

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: O. L. Smith Middle School

Grades Served: 6,7,8

Principal: Mr. Scott Casebolt

Building Code: 02793

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: | O. L. Smith Middle School |
| District: | Dearborn City School District |
| Public/Non-Public: | Public |
| Grades: | 6,7,8 |
| School Code Number: | 02793 |
| City: | Dearborn |
| State/Province: | Michigan |
| Country: | United States |

Vision

Vision Statement

We see a school where diversity is respected and celebrated by everyone, where innovative instructional practices are constantly implemented, where students are encouraged to think critically and the Core Values are modeled by all.

Mission Statement

The mission of O.L. Smith, in partnership with families and community, is to educate all students to high academic achievement in a safe, nurturing, and stimulating environment and ensure they become responsible and productive citizens.

Beliefs Statement

Students Learn Best

- In a non-threatening environment (reduced from stress)
- When there are positive relationships with their teachers
- When new learning is associated with emotions and past experiences
- When they can learn in groups (find solutions) when they are taught the power of groups.
- When they are "active" learners (mental and physical engagement)
- When individual learning styles and abilities are addressed
- When they can demonstrate learning beyond normal assessment practices

The Classroom Environment at Smith

- Is welcoming to all students (discourages threat and intimidation)
- Encourages positive relationships with classmates
- Establishes positive, trusting relationships with our teachers
- Promotes deep learning
- Differentiates for all learning styles and abilities

The School Environment at Smith

- Is warm and welcoming for all students, staff, and parents
- Is safe for all of its students

Physically safe in an orderly environment

Socially safe from threats and bullying

- Provides opportunities for personal growth
- Teaches, models, and expects proper behavior
- Encourages discussions with our students
- Positive communication with parents, staff, and students

Goals

| ID | Name | Development Status | Progress Status |
|-------|-------------------|--------------------|-----------------|
| 4722 | Writing | Approved | Open |
| 4723 | Problem Solving | Approved | Open |
| 4724 | Reading | Approved | Open |
| 15300 | Positive Behavior | 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 their ability to write for a variety of purposes in all curricular areas by increasing their MEAP writing achievement level. The general education students will show gains of 5% in levels 1 and 2 while the special education students will show gains of 10% in levels 1 and 2.

Gap Statement : Special education students had a difficult time writing and expressing their thoughts and observations in their stories, essays, poems, and reports in all academic areas.

Cause for Gap : Special education students spend less time writing during the school year and throughout their daily life.

Multiple measures/sources of data you used to identify this gap in student achievement : The following objectives were consistently weak among our students:

1. Writing with or ID correct grammar and usage
2. ID/exhibit style/voice to enhance written message
3. Identify peer's text needing improved organization

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? 1. The percentage of general education students scoring 1 and 2 on the MEAP will increase by 5%.

2. The percentage of special education students scoring 1 and 2 on the MEAP will increase by 10%.

3. Using Marzano's instructional strategies, the performance of each and every student will improve by 10% on common writing assessment prompts using district rubrics from the fall assessment to the spring assessment.

Contact Name : Danene Charles

List of Objectives:

| ID | Objective |
|------|---|
| 4883 | Desired learning results by the end of the 2010-11 school year: 1. Students will compose a grammatically correct five sentence paragraph 2. Students will respond thoughtfully to prompts 3. Students will organize and present their data through a use of 6+1 Traits of Writing, Collins Writing Strategies, Daily Oral Language and Graphic Organizers |

1.1. Objective: Writing

Measurable Objective Statement to Support Goal : Desired learning results by the end of the 2010-11 school year:

1. Students will compose a grammatically correct five sentence paragraph
2. Students will respond thoughtfully to prompts
3. Students will organize and present their data through a use of 6+1 Traits of Writing, Collins Writing Strategies, Daily Oral Language and Graphic Organizers

List of Strategies:

| ID | Strategy | Locked By |
|------|--|-----------|
| 4883 | 1. All ELA teachers will incorporate Daily Oral Language into their lesson plans. 2. By implementing Marzano's strategies all teachers will model the use of graphic organizers for pre-writing. 3. ELA teachers will model editing strategies and students will engage in peer editing groups. 4. During PLC time all teachers will collect samples of writing and provide relevant feedback to students. 5. All classrooms will display common writing expectations. 6. All teachers will use bellwork activities to reinforce desired learning results. | |

