School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Brownell Middle School

Grades Served: 6,7,8

Principal: Dr. Michael Dib

Building Code: 00424

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

Contents

Introduction

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

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

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

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

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

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

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

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

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

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	**Brownell Middle School**
District:	**Grosse Pointe Public Schools**
Public/Non-Public:	**Public**
Grades:	**6,7,8**
School Code Number:	**00424**
City:	**GROSSE POINTE FARMS**
State/Province:	**Michigan**
Country:	**United States**

Vision

Vision Statement

Brownell Middle School's vision is congruous with our district's vision of Excellence in Education: Learning and leading for today and tomorrow. Our school is committed to preparing students for the academic and social changes of the 21st Century. Our staff sets academic goals that are monitored and adjusted to meet the needs of all students. Curriculum is differentiated to provide challenge and rigor for all students. Staff continually sets academic benchmarks that correlate to state and federal standards.

Mission Statement

The mission of the Brownell School Community is to promote the acquisition of knowledge, skills, and behaviors necessary for all students to realize their individual potential. Students will also be contributing leaders and members in the 21st Century.

Beliefs Statement

The Brownell Middle School Learning Community believes and values the following three guiding principles to effective teaching and learning in the 21st Century.

1. Accountability - Students, parents, and staff are responsible for learning expectations. Student data in the form of standardized tests and common assessments are used to set learning goals for all students. Monthly parent meetings are also used for community input and feedback. Students are active participants in goal setting and learning. Teachers have weekly school improvment and staff development time to set learning standards that correlate to state and federal benchmarks. Throughout the school year, goals are reviewed and adjusted to meet the values of learning at Brownell.

2. Relationships - the Brownell Learning Community believes that establishing relationships is the key to success for all students. Relationships are established within the walls of the school and also outside the classroom. Staff web sites, electronic communication, parent meetings, Parent/Teacher Conferences, Principal Roundtable Meetings, weekly all school assemblies, and a genuine concern for student success helps to build a bond and trust betwee parent, students, and staff.

3. Challenge and Rigor for all students - Brownell provides a curriculum that meets the needs of students based upon their readiness and interest levels. Students are encouraged to challenge themselves by selecting honors courses that stretch their thnking and enhance their learning. Courses are designed and implemented to challenge students at their instructional level and move them to an independent learning level. Students are also encouraged to select elective courses that are out of their comfort zone as it relates to learning new skills.

Goals

ID	Name	Development Status	Progress Status
7108	Improving school writing scores using the district writing test	Approved	Open
19366	Improving math literacy	Approved	Open
19373	Reading Achievement	Approved	Open

Goal 1: Improving school writing scores using the district writing test

Content Area : English Language Arts
Goal Source : edyes
Development Status : Approved

Student Goal Statement : Increase the total number of students receiving a Satisfactory score on the Grosse Pointe Writing Test.

Increase the number of male students achieving a satisfactory score on the Grosse Pointe Writing Test.

Increase the number of quality opportunities for students to write stories using the approved district writing prompts.

Increase student and teacher opportunities to review writing criteria for the purpose of achieving satisfactory scores.

Gap Statement : Upon review of the Spring 2009 writing results, the following are percentages of all students achieving a Satisfactory score:

Grade 6: 75%
Grade 7: 63%
Grade 8: 64%

Percentage of males achieve a Satisfac5tory score:

Grade 6: 69%
Grade 7: 52%
Grade 8: 49%

Cause for Gap : Review of writing scores indicate the need for improved grammar, spelling, paragraphing, sentence structure, and staying on topic.

Multiple measures/sources of data you used to identify this gap in student achievement : Practice writing tests (one each card marking period)
Use of 6 + 1 writing traits
Writing samples from all core and elective classrooms
Rubrics of effective writing examples
Peer editing and feedback to determine acceptable writing levels

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 includes quarterly graded writing samples using the district approved rubrics for grading purposes and also using the spring 2010 writing test.

The ultimate target goal is for 80% of the students to score a level "4" or higher on the GP Writing Test.

Contact Name : Michael Dib Susan Dempsey

List of Objectives:

ID	Objective
7730	Eighty percent of all students will score a level "4" or higher on the spring GP writing test.

