class at the middle school level. In 4th &amp; 5th grade, intervention students will receive one hour of service daily. Students will be using Successmaker software to supplement and support the intervention model. 6. Systematic implementation of the co-teaching special education model in language arts and math. 7. Implementation of a literacy and numeracy coaching model in order to accelerate student reading abilities in all content areas. 8. Modeling and applying the Reading and Writing Workshop approach to all ELL students in the Newcomer Literacy Center. This provides intensive instruction in order to allow students to make progress as measured by the English Language Proficiency Assessment (ELPA). 9. Continue implementation of a student assessment portfolio that will follow the students from grades four through eight. It should include multiple sources of data such as writing samples, DRA, common assessments and other pertinent data. 10. Providing opportunities to parents to receive and give support to their child(ren) in the learning process. A Parent-Student Buddy reading program will be initiated to promote reading skills in English and students' native languages. 11. Continue implementation of the Dearborn Foreign Language Assistance Program (DFLAP) Arabic Resources Library. Arabic books are used to supplement content in the Newcomer Centers and all elementary classrooms. 12. Providing students with opportunities to participate in the 21st Century after school program partnered with the Arab Community Center For Economic and Social Services (A.C.C.E.S.S.). 13. Continuation of extended day tutoring programs in the Community Center in partnership with the City of Dearborn. 14. Using the StudyIsland? software in all grade levels to enhance performance on standardized tests. 15. Implementation of Thinking Maps to enhance organizational and higher order thinking skills. 16. Hosting our Annual Parent Literacy and Technology Night to promote literacy awareness in the community.</p>	

**2.1.1. Strategy: Reading**

**Strategy Statement:** 1. Enhancement and implementation of common assessments across grade levels. The standard based report card will be used to measure student growth according to the grade level content expectations and language arts standards.  
 2. Further implementation of SIOP in all content areas.  
 3. Further implementation of the Partnerships in Comprehensive Literacy Model (PCL). The Reading Workshop approach will be implemented in all language arts classes. Conduct one-to-one reading

conference in Reader's Workshop.

4. Implementation of Dr. Linda Dorn's research, A Comprehensive Intervention Model (CIM), to meet the needs of all students at their instructional reading level.
5. Providing a session of reading and writing instruction daily for students based on individual needs in an intervention setting in lieu of an elective class at the middle school level. In 4th & 5th grade, intervention students will receive one hour of service daily. Students will be using Successmaker software to supplement and support the intervention model.
6. Systematic implementation of the co-teaching special education model in language arts and math.
7. Implementation of a literacy and numeracy coaching model in order to accelerate student reading abilities in all content areas.
8. Modeling and applying the Reading and Writing Workshop approach to all ELL students in the Newcomer Literacy Center. This provides intensive instruction in order to allow students to make progress as measured by the English Language Proficiency Assessment (ELPA).
9. Continue implementation of a student assessment portfolio that will follow the students from grades four through eight. It should include multiple sources of data such as writing samples, DRA, common assessments and other pertinent data.
10. Providing opportunities to parents to receive and give support to their child(ren) in the learning process. A Parent-Student Buddy reading program will be initiated to promote reading skills in English and students' native languages.
11. Continue implementation of the Dearborn Foreign Language Assistance Program (DFLAP) Arabic Resources Library. Arabic books are used to supplement content in the Newcomer Centers and all elementary classrooms.
12. Providing students with opportunities to participate in the 21st Century after school program partnered with the Arab Community Center For Economic and Social Services (A.C.C.E.S.S.).
13. Continuation of extended day tutoring programs in the Community Center in partnership with the City of Dearborn.
14. Using the StudyIsland? software in all grade levels to enhance performance on standardized tests.
15. Implementation of Thinking Maps to enhance organizational and higher order thinking skills.
16. Hosting our Annual Parent Literacy and Technology Night to promote literacy awareness in the community.

