School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Pierce Middle School

Grades Served: 6,7,8

Principal: Mr. Gary Buslepp

Building Code: 03031

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
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: **Pierce Middle School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

Grades: **6,7,8**

School Code Number: **03031**

City: **GROSSE POINTE PARK**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

John D. Pierce Middle School's vision statement, as part of the Grosse Pointe Public School System, is:

Excellence in Education: Learning and Leading for Today and Tomorrow.

To that end, we aspire to be academically excellent by challenging all students to use their minds well while developing essential skills and applying what they learn to real-world problems. Collectively, Pierce teachers and staff collaborate effectively to maintain the rich academic environment that deepens their knowledge and improves their instructional practice.

Mission Statement

John D. Pierce Middle School, in partnership with students, parents and community, is committed to creating and sustaining an orderly, trusting and caring environment where teaching and learning are exciting and challenging and mutually respectful relationships support all students in their intellectual, ethical and social growth.

Beliefs Statement

John D. Pierce Middle School believes in accountability, building partnerships at every level, developing and capitalizing on leadershp skills, pursuing educational excellence for every student, and providing an environment that fosters respect. Our goal is to create an environment and culture that reflects these guiding principles:

1. We believe in being accountable.
We are committed to:
a). Promoting the achievement of every Pierce student at the highest level of their abilities.
b). Developing in each Pierce student a sense of responsibility for their own learning.
2. We believe in building partnerships at every level.
We are committed to:
a). Developing and maintaining relationships among Pierce students, parents, staff and community members that promote
their involvement at every level.
b). Fostering a mutual trust through open and honest communication among all Pierce community stakeholders.
3. We believe in fostering a collaborative culture that develops and capitalizes on leadership skills at every level.
We are committed to:
a). Promoting team-work to achieve results and recognize and celebrate the contributions of all.
b). Embracing change and encouraging innovation.
4. We believe in the pursuit of educational excellence for each Pierce student, each and every day.
We are committed to:
a). Promoting continuous improvement through recruiting, retaining and developing highly qualified staff committed to
the highest standards of teaching and learning.
b). Providing an evolving and dynamic curriculum: that challenges each Pierce student based on their individual talents
and abilities; maximizes the potential for each Pierce student to realize success in future endeavors; and

encourages each Pierce student to become a life-long learner.

5. We believe in creating a safe and caring environment that fosters respect and instills responsibility in each individual.

We are committed to:

a). Encouraging understanding and tolerance of all individuals.

b). Celebrating the diversity and individual differences and recognizing individual needs.

c). Contributing to the development, the character, and integrity of our Pierce students.

Goals

ID	Name	Development Status	Progress Status
19054	Informational Reading	Approved	Open
19157	Multiplication and Division of Fractions	Approved	Open
19158	Calculation of Slope	Approved	Open

Goal 1: Informational Reading

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

Student Goal Statement : Pierce students will improve in the area of "informational reading" across texts to create a deeper understanding by drawing conclusions, making inferences and synthesizing the information presented.

Gap Statement : Review of MEAP data (Item Analysis)from 2008 and 2009, indicate the range of student success in the GLCE goal R.IT.05.03 (Informational Reading-Analyzing Global Themes and Universal Truths/Connecting Personal Knowledge,Experiences and Understanding of the World to Themes and Perspectives in Text through Oral and Written Responses)was 56% to 59%. The range in GLCE R.IT06.03 was 55% to 69%. The range in GLCE R.IT.07.03 during the same periods was 68% to 76%. The NWEA spring results from 2010 indicate that 23% of 6th graders were below the grade level norm (214.8) for the Informational Reading goal.

Review of MEAP data (Item Analysis) from 2008 and 2009, indicate the range of student success in the GLCE goal R.CM.05.03(Informational Reading-Analyzing the Structure, Elements, Style and Purpose of Narrative Genre and/or Informational Genre) was 51% to 59%. The range in GLCE R.CM.06.03 was 49% to 68%. The range in GLCE R.IT.07.03 during the same period for four items was 49% to 69%.

Cause for Gap : Students performed below an 80% threshold consistently in the area of Informational Reading at all three grade levels on the MEAP over a two year period.

Multiple measures/sources of data you used to identify this gap in student achievement : The results from the 2008 and 2009 MEAP were reviewed.
The results of the NWEA were monitored in the goal area of Informational Reading.

