

# School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: William Ford Elementary School

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

Principal: Mr. Mahmoud I Abu-Rus

Building Code: 04536

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>William Ford Elementary School</b>
District:	<b>Dearborn City School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>04536</b>
City:	<b>Dearborn</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

It is the vision of William Ford Elementary School that all students will graduate prepared to become responsible, employable, well-adjusted citizens who are involved in the community.

## **Mission Statement**

The mission of William Ford Elementary School, in partnership with families and the community, is to educate and inspire all students to reach their highest academic potential within a safe, stimulating environment and to prepare them to become responsible productive citizens in the 21st century.

## **Beliefs Statement**

We believe that all William Ford graduates must be:

- effective readers, writers, and communicators
- technologically literate
- respectful of the environment
- value humanity and diversity
- be able to apply knowledge of the real world

We believe the attainment of this vision requires:

- informed, responsible, involved parents and community who are accountable
- the use of best practices to improve all content areas
- professional learning communities
- students support interventions
- a healthy learning environment that meets the needs of all students

We believe the attainment of this vision can be accelerated by: Students and teachers who develop and maintain understandings and routinely challenge themselves as learners by staff members who have high expectations for all students.

# Goals

ID	Name	Development Status	Progress Status
4945	William Ford Elementary - Reading Goal	Approved	Open
4957	William Ford Writing Goal	Approved	Open
4964	William Ford Math Goal	Approved	Open

## Goal 1: William Ford Elementary - Reading Goal

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

**Student Goal Statement :** All students will read and understand informational and narrative texts as reflected by an annual score increase (fall to fall) on standardized and/or local assessments.

**Gap Statement :** MEAP Reading: After disaggregating the reading scores to ELL vs. non ELL, students with disability vs. non, and male vs. female, we found out that there's a gap in the male / female category. This gap fluctuates from year to year but we can see a significant difference in the following years: 06, 07, and 09.

### GRADE 3

Percent of Sub-group meeting State Proficiency Standards  
 Group Reading  
 05 06 07 08 09

Male 80 72 57 83 73  
 Female 78 83 83 88 85

Grade 4  
 Percent of Sub-group meeting State Proficiency Standards  
 Male 85 75 67 64 79  
 Female 90 81 78 66 75

Grade 5  
 Percent of Sub-group meeting State Proficiency Standards  
 Male 65 82 63 57 57  
 Female 78 78 78 83 68

**Cause for Gap :** Boys for some reason struggle to find interesting and grade level appropriate reading books. Their discussion of books seems to be on the superficial side and that may be due to lack of interest.

**Multiple measures/sources of data you used to identify this gap in student achievement :** . MEAP  
 . District Local Assessment (DRA 2)  
 . school/classroom informal assessment ( running record)

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** - All 3rd -5th grade students will show a minimum of 3% increase on the reading portion of the MEAP

- Gradual systemic increase in percentage of students performing at or above grade level (minimum growth of 5-10%) on DRA2. (Fall to Spring)

**Contact Name :** Christina Meseroll

**List of Objectives:**

ID	Objective
5192	All students will read and comprehend a variety of texts within narrative and informational genre during daily reading instruction. All students will make inferences from appropriate reading selections during daily reading and content area instruction All students will summarize a variety of text and the end of the daily reading block.

## 1.1. Objective: Desired learning Results

**Measurable Objective Statement to Support Goal :** All students will read and comprehend a variety of texts within narrative and informational genre during daily reading instruction.

All students will make inferences from appropriate reading selections during daily reading and content area instruction

All students will summarize a variety of text and the end of the daily reading block.