### **Selected Target Areas**

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?***

The Partnerships in Comprehensive Literacy (PCL) model is a school-wide design for ensuring that all children will be achieving literacy proficiency. The goals are aligned with state initiatives (Smart Start, Next Step) and national initiatives (Reading First, Reading Excellence) that include research based principles for initiating and sustaining literacy improvements in schools. With our Specials needs population and high level of ELL students at Salina Intermediate, the integration of literacy throughout the curriculum is absolutely vital for the success of our students. The Arkansas Model is a partnership between the University of Arkansas at Little Rock, the Arkansas Department of Education, and Arkansas Elementary schools. The Literacy Specialist Positions at Salina Intermediate were created for the purpose of implementing the Partnerships in Comprehensive Literacy model.

One of the Salina Intermediate Literacy Specialists received intensive training with Dr. Linda Dorn and Dr.

Pauline Moley at the University of Arkansas Little Rock. She spent a total of nine weeks in Arkansas in order to provide leadership for program implementation. The literacy coach works directly with one classroom teachers in grades four through eight in both language arts and content are classes in order to support the implementation of the model along with the integration of literacy across the curriculum. Each coach chooses 3-4 classrooms to work with each year in order to enhance literacy instruction that includes reading and writing.

The coach works in an apprenticeship relationship with classroom teachers in implementing changes in literacy assessment and instruction. Site-based professional development through literacy team meetings are held and scheduled regularly by the literacy coach. Research-based practices and techniques are demonstrated by the coach and teachers are supported to take on modeled literacy components. The coach provides indirect support to the entire building by working with the other Literacy & Technology Specialists at Salina to provide them with training so that they can support the implementation of the program among the entire school population

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
1. Continuation of training in the Diagnostic Reading Assessment (DRA) to increase inter-rater reliability. 2. Teachers will participate in "Best Practices Learning Walks" by visiting classrooms on a monthly basis. 3. Teachers will attend professional development opportunities related to reading strategies and assessment such as SIOP, Thinking Maps, CIM, PCL, and Professional Learning Communities (PLC) to differentiate instruction. 4. Co-teaching/Literacy/Intervention professional development opportunities will be provided by the Literacy/Intervention Team. This will include sessions on implementing strategies to enhance differentiated instruction. 5. The literacy team will meet at least twice per month to evaluate reading strategies to facilitate teachers in the implementation of best practices. 6. Continuous evaluation of student achievement and growth to plan assessment-driven instruction in classroom, team, departmental and staff meetings.	09/08/2009	06/10/2010	SIP team, literacy team, support team, intervention team, administration and other faculty

**2.1.1.1. Activity: Reading**

**Activity Description:** 1. Continuation of training in the Diagnostic Reading Assessment (DRA) to increase inter-rater reliability.

2. Teachers will participate in "Best Practices Learning Walks" by visiting classrooms on a monthly basis.
3. Teachers will attend professional development opportunities related to reading strategies and assessment such as SIOP, Thinking Maps, CIM, PCL, and Professional Learning Communities (PLC) to differentiate instruction.
4. Co-teaching/Literacy/Intervention professional development opportunities will be provided by the Literacy/Intervention Team. This will include sessions on implementing strategies to enhance differentiated instruction.
5. The literacy team will meet at least twice per month to evaluate reading strategies to facilitate teachers in the implementation of best practices.
6. Continuous evaluation of student achievement and growth to plan assessment-driven instruction in classroom, team, departmental and staff meetings.

**Activity Type:** None

**Planned staff responsible for implementing activity:** SIP team, literacy team, support team, intervention team, administration and other faculty

**Actual staff responsible for implementing activity:** SIP team

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 06/10/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
literacy coaches	Title I Schoolwide	200,000.00	0.00
literature books	Title I Schoolwide	70,000.00	0.00
technology hardware and software	Title I Schoolwide	80,000.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

### Goal 3: Mathematics-Problem Solving

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will demonstrate improvement in math by increasing at least one level as measured by the MEAP math assessment.

**Gap Statement :** Although our math MEAP scores show strength there is always room for improvement. Special education students scored 14% lower than their peers on the MEAP math assessment. However, there is not a significant difference in other sub-group scores.