1.1.1. Strategy: Writing

- Strategy Statement:**
1. All ELA teachers will incorporate Daily Oral Language into their lesson plans.
 2. By implementing Marzano's strategies all teachers will model the use of graphic organizers for pre-writing.
 3. ELA teachers will model editing strategies and students will engage in peer editing groups.
 4. During PLC time all teachers will collect samples of writing and provide relevant feedback to students.
 5. All classrooms will display common writing expectations.
 6. All teachers will use bellwork activities to reinforce desired learning results.

Selected Target Areas

| |
|---|
| SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning |
| SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals |
| SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning |
| SAR 3.4 Supports instruction that is research-based and reflective of best practice |

Other Required Information for Strategy

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

Best practices support these strategies. The Northwest Regional Educational Laboratory (NWREL) published "Experimental Study on the Impact of the 6+1 Trait Writing Model on Student Achievement in Writing" by Michael Kozlow and Peter Bellamy.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|---|
| 1. All ELA teachers will incorporate Daily Oral Language into their lesson plans. 2. All teachers will model the use of graphic organizers for pre-writing. 3. ELA teachers will model editing strategies and students will engage in peer editing groups. 4. All teachers will collect samples of writing and provide relevant feedback to students. 5. All classrooms will display common writing expectations. 6. All teachers will use bellwork activities to reinforce desired learning results. | 09/07/2010 | 06/11/2011 | All teachers are responsible for implementing writing activities. |

1.1.1.1. Activity: Writing

Activity Description: 1. All ELA teachers will incorporate Daily Oral Language into their lesson plans. 2. All teachers will model the use of graphic organizers for pre-writing. 3. ELA teachers will model editing strategies and students will engage in peer editing groups. 4. All teachers will collect samples of writing and provide relevant feedback to students.

5. All classrooms will display common writing expectations.

6. All teachers will use bellwork activities to reinforce desired learning results.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers are responsible for implementing writing activities.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------------|----------------|----------------|---------------|
| 6 1 Traits book for all teachers | General Funds | 400.00 | 0.00 |

Goal 2: Problem Solving

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improvement in their ability to problem solve in all curricular areas by increasing their MEAP math achievement level. The general education students will show gains of 3% in levels 1 and 2 while the special education students will show gains of 5% in levels 1 and 2.

Gap Statement : Special education students have a difficult time solving mathematical problems.

Cause for Gap : Special education students spend less time problem solving during the school year and throughout their daily life.

Multiple measures/sources of data you used to identify this gap in student achievement : The following MEAP objectives were consistently weak among all of our students:

1. N.FL.06.03 Rational Number Operations multiply and divide fractions
2. N.FL.06.10 Rational Number Operations integers and rational numbers
3. N.FL.06.14 Decimals, Percentages and Rationals rational numbers
4. M.TE.06.03 Convert Measurement System
5. N.MR.07.02 Number and Operations solve problems involving derived quantities
6. N.MR.07.09 Number and Operations fluency with operations and estimation
7. A.PA.07.05 Algebra recognize and use directly proportional relationships of the form $y=mx$, and distinguish from linear relationships of the form $y-mx+b$
8. A.PA.07.07 Algebra represent linear functions in the form $y=x+b$, $y=mx$, and $y=mx+b$
9. A.PA.07.09 Algebra recognize inversely proportional relationships in the form $y=k/x$

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?

1. The percentage of students scoring 1 and 2 on their MEAP assessments will increase by 3% per year.
2. The percentage of special education scoring 1 and 2 on their MEAP assessments will increase by 5% per year.
3. All sixth and seventh grade students will score 70% or higher on their end of the year common assessment by implementing several Marzano instructional strategies.
4. All eighth grade algebra students will score 78% or higher on the district algebra common assessment.