**List of Strategies:**

ID	Strategy	Locked By
5192	*Teachers will introduce the students to a variety of texts through differentiated instruction and read-alouds. (Narrative, informational, and reference books) *Waterford Reading Program for K-2 as Tier 2 intervention *Teachers will model how to identify the main ideas and supporting details of the given text. *Instructional staff will use running records to align and realign groups. *Teachers will provide small group interventions for at-risk students within the classroom (push-in/pull-out) *Teacher will participate in a Literacy Intervention Process (IPSS) for the purpose of brainstorming next steps for at-risk students during PLC meetings. *Students identified with a specific skill deficit will participate in an intervention program within the school day. *21st Century after-school program sponsored by ACCESS *All male students will have a greater selection of high-interest books available to them in the classroom at their independent reading level for use during 'Read To Self' and 'Read to Someone'.	

### 1.1.1. Strategy: Steps to reach our reading goal

**Strategy Statement:** \*Teachers will introduce the students to a variety of texts through differentiated instruction and read-alouds. (Narrative, informational, and reference books)

\*Waterford Reading Program for K-2 as Tier 2 intervention

\*Teachers will model how to identify the main ideas and supporting details of the given text.

\*Instructional staff will use running records to align and realign groups.

\*Teachers will provide small group interventions for at-risk students within the classroom (push-in/pull-out)

\*Teacher will participate in a Literacy Intervention Process (IPSS) for the purpose of brainstorming next steps for at-risk students during PLC meetings.

\*Students identified with a specific skill deficit will participate in an intervention program within the school day.

\*21st Century after-school program sponsored by ACCESS

\*All male students will have a greater selection of high-interest books available to them in the classroom at their independent reading level for use during 'Read To Self' and 'Read to Someone'.

### Selected Target Areas

SAR 1.3 Identifies goals to advance the vision

SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community

SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership

### Other Required Information for Strategy

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

William Ford Elementary School teaching and administrative staff has received over 100 hours of training in implementation of the five essential components of reading ("Language Essentials For Teachers of Reading and Spelling", "Texas Reading Academies"). Portions of this training focused on writing instruction, as did the district level 6+1 Writing Traits workshops. The Literacy Coach monitors implementation of research based practices through regular observations, modeling lessons, and co-teaching. In addition to supporting the use of sound strategies the Coach supports the implementation of Thinking Maps as a tool for comprehension and as a plan for writing. The staff, through the PLC process, is creating curriculum maps which identify specific Thinking Maps for specific purposes within the core curriculum. Moats.

"Language Essentials for Teachers of Reading and Spelling".

University of Texas.

"Texas Teacher Reading Academies: Professional Development for Preventing Reading Difficulties".

"Making Content Comprehensible for English Learners: the SIOP Model".

"Building Academic Vocabulary". "Building Background Knowledge". Marzano, Pickering.

Beck, McKeown. "Bringing Words to Life". "Improving Comprehension with Questioning the Author."

Rasinski. "The Fluent Reader."

Rasinski, Padak. "From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School."

Developmental Studies Center. "Making Meaning: Strategies That Build Comprehension and Community".

Derewianka. "Exploring How Texts Work".

Schleppegrell. "The Functional Language Approach."

Clay, Gill, Glynn, McNaughton, Salmon. "Record of Oral Language and Biks and Gutches".  
 Hyerle, Yeager. "Thinking Maps: A Language for Learning".  
 Bear, Invernizzi, Templeton, Johnston. "Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction".  
 The Daily Five & The Cafe Book by Gail Boushey & Joan Moser.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Using Assessment for Instruction: 1. Running Records?beginning level 2. Running Records analysis 3. Record of Oral Language 4. DRA2 Analysis (including Word Analysis) Instructional Best Practices: 1. Literacy Processing & Developmental Continuum 2. SIOP?Sheltered Instruction Observation Protocol 2. Functional Grammar--Schleppegrell 4. Conferencing 5. Effective Interventions in the Classroom 6. Differentiated Instruction Oral Language, Vocabulary Development: 1. Oral Language Development 2. Vocabulary Development 3. Word Work Reading: 1. Guided Reading 2. Comprehension Strategies 3. Shared Reading 4. Independent Reading 5. Daily Five 6. Balanced Literacy Centers	09/07/2010	06/10/2011	*District Resource Staff *Christina Meseroll - Coach/ Intervention Specialist *Fazaa Shami - Bilingual Resource Teacher *Laura Turk - Title 1 Resource Teacher *Wedyan Sleiman - Bilingual Resource Teacher