**Cause for Gap :** Our special education students have a small gap but the proficiency index has grown over 35% in the past four years.

Our special education team meets on a regular basis and we have determined that it would be critical to close the achievement gap with our special education students by enhancing our intensive intervention program. We have looked at individual student data sheets that are generated on student MEAP achievement and we are going to be very strategic with our special education students.

These are some of the strategic areas that our team plans to address the achievement gap with our special education students in ELA.

1. Expand the Salina MEAP summer school program to 4 weeks in August. We will attempt to enroll all special education students who take the MEAP test.
2. Redesign our Intervention classes which include an increase from 50 minutes to 60 minutes with a more intensive focus on the MEAP GLCE data sheets that are provided on each student that allow us to focus on their strengths and weaknesses.
3. Look at the growth data with our special education students in the Intervention class and disaggregate the data by specific learning disability in order to determine if there are any trends among students who have learning disabilities in mathematics vs. ELA.
4. Focus on the Tier One RTI extra dose of reading and writing instruction in the classroom. This will occur at all levels. The district literacy coach will provide intensive training with our faculty.
5. Participate in the Special Education Redesign project at Wayne County RESA and implement strategies that are recommended by the committee along with those recommended by Larry Gloeckler from the International Center for Leadership in Education.

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

1. Teachers will have multiple ways of receiving support to implement math intervention strategies.
2. Teachers will model and students will use Marzano strategies, using Thinking Maps, outlining, note taking and summarizing, comparing and contrasting in all core subject classes.
3. Elementary teachers will keep the parents informed about math instruction activities through Everyday Math Home Links.
4. Teachers will implement the co-teaching special education model in mathematics classes in order to improve the students' ability to use problem-solving strategies.
5. A literacy and numeracy coach will support teachers in order to accelerate student math and problem-solving skills in all content areas.
6. Teachers will implement SIOP strategies to assist students with developing solutions to problem solving situations.
7. Teachers will continue to use Study Island program to help increase student achievement in math.
8. Teachers will use Focus MEAP throughout the year to increase student achievement in math.
9. Teachers will collaboratively analyze MEAP released items along with the rubrics to further guide their instruction.
10. Students will have opportunities to access online resources and websites, such as coolmath4kids.com, to increase math achievement.

Interventions:

1. The implementation of a daily mathematics session for students based on individual needs in an intervention

- setting in lieu of an elective class for 6th, 7th , and 8th graders.
2. Providing students with opportunities to participate in the 21st Century after school program (A.C.C.E.S.S.).
  3. Continuation of the SuccessMaker program to support students who are performing below proficiency.
  4. Voluntary after school tutoring in all subject areas is available from Wayne State students, University of Michigan-Ann Arbor students, and Edsel Ford High students.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Measures of Success:

The MEAP mathematics test, common assessments, the building mathematics problem-solving rubric, building level technology integration rubric.

Our goal is to have all of our students scoring one level higher on the MEAP math assessment at every grade level.

The integration of technology in the mathematics and problem-solving skills.

Assessment of students' projects in math and science fairs.

On-going assessment of parent technology skills.

Monitoring student activities through technology.

A parent/student/teacher survey and/or feedback form to measure the effectiveness of the opportunities offered.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Arrwa Mogalli

**List of Objectives:**

ID	Objective
4986	All students will demonstrate improvement in mathematical problem solving with 95% of the students showing proficiency by meeting the state standards based on the 2010 Mathematics AYP Objective Proficiency Index. The Special Education population will increase by at least 10% in order to meet 2010 Mathematics AYP Objective Proficiency.

