

School Improvement Plan

School Year: 2009

School District: South Redford School District

Intermediate School District: Wayne RESA

School Name: Jane Addams Elementary School

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

Principal: Mrs. Carol Lindman

Building Code: 01888

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 School Improvement 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:	Jane Addams Elementary School
District:	South Redford School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	01888
City:	Redford
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The vision of the staff at Jane Addams Elementary is to encourage an environment of high achieving students where all students are learning and growing to become life long learners. We envision students that demonstrate respect for others and show responsible behaviors in order to create a safe and engaging place for learning.

Mission Statement

Our mission at Jane Addams Elementary School is to help students to learn and be safe.

Beliefs Statement

We believe all children can learn through differentiated instruction.

We believe research supported best practice enhances students success in school.

We believe students academic success is contributed from SMART goals developed through grade level teams.

We believe children learn best in a safe environment through respectful and responsible behavior.

We believe data driven instruction increases higher student leaning success.

Goals

ID	Name	Development Status	Progress Status
2389	READING	Approved	Open
2907	WRITING	Approved	Open
2968	MATH	Approved	Open

Goal 1: READING

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will show continuous improvement of reading proficiency.

Gap Statement : According to the DIBLES data, 72% of kindergartners, 40% of first graders and 76% of second graders are at benchmark. According to the MEAP, 93% of third graders, 78% of fourth graders and 74% of fifth graders are proficient in reading.

Cause for Gap : Beginning in first grade, the data reveals a significant gap in performance between African American students and Caucasian students. There are 16% more Caucasian students at proficiency in first grade and in fourth grade as well as a 45% difference in performance in fifth grade.

Multiple measures/sources of data you used to identify this gap in student achievement : DIBELS, MEAP, NWEA

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? Each quarter, grade level teams will determine which assessment will be used to measure student achievement in reading proficiency. Assessment will include but are not limited to DIBELS, running records, Open Court unit assessments, QRI, MLPP assessments and weekly comprehension quizzes. Each grade level may be assessing a different skill related to reading proficiency; however each skill addressed will be used to measure overall reading proficiency in each grade.

Contact Name : Robyn Pegg

List of Objectives:

ID	Objective
2578	80% of all students will score in the proficient level on the MEAP including 75% of the African American students. 85% of all students in each grade will score in the proficient level in quarterly assessments determined by grade level.

1.1. Objective: READING GOAL

Measurable Objective Statement to Support Goal : 80% of all students will score in the proficient level on the MEAP including 75% of the African American students. 85% of all students in each grade will score in the proficient level in quarterly assessments determined by grade level.

List of Strategies:

ID	Strategy	Locked By
2578	Teachers will study recent research based on best practice in relation to reading instruction. Studies will include how to best support different learning styles as well as how to support our African American students.	

1.1.1. Strategy: Research Best Practice

Strategy Statement: Teachers will study recent research based on best practice in relation to reading instruction. Studies will include how to best support different learning styles as well as how to support our African American students.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Classroom Instruction that Works by R. Marzano, Training received in MLPP training, Beating the Odds in Teaching All Children to Read by B. Taylor, P. Pearson, K. Clark.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
As a whole staff, teachers will read and discuss What Works in Classroom Instruction by R. Marzano and Beating the Odds in Teaching All Children to Read by B. Taylor, P. Pearson, K. Clark and	09/15/2009	12/15/2009	All staff

S. Walpole.			
Teachers will meet in grade levels one to two times a month. Focus of meetings will be to determine which strategies worked best in reading instruction, what assessments will be used to measure learning and what students need extra instructional help.	09/08/2009	05/25/2010	Grade Level Teachers
According to data collected at the grade level, struggling students can be identified. Using that data, teachers will compile a list of students that need interventions in reading instruction. Toolkits for specific interventions will be used with those students. The toolkits may include games or at-home activities that can be done with a parent. The toolkits will be used all year long, but teachers will complete toolkits in a PLC meeting in September.	09/22/2009	09/22/2009	Grade Level Teachers

1.1.1.1. Activity: Book Study

Activity Description: As a whole staff, teachers will read and discuss What Works in Classroom Instruction by R. Marzano and Beating the Odds in Teaching All Children to Read by B. Taylor, P. Pearson, K. Clark and S. Walpole.

Activity Type: None

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity: All staff

Planned Timeline: Begin Date - 09/15/2009, End Date - 12/15/2009

Actual Timeline: Begin Date - 09/15/2009, End Date - 12/15/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Book by R. Marzano for whole staff	General Funds	320.00	320.00

1.1.1.2. Activity: PLC Meetings

Activity Description: Teachers will meet in grade levels one to two times a month. Focus of meetings will be to determine which strategies worked best in reading instruction, what assessments will be used to measure learning and what students need extra instructional help.