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? An increase in the percentage range of 15% in Informational Reading items analyzed on future MEAP results from 2010 to 2011. NWEA results, in the area goal of Informational Reading, will reflect a decrease in the percentage of students below the end of year norm (2008 RIT values).

Contact Name : Gary Buslepp

List of Objectives:

ID	Objective
22164	A student increase of 15% will demonstrate a marked improvement in the ability of Pierce students to draw conclusions, make inferences, and synthesize information from Informational Reading (GLCE's R.IT. and R.CM. 05.06.07-03). This increase will be measured from item analysis of the 2010-2011 MEAP data.

1.1. Objective: Informational Reading

Measurable Objective Statement to Support Goal : A student increase of 15% will demonstrate a marked improvement in the ability of Pierce students to draw conclusions, make inferences, and synthesize information from Informational Reading (GLCE's R.IT. and R.CM. 05.06.07-03). This increase will be measured from item analysis of the 2010-2011 MEAP data.

List of Strategies:

ID	Strategy	Locked By
22164	By department, Pierce teachers will collaboratively research, receive training in the use of, and implement specific strategies that improve student's ability in drawing conclusions, making inferences, synthesizing information from informational texts/articles.	

1.1.1. Strategy: Informational Reading-Analyzing Structure & Global Themes

Strategy Statement: By department, Pierce teachers will collaboratively research, receive training in the use of, and implement specific strategies that improve student's ability in drawing conclusions, making inferences, synthesizing information from informational texts/articles.

Selected Target Areas

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

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) IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to

strengthen and enhance educational opportunities for all students and families.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Pierce department chairs reviewed the resulting data received from the MEAP in 2008 and 2009. Specific strategies (ex: Strategic Instructional Model-concept mastery routine, recall enhancement routines, Lincing and Framing routines)targeting content enhancement were shared with teachers at district workshops (SIMS training)and at School Improvement Monday mornings.

The NWEA Goal for Informational Reading targets specific skills and concepts to enhance, develop and to introduce based on a students RIT scores. Text patterns for each skill and concept area are listed.

The research is ongoing throughout the year.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will decide from research conducted as to which activities they will employ as part of their instructional strategy to improve Informational Reading goal. Activities will develop from teacher collaboration prior to implementation.	09/20/2010	06/01/2011	All Pierce teachers, with the exception of the math department, will be expected to implement the activities adopted to support the Informational Reading goal.

1.1.1.1. Activity: Informational Reading Activity

Activity Description: Teachers will decide from research conducted as to which activities they will employ as part of their instructional strategy to improve Informational Reading goal. Activities will develop from teacher collaboration prior to implementation.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Pierce teachers, with the exception of the math department, will be expected to implement the activities adopted to support the Informational Reading goal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	No Funds Required	0.00	0.00

Goal 2: Multiplication and Division of Fractions

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

Student Goal Statement : Students will improve in their ability to multiply and divide any two fractions,including mixed numbers.

Gap Statement : Based upon the review of the MEAP Item Analysis, on average 40% of Pierce 7th grade students were proficient on GLCE N.FL.06.04 in 2009.

Cause for Gap : Division of fractions is first introduced to Pierce students during their 6th grade year. The multiplication of fractions is introduced and worked on briefly during 5th grade. A significant amount of reinforcement is required in order for Pierce students to master these skills.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP results from 2009 and classroom assessments are the measures that assisted in identifying the gap. Results were discussed at department meetings.

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 criteria for success is the student scoring on Pierce grade-level appropriate common assessments, district common assessments and MEAP tests. Minutes of objective team meetings and department meetings, samples of classroom worksheets used for instruction/review will be implemented to monitor the progress and success of the plan.

Contact Name : Gary Buslepp

List of Objectives:

ID	Objective
22234	60% of Pierce 7th grade students will demonstrate the ability to multiply and divide any two fractions, including mixed numbers, as measured by GLCE N.FL.06.04 on the 7th grade MEAP results of 2010 and 2011.

2.1. Objective: Successful Multiplication & Division of Fractions

Measurable Objective Statement to Support Goal : 60% of Pierce 7th grade students will demonstrate the

ability to multiply and divide any two fractions, including mixed numbers, as measured by GLCE N.FL.06.04 on the 7th grade MEAP results of 2010 and 2011.