Contact Name : Danene Charles

List of Objectives:

| ID | Objective |
|------|---|
| 4899 | Desired Learning Results by the end of the 2010-11 school year: 1. Students will solve math problems using number and operations activities on formative and summative assessment. 2. Students will improve problem solving and reasoning skills on formative and summative assessments. 3. Students will collect, interpret, and perform calculations with data on formative and summative assessments. 4. Students will apply geometric concepts on formative and summative assessments. 5. Students will utilize graphic organizers as an aid to organize data on formative and summative assessments. |

2.1. Objective: Problem Solving

Measurable Objective Statement to Support Goal : Desired Learning Results by the end of the 2010-11 school year:

1. Students will solve math problems using number and operations activities on formative and summative assessment.
2. Students will improve problem solving and reasoning skills on formative and summative assessments.
3. Students will collect, interpret, and perform calculations with data on formative and summative assessments.
4. Students will apply geometric concepts on formative and summative assessments.
5. Students will utilize graphic organizers as an aid to organize data on formative and summative assessments.

List of Strategies:

| ID | Strategy | Locked By |
|------|---|-----------|
| 4899 | 1. Teachers will use bell work activities to reinforce/assess desired learning results (number and operations activities). 2. Teachers will model and incorporate the work of Marazano by using graphic organizers as an aid to organize data . 3. Students will analyze data, interpret data, and perform calculations. 4. Math teachers will model and students will apply concepts in geometry including similarity, congruency, and scale factor. 5. Math teachers will model and students will use a 'common problem solving strategy.' 6. Teachers will use Bloom's Taxonomy in their instruction to strengthen higher order thinking skills. 7. Co-teaching will be implemented to increase learning opportunities for targeted assistance at risk as well as special education students. 8. In alignment with the PLC model we will provide after-school academic intervention by teachers as determined by student need and teacher recommendation (Pyramid of Interventions). | |

2.1.1. Strategy: Problem Solving

- Strategy Statement:**
1. Teachers will use bell work activities to reinforce/assess desired learning results (number and operations activities).
 2. Teachers will model and incorporate the work of Marazano by using graphic organizers as an aid to organize data .
 3. Students will analyze data, interpret data, and perform calculations.
 4. Math teachers will model and students will apply concepts in geometry including similarity, congruency, and scale factor.
 5. Math teachers will model and students will use a 'common problem solving strategy.'
 6. Teachers will use Bloom's Taxonomy in their instruction to strengthen higher order thinking skills.
 7. Co-teaching will be implemented to increase learning opportunities for targeted assistance at risk as well as special education students.
8. In alignment with the PLC model we will provide after-school academic intervention by teachers as determined by student need and teacher recommendation (Pyramid of Interventions).

Selected Target Areas

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|---|
| SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning |
| SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals |
| SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning |
| SAR 3.4 Supports instruction that is research-based and reflective of best practice |

Other Required Information for Strategy

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

Best practices support these strategies: Curriculum Associates published "Graphic Organizers for Reading and Writing" and Edwin Ellis wrote "Q&A What's the Big Deal With Graphic Organizers?".

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|---|
| 1. Teachers will use bell work activities to reinforce/assess desired learning results (number and operations activities). 2. Teachers will model and incorporate the use of graphic organizers as an aid to organize data. 3. Students will analyze data, interpret data, and perform calculations. 4. Math teachers will model and students will apply concepts in geometry including similarity, congruency, and scale factor. 5. Math teachers will model and students will use a "common problem solving strategy." 6. Teachers will use Bloom's Taxonomy in their instruction to strengthen higher order thinking skills. 7. Co-teaching will be implemented to increase learning opportunities for targeted assistance at risk as well as special | 09/07/2010 | 06/11/2011 | All teachers will implement problem solving activities. |

| | | | |
|--|--|--|--|
| education students. 8. School will provide after-school academic intervention by teachers as determined by student need and teacher recommendation (Pyramid of Interventions). | | | |
|--|--|--|--|

2.1.1.1. Activity: Problem Solving

Activity Description: 1. Teachers will use bell work activities to reinforce/assess desired learning results (number and operations activities).
 2. Teachers will model and incorporate the use of graphic organizers as an aid to organize data.
 3. Students will analyze data, interpret data, and perform calculations.
 4. Math teachers will model and students will apply concepts in geometry including similarity, congruency, and scale factor.
 5. Math teachers will model and students will use a "common problem solving strategy."
 6. Teachers will use Bloom's Taxonomy in their instruction to strengthen higher order thinking skills.
 7. Co-teaching will be implemented to increase learning opportunities for targeted assistance at risk as well as special education students.
 8. School will provide after-school academic intervention by teachers as determined by student need and teacher recommendation (Pyramid of Interventions).