**1.1.1.1. Activity: Professional Development**

**Activity Description:** Using Assessment for Instruction:

1. Running Records?beginning level
2. Running Records analysis
3. Record of Oral Language
4. DRA2 Analysis (including Word Analysis)

Instructional Best Practices:

1. Literacy Processing & Developmental Continuum
2. SIOP?Sheltered Instruction Observation Protocol
2. Functional Grammar--Schleppegrell
4. Conferencing
5. Effective Interventions in the Classroom
6. Differentiated Instruction

Oral Language, Vocabulary Development:

1. Oral Language Development
2. Vocabulary Development
3. Word Work

**Reading:**

1. Guided Reading
2. Comprehension Strategies
3. Shared Reading
4. Independent Reading
5. Daily Five
6. Balanced Literacy Centers

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** \*District Resource Staff

\*Christina Meseroll - Coach/ Intervention Specialist

\*Fazaa Shami - Bilingual Resource Teacher

\*Laura Turk - Title I Resource Teacher

\*Wedyan Sleiman - Bilingual Resource Teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Text Analysis - Functional Grammer	Title I Schoolwide	2,000.00	0.00
SIOP	Title I School Improvement (ISI)	1,000.00	0.00
MRA	Title I Schoolwide	1,200.00	0.00
Oral Language Development	No Funds Required	0.00	0.00

## Goal 2: William Ford Writing Goal

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will improve in the writing process as reflected by an annual score increase one point minimum (fall to spring) on writing prompts.

**Gap Statement :**

NA

The state changed the writing MEAP test for the 09/10 school year. Therefore, no standardized test scores were collected for this goal. However, the school is continuing with goal in order to improve writing skills across the curriculum. Writing will remain a focus in the school improvement plan and as a part of a complete literacy curriculum.

**Cause for Gap :** NA

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP Grade 4 only  
 District Local Assessment ( Six Plus One Traits of Writing) K- 5

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** --The number of proficient 4th grade students will increase by 3% on the writing portion of the MEAP.  
 -The number of proficient K-5th grade students will increase by 3% on local writing assessments provided by the district. (Fall to Fall)

**Contact Name :** Christina Meseroll

**List of Objectives:**

ID	Objective
5207	- All students will demonstrate proper use of conventions (spelling, punctuation, & grammar). - All students will demonstrate proper use of the writing process ? in order to produce a published piece. - All students will stay on topic and use supporting details. - All students will use the 6+1 rubric to self-monitor their writing progress.

## 2.1. Objective: Desired Learning Results

**Measurable Objective Statement to Support Goal :** - All students will demonstrate proper use of conventions (spelling, punctuation, & grammar).  
 - All students will demonstrate proper use of the writing process ? in order to produce a published piece.  
 - All students will stay on topic and use supporting details.  
 - All students will use the 6+1 rubric to self-monitor their writing progress.

**List of Strategies:**

ID	Strategy	Locked By
5207	>All teachers will assess student writing using a six-point rubric in grades K-5. >All teachers will insure inter-rater reliability by comparing across grade level samples. >All teachers will model and teach the 6+1 traits through the use of samples and trait crates. >Teacher will participate in a Literacy Intervention Process (IPSS) for the purpose of brainstorming next steps for at-risk students during PLC meetings. >All teachers will model a 6-point sample by guiding students through the components of the writing process (plan, draft, revise, edit, publish). >Students identified with a specific skill deficit will participate in an intervention program within the school day. >21st Century after-school program sponsored by ACCESS	