### 3.1. Objective: Mathematics

**Measurable Objective Statement to Support Goal :** All students will demonstrate improvement in mathematical problem solving with 95% of the students showing proficiency by meeting the state standards based on the 2010 Mathematics AYP Objective Proficiency Index. The Special Education population will increase by at least 10% in order to meet 2010 Mathematics AYP Objective Proficiency.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
4986	<p>1. Implementation of the problem-solving prompts in the building Writing Across the Curriculum program. This will accelerate student writing ability based on the building writing rubric with the expectation that all students will show at least one step growth on the rubric. 2. Integration of technology across the curriculum allowing students to show their problem-solving abilities through a variety of forms of assessment including multimedia presentations and projects. This will include the implementation of current and new technologies that will be used as examples to show student learning. We will use rubrics to measure their progress. 3. Implementation of the co-teaching special education model in mathematics classes in order to improve the students' ability to use problem-solving strategies. This enhances the students' ability to problem-solve which will result in growth on the MEAP, and common assessments. 5. Implementation of a literacy and numeracy coaching model in order to accelerate student math and problem solving skills in all content areas. 4. Use of Thinking Maps, charts and graphs to assist students with the analysis of data which will be presented in a variety of forms. This enhances the students' ability to problem-solve which will result in growth on the MEAP and common assessments. 5. Implementation of the Sheltered Instruction Observation Protocol (SIOP) to assist students with developing solutions to problem solving situations. 6. Pilot the implementation of a daily mathematics session for students based on individual needs in an intervention setting in lieu of an elective class for 6th and 7th graders. 7. Providing students with opportunities to participate in the 21st Century after school program and extended tutoring programs partnered with the Arab Community Center For Economic and Social Services (A.C.C.E.S.S.). 8. The DFLAP committee will facilitate iBlog sessions between Salina Intermediate and other Dearborn schools as part of the multicultural exchange plan. 9. Continuation of the Friday computer class in which parents receive basic computer and internet usage skills.</p>	

**3.1.1. Strategy: Mathematics and Problem Solving**

**Strategy Statement:** 1. Implementation of the problem-solving prompts in the building Writing Across the Curriculum program. This will accelerate student writing ability based on the building writing rubric with the expectation that all students will show at least one step growth on the rubric.

2. Integration of technology across the curriculum allowing students to show their problem-solving abilities through a variety of forms of assessment including multimedia presentations and projects. This will include the implementation of current and new technologies that will be used as examples to show student learning.

We will use rubrics to measure their progress.

3. Implementation of the co-teaching special education model in mathematics classes in order to improve the students' ability to use problem-solving strategies. This enhances the students' ability to problem-solve which will result in growth on the MEAP, and common assessments.
5. Implementation of a literacy and numeracy coaching model in order to accelerate student math and problem solving skills in all content areas.
4. Use of Thinking Maps, charts and graphs to assist students with the analysis of data which will be presented in a variety of forms. This enhances the students' ability to problem-solve which will result in growth on the MEAP and common assessments.
5. Implementation of the Sheltered Instruction Observation Protocol (SIOP) to assist students with developing solutions to problem solving situations.
6. Pilot the implementation of a daily mathematics session for students based on individual needs in an intervention setting in lieu of an elective class for 6th and 7th graders.
7. Providing students with opportunities to participate in the 21st Century after school program and extended tutoring programs partnered with the Arab Community Center For Economic and Social Services (A.C.C.E.S.S.).
8. The DFLAP committee will facilitate iBlog sessions between Salina Intermediate and other Dearborn schools as part of the multicultural exchange plan.
9. Continuation of the Friday computer class in which parents receive basic computer and internet usage skills.

### **Selected Target Areas**

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning

### **Other Required Information for Strategy**

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

Technology Integration and Differentiated Instruction

The Salina Intermediate school Technology model has brought a great deal of enthusiasm and enhanced learning opportunities for Salina students. The Primary Goal of the Technology program at Salina is to focus on improving the quality of curriculum and instruction. Technology is integrated into the core content areas and is used as a tool to enhance the delivery of instruction. Higher order thinking skills and interactive learning are important components of our program. Students create multimedia projects that focus on the benchmarks and objectives in the Michigan Curriculum Frameworks and Dearborn Curriculum. The Salina technology plan and the "Trainer of Trainer's model" have provided a foundation for district technology programs. Salina become a model within the district and state when it comes to the integration of technology across the curriculum. They have been recognized on a local and state level regarding their success through the acceptance of grants, awards and individual staff and student recognition regarding the integration of technology into the curriculum.

