

# School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Whitmore-Bolles Elementary School

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

Principal: Dr. Jill Chochol

Building Code: 04514

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Whitmore-Bolles Elementary School</b>
District:	<b>Dearborn City School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4,5</b>
School Code Number:	<b>04514</b>
City:	<b>Dearborn</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

We see a school community that shares the responsibility of educating each student while building on individual strengths to promote critical thinking and cooperation in a safe and respectful environment.

## **Mission Statement**

The mission of Whitmore-Bolles Elementary School is to provide opportunities and experiences through a comprehensive curriculum for all learners to develop academically, physically, emotionally, creatively and socially in our technological world.

## **Beliefs Statement**

We believe in maintaining high expectations.

We believe in valuing the diversity of all learners.

We believe in maintaining a safe and orderly environment.

We believe in and encourage the love of learning as a lifelong goal.

## Goals

ID	Name	Development Status	Progress Status
4944	Math Computation	Approved	Open
15847	Language Arts Proficiency and Enrichment	Approved	Open
15860	Math Across the Curriculum	Approved	Open

### Goal 1: Math Computation

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will increase mastery of math computation skills based on grade level content expectations.

**Gap Statement :** Students demonstrate weaknesses in basic math computation skills that affects their progress in other grade level math goals. A slight gap exists between achievement of males and females on the MEAP in math with overall proficiency meeting or exceeding district proficiency level. There is also a gap in MEAP proficiency performance between advantaged and non disadvantaged students at all grade levels.

**Cause for Gap :** Potential causes for the gap are lack of student mastery of basic math skills and disadvantaged students starting school with lower levels of performance and lack of exposure to math concepts.

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

MEAP Data for third through fifth grades

Chapter tests from Every Day Math curriculum

**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?** Increase in MEAP Scores for third through fifth grades in subgroup of disadvantaged students and an increase in math proficiency for upper elementary students.

Improvement in common assessment scores at all grade levels.

Improvement in performance on chapter math tests from Everyday Math.

**Contact Name :** Jill Chochol

#### List of Objectives:

ID	Objective
5193	Students at every grade level will improve proficiency in application of the basic math skills required at their grade level through comparing September pretest mastery levels to May post test mastery skills of basic math skills.

## 1.1. Objective: Improve mastery of computation skills

**Measurable Objective Statement to Support Goal :** Students at every grade level will improve proficiency in application of the basic math skills required at their grade level through comparing September pretest mastery levels to May post test mastery skills of basic math skills.

### List of Strategies:

ID	Strategy	Locked By
5193	Students will work to mastery on computation skills required for grade level proficiency in small groups. Teachers will provide intervention instruction through concrete practice with basic computation skills. Parents will reinforce these skills at home through nightly drill.	

### 1.1.1. Strategy: Math Intervention

**Strategy Statement:** Students will work to mastery on computation skills required for grade level proficiency in small groups. Teachers will provide intervention instruction through concrete practice with basic computation skills.

Parents will reinforce these skills at home through nightly drill.

#### Selected Target Areas

SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

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

SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

#### Other Required Information for Strategy

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

Marzano, Pickering & Pollock (2001). Classroom Instruction That Works;

Hyerle & Yeager, (2007) Thinking Maps

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will design math intervention in small groups to assist student mastery of math computation skills. Activities will include	08/31/1909	03/31/1910	k-5 General education and

math manipulatives (concrete objects)to provide hands on practice, games with flash cards to promote mastery of basic computation skills. Teachers will provide parents and students with activities resources for home support to provide practice and increase student mastery of basic computation skills.			special education staff
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**1.1.1.1. Activity: Math Intervention Instruction**

**Activity Description:** Teachers will design math intervention in small groups to assist student mastery of math computation skills.

Activities will include math manipulatives (concrete objects)to provide hands on practice, games with flash cards to promote mastery of basic computation skills.

Teachers will provide parents and students with activities resources for home support to provide practice and increase student mastery of basic computation skills.

**Activity Type:** None

**Planned staff responsible for implementing activity:** k-5 General education and special education staff

**Actual staff responsible for implementing activity:** Darlene Hamel

- Patty Logel
- Marlene Brill
- Suzanne Edick
- Madelyn Haddad
- Robin Philpott
- Dan May
- Patricia Hazamy
- Katie Arbore
- Christine Carter
- Dara Edgerton

**Planned Timeline:** Begin Date - 08/31/1909, End Date - 03/31/1910

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

**Fiscal Resources Needed for Activity:**

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

**Goal 2: Language Arts Proficiency and Enrichment**

**Content Area :** English Language Arts  
**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will improve their reading proficiency through identifying differentiated literacy goals through use of the Balanced Literacy Framework provided by the Daily 5/CAFE. Goals are based on individual student needs in reading and writing. Students will set a goal for themselves, understand the purpose for improvement and be able to assess their own progress. Students will establish a reading and a writing goal for themselves, will reflect on their progress and will monitor their goals.