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers will implement problem solving activities.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------------------------|----------------|----------------|---------------|
| after school academic intervention | Title I Part A | 20,000.00 | 0.00 |

Goal 3: Reading

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

Student Goal Statement : All students will demonstrate improvement in their ability to read and comprehend narrative and expository text in all curricular areas by

increasing their MEAP reading achievement level. The general education students will show gains of 3% in levels 1 and 2 while the special education students will show gains of 5% in levels 1 and 2.

Gap Statement : Special education students have a difficult time reading various types of genre.

Cause for Gap : Special education students spend less time reading (for school and fun) during the school year and throughout their daily life.

Multiple measures/sources of data you used to identify this gap in student achievement : The following MEAP objectives were consistently weak among all of our students:

1. R.NT.0x.02 Narrative Text elements and structure of narrative genres
2. R.NT.0x.03 Narrative Text antagonist/protagonist conflict
3. R.CM.0x.02 Comprehension retelling through summarization
4. R.CM.0x.03 Comprehension analyze global themes to make inferences
5. R.IT.0x.03 Informational Text features

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?

1. The percentage of general education students scoring 1 and 2 on their MEAP assessments will increase by 3% per year.
2. The percentage of special education students scoring 1 and 2 on their MEAP scores will increase by 5%.
3. All students will raise their DRA score by 2 levels up through their current grade level using Marzano interventions.

Contact Name : Danene Charles

List of Objectives:

| ID | Objective |
|------|---|
| 4900 | Desired Learning Results for the 2010-11 school year: 1. Students will improve their ability to analyze text by drawing inferences on formative and summative assessments. 2. Using Marzano's strategies students will retell and summarize on formative and summative assessments. 3. Students will utilize graphic organizers to aid in their ability to retell and summarize information on formative and summative assessments. |

3.1. Objective: Reading

Measurable Objective Statement to Support Goal : Desired Learning Results for the 2010-11 school year:

1. Students will improve their ability to analyze text by drawing inferences on formative and summative assessments.
2. Using Marzano's strategies students will retell and summarize on formative and summative assessments.
3. Students will utilize graphic organizers to aid in their ability to retell and summarize information on formative and summative assessments.

List of Strategies:

| ID | Strategy | Locked By |
|------|--|-----------|
| 4900 | <p>1. All teachers will model the use of Think Alouds in their classes. 2. Using Marzano's intervention,all teachers will model use of graphic organizers, and students will create them both individually and in cooperative learning groups. 3. All teachers will engage students in literacy discussion circles during which students will make inferences and predict outcomes. 4. All teachers will do a "one minute read" and students will then write a sentence summarizing/retelling what they had heard. 5. All teachers will use bellwork activities to reinforce and assess desired learning outcomes. 6. Samples of student work will be collected as all stakeholders are committed to the PLC philosophy. 7. Students will take part in an after school academic tutoring session as determined by student need and teacher recommendation. 8. Students who have the greatest need will be provided a daily session of reading and writing instruction in an intervention setting in lieu of an elective class through the Voyager Journeys program. 9. Co-teaching will be implemented to support Special Education students. 10. A push-in ELL resource teacher will support ELL students in the classroom. 11. All resource room students will receive reading and writing instruction using the Voyager Journeys program.</p> | |

3.1.1. Strategy: Reading

Strategy Statement: 1. All teachers will model the use of Think Alouds in their classes.
 2. Using Marzano's intervention,all teachers will model use of graphic organizers, and students will create them both individually and in cooperative learning groups.
 3. All teachers will engage students in literacy discussion circles during which students will make inferences and predict outcomes.
 4. All teachers will do a "one minute read" and students will then write a sentence summarizing/retelling what they had heard.
 5. All teachers will use bellwork activities to reinforce and assess desired learning outcomes.
 6. Samples of student work will be collected as all stakeholders are committed to the PLC philosophy.
 7. Students will take part in an after school academic tutoring session as determined by student need and teacher recommendation.
 8. Students who have the greatest need will be provided a daily session of reading and writing instruction in an intervention setting in lieu of an elective class through the Voyager Journeys program.
 9. Co-teaching will be implemented to support Special Education students.
 10. A push-in ELL resource teacher will support ELL students in the classroom.
 11. All resource room students will receive reading and writing instruction using the Voyager Journeys program.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
 SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
 SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