Activity Type: None

Planned staff responsible for implementing activity: Grade Level Teachers

Actual staff responsible for implementing activity: Grade Level Teachers

Planned Timeline: Begin Date - 09/08/2009, End Date - 05/25/2010

Actual Timeline: Begin Date - 09/08/2009, End Date - 05/25/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Schedule of Meetings	No Funds Required	0.00	0.00

1.1.1.3. Activity: RTI/ Toolkits

Activity Description: According to data collected at the grade level, struggling students can be identified. Using that data, teachers will compile a list of students that need interventions in reading instruction. Toolkits for specific interventions will be used with those students. The toolkits may include games or at-home activities that can be done with a parent. The toolkits will be used all year long, but teachers will complete toolkits in a PLC meeting in September.

Activity Type: None

Planned staff responsible for implementing activity: Grade Level Teachers

Actual staff responsible for implementing activity: Grade Level Teachers

Planned Timeline: Begin Date - 09/22/2009, End Date - 09/22/2009

Actual Timeline: Begin Date - 09/22/2009, End Date - 09/22/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Toolkit supplies	General Funds	100.00	100.00

Goal 2: WRITING

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

Student Goal Statement : All students will improve their ability to write clearly in all curricular areas by increasing their organization and skills in developing ideas.

Gap Statement : Based on a review of the MEAP standardized test, only 51% of students (grades 3-5) are scoring proficiently in the Writing portion of the MEAP.

Cause for Gap : In breaking down the specific areas of struggle on the MEAP for our school (i.e. comment codes that indicate areas of struggle), of the students who did not meet proficiency, 74% received a comment code of '3' - "needs details and examples to adequately develop the ideas and content; and 30% received a comment code of '4' - "lacks coherent organization and/or connections between ideas.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP was used to determine the need for this goal, yet in our plan you will see other forms of assessments will be used including classroom data and quarterly assessments.

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? Each quarter, grade level teams will determine which assessment will be used to measure student achievement in writing proficiency. Assessments will include but are not limited to MEAP, weekly linking written responses, Open Court writing/reading assessments. Each grade level may be assessing a different skill related to writing proficiency; however each skill addressed will be used to measure overall writing proficiency in each grade.

Contact Name : Josh Bzovi

List of Objectives:

ID	Objective
2833	65% of students will score proficiently on the Writing portion of the MEAP standardized test. 50% of students will achieve proficiency in the specified area: "needs details and examples to adequately develop the ideas and content" (MEAP comment code 3) and 80% will achieve proficiency in the specified area: "lacks coherent organization and/or connections between ideas" (MEAP comment code 4).

2.1. Objective: Writing

Measurable Objective Statement to Support Goal : 65% of students will score proficiently on the Writing portion of the MEAP standardized test. 50% of students will achieve proficiency in the specified area: "needs details and examples to adequately develop the ideas and content" (MEAP comment code 3) and 80% will achieve proficiency in the specified area: "lacks coherent organization and/or connections between ideas" (MEAP comment code 4).

List of Strategies:

ID	Strategy	Locked By
2833	Teachers will research best practices around writing instruction that focuses on including, organizing, and connecting ideas and details; incorporating activities, tools, teacher collaboration, and other means of motivating student achievement in these areas.	

2.1.1. Strategy: Writing Proficiency

Strategy Statement: Teachers will research best practices around writing instruction that focuses on including, organizing, and connecting ideas and details; incorporating activities, tools, teacher collaboration, and other means of motivating student achievement in these areas.

Selected Target Areas

SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

"When Poverty's Children Write: Celebrating Strengths, Transforming Lives" by Bobbie A. Solley

"6 + 1 Traits of Writing: The Complete Guide (Grades 3 and Up)" by Ruth Culham

"Regie Routman in Residence: Transforming Our Teaching Through Reading/Writing Connections" by Regie Routman

"Writing Essentials: Raising Expectations and Results While Simplifying Teaching" by Regie Routman

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will read "When Poverty's Children Write: Celebrating Strengths, Transforming Lives" by Bobbie A. Solley	09/07/2009	11/30/2009	All Staff
Collaborative team meetings and/or staff meetings will focus and discuss the best practices found in "When Poverty's Children Write: Celebrating Strengths, Transforming Lives" by Bobbie A. Solley	09/07/2009	11/30/2009	Writing team/committee All staff
The staff will organize a writing "kick-off" assembly to promote writing and excite students. The staff will organize whole-school writing celebrations, where students will share their writings with the school through assemblies, video productions, or through the p.a. system (loudspeaker). The staff will organize writing competitions that students will have an opportunity to participate in, such as poetry, or short story. etc. contests that will give students real audiences to write for.	10/01/2009	05/30/2010	Writing committee and staff volunteers
Staff will implement the Optimal Learning Model (OLM) as described by "writing guru" Regie Routman to enhance student	09/07/2009	05/30/2010	All Staff

learning. This brand of scaffolding teaches students "whole to part" writing through teacher directed modeling and ending with independant student work.			
Selected staff will use the EET to help develop writing skills with students, primarily in lower elementary, but also for struggling students in upper elementary.	09/07/2009	05/30/2010	Resource teacher, speech teacher, lower elementary staff