**Gap Statement :** Economically disadvantaged students achieved lower proficiency levels on the 2009 MEAP (5-14 percentage points) than non-disadvantaged students.

Males scored lower than females on the 2009 MEAP in reading (6-18 percentage points).

Males achieved lower levels on the writing rubric than females on the 6+1 writing rubric, based on the 2009-2010 September-May administration for 2009-2010.

**Cause for Gap :** Males may begin school with lower levels of proficiency in reading and writing than females due to maturity, experiences and interests. Unless addressed through specific intervention, these gaps are often maintained or grow wider.

Economically disadvantaged students may begin school with less exposure to literacy activities than nondisadvantaged students. When students begin school with lower levels of proficiency, these achievement gaps may widen unless addressed through specific intervention.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 2009 MEAP scores for 3rd-5th grade students in reading.

2009-2010 September-June DRA2 scores for k-5 students for 2009-2010.

2009-2010 September-June 6+1 writing rubric levels for K-5 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?** Criteria for Success

Students will establish their own goals in reading and writing.

Students will understand what their goals are in reading and writing.

Students will reflect on their goals and be able to describe where they perform relative to their goals.

Students will chart progress toward their goals.

Data/multiple measures of assessment:

Quality of student articulation in individual student conferences.

Increase in 2010-2011 DRA2/IRI text levels.

Increase in three areas of the writing rubric during the 2010-2011 year on the 6+1 writing rubric.

Increase in proficiency levels in reading in 2010 MEAP scores for 3rd-5th grade students.

**Contact Name :** Jill Chochol

**List of Objectives:**

ID	Objective
17378	Students will establish individual goals for improvement and enrichment in reading and writing based on the Assessment/Goal setting procedures that are part of the Daily 5/CAFE literacy framework. The goals will be based on helping the student understand where they could be performing and helping them

	articulate a goal based on these objectives. Students will work on their goals through small group teacher-directed strategy instruction, independent practice during the Daily 5 and will confer with the teacher at regular intervals.
17401	Students will participate daily in 5-10 minute mini-lessons provided by the classroom teacher based on literacy strategies specified in the Daily 5/CAFE Menu. At minimum, teachers will directly teach the 4-4-3-3 hierarchy of strategies (Comprehension, Accuracy, Fluency and Expand Vocabulary). These strategies are Comprehension/4: check for understanding, back up and reread, monitor and fix up, retell the story; Accuracy/4: cross checking, use the picture, use beginning sounds and ending sounds, blend sounds, stretch and read; Fluency/3: voracious reading, read appropriate level text, reread text; Expand Vocabulary/3: voracious reading, tune into interesting words, use pictures, illustrations and diagrams.
17794	Students will participate in regular small group strategy instruction with the classroom teacher. High risk students will meet with the teacher every day; lower risk students 2-3 times a week and student at or above grade level once every week or two. Small groups range in size from 1-4 students. Student goals and progress will be contained in the Conferring Notebook, part of the Daily 5/CAFE Goal Setting procedures.

## 2.1. Objective: Goal Setting

**Measurable Objective Statement to Support Goal :** Students will establish individual goals for improvement and enrichment in reading and writing based on the Assessment/Goal setting procedures that are part of the Daily 5/CAFE literacy framework. The goals will be based on helping the student understand where they could be performing and helping them articulate a goal based on these objectives. Students will work on their goals through small group teacher-directed strategy instruction, independent practice during the Daily 5 and will confer with the teacher at regular intervals.

### List of Strategies:

ID	Strategy	Locked By
17378	Students will establish a goal for improvement and enrichment in reading and a goal in writing. Teachers will confer individually with students to help them establish their goal and ensure that students are working toward their goal.	

### 2.1.1. Strategy: Establishing Goals

**Strategy Statement:** Students will establish a goal for improvement and enrichment in reading and a goal in writing. Teachers will confer individually with students to help them establish their goal and ensure that students are working toward their goal.

**Selected Target Areas**

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 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

**Other Required Information for Strategy**

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

Robert Marzano's research on student goal setting supports this strategy for improving student achievement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will participate in individual conferences with the teacher once or twice every month for the purpose of establishing literacy goals, reviewing the progress toward their goals and discussing activities that will help them to accomplish their goals.	09/15/2010	06/08/2011	General Education team K-5

**2.1.1.1. Activity: Individual Student Conferences**

**Activity Description:** Students will participate in individual conferences with the teacher once or twice every month for the purpose of establishing literacy goals, reviewing the progress toward their goals and discussing activities that will help them to accomplish their goals.