### 2.1.1. Strategy: Steps for reaching our writing goal

- Strategy Statement:** >All teachers will assess student writing using a six-point rubric in grades K-5.  
>All teachers will insure inter-rater reliability by comparing across grade level samples.  
>All teachers will model and teach the 6+1 traits through the use of samples and trait crates.  
>Teacher will participate in a Literacy Intervention Process (IPSS) for the purpose of brainstorming next steps for at-risk students during PLC meetings.  
>All teachers will model a 6-point sample by guiding students through the components of the writing process (plan, draft, revise, edit, publish).  
>Students identified with a specific skill deficit will participate in an intervention program within the school day.
- >21st Century after-school program sponsored by ACCESS

#### Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills

#### Other Required Information for Strategy

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

William Ford Elementary School teaching and administrative staff has received over 100 hours of training in implementation of the five essential components of reading ("Language Essentials For Teachers of Reading and Spelling", "Texas Reading Academies"). Portions of this training focused on writing instruction, as did the district level 6+1 Writing Traits workshops. The Literacy Coach monitors implementation of research based practices through regular observations, modeling lessons, and co-teaching. In addition to supporting the use of sound strategies the Coach supports the implementation of Thinking Maps as a tool for comprehension and as a plan for writing. The staff, through the PLC process, is creating curriculum maps which identify specific Thinking Maps for specific purposes within the core curriculum. Moats.

"Language Essentials for Teachers of Reading and Spelling".

University of Texas. "Making Content Comprehensible for English Learners: the SIOP Model". Culham.

"6+1 Traits of Writing: The Complete Guide for the Primary Grades".

Culham.

"6+1 Traits of Writing: The Complete Guide Grades 3 and Up".

Developmental Studies Center. "Making Meaning: Strategies That Build Comprehension and Community". Clay, Gill, Glynn, McNaughton, Salmon.

"The Functional Language Approach." Schleppegrell.

"Record of Oral Language and Biks and Gutches".Hyerle, Yeager.

"Thinking Maps: A Language for Learning".

" The Dail Five" Fostering Literacy Indpendence In The Elementary Grades. Gail Boushey & Joan Moser

" The Cafe Book" Engaging all Students in Daily Literacy Assessment & Instruction. Gail Boushey & Joan Moser

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
1. 6 + 1 Writing Strategies 2. Guided/Shared/Interactive Writing 3. Independent Writing 4. Writer's Workshop 5. The Daily Five	09/07/2010	06/10/2011	*District Resource Team *Fazaa Shami - Bilingual Resource Teacher *Christina Meseroll - Literacy Coach/ intervention Specialist *Laura Turk - Title 1 Resource Teacher *Wedyan Sleiman - Bilingual Resource Teacher

**2.1.1.1. Activity: Professional Development for Writing**

**Activity Description:** 1. 6 + 1 Writing Strategies  
2. Guided/Shared/Interactive Writing  
3. Independent Writing  
4. Writer's Workshop  
5. The Daily Five

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** \*District Resource Team

- \*Fazaa Shami - Bilingual Resource Teacher
- \*Christina Meseroll - Literacy Coach/ intervention Specialist
- \*Laura Turk - Title 1 Resource Teacher
- \*Wedyan Sleiman - Bilingual Resource Teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/10/2011

**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 Writing	Title I Schoolwide	2,000.00	0.00
Writer's Workshop	General Funds	500.00	0.00
The Daily Five	Title I Schoolwide	2,000.00	0.00

**Goal 3: William Ford Math Goal**

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will problem solve by interpreting data effectively as reflected by an annual increase (fall to spring) on standardized and/or local assessments.