Authentic Instruction and Assessment through the use of technology and multimedia curriculum has been the focus of the Salina Technology program. Authentic Instruction is important in both the elementary and middle school. Jackson & Davis (2000) in their Turning Points publication, point to the increasing importance of authentic instruction and assessment for adolescent students. Multimedia based projects provide the Salina teachers with an opportunity to use authentic assessment with student presentations and rubric evaluations. Jackson & Davis (2000) emphasize the importance of using technology with adolescent students. Their findings support the integration of technology into the curriculum.

#### Student Motivation: Special Education Students

Technology and computer instruction provide a natural motivation for student learning. At the heart of the Salina program is multimedia projects and presentations. Students are required to research topics and collaborate with one another to develop voice, video, and text presentations using Media Blender, Inspiration, Kidspiration, Power Point, and Imovie. Students are required to present their projects to their peers. The multimedia projects use the multiple intelligences for student learning and provide an avenue for language acquisition through peer collaboration and linguistic presentations. In some aspects, the support of technology is a major reason why special education students have the confidence to present in front of their peers. An example of this includes giving presentations in the Salina auditorium before three hundred students and parents. The more frequent example is the weekly presentations that students give before their peers in the classroom. This includes all special education co-teaching classrooms. In fact, at Salina the special education students exhibit a great deal of confidence in using computers and technology. Furthermore, with a high level of bilingual students and immigrant students at Salina Intermediate, many of the new immigrant students have never used a computer prior to coming to the United States. However, once they enter the computer laboratory they are comfortable risk takers with the technology. There is a great deal of research in the field (ISTE, 2002) that supports the importance of using technology in the classroom. The use of technology in the classroom enhances the curriculum as well as fostering the use of multiple intelligences and cooperative learning. It is in the more diverse classrooms where students face a myriad of other challenges.

Using technology in the classroom reaches students with varied learning styles. Students who rely heavily on the body-kinesthetic-learning mode flourish using digital cameras and video recorders to enhance projects. These tools and various software programs appeal to those visual-spatial and logical-mathematical students. Students who are verbal-linguistic and interpersonal benefit from the strong cooperative learning opportunities. Technology can be adapted to meet the different learning styles of a diverse group of students. The Integration of Technology into the curriculum is supportive of other research based practices in education. (ISTE, 2002). Figure E on the next page provides a map of the research based best practices that are supported through technology integration.

Figure E  
Technology Integration Supports Research Based Best Practices

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
1. All teachers will be provided with continuous SIOP training to differentiate instruction in order to enhance student learning. 2. All teachers will participate in technology professional development sessions including the Salina Intermediate Technology Professional Development Camp in order to enhance classroom instruction. 3. All teachers will be trained in writing effective problem solving prompts and in using the math problem-solving rubric to inform daily instruction. 4. Teachers will share their best practices during staff meetings, professional development, and other opportunities as a Professional Learning Community (PLC).	09/08/2009	06/10/2010	SIP team, Math committee, math department, Technology team, Administration, and whole staff.

**3.1.1.1. Activity: Mathematics and Problem Solving**

**Activity Description:** 1. All teachers will be provided with continuous SIOP training to differentiate instruction in order to enhance student learning.  
 2. All teachers will participate in technology professional development sessions including the Salina Intermediate Technology Professional Development Camp in order to enhance classroom instruction.  
 3. All teachers will be trained in writing effective problem solving prompts and in using the math problem-solving rubric to inform daily instruction.  
 4. Teachers will share their best practices during staff meetings, professional development, and other opportunities as a Professional Learning Community (PLC).

**Activity Type:** None

**Planned staff responsible for implementing activity:** SIP team, Math committee, math department, Technology team, Administration, and whole staff.