EdYES! (40) Challenges : None

1.1. Objective: Eighty percent of students will score a level

Measurable Objective Statement to Support Goal : Eighty percent of all students will score a level "4" or higher on the spring GP writing test.

List of Strategies:

ID	Strategy	Locked By
7730	All staff will use the SEEK method (Statement, Example, Explanation, (K) conventions)to assist students. Writing will occur across the curriculum. Students will write an organized paragraph with an introduction, body, and conclusion using conventions, supporting details, and sentence fluency.	

1.1.1. Strategy: Use the SEEK method to improve writing.

Strategy Statement: All staff will use the SEEK method (Statement, Example, Explanation, (K) conventions)to assist students. Writing will occur across the curriculum. Students will write an organized paragraph with an introduction, body, and conclusion using conventions, supporting details, and sentence fluency.

Selected Target Areas

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

SPR (90) II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

SPR (90) III.2.B.1 Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Best practices in the teaching of writing.
6 + 1 writing traits reference book is used
Dr. Roger McCaig provided teacher training based upon best teaching practices.
Effective Differentiated Instruction

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing subcommittee will meet three times during the remainder of the school year to update the entire staff on writing strategies, action plans, and activities.	09/07/2010	06/16/2011	The Brownell English Department and writing subcommittee team.

1.1.1.1. Activity: Writing across the curriculum

Activity Description: Writing subcommittee will meet three times during the remainder of the school year to update the entire staff on writing strategies, action plans, and activities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: The Brownell English Department and writing subcommittee team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School District	General Funds	1,000.00	0.00

Goal 2: Improving math literacy

Content Area : Math
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : Students will become more proficient math students in areas of conceptual and computational benchmarks.

Gap Statement : MEAP
87% of all 8th grade students were proficient on the Fall 2009 MEAP test.

NWEA
Grade 6 students scored in the 74%ile overall
Grade 7 students scored in the 68%ile overall
73%ile male
62%ile female
Grade 8 students scored in the 66%ile overall
68%ile male
65%ile female

Cause for Gap : N.FL.05.14 Adding and subtracting fractions with unlike denominators in grades 5/6

N.FL.06.04 Multiplying and dividing any two fractions including mixed numbers
N.FL.06.10 Computing with positive and rational numbers
Grade7

N. FL.07.07 Solving problems involving operations with intergers
N. FL.07.08 Adding, subtracting, multiplying, and dividing rational numbers

Multiple measures/sources of data you used to identify this gap in student achievement : Teacher observation
Common assessments by grade level
MEAP scores
NWEA scores
Unit tests and quizzes

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? Improve grade 8 MEAP proficiency from 87% to 96%

Improve Grade 6 overall NWEA %ile average from 74% ile to 80%ile

Improve Grade 7 overall NWEA %ile average from 76%ile to 80%ile
Improve Grade 8 overall NWEA %ile average from 69%ile to 80%ile

All students will be proficient on grade level and district-wide common assessments.

Contact Name : Sandy LeMoine

List of Objectives:

ID	Objective
22530	Brownell math students will demonstrate proficiency in math conceptual and computational benchmarks

2.1. Objective: Students will demonstate math proficiency on MEAP and NWEA testing

Measurable Objective Statement to Support Goal : Brownell math students will demonstrate proficiency in math conceptual and computational benchmarks

List of Strategies:

ID	Strategy	Locked By
22530	Brownell will continue to use data to support students who have gaps in mastering specific benchmarks. Students in need of additional support will be offered the opportunity to enroll in a foundations class (double block)to scaffold instruction in a class size maximum of 15 students. Students may also enroll in an Academic Support Class, and/or Homework Help after school (certified math teacher in attendance at least once a week)	

2.1.1. Strategy: Continue to implement academic support

Strategy Statement: Brownell will continue to use data to support students who have gaps in mastering specific benchmarks. Students in need of additional support will be offered the opportunity to enroll in a foundations class (double block)to scaffold instruction in a class size maximum of 15 students. Students may also enroll in an Academic Support Class, and/or Homework Help after school (certified math teacher in attendance at least once a week)

Selected Target Areas

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of

units of study and clarify any aspects of the curriculum they do not understand.
SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
SPR (90) I.3.A.2 Consistency/Reliability: Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
District data
State assessment reports
Staff Development speakers on brain based learning
Teaching, using Best Practice
Enhancing Professional Practice
School Leadership that Works
Differentiation in Practice