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

Other Required Information for Strategy

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

Best practices support these strategies. Technology: Computer-assisted instruction offers struggling readers self-paced, individualized instruction that includes immediate feedback and multiple opportunities for practice. (Hall, Hughes, & Filbert, 2000; Lewis, 2000; MacArthur & Haynes, 1995; Rieth & Semmel, 1991; Woodward et al., 1986)

Assessment: Effective instruction for struggling readers must be responsive to students' ongoing needs and provide varied, continuous assessment to guide additional instruction. (Deshler, Shumaker, & Woodruff, 2004)

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|---|
| 1. All teachers will model the use of Think Alouds in their classes. 2. All teachers will model use of graphic organizers, and students will create them both individually and in cooperative learning groups. 3. All teachers will engage students in literacy discussion circles during which students will make inferences and predict outcomes. 4. All teachers will do a "one minute read" and students will then write a sentence summarizing/retelling what they had heard. 5. All teachers will use bellwork activities to reinforce and assess desired learning outcomes. 6. Samples of student work will be collected. 7. Students will take part in an after school academic tutoring session as determined by student need and teacher recommendation. 8. Students who have the greatest need will be provided a daily session of reading and writing instruction in an intervention setting in lieu of an elective class through the Voyager Journeys program. 9. Co-teaching will be implemented to support Special Education students. 10. A push-in ELL resource teacher will support ELL students in the classroom. 11. All resource room students will receive reading and writing instruction using the Voyager Journeys program. | 09/07/2010 | 06/11/2011 | All teachers will implement the reading activities. |

3.1.1.1. Activity: Reading

- Activity Description:**
1. All teachers will model the use of Think Alouds in their classes.
 2. All teachers will model use of graphic organizers, and students will create them both individually and in cooperative learning groups.
 3. All teachers will engage students in literacy discussion circles during which students will make inferences and predict outcomes.
 4. All teachers will do a "one minute read" and students will then write a sentence summarizing/retelling

what they had heard.

5. All teachers will use bellwork activities to reinforce and assess desired learning outcomes.

6. Samples of student work will be collected.

7. Students will take part in an after school academic tutoring session as determined by student need and teacher recommendation.

8. Students who have the greatest need will be provided a daily session of reading and writing instruction in an intervention setting in lieu of an elective class through the Voyager Journeys program.

9. Co-teaching will be implemented to support Special Education students.

10. A push-in ELL resource teacher will support ELL students in the classroom.

11. All resource room students will receive reading and writing instruction using the Voyager Journeys program.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers will implement the reading activities.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------------------|----------------|----------------|---------------|
| Voyager Journeys program | Title I Part A | 8,000.00 | 0.00 |

Goal 4: Positive Behavior

Content Area : Career and Employability Skills

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improvement in their social behavior. The number of office discipline referrals will decrease by 25% which will result in increased learning time and student achievement.

Gap Statement : After reviewing the 2009-10 office discipline referral data by infraction and grade it was determined that all three grades had a high number of office discipline referrals. Insubordination, harassment, and disruptive conduct were by far the greatest areas of concern.

Cause for Gap : Varying school and classroom rules, expectations, and consequences.

Multiple measures/sources of data you used to identify this gap in student achievement : Through out the 2010-2011 school year during PLC time the PBS committee will look at the number of office referrals by month,

location, time of day, and type of infraction.

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? 1. The number of office discipline referrals will decrease by 25%.