**Actual staff responsible for implementing activity:** SIP team and math department

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 06/10/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology hardware and software	Title I Schoolwide	80,000.00	0.00
numeracy coach	Title I Schoolwide	80,000.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/18/2009	maleykg@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	\$860,000.00	\$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.	Majed	Fadlallah	Principal	fadlalm@dearborn.k12.mi.us
Mrs.	Zenib	Ali	Parent	aliz@dearborn.k12.mi.us
Mr.	Kareem	Naimi	teacher	naimik@dearborn.k12.mi.us
Ms.	Inaya	Bazzi	Literacy Coach	bazzii@dearborn.k12.mi.us
Ms.	Arrwa	Mogalli	Literacy/Numeracy Coach	mogalla@dearborn.k12.mi.us
Mrs.	Hayat	Motahhar	parent	tbd
Mr.	Jamal	Lawera	Assistant Principal	laweraj@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 at Salina have input with the SIP plan. This includes parents, students, teachers and community members. This is accomplished through regular scheduled SIP meetings, faculty PD sessions that focus on the SIP, monthly parent principal forum meetings, Parent Advisory committee meetings, Parent-Faculty-Student-Organization meetings and meetings with Student council and student leadership groups. Mr. Fadlallah, the principal, involved multiple parents in the process during parent forum meetings.

The SIP team along with one of Salina Intermediate's parent presented to the SIP administrative committee the parent involvement component in Reading, Writing, and Problem Solving Goals.

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

At Salina Intermediate, staff has input into the decisions regarding the use of school-based academic assessments and is actively involved in student achievement data analysis in order to drive classroom instruction and identify students with needs. We use common assessments, MEAP, and DRA data that is accessible for teachers to access, disaggregate and analyze. This is done during allocated staff meeting time and grade level team meetings. To analyze the test data, we use Excel software and SPSS and Class A. Teachers have also developed common assessments in all content areas at a district level.

Additionally, the Developmental Reading Assessment (DRA) is used to assess the reading level of all students. We have a fall and spring testing window mandated by the district and the teachers administer additional tests as needed throughout the year. Teachers will use this data to group students in guided reading groups with appropriate leveled books; it will be used as an assessment for learning. All core teachers in grades four through eight have been trained to administer the DRA test. We implement a writing program assessment rubric based on MEAP writing standards. All teachers of language arts across grade levels are required to submit quarterly writing samples to the District, as well as record the scores in Class A.

We began the implementation of a student portfolio program that will follow students in grades four through eight. We further implemented an intervention wall in the areas of reading and writing in our team rooms. Teachers will monitor the progress of the students at their grade level by posting their scores in the portfolios, as well as in Class A. This data is being used for intervention classroom referrals and other interventions in our

school.

A survey was administered to parents, teachers, and students. It was developed by the district title one committee, along with the assistant director of title one funding. The purpose of this survey was to collect data on teachers, students and parents input on the school's performance and environment. The SIP team along with one of Salina Intermediate's parent presented to the SIP administrative committee the parent involvement component in Reading, Writing, and Problem Solving Goals.

G. Salina Campus Parent Advisory Committee (PAC):

The Parent Advisory Committee meets on a monthly basis to discuss school issues at Salina Intermediate. The meetings usually are held in the evenings and involve a presentation from the Salina Intermediate Principal and Salina Elementary Principal. During the presentations participants have the ability to ask questions and discuss agenda items. At the end of the presentations there is time for members to bring up any issues or topics for discussion.

The majority of the parents who attend the PAC meetings are activists within the community and are working towards an improved quality of life for Salina families. There are numerous community organizations that are represented on the PAC and it is an opportunity for Salina Campus Administration to hear the concerns of those organizations while at the same time encouraging their support for school issues. The PAC was the committee that headed up the mileage campaign in the Salina Community.