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Using data, we have targeted math students needing additional support. We are using math expert Heather Hart and common assessment expert Ellen Voorkamp for staff development purposes to differentiate instruction to meet student needs and also use best teaching practices to insure success for all students.	09/13/2010	06/17/2011	Principal Assistant principal Math Department chair Math teachers School Improvement sub-committee

2.1.1.1. Activity: Staff Development and best practice

Activity Description: Using data, we have targeted math students needing additional support. We are using math expert Heather Hart and common assessment expert Ellen Voorkamp for staff development purposes to differentiate instruction to meet student needs and also use best teaching practices to insure success for all students.

Activity Type: Revised

Planned staff responsible for implementing activity: Principal
Assistant principal
Math Department chair
Math teachers
School Improvement sub-committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/13/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grosse Pointe Public School System	District funds	5,000.00	0.00

Goal 3: Reading Achievement

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

Student Goal Statement : Students will become more proficient readers and effectively read and communicate across all fiction, non-fiction, analytical genres and curriculum content areas.

Gap Statement : NWEA testing results:
Grade 6: 74%ile average
Grade 7: 76%ile average
Grade 8: 69%ile average

Close gap between males and females in Grades 6 & 8
Grade 6: Female 77%ile Male 71%ile
Grade 8: Female 73% Male 65%ile

Cause for Gap : Challenging curriculum for all students
Lack of support classes in English/Reading
Book titles of interest for male students
Designated independent reading time during the day

Multiple measures/sources of data you used to identify this gap in student achievement : NWEA scores
Teacher observations
Common assessments
Enrollment in Honors English courses

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 the average %ile scores of students in Grades 6-8 on the NWEA test
Average %ile scores will improve:
Grade 6 by 6 points
Grade 7 by 4 points
Grade 8 by 11 points
Average %ile scores will be at least 80%ile for all three grades.

Contact Name : Susan Dempsey

List of Objectives:

ID	Objective
22539	Brownell students will demonstrate proficiency in reading as evidenced by student performances on NWEA tests, common assessments, district-wide developed assessments by grade level, and teacher observations.

3.1. Objective: Brownell students will demonstrate proficiency in reading

Measurable Objective Statement to Support Goal : Brownell students will demonstrate proficiency in reading as evidenced by student performances on NWEA tests, common assessments, district-wide developed assessments by grade level, and teacher observations.

List of Strategies:

ID	Strategy	Locked By
22539	Brownell will continue to support students through Student Center, a course for struggling reading learners, and Homework Help. the struggling readers will be exposed to the FAST reading program and literary strategies to assist with word recognition and comprehension.	

3.1.1. Strategy: Support and Assist

Strategy Statement: Brownell will continue to support students through Student Center, a course for struggling reading learners, and Homework Help. the struggling readers will be exposed to the FAST reading program and literary strategies to assist with word recognition and comprehension.

Selected Target Areas

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

SPR (90) III.2.B.1 Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

SPR (90) V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful,

appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
District Data
Enhancing Professional Practice - A Framework for Teaching
Successful classes/programs in other districts
Staff Development
Differentiation in Practice
School Leadership that Works
Courageous Conversations

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
With support from the building media specialist, English Department, and School Improvement Team, a designated time will be used each week for students to independently read a novel that challenges their thinking. Student Center teachers will also designate a time to support student reading.	09/07/2010	06/16/2011	Principal Assistant principal English Department chair English Department Library media specialist School improvement sub-committee

3.1.1.1. Activity: School-wide reading program

Activity Description: With support from the building media specialist, English Department, and School Improvement Team, a designated time will be used each week for students to independently read a novel that challenges their thinking. Student Center teachers will also designate a time to support student reading.