**Activity Type:** None

**Planned staff responsible for implementing activity:** General Education team K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/15/2010, End Date - 06/08/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Binder/tracking sheet	No Funds Required	0.00	0.00

## 2.2. Objective: Mini Lessons On Literacy Strategies

**Measurable Objective Statement to Support Goal :** Students will participate daily in 5-10 minute mini-lessons provided by the classroom teacher based on literacy strategies specified in the Daily 5/CAFE Menu. At minimum, teachers will directly teach the 4-4-3-3 hierarchy of strategies (Comprehension, Accuracy, Fluency and Expand Vocabulary). These strategies are Comprehension/4: check for understanding, back up and reread, monitor and fix up, retell the story; Accuracy/4: cross checking, use the picture, use beginning sounds and ending sounds, blend sounds, stretch and read; Fluency/3: voracious reading, read appropriate level text, reread text; Expand Vocabulary/3: voracious reading, tune into interesting words, use pictures, illustrations and diagrams.

### List of Strategies:

ID	Strategy	Locked By
17401	The classroom teacher will provide whole group instruction on literacy strategies that will increase student proficiency in reading and writing. The teacher will provide small group instruction on the same strategies to reteach concepts to students who require a smaller group size. The content of the instruction direct connects to grade level content expectations for each grade level to what students need in order to demonstrate proficiency on the grade level content expectations. Teachers will assist students in application of these strategies using both narrative and expository literature.	

### 2.2.1. Strategy: Whole Group Instruction

**Strategy Statement:** The classroom teacher will provide whole group instruction on literacy strategies that will increase student proficiency in reading and writing. The teacher will provide small group instruction on the same strategies to reteach concepts to students who require a smaller group size. The content of the instruction direct connects to grade level content expectations for each grade level to what students need in order to demonstrate proficiency on the grade level content expectations. Teachers will assist students in application of these strategies using both narrative and expository literature.

#### Selected Target Areas

SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free

#### Other Required Information for Strategy

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

Robert Marzano's research on strategies that improve student learning.

Teaching students to compare and contrast concepts and how to summarize helps to improve their comprehension. The Partnership for Comprehensive Literacy Model (PCL) (Dorn, 2006) also illustrates how daily instruction in literacy strategies assist students to apply the strategies during independent reading and writing.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will participate in the Daily Five: activities designed to build reading stamina and improve proficiency in literacy skills. Students will read to themselves everyday, will write everyday, will read to a partner several times a week, will participate in listening to reading activities several times a week and will complete word work several times a week. These activities are part of a framework for literacy adopted by the school district.	09/15/2010	06/08/2011	General education teachers K-5

**2.2.1.1. Activity: The Daily Five**

**Activity Description:** Students will participate in the Daily Five: activities designed to build reading stamina and improve proficiency in literacy skills. Students will read to themselves everyday, will write everyday, will read to a partner several times a week, will participate in listening to reading activities several times a week and will complete word work several times a week. These activities are part of a framework for literacy adopted by the school district.

**Activity Type:** None

**Planned staff responsible for implementing activity:** General education teachers K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/15/2010, End Date - 06/08/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Listening Centers	Title I Part A	2,170.00	0.00
Reading Manipulatives/Application Activities	Title I Part A	700.00	0.00

**2.3. Objective: Small Group Instruction**

**Measurable Objective Statement to Support Goal :** Students will participate in regular small group strategy instruction with the classroom teacher. High risk students will meet with the teacher every day; lower risk students 2-3 times a week and student at or above grade level once every week or two. Small groups range in size from 1-4 students. Student goals and progress will be contained in the Conferring Notebook, part of the Daily 5/CAFE Goal Setting procedures.

**List of Strategies:**

ID	Strategy	Locked By
17794	Students below grade level will meet with their teacher every day.Students at grade level will meet with their teacher 2-3x a week.Students above grade level will meet once a week.	

### 2.3.1. Strategy: Small Group Instruction

**Strategy Statement:** Students below grade level will meet with their teacher every day.Students at grade level will meet with their teacher 2-3x a week.Students above grade level will meet once a week.