List of Strategies:

ID	Strategy	Locked By
22234	During the 2010 and 2011 academic year, math teachers will research grade level appropriate instructional materials for developing a conceptual understanding of the processes of multiplying and dividing fractions. The Pierce math department members will receive training in the use of specific grade level appropriate instructional strategies designed to improve the identified goal (GLCE N.FL.06.04).	

2.1.1. Strategy: Multiplication and Divison of Fractions Startegy

Strategy Statement: During the 2010 and 2011 academic year, math teachers will research grade level appropriate instructional materials for developing a conceptual understanding of the processes of multiplying and dividing fractions. The Pierce math department members will receive training in the use of specific grade level appropriate instructional strategies designed to improve the identified goal (GLCE N.FL.06.04).

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.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
SPR (90) I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
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.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
In the upcoming school year(2010), researched strategies will be conducted during late-start Monday Staff Development periods. There, strategies will be discussed, reviewed, and developed by Pierce math department members before implementation.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Pierce math department members will meet during Staff Development by department to research and develop grade level appropriate materials, as well as quality instructional strategies, to develop the understanding and provide the reinforcement required for student mastery of skills. Specific strategies will be identified and updated on the School Improvement Plan (SIP).	09/20/2010	06/01/2011	Pierce math department members and classroom assistants.

2.1.1.1. Activity: Professional Learning Activity

Activity Description: Pierce math department members will meet during Staff Development by department to research and develop grade level appropriate materials, as well as quality instructional strategies, to develop the understanding and provide the reinforcement required for student mastery of skills. Specific strategies will be identified and updated on the School Improvement Plan (SIP).

Activity Type: Maintenance

Planned staff responsible for implementing activity: Pierce math department members and classroom assistants.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	General Funds	400.00	0.00

Goal 3: Calculation of Slope

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

Student Goal Statement : Pierce students will improve their ability to calculate the slope from the graph of a linear function as the ratio of "rise/run" for a pair of points on the graph, and express the answer as a fraction and a decimal;understanding that linear functions have slope and that is a constant rate of change.

Gap Statement : Based upon the review of MEAP item analysis in 2009, 24% of our 8th grade students demonstrated mastery of GLCE A.PA.07.06.

Cause for Gap : The concepts of slope and linear functions are first introduced to students during 7th grade and further developed during 8th grade. 7th grade students need regular reinforcement of these concepts in order to achieve mastery.

Multiple measures/sources of data you used to identify this gap in student achievement : Data was obtained from MEAP results, classroom assessments and district common 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? The criteria for success is the demonstration of mastery through student scoring on grade-level appropriate common assessments, district common assessments, and MEAP tests.

Contact Name : Gary Buslepp

List of Objectives:

ID	Objective
22238	50% of Pierce 8th grade students will demonstrate the ability to calculate the slope from the graph

3.1. Objective: Calculation of Slope

Measurable Objective Statement to Support Goal : 50% of Pierce 8th grade students will demonstrate the ability to calculate the slope from the graph

List of Strategies:

ID	Strategy	Locked By
22238	Pierce math teachers will research grade level appropriate instructional strategies for teaching the concepts of slope, linear functions, and constant rate of change during Staff Development periods. Continued review of converting fractions to decimals and decimals to fractions will also be implemented. Math teachers will receive training in the use of specific grade level appropriate instructional strategies designed to improve identified goal GLCE A.PA.07.06.	

3.1.1. Strategy: Instructional Strategies for Teaching Slope

Strategy Statement: Pierce math teachers will research grade level appropriate instructional strategies for teaching the concepts of slope, linear functions, and constant rate of change during Staff Development periods. Continued review of converting fractions to decimals and decimals to fractions will also be implemented. Math teachers will receive training in the use of specific grade level appropriate instructional

strategies designed to improve identified goal GLCE A.PA.07.06.

Selected Target Areas

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

SPR (90) I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

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) IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Since this goal is in development, research is planned for the 2010 first semester in developing instructional strategies by Pierce math department members.The research will be updated in the Progress Update tab of this report.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Initially, Pierce math teachers will research and develop plans and strategies before selecting activities that represent best instructional practices. These plans, strategies and activities will be shared within the department and implemented by all Pierce math teachers at the appropriate grade level. Activities that are selected to accompany the strategy will be documented in the Progress Update tab of this document.	09/20/2010	06/01/2011	Pierce math department members are responsible for implementing the activity and supported by classroom assistants where applicable.