**Gap Statement :** A significant gap is found between ELL students and non-ELL especially in grades 4 & 5.

Grade 4

Percent of Sub-group meeting State Proficiency Standards

Group

05 06 07 08 09

ELL 94 71 76 59 88

Non-ELL 88 95 89 79 100

All Students 93 77 81 69 95

District 83 83 85 84 93

County 70 76 77 81 88

State 82 85 86 88 92

Grade 5

Percent of Sub-group meeting State Proficiency Standards

Group

05 06 07 08 09

ELL 84 77 49 58 53

Non-ELL 71 87 80 85 83

All Students 81 80 67 69 69

District 77 77 76 77 78

County 61 64 62 66 72

State 73 76 74 77 79

**Cause for Gap :** An achievement gap is evident between ELL and non-ELL students who met or exceeded the standards on the 4th & 5th grade MEAP math test. Again, it's evident that non-mastery of the English Language is causing the gap in the scores. Percent of Sub-group meeting State Proficiency Standards

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP 3-5

District Local Common Assessment K - 5

unit tests - Everyday 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?** -The number of proficient 3rd-5th grade students will increase by 3% on the math portion of the MEAP

-The number of proficient k-2nd grade students will increase by 3% on the math common assessment provided by the district. (Fall to Fall)

**Contact Name :** Wedyan Sleiman

**List of Objectives:**

ID	Objective
5209	-All students will use computation skills across the varied content strands (whole numbers, fractions, decimals, etc.) -All students will use the appropriate tools to convert, read, and write measurements (units and money.)

### 3.1. Objective: Desired Learning Results

**Measurable Objective Statement to Support Goal :** -All students will use computation skills across the varied content strands (whole numbers, fractions, decimals, etc.)  
 -All students will use the appropriate tools to convert, read, and write measurements (units and money.)

**List of Strategies:**

ID	Strategy	Locked By
5209	>All teachers will focus on key terms using grade level vocabulary in relation to computation strategies. (Gr. 3-5: remainders, quotient, and product) >Use curriculum mapping at each grade level to focus on GLCE's. >Waterford Reading Program for K-2 as Tier 2 intervention >All teachers will provide weekly practice in computation skills (K-3 addition/ subtraction & Gr. 4-5 2- and 3-digit addition and subtraction & multiplication/division) >All teachers will provide concrete examples of measurement in a real world context while using vocabulary such as cm, meters, inches, feet, decimals, and dollar signs. >Students identified with a specific skill deficit will participate in an intervention program within the school day. >21st Century after-school program sponsored by ACCESS	

#### 3.1.1. Strategy: Steps for reaching our Math goal

**Strategy Statement:** >All teachers will focus on key terms using grade level vocabulary in relation to computation strategies. (Gr. 3-5: remainders, quotient, and product)  
 >Use curriculum mapping at each grade level to focus on GLCE's.  
 >Waterford Reading Program for K-2 as Tier 2 intervention  
 >All teachers will provide weekly practice in computation skills (K-3 addition/ subtraction & Gr. 4-5 2- and 3-digit addition and subtraction & multiplication/division) >All teachers will provide concrete examples of measurement in a real world context while using vocabulary such as cm, meters, inches, feet, decimals, and dollar signs.  
 >Students identified with a specific skill deficit will participate in an intervention program within the school day.  
 >21st Century after-school program sponsored by ACCESS

**Selected Target Areas**

SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are 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?*

The math curriculum is guided by the use and research provided by "Everyday Math" (The University of Chicago School Mathematics Project) and the "National Council of Teachers of Mathematics", and on-line resource which provides research on best practices. Teachers coordinate implementation through the PLC process, both in grade level teams, and vertically across grades.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
>Math & technology integration using Promethean Boards >Math family Night >Waterford Early intervention Program K-2 >Success Maker grades 3-5	09/07/2010	06/10/2011	Wedyan Sleiman - Bilingual Resource Teacher Building Math Committee classroom teachers

**3.1.1.1. Activity: Professional Development**

**Activity Description:** >Math & technology integration using Promethean Boards  
 >Math family Night  
 >Waterford Early intervention Program K-2  
 >Success Maker grades 3-5

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Wedyan Sleiman - Bilingual Resource Teacher Building Math Committee classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/10/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Using Promethean Boards for Math	Title I Schoolwide	1,000.00	0.00