**Selected Target Areas**

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 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 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free

**Other Required Information for Strategy**

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

Research supports the benefit of small group instruction to increase student achievement, particularly if students are below grade level (Marzano, MacLaughlin,Torgeson). Small group instruction allows teachers to meet the needs of students in relation to their own literacy goals.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet with below grade level students every day for 15-30 minutes. Teachers will meet students who are on grade level 2-3x a week. Teachers will meet with students who are above grade level once a week. Extended Day: Our school will offer an extended day program to students who are below grade level in reading. Students will attend a minimum of two hours a week either before or after school. There will be alignment and coordination between the reading instruction provided during the day and reading instruction provided in the extended day program.	09/27/2010	05/09/2011	General education teachers, K-5th grades and teachers of the Extended Day Program.

**2.3.1.1. Activity: Small reading groups**

**Activity Description:** Teachers will meet with below grade level students every day for 15-30 minutes. Teachers will meet students who are on grade level 2-3x a week. Teachers will meet with students who are above grade level once a week.

Extended Day: Our school will offer an extended day program to students who are below grade level in reading. Students will attend a minimum of two hours a week either before or after school. There will be alignment and coordination between the reading instruction provided during the day and reading instruction provided in the extended day program.

**Activity Type:** None

**Planned staff responsible for implementing activity:** General education teachers, K-5th grades and teachers of the Extended Day Program.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/27/2010, End Date - 05/09/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Extended Day Program: teacher cost and materials	Title I Part A	7,000.00	0.00

**Goal 3: Math Across the Curriculum**

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will use actively problem solve across the curriculum, with a particular focus on decimals and fractions for all grade levels.

**Gap Statement :** Economically disadvantaged students have a lower level of proficiency than nondisadvantaged students on the 2010 MEAP results in math (3-10 percentage points), particularly in 5th grade (61 percentage point difference).

Males have a lower level of proficiency on the 2010 MEAP than females (1-10 percentage points).

**Cause for Gap :** Economically disadvantaged students may begin school with less readiness for learning and lower levels of exposure to math skills and problem solving.

Males may begin at slightly lower levels and the gap maintains or widens unless specific interventions are provided.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP data for 2009.

Math facts assessments.

Math Common Assessments (district tests)

**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?** Criteria for Success:

Students will apply their math facts to problem solving activities across the curriculum in EveryDay Math assignments and other content areas. Unit test scores in EveryDay Math will improve. Student mastery of concepts in devimals and fractions will improve as measured by the district Math Common Assessment.

**Contact Name :** Jill Chochol

**List of Objectives:**

ID	Objective
17356	Students will demonstrate mastery of math concepts, particularl fractions and decimals, during the EveryDay math unit tests and show imprpovement on the Math Common Assessment

### 3.1. Objective: Math Problem Solving Skills

**Measurable Objective Statement to Support Goal :** Students will demonstrate mastery of math concepts, particularl fractions and decimals, during the EveryDay math unit tests and show imprpovement on the Math Common Assessment

**List of Strategies:**

ID	Strategy	Locked By
17356	The school team has analyzed the gaps between the math curriculum and grade level content expectations. Teachers will ensure that gaps between the math curriculum and content expectations are met. This includes initial and ongoing assessment of math facts and math skills involving fractions and decimals. Teachers will help students understand the expectations for math mastery and will provide one hour of math instructional time for students to work on math skills and application.	
17356	Teachers will reteach math concepts as necessary based on the needs of their students. Teachers will provide small group math intervention for those students requiring additional time for understanding. the school will also provide an Extended Day Program for the lowest achieving students which will provide extra time needed for mastery.	

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### 3.1.1. Strategy: Filling Skill Gaps and Daily Math Instruction

**Strategy Statement:** The school team has analyzed the gaps between the math curriculum and grade level content expectations. Teachers will ensure that gaps between the math curriculum and content expectations are met. This includes initial and ongoing assessment of math facts and math skills involving fractions and decimals. Teachers will help students understand the expectations for math mastery and will provide one hour of math instructional time for students to work on math skills and application.

#### Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

#### Other Required Information for Strategy

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

Robert Marzano's research on setting objectives and providing feedback on goals to students demonstrates the effectiveness of this strategy and the increase in student achievement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Daily mini-lessons on math content and modeling of math concepts. Weekly assessment of math facts. Individual student conferences to discuss math progress.	09/15/2010	06/08/2011	K-5 teachers: Monica Lucas, Kim Stawara; Suzanne Edick, Darlene Hamel, Nicole Bush; Marlene Brill; Madelyn Haddad; Robin Philpott; Dan May; David Higgins; Laura Syring; Katie Arbore; Christine Carter; Dara Edgerton;
Our school will provided an extended Day Math program for students who are below grade level expectations in math. Students will work with their teacher in small groups for a minimum of 2 hours a week either before or after school.	09/27/2010	05/09/2011	Extended Day teachers-positions to be posted.