2. The percentage of students with more than five tardies each semester will decrease by 30%.

Contact Name : Danene Charles

List of Objectives:

| ID | Objective |
|-------|---|
| 16635 | Desired Social Behaviors for the 2010-11 school year. 1. Students will adhere to appropriate behavior, as defined by the Postive Behavior Support Matrix developed by the PBS committee and staff. The PBS Matrix clearly defines expected student behavior in class, the hallway, and cafeteria. 2. Students will report to class on time and with all appropriate materials. 3. Students will comply with all reasonable requests made by a Smith staff member. |
| 16673 | All 6th grade students will be paired with an 8th grade mentor. |

4.1. Objective: Positive Behavior Support

Measurable Objective Statement to Support Goal : Desired Social Behaviors for the 2010-11 school year.

1. Students will adhere to appropriate behavior, as defined by the Postive Behavior Support Matrix developed by the PBS committee and staff. The PBS Matrix clearly defines expected student behavior in class, the hallway, and cafeteria.

2. Students will report to class on time and with all appropriate materials.

3. Students will comply with all reasonable requests made by a Smith staff member.

List of Strategies:

| ID | Strategy | Locked By |
|-------|--|-----------|
| 16635 | School-wide PBS provides a positive focus to encouraging desirable student behaviors. A set of universal expecations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core valaues such as respect, responsibility, and safety. Interventions and strategies are implemented to teach and reinforce these expecations. The staff's committment to embrace the PLC philosophy is evidenced by the implementation of a program that positively impacts the school culture. | |

4.1.1. Strategy: Positive and Proactive

Strategy Statement: School-wide PBS provides a positive focus to encouraging desirable student

behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety. Interventions and strategies are implemented to teach and reinforce these expectations. The staff's commitment to embrace the PLC philosophy is evidenced by the implementation of a program that positively impacts the school culture.

Selected Target Areas

| |
|--|
| SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders |
| SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support |
| SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community |
| SAR 2.1 Establishes policies and procedures that provide for the effective operation of the school |
| SAR 2.5 Fosters a learning community |
| SAR 3.8 Implements interventions to help students meet expectations for student learning |
| SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning |
| SAR 3.9 Maintains a system-wide climate that supports student learning |

Other Required Information for Strategy

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

1. "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint" was adopted by the Michigan State Board of Education. As a result of the studies, PBS is mentioned as an effective program.
2. The National Association of School Psychologists states that all students can benefit from PBS. A review of research shows that PBS is highly effective. In over than half of the studies, there was over a 90% reduction in problem behavior.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|---|
| Provide necessary staff professional development as needed. The initial PBS orientation for the school expectations will be presented at the September staff meeting. Evaluations and applicable professional development will occur throughout the school year. | 09/01/2010 | 06/14/2011 | Staff on the school PBS committee. |
| 1. Parents/guardians will be sent an informational packet about PBS over the summer. 2. At the school Open House there will be parent meeting to discuss PBS. 3. During the first week of school, there will be a student assembly to discuss PBS. 4. Expectations and program implementation will be discussed during advisory period for all students. | 07/01/2010 | 06/14/2011 | All staff will help with the implementation of PBS. |
| Students who demonstrate positive | 09/07/2010 | 06/11/2011 | All staff will participate in passing out |

| | | | |
|---|------------|------------|---|
| behavior and model the school expectations will receive vouchers. Students will be able to redeem these vouchers for prizes. | | | the vouchers. |
| Members of the PBS committee will meet monthly to summarize and analyze data. Changes will be made to the program as needed. In addition, committee members will identify small groups and individuals for targeted intervention. | 09/01/2010 | 06/14/2011 | Members of the PBS committee will analyze the data and make recommendations for changes in the program. Any changes made in the program will be modeled and reinforced by the entire staff. Students identified for targeted intervention will receive the desired help from appropriate staff. |

4.1.1.1. Activity: Staff professional development

Activity Description: Provide necessary staff professional development as needed. The initial PBS orientation for the school expectations will be presented at the September staff meeting. Evaluations and applicable professional development will occur throughout the school year.

Activity Type: None

Planned staff responsible for implementing activity: Staff on the school PBS committee.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/14/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------------|----------------|----------------|---------------|
| printing and sub costs | PBS grant | 2,400.00 | 0.00 |

4.1.1.2. Activity: Student/parent/community orientation

- Activity Description:**
1. Parents/guardians will be sent an informational packet about PBS over the summer.
 2. At the school Open House there will be parent meeting to discuss PBS.
 3. During the first week of school, there will be a student assembly to discuss PBS.
 4. Expectations and program implementation will be discussed during advisory period for all students.