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

Salina Intermediate publishes a monthly parent newsletter for Salina parents. Information articles and important dates are published in the bulletin. The bulletin is published on the Salina website and important dates are posted on the school signs. The bulletin is translated into Arabic for our parents. All newsletters and notices that go home to parents are translated into Arabic. We also provide translation during our Parent Principal forum meetings and other meetings that involve parents. Our parent survey that we filled out for our title one plan was translated into Arabic. Translators are available at all school functions.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Position of Contact:	Brian Whiston, Superintendent
Address:	18400 Audettee, Dearborn, MI, 48120
Telephone Number:	313-827-3000

## References

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

## Conclusion

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

We will implement a PLC calendar for the entire school year. We have the tentative schedule planned and it was submitted in our Title One plan. There is a table that lists all PD for the 2009-10 school year. The decisions on PD have been decided by the SIP team based on the school data. Some of those opportunities include the following:

1. Teams will meet to discuss interventions, strategies to accelerate student achievement and MEAP item analysis. All teams will create SMART goals. Review of assessment data for grade level through the use of MEAP and Common Assessments to make determinations on where the gaps lie.
2. School improvement committee members will model SIOP lessons at different grade levels for groups of teachers to observe using Content and Language Objectives for ELA. After each session, a 30 minute post observation Q&A session was held.
3. Review assessment data and review current strategies and interventions already in place to close achievement gaps.
4. Staff develops and evaluates the use of Thinking Maps in science, social studies, math, language arts and elective classes.
5. Staff will participate in monthly learning walks with administration in order to observe the implementation of best practices and school improvement strategies. Staff will actively engage in reflective thinking and conversations regarding instructional strategies.
6. Staff will meet to understand what students are to learn before they move to the school level (Elem-MS and MS-HS).
7. Focus on Literacy for struggling students and different interventions that can close the gap in learning.
8. Developed whole building professional development by SIP team members that focuses on the proper use of 6+1 Trait Writing. SIP Team members work as coaches to assist teachers on the process.
8. Grade Level Teams develop common writing prompts and rubrics based on writing genres to use as a theme for each month. As the months progress, they compare common assessment results to determine where the gaps are and develop strategies to alleviate them.
9. A committee will be assigned to research strategies, techniques, and materials that will assist in the improvement of literacy  
Promethean Boards, Elmo Camera, Apple and Microsoft Applications, Digital Imaging, Internet Research, Data Publishing

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

All Title One, Title II, Section 31 A, Special Education funding and general funding are used to support the SIP. This includes spending money on technology, literacy materials, and literacy and numeracy coaches.

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

The major goal in this plan is to provide technology professional development opportunities for teachers and administrators throughout the school district. We plan to attend the comprehensive Technology Professional Development Camp for educators in May 2011. We helped to provide this opportunity over the past eight years during the month of April. Salina Intermediate is a district and state leader in the integration of technology throughout the curriculum. We have achieved a great deal of success with our program, which is directly

attributed to our comprehensive professional development program. The Salina Technology Team has provided professional development for over one thousand and three hundred educators in the past seven years. In 2004, we were awarded two Technology Authentic Problem Solving Solution (TAPS) Awards from Michigan State University in cooperation with the Michigan Association for Computer Users in Learning (MACUL). As a result of those awards our data was included in graduate level classes at Michigan State University. One of the awards was a direct result of our technology professional development model at Salina Intermediate.

Attached to this proposal is a research report that outlines the success that we are having with our technology program. In 2001, we received recognition from ATA Academy as one of the top eight schools in the state who were doing an excellent job at integrating technology across the curriculum. A case study was completed by the ATA Academy in cooperation with Wayne State University, and Eastern Michigan University. The report is attached to this proposal. (This report was also submitted last year in our proposal.)

The funding that we receive covers the expenses for running the technology camp. Those expenses include hardware, software, lunch, breakfast, and other miscellaneous items like CDs and digital video tapes which are essential for professional development sessions. A portion of the funding pays for either substitute teachers or workshop rate that teachers from across the district can attend the professional development camp. We also purchased a few interactive Promethean boards in order to support the integration of technology across the curriculum. The boards allow students to interact with the multimedia technology in a tactile manner to support differentiated instruction.