**3.1.1.1. Activity: Mini-Lessons**

**Activity Description:** Daily mini-lessons on math content and modeling of math concepts. Weekly assessment of math facts. Individual student conferences to discuss math progress.

**Activity Type:** None

**Planned staff responsible for implementing activity:** K-5 teachers:  
 Monica Lucas, Kim Stawara;  
 Suzanne Edick, Darlene Hamel, Nicole Bush;  
 Marlene Brill;  
 Madelyn Haddad;  
 Robin Philpott;  
 Dan May;  
 David Higgins;  
 Laura Syring;  
 Katie Arbore;  
 Christine Carter;  
 Dara Edgerton;

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/15/2010, End Date - 06/08/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Manipulatives/Games Kits	General Funds	400.00	0.00

**3.1.1.2. Activity: Extended Day Math Program**

**Activity Description:** Our school will provided an extended Day Math program for students who are below grade level expectations in math. Students will work with their teacher in small groups for a minimum of 2 hours a week either before or after school.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Extended Day teachers-positions to be posted.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/27/2010, End Date - 05/09/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teachers and math materials	Title I Part A	5,000.00	0.00

**3.1.2. Strategy: Reteaching and Math Intervention**

**Strategy Statement:** Teachers will reteach math concepts as necessary based on the needs of their students. Teachers will provide small group math intervention for those students requiring additional time for understanding. the school will also provide an Extended Day Program for the lowest achieving students which will provide extra time needed for mastery.

**Selected Target Areas**

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 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

**Other Required Information for Strategy*****What research did you review to support the use of this strategy and action plan?***

Robert Marzano's strategies of establishing objectives, providing feedback and time to practice on skill gaps supports the strategy of Reteaching and math intervention. Small group instruction added to the school day will provide students with more time in mastering math facts and other math concepts.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will practice math facts in learning pairs every day. Students will use math games and activities in addition to flash cards to support their learning.	09/15/2010	06/08/2011	K-5 general education and special education teachers

**3.1.2.1. Activity: Math Facts Practice**

**Activity Description:** Students will practice math facts in learning pairs every day. Students will use math games and activities in addition to flash cards to support their learning.

**Activity Type:** None

**Planned staff responsible for implementing activity:** K-5 general education and special education teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/15/2010, End Date - 06/08/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Extended day Program	Title I Part A	5,000.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$400.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$19,870.00	\$0.00

## 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
	Jill	Chochol	Principal	chochoj@dearborn.k12.mi.us
	Nicole	Bush	teacher	bushm@dearborn.k12.mi.us
	Laura	Syring	District Coach.Interventi	syringl@dearborn.k12.mi.us
	David	Higgins	teacher	higgind@dearborn.k12.mi.us
	Scott	Starks	President PTA	sstarks@wowway.com
	Katie	Arbore	Teacher	arborek@dearborn.k12.mi.us

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

The School Leadership Team has been heavily involved in adjusting the goals of our School Improvement Plan. The entire school team has been involved on multiple occasions in not only reviewing and providing input on the plan, but providing suggestions on how to improve future goals. The team supports the Extended Day Program and many of our teachers will be providing the before and after school instruction.

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

As stakeholders, all of our teachers participate in twice monthly staff meetings. Professional learning is ongoing for reading, writing and math. Additionally, we have worked on Positive Behavior Expectations and a Student Code of Conduct, which we will introduce to our school community in the fall of 2010.

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

The finalized School Improvement Plan will be shared with all stakeholders at our Back to School professional development days in late August of 2010. The plan will also be presented to parents at our first PTA meeting in September of 2010.

# 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:

Norma Jean Sass

Address:

21501 Whitmore Street

Telephone Number:

313-827-3025

## 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?***

Professional Learning will involve all the teachers at our school for Literacy and Numeracy. Additional professional development will be provided for volunteers and teachers of the extended Day programs on Diagnostic Assessment, Small Group Instruction (Reading, Math); use of Math manipulatives; text selection; DRA, Running Records and Differentiation. Teachers will learn more about acceleration of learning and how to assist the lowest achieving students to grade level, as well as how to enrich the students who are at or above grade level.

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

The school has provided as many resources as possible from the general fund. This year, our school was approved for Title 1 funds. We are able to add additional instructional resources for all students plus an extended day program through use of these funds. The PTA supports our plan through contributing money toward professional development and learning materials and books.

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

Our school has assessed the need for additional technology. Last year, our school purchased two Promethean Boards and the PTA purchased a third board.

the district also provided a Promethean board in our media center for all teachers to use.

We will be adding instructional software for all students to use as part of an integrated learning plan.