Activity Type: None

Planned staff responsible for implementing activity: All staff will help with the implementation of PBS.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 06/14/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| printing | PBS grant | 300.00 | 0.00 |

4.1.1.3. Activity: Student rewards/incentives

Activity Description: Students who demonstrate positive behavior and model the school expectations will receive vouchers. Students will be able to redeem these vouchers for prizes.

Activity Type: None

Planned staff responsible for implementing activity: All staff will participate in passing out the vouchers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/11/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------------|----------------|----------------|---------------|
| rewards/incentives | PBS grant | 1,600.00 | 0.00 |

4.1.1.4. Activity: Data analysis

Activity Description: Members of the PBS committee will meet monthly to summarize and analyze data. Changes will be made to the program as needed. In addition, committee members will identify small groups and individuals for targeted intervention.

Activity Type: None

Planned staff responsible for implementing activity: Members of the PBS committee will analyze the

data and make recommendations for changes in the program. Any changes made in the program will be modeled and reinforced by the entire staff. Students identified for targeted intervention will receive the desired help from appropriate staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/14/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-------------------------|----------------|----------------|---------------|
| substitute cost/stipend | PBS grant | 800.00 | 0.00 |

4.2. Objective: WEB

Measurable Objective Statement to Support Goal : All 6th grade students will be paired with an 8th grade mentor.

List of Strategies:

| ID | Strategy | Locked By |
|-------|---|-----------|
| 16673 | With WEB, students help students succeed by using 8th grade students as peer mentors for the younger incoming 6th graders. The structure of the WEB program guides 6th graders to academic and social success by reducing the initial challenges of entering middle school. The environment in the school is one where 6th graders feel cared for and supported. The 8th grade WEB Leaders go through extensive training to become positive role models, motivators and teachers within the school. As positive behavior is modeled by the WEB Leaders, they also serve as a catalyst for change within the building which is highly supported by the PLC model. As the number of teasing and bullying incidences go down, the WEB Leaders help to make O.L. Smith Middle School a place Where Everybody Belongs. | |

4.2.1. Strategy: WEB

Strategy Statement: With WEB, students help students succeed by using 8th grade students as peer mentors for the younger incoming 6th graders. The structure of the WEB program guides 6th graders to academic and social success by reducing the initial challenges of entering middle school. The environment in the school is one where 6th graders feel cared for and supported. The 8th grade WEB Leaders go through extensive training to become positive role models, motivators and teachers within the school. As positive behavior is modeled by the WEB Leaders, they also serve as a catalyst for change within the building which

is highly supported by the PLC model. As the number of teasing and bullying incidences go down, the WEB Leaders help to make O.L. Smith Middle School a place Where Everybody Belongs.

Selected Target Areas

| |
|---|
| SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning |
| SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders |
| SAR 4.7 Demonstrates verifiable growth in student performance |

Other Required Information for Strategy

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

There are numerous testimonials supporting the success of the WEB program. After three years of WEB implementation at Valley Middle School in Carlsbad, California there was a 93% decrease in 6th grade suspensions, 61% decrease in 6th graders with D's or F's, 63% decrease in 6th grade tardies, and a 75% decrease in 6th grade referrals. Locally, WEB was implemented at Norht Farmington High School in Farmington Hills, Michigan. Their results are as follows: 38% reduction in freshman Saturday School detentions, 30% reduction in unexcused freshman absences, 24% reduction in overall frehsman referrals and 19% reduction in freshmen who earned F's.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|---|
| 8th grade WEB leaders will host an orientation for incoming 6th graders. Prior to the orientation, the WEB leaders will attend a training. | 08/28/2010 | 09/28/2010 | The staff that attended the WEB training will facilitate the orientation. |
| 8th grade WEB Leaders will follow-up with their 6th graders. 1. Social Follow Ups allow WEB Leaders to reconnect and build relationships with their 6th grade mentees. Organized social events will occur throughout the school year. 2. Academic Follow Ups allow WEB Leaders to share their experiences (successes and challenges) with their mentees. Leaders will also teach structured lessons to their mentees. Some possible topics are: Study Skills, Asking Good Questions, and Lifting People Up. 3. Leader Initiated Follow Ups allow WEB Leaders to make individual contact with their 6th graders in and outside of school. | 09/07/2010 | 06/14/2011 | WEB coaches |

4.2.1.1. Activity: WEB student orientation

Activity Description: 8th grade WEB leaders will host an orientation for incoming 6th graders. Prior to

the orientation, the WEB leaders will attend a training.