We plan to use some of the funding to support our digital media and differentiated instructional model. Beginning with the 2004-05 school year we implemented a Multimedia Broadcast Journalism program where our students provided live broadcasts on the Dukane Media Retrieval System. By using the technology grant funding to support this program, we will be advancing the district curriculum while at the same time support the implementation of the Dukane system and Technology Bond across the district. We have developed curriculum and benchmarks for a middle school Broadcast Journalism Class that is used on our standards bases report card. The curriculum is based on a model that used in Troy Public Schools. Students who are enrolled in the Broadcast Journalism class are required to create published writing and live or pre-recorded broadcast programs. The Broadcast Journalism curriculum was approved by curriculum council in 2005-06.

We will also offer professional development sessions using samples from the broadcast journalism class, that focus on the Dukane Media Retrieval System which will assist with the implementation and usage of the system across the district. Our digital media sessions tend to be the most popular sessions at our technology camp and it is a wonderful way to support a differentiated instructional model in the classroom. The implementation of broadcast curriculum and digital media will enhance the district curricular offerings. This year we are planning to implement a student based technology showcase during the technology professional development camp. We would like to purchase some hardware items that will support this multicultural partnership with other elementary and/or middle schools.

The Salina Intermediate Technology Team has provided presentations at the 2009 ASCD conference, 2008 ACTFL conference, 2005 NMSA conference in Philadelphia, the 2007 MI-ASCD middle level institute in Macomb and the 2007 Arkansas Literacy Conference. The presentations provide data that focuses on the implementation of a differentiated instructional curriculum and the integration of technology across the curriculum. We provided two presentations at the MACUL conference in March 2010. We have presented information about our technology program at the past eight MACUL conferences along with the 2003 Michigan NCA conference.

The Salina Intermediate Technology Team will continue to innovate and remain on the cutting edge with the implementation of research based best practices in education. We will also continue to share our knowledge, data, and the development of our differentiated technology curriculum with our fellow colleagues. The Technology Camp is a wonderful way for our staff to enhance our Professional Learning Communities Model as we come together as an entire school community with the goal to improve the quality of curriculum and instruction for Salina students.

The resources listed above are used to support the student achievement at the school level through the development and enhancement of the core content expectation.

### Technology and Low-income Populations

Having technology for student usages in the classroom is especially important in low-income schools due to the lack of technology in the home. The digital divide generally refers to inequities that exist in access to technology. The US Census Bureau (2001) found that among family households with incomes of \$75, 000 at least 88% had at least one computer and 79% had at least one family member who used the Internet. This is in comparison to family households with income below \$25, 000 in which only 28% had computer access and only 19% had Internet Access. Students from low income populations have less access to computers in the home. The role of the school is important in providing computer access to students from poverty schools or school districts. "Schools level the playing field by giving computer access to students who have none in the home." (US Census Bureau, 2001).

The income of a child's family is a significant determining factor on whether or not he or she has access to the Internet at home. Children from high-income families are more than twice as likely to have home Internet access than children from low-income households. Even as Internet access among low-income children increases with age, the income divide persists. A little less than half (44 percent) of low-income teenagers use the Internet at home, while 80 percent of high-income teenagers have home Internet access. As life and school tasks become more and more Internet-dependent, low-income students are at a potential disadvantage, particularly because, as will be seen in the next section, their access to the Internet at school is also significantly lower than high-income

Children. (Corporation for Public Broadcasting, 2002)

At Salina we have 95% of our students who are below the poverty level as measured by our Free & Reduced lunch statistics. As a result, it is important that we provide opportunities for Salina students to have access to technology because they do not have as many opportunities to access technology in the home as the more affluent school populations.

### Technology and the Strategic Plan

We have undertaken the project of creating a Salina Strategic Plan that will be directly aligned with the District Strategic Plan. Within this strategic plan, technology is at the heart of our Mission statement. "The mission of Salina Elementary School is to increase academic achievement by implementing and evaluating a technology integrated comprehensive curriculum." Two of our six action plans center around the use of technology. We require our teachers to integrate technology into their lessons at all times. We informed them that we expect them to integrate technology when we visit their classes and observe their lessons. The Salina Bond and Technology Bond provide us with a great opportunity to create a school campus with a potential to become a national leader with regards to technology integration.