Activity Type: Revised

Planned staff responsible for implementing activity: Principal
Assistant principal
English Department chair
English Department
Library media specialist
School improvement sub-committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grosse Pointe Public School System	School district funds	7,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$1,000.00	$0.00
Other	$5,000.00	$0.00
Other	$7,000.00	$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
Dr.	Michael	Dib	Principal	mike.dib@gpschools.org
Mr.	Chris	Clark	Assistant Principal	chris.clark@gpschools.org
Mrs.	Susan	Dempsey	English Dept. Chair	susan.dempsey@gpschools.org
Mrs.	Sandy	LeMoine	Math Dept. Chair	Sandra.lemoine@gpschools.org
Mr.	Pete	Dettlinger	SS Dept. Chair	pete.dettlinger@gpschools.org
Mr.	Walt	Charuba	Science Dept. Chair	walter.charuba@gpschools.org
Mrs.	Angie	Niforos	Counselor	angie.niforos@gpschools.org
Mrs.	Marie	Fachini-Kurily	Counselor	marie.fachinikurily@gpschools,org
Mrs.	Susan	Fell	Social Worker	susan.fell@gpschools.org
Ms.	Joanna	Porvin	Foreign Lang Teacher	joanna.porvin@gpschools.org

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

All stakeholders participated in some form of building goals and action plans. The school goals, objectives, activities, and action plans have been shared with our building staff, PTO, Principal Roundtable Meetings, Central Office, and the board of Education.

All students, staff, parents, and community members had/have the opportunity for input and suggestions. All school improvement plans are carried out by all staff. Results of a school wide student survey in the Spring of 2010 will also be used for future planning of school improvement.

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

Our school district has a district-wide K-12 curriculum committee. Any four members of the school community can propose a curriculum change or review. Stakeholders include students, parents, teachers, and community members. Subcommittees study the proposed curriculum changes, make a recommendation to the EPLC curriculum committee, and then final approval occurs at the Board of Education level.

Instructional and assessment decisions (formative & summative) are made at department, building, and district levels. Weekly school improvement time is allocated for staff to collaborate with regard to subject benchmarks, common assessments, data review, and effective differentiation instructional strategies.

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

There are several means to communicate pertinent student learning information to all stakeholders:

1. School improvement Mondays are used by each department to collect and review data. this data review results in the creation of lessons and units that challenge all student learners. Pertinent information is also shared with other departments and staff.

2. Building Leadership Team with representation from all stakeholders meets on a regular basis throughout the school year. The purpose of this team is to discuss ways to improve teaching and learning for all students.

3. Back-to-School Night and Parent/Teacher Conferences are used to report school and individual student data. Monthly parent and PTO meetings are also used to disseminate information.

4. Pinnacle electronic grade book is for parents and students to access grades for continued student progress.

5. The community is kept informed through monthly Board of Education Meetings and work sessions. Data is also available on the district and school web-sites.

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:	Mr. Tom Harwood, HR Director
Address:	389 St. Clair, Grosse Pointe, MI
Telephone Number:	313-432-3015

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?

There are a number of professional activities needed to provide school improvement support:

1. The continued use of weekly school improvement time for teachers and departments to reflect on data and provide action plans based upon that data.

2. Staff Development days provided throughout the school year for teachers from all three middle schools. This time can be used to create consistent benchmarks across the district.

3. Staff Development and research on effectively creating both formative and summative common assessments. It is important that all staff have an opportunity for input in the process. Time is also needed for follow-up data driven decisions that will be used to monitor and adjust effective teaching and learning strategies.

4. School and district in-service days that focus on brain based research and best teaching practices to improve learning for all students.

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

The Board of Education and Central Office support school improvement by funding appropriate support and honors classes that meet individual student needs. Staff leaders and department chairpersons have gone to school improvement training and then come back to the school and teach the other teachers. Based upon learning results, our school has incorporated support classes in English, math, and general academic assistance. A Zero Hour and after school Homework Help have also been used to enhance learning for all students.

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

Brownell Middle School has assessed the need for integrated technology to support school improvement in the following ways:

1. Surveyed three separate groups of stakeholders (students, staff, parents) for feedback on the skills necessary to be successful students and citizens in the 21st Century. Results from the Spring 2010 survey will be used as part of the school improvement process.

2. Our district committee named The Grosse Pointe Foundation for Public Education has pledged dollars to support school improvement. Purchases to date include Smart Boards, digital document cameras, sound systems, and LCD projectors.

3. Teachers use personal web pages to communicate daily assignments and curriculum expectations. Electronic grade books are also used to keep students and parents apprised of learning results. These tools were/are implemented based upon input from parents and the community.