2.1.1.1. Activity: Reasearch

Activity Description: Staff will read "When Poverty's Children Write: Celebrating Strengths, Transforming Lives" by Bobbie A. Solley

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 11/30/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
When Poverty's Children Write	General Funds	360.00	0.00

2.1.1.2. Activity: Team Meeting

Activity Description: Collaborative team meetings and/or staff meetings will focus and discuss the best practices found in "When Poverty's Children Write: Celebrating Strengths, Transforming Lives" by Bobbie A. Solley

Activity Type: None

Planned staff responsible for implementing activity: Writing team/committee
All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 11/30/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement schedule of meetings	No Funds Required	0.00	0.00

2.1.1.3. Activity: Motivation Activities

Activity Description: The staff will organize a writing "kick-off" assembly to promote writing and excite students.

The staff will organize whole-school writing celebrations, where students will share their writings with the school through assemblies, video productions, or through the p.a. system (loudspeaker).

The staff will organize writing competitions that students will have an opportunity to participate in, such as poetry, or short story. etc. contests that will give students real audiences to write for.

Activity Type: None

Planned staff responsible for implementing activity: Writing committee and staff volunteers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2009, End Date - 05/30/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Recognition Awards	General Funds	150.00	0.00

2.1.1.4. Activity: Optimal Learning Model

Activity Description: Staff will implement the Optimal Learning Model (OLM) as described by "writing guru" Regie Routman to enhance student learning. This brand of scaffolding teaches students "whole to part" writing through teacher directed modeling and ending with independent student work.

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 05/30/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Regie Routman in Residence: Transforming Our Teaching Through Reading/Writing Connections	No Funds Required	0.00	0.00

2.1.1.5. Activity: Expanding Expression Tool Kit

Activity Description: Selected staff will use the EET to help develop writing skills with students, primarily in lower elementary, but also for struggling students in upper elementary.

Activity Type: None

Planned staff responsible for implementing activity: Resource teacher, speech teacher, lower elementary staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 05/30/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
EET	General Funds	230.00	0.00

Goal 3: MATH

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will increase their number sense and fact fluency.

Gap Statement : Using data from the MEAP, 89% of third graders are proficient in math, 81% are proficient in fourth grade and 71% are proficient in fifth grade.

Cause for Gap : Specifically, the economically disadvantaged and the African Americans scores in math are significantly lower than the Caucasian and economically advantaged groups. 71% of African Americans scored at a proficient level in math whereas 94% of our Caucasian students scored proficient. Only 67% of the

economically disadvantaged students were proficient in math.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, NWEA, Grade-level assessments, quarterly assessments

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? Each quarter, grade level teams will determine which assessment will be used to measure student achievement in math proficiency. Assessment will include but are not limited to MEAP, NWEA, weekly quizzes, grade level assessments or report cards. Each grade level may be assessing a different skill related to math fluency; however each skill addressed will be used to measure overall math proficiency in each grade.

Contact Name : Robyn Pegg

List of Objectives:

ID	Objective
2719	90% of our students overall will score at a proficient level in math on the MEAP. Further more, 85% of our economically disadvantaged students will score at a proficient level along with 85% of our African American subgroup.

3.1. Objective: MATH FLUENCY

Measurable Objective Statement to Support Goal : 90% of our students overall will score at a proficient level in math on the MEAP. Further more, 85% of our economically disadvantaged students will score at a proficient level along with 85% of our African American subgroup.

List of Strategies:

ID	Strategy	Locked By
2719	Teachers will collaborate in grade level teams and develop activities to engage all students in number sense practice. Teachers will also develop ways to engage families to participate in helping their child.	