Activity Type: None

Planned staff responsible for implementing activity: The staff that attended the WEB training will facilitate the orientation.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/28/2010, End Date - 09/28/2010

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-----------------------------|----------------|----------------|---------------|
| activity materials and food | Title I Part A | 400.00 | 0.00 |

4.2.1.2. Activity: Follow Ups

Activity Description: 8th grade WEB Leaders will follow-up with their 6th graders.

1. Social Follow Ups allow WEB Leaders to reconnect and build relationships with their 6th grade mentees. Organized social events will occur throughout the school year.
2. Academic Follow Ups allow WEB Leaders to share their experiences (successes and challenges) with their mentees. Leaders will also teach structured lessons to their mentees. Some possible topics are: Study Skills, Asking Good Questions, and Lifting People Up.
3. Leader Initiated Follow Ups allow WEB Leaders to make individual contact with their 6th graders in and outside of school.

Activity Type: None

Planned staff responsible for implementing activity: WEB coaches

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/14/2011

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------|----------------|----------------|---------------|
| activity supplies and food | Title I Part A | 400.00 | 0.00 |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-----------------------|-----------------------|----------------------|
| General Funds | \$400.00 | \$0.00 |
| Title I Part A | \$28,800.00 | \$0.00 |
| Other | \$5,100.00 | \$0.00 |

Title I Required Components

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

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

Stakeholders

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

| Title | First Name | Last Name | Position | E-mail |
|-------|------------|-----------|----------------|------------------------|
| Mrs. | Stephanie | Stover | PTSA president | sstover48124@yahoo.com |

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

The stakeholders are invited to be on the SIP committee. This enables them to have direct input into the planning, design, monitoring and evaluation of the school's improvement plan. The stakeholders will be informed of the SIP committee meetings.

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

Decisions regarding curriculum, instruction and assessment will be determined based on best practices. The latest research will be presented to the SIP committee (stakeholders will be on this committee). The committee members will then decide what curriculum, instructional strategies, and forms of assessment will be best for the students at O.L. Smith.

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

The information regarding student information and progress will be shared with the stakeholders in a variety of ways. The staff will be updated at faculty meetings. Communication will be disseminated to the stakeholders via PTSA meetings, school newsletters, and the school website.

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:

student service coordinator

Address:

18700 Audette, Dearborn, MI 48124

Telephone Number:

827-3094

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?

1. In order for teachers to implement the four SIP goals, they will need professional learning. For the writing goal, they will:

- a. Share classroom practices by the teams - rotating basis
- b. Evaluate samples of student work (Collins, DOL, Graphic Organizers, 6+ 1 Traits)
- c. Share successful bellwork activities
- d. In-service the staff on the steps and strategies for reaching the goal
- e. In-service the staff on strategies for implementing 6 + 1 Traits

For the reading goal, they will:

- a. Sharing of classroom practices by the teams - rotating basis
- b. Evaluate samples of student work (graphic organizers)
- c. Share successful bellwork activities
- d. Inservice the staff on the steps and strategies for reaching the goal

For the problem solving goal, they will:

- a. Sharing of classroom practices by the teams - rotating basis
- b. Evaluate samples of student work (graphic organizers)
- c. Share successful bell work activities
- d. In-service the staff on the steps and strategies for reaching the goal

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

Due to the limited funds, we are counting on tapping into the talents of our staff to provide a lot of the professional development.

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

The district has provided training on Class A for our ELA teachers. This will enable them to enter the DRA scores into Class A. Students who are below grade level reading are placed in the Voyager Journeys program, a computer based program, as one of their extended core classes.