Waterford Early Intervention	Title I School Improvement (ISI)	1,000.00	0.00
Success Maker grades 3-5	Title I School Improvement (ISI)	2,000.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$500.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I School Improvement (ISI)	\$4,000.00	\$0.00
Title I Schoolwide	\$8,200.00	\$0.00

## Title I Required Components

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

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

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Mahmoud	Abu-Rus	Principal	aburum@dearborn.k12.mi.us
Mrs.	Valerie	Ferrante	Office manager	ferranv@dearborn.k12.mi.us
Mrs.	Laura	Turk	Resource Teacher	turkl@dearborn.k12.mi.us
Mrs.	Karen	Ingoglia	Teacher	ingoglk@dearborn.k12.mi.us
Mrs.	Tamara	VanProeyen	teacher	vanprot@dearborn.k12.mi.us
Mrs.	Kristin	Caballero	Special Education Teacher	caballk@dearborn.k12.mi.us
Mrs.	Stefanie	Hamm	Teacher	hamms@dearborn.k12.mi.us
Mrs.	Latifeh	Sabbagh	Social Worker	sabbagl@dearborn.k12.mi.us
Mrs.	Fazaa	Shami	Bilingual Resource Teache	shamif@dearborn.k12.mi.us
Mrs.	Sandra	Wood	Parent liason	woods@dearborn.k12.mi.us
Mrs.	Nahed	Nasralla	Parent	nahednasralla@yahoo.com
Mrs.	Wedyan	Sleiman	Bilingual Resource Teache	sleimaw@dearborn.k12.mi.us
Mrs.	Christina	Meseroll	Literacy Coach/ Intervent	meseroc@dearborn.k12.mi.us
Mrs.	Rola	Affas	Parent	rolaaffas@gmail.com
Mrs.	Rana	Abuzahria	Parent	rana_shinnawi@live.com
Mrs.	Rania	ElFassih	Parent	rchannir@msn.com

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

Monthly meetings to discuss SIP and implementation  
make recommendations for next steps

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

Following the monthly meetings, recommendations are presented to staff during staff meetings for voting or adoption. Further discussion may take place.  
The parent liason shares the information with parents in several ways and asks for feedback

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

All pertinent information is translated into Arabic prior to sending it home. In addition, a translator is always available during parent meetings and during conferences. The district's Bilingual office is also available to provide additional languages upon request.

# 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:

Superintendent

Address:

18700 Audette street, Dearborn-Mi

Telephone Number:

(313) 827-3020

## 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?***

- Kindergarten and 5th grade teachers engage in collaborative planning with their counterparts the preschool and at the middle levels to ensure a smooth academic transition that recognizes and accommodates variations in curricula across feeder schools.
- How to keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education.
- Provides programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.
- Use a variety of developmentally appropriate instructional practices that will enable each child to experience academic success.
- Employ strategies such as cooperative learning that provide opportunities for peer interaction.
- Consider organizational structures such as team teaching that ensure teachers have meaningful knowledge and understanding of each child.

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

Our school uses multiple funds to support student learning including local district funds, state aid, unit budget, At Risk 31A, Section 41 (bilingual) Title I, Title II and in kind services and contributions from several community organizations. Title I funds are used to supplement and support the instructional program, to hire additional staff who provide interventions to students during the day, to acquire instructional materials, provide professional development in best practices such as differentiation, ESL strategies and data interpretation (MEAP, DRA and ELPA) and to release teachers for Professional Learning Communities sessions and Instructional Dialogues. Our early childhood program collaborates with Head Start to ensure proper student identification, screening, assessment, and placement of all eligible students. This process has helped us in preparing our incoming kindergartners in the required school readiness skills including social/emotional linguistic and cognitive.

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

Technology is regularly incorporated into quality, engaging instruction. To help meet the needs of diverse learners. All classrooms are equipped with Promethean boards and Elmo data projectors. All teachers have a laptop to allow them sufficient opportunity to plan for instruction using the Promethean boards and a full time instructional technician who co-teaches with classroom teachers on a rotating basis, to allow for the integration of technology in all content areas.