3.1.1. Strategy: Differentiated Instruction

Strategy Statement: Teachers will collaborate in grade level teams and develop activities to engage all students in number sense practice. Teachers will also develop ways to engage families to participate in helping their child.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 2.5 Fosters a learning community
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.8 Implements interventions to help students meet expectations for student learning

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

Math Trailblazers and Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools by Clearinghouse

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
In November, teachers will plan for a math carnival in which all families will be invited to participate in. Math games devoted to fact and number sense fluency will be demonstrated and offered as gifts to be taken home to practice. Prior to this event, teachers will also create tool kits to send home for parents to practice with (flash cards, practice sheets, reminder notes, games) throughout the year.	10/08/2009	11/17/2009	Classroom teachers, Principal, Support Staff
Teachers will give timed test with progress being monitored in data binders and or a class chart. Tests are sent home for parents to review.	09/21/2009	05/21/2010	Classroom Teachers
Using the article, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, the whole staff will study new strategies we may use in our classrooms. As a staff we will try out the activities and report back strengths and weaknesses.	11/03/2009	12/08/2009	Classroom teachers

3.1.1.1. Activity: Parent Interaction

Activity Description: In November, teachers will plan for a math carnival in which all families will be invited to participate in. Math games devoted to fact and number sense fluency will be demonstrated and offered as gifts to be taken home to practice. Prior to this event, teachers will also create tool kits to send home for parents to practice with (flash cards, practice sheets, reminder notes, games) throughout the year.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers, Principal, Support Staff

Actual staff responsible for implementing activity: Classroom teachers, Principal, Support Staff

Planned Timeline: Begin Date - 10/08/2009, End Date - 11/17/2009

Actual Timeline: Begin Date - 10/08/2009, End Date - 11/17/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Carnival	Title II Part A	200.00	200.00

3.1.1.2. Activity: Progress Monitoring

Activity Description: Teachers will give timed test with progress being monitored in data binders and or a class chart. Tests are sent home for parents to review.

Activity Type: None

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity: Classroom Teachers

Planned Timeline: Begin Date - 09/21/2009, End Date - 05/21/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Progress Monitoring	No Funds Required	0.00	0.00

3.1.1.3. Activity: Study Research

Activity Description: Using the article, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, the whole staff will study new strategies we may use in our classrooms. As a staff we will try out the activities and report back strengths and weaknesses.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity: Classroom teachers

Planned Timeline: Begin Date - 11/03/2009, End Date - 12/08/2009

Actual Timeline: Begin Date - 11/03/2009, End Date - 12/08/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Research study	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,160.00	\$420.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$200.00	\$200.00

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
Mrs.	Kerri	Huckestein	Parent/PTA President	itsallgoodkerri@aol.com
Mrs.	Laura	Duron	Parent	mexyankee@yahoo.com
Mrs.	Susan	Eichelberger	Parent	msike@twmi.rr.com
Mrs.	Kinikia	Essex	Parent	kdessix@yahoo.com
Mrs.	Tiona	Simmons	Parent	tionasimmons@yahoo.com
Mrs.	Rhonda	Ross	Parent	tatauba@aol.com
Mrs.	Shirl	Miller	Parent	sju806@yahoo.com
Mrs.	Amy	Nagy	Parent	amy.nagy.isp@statefarm.com
Mrs.	Wendy	Miller	Parent	brian_j_miller@earthlink.net
Mrs.	Laurel	Christopherson	Parent	lachristo@juno.com
Ms.	Robyn	Pegg	Teacher	peggro01@southredford.net
Ms.	Carol	Lindman	Principal	lindman@southredford.net
Mr.	Josh	Bzovi	Teacher	bzovjo01@southredford.net

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

Using feedback from whole school parent surveys, the school improvement team (Ms. Pegg and Mr. Bzovi) with the guidance of Ms. Lindman will conduct parent meetings four times a year. Topics discussed will be determined by parent needs for their children's success in school. The Parent Advisory Committee (which consists of the parents on this stakeholder list) will give SI team feedback at these meetings pertain to how they can work together to meet reading, writing and math goals.

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

Curriculum is designed using the Michigan Grade level content expectations. All benchmarks from each grade level are benchmarks that are designated grade level expectations by the state. Grade level teams work together to determine pace of content using common reading and math programs. The parent advisory committee will provide feedback to staff as how to best help their children reach these benchmarks. Evening math and reading events will be planned with the help of the Parent Advisory committee to support learning at home.

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

Grade level weekly letters are shared with parents to communicate what curriculum is being covered as well as ideas for things to work on at home. DIBELS scores as well as MEAP scores are to be shared with parent advisory committee in order to communicate ideas on how to advance struggling students.

Statement of Non-Discrimination

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:	Principal
Address:	14025 Berwyn
Telephone Number:	313-532-8064

References

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

Conclusion

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

We will be engaged in whole staff meetings as well as grade level meetings throughout the year. We will need financial support to provide staff with the books/research we are planning to read. We will also need to have common meetings times for these activities.

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

We are in the process of determining if we are going to receive Title I funds. We have discussed activities for at risk students using only these funds as well as whole school activities like a Math Carnival and Reading Night that will come from General school funds or PTA support.

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

Two of our teachers will have the support of an interactive digital whiteboard beginning in the fall. Our hopes are for the whole school to be able to receive funds for this technology. We have also integrated text readers into our curriculum to support struggling readers.