3.1.1.1. Activity: Calculating Slope

Activity Description: Initially, Pierce math teachers will research and develop plans and strategies before selecting activities that represent best instructional practices. These plans, strategies and activities will be shared within the department and implemented by all Pierce math teachers at the appropriate grade level. Activities that are selected to accompany the strategy will be documented in the Progress

Update tab of this document.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Pierce math department members are responsible for implementing the activity and supported by classroom assistants where applicable.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	General Funds	400.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$800.00	$0.00
No Funds Required	$0.00	$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
Mrs.	Susan	Quinn	English Department Chair	susan.quinn@gpschools.org
Ms.	Danuta	Danko	Science Department Chair	danuta.danko@gpschools.org
Ms.	Sandy	Shellnut	Social Studies Chair	sandy.shellnut@gpschools.org
Mrs.	Mary	Brecht	Science Department Chair	mary.brecht@gpshools.org
Mrs.	Carol	Jackman	Parent - PTO Representati	jackmanfive@gmail.com
Mr.	Edward	Brock	Math Dept Chair	ed.brock@gpschools.org
Mr.	Gary	Buslepp	Principal	gary.buslepp@gpschools.org
Mrs.	Susan	Ames	Parent PTO President 2009	theamesfamily@yahoo.com

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

Planning: Pierce department chairs from our four core areas and the principal were trained at Wayne County RESA in the spring of 2009 in the School Improvement Process. From that meeting, the department chairs and the principal collectively reviewed the test data available from the MEAP (Science,Social Studies, Math and English Language-Arts), the NWEA (Reading and Math), and the Grosse Pointe Writing Assessment. The math department also took into account data from common assessments within the department.
Over the course of two-staff development half-days, the data was shared with all teachers and they identified areas that needed improvement.

Design: After the areas of concern were identified, Pierce teachers met collaboratively to review the data and research best instructional strategies and activities. Pierce teachers chose a team that targeted a goal in Reading, Math or Writing. Having researched during staff development best instructional practices/activities, they presented such to all teachers during staff development in 2009. Every Pierce teacher then chose any three strategies/activities that targeted the math, reading and/or writing goals and implemented them.

Monitor: Implementation was accomplished at a 95% success rate. Teachers chose three activities and submitted copies of the strategy/activity, student work with feedback, a reflection of the activity and/or were observed by Pierce administration. Documentation of the entire monitoring process is available at the Pierce principal's office for the 2009-2010 academic year.

The principal acknowledged, reviewed and offered feedback via e-mail or in person for every strategy received.

Strategies and activities for the 2010-2011 school year are in development as a result in higher than normal staff turnover. They will be included in the Progress Update associated with this report.

Parents who are members of the Pierce Parent-Teacher organization are informed of the PA-25 report, receive copies of the report at the August 2010 meeting and are included in review of the plan with recommendations or questions.

A parent representative will be selected by the PTO at it's membership meeting in September of 2010. This year's representative will be invited to participate at all levels of the planning process.

The process and plan is evaluated throughout the 2010-2011 academic year.
Targeted goals are listed and summarized in the annual PA-25 report available each September. In addition to those submitted to the state department of education in this plan, two additional goals involving Writing and Positive Behavior Support are implemented and included in our PA-25 report. Goals are available to community to view via our web-site and parent newsletter.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.
The office of Curriculum, Instruction and Assessment for the Grosse Pointe Public School System oversees the development and adoption of curriculum through the EPLC process (a committee composed of students, parents, community members, teachers, and administration).
Subcommittees are formed of the same stakeholders to revise curriculum or instructional materials.

Teachers meet collaboratively on late-start Monday mornings to work on school improvement strategies/activities, common assessments, climate and culture, specific student learning concerns, and/or Positive Behavior Support.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.
Institution and student information is shared with all stakeholders in the form a an annual PA-25 report that is reviewed publicly and available on-line. This includes the School Improvement Plan's goals. The principal and a faculty representative attend monthly PTO meetings to share progress and accomplishments relative to student academic progress.

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:	Personnel Director c/o Office of Human Resources, Mr. Thomas Harwood
Address:	389 St. Clair, Grosse Pointe, Mi. 48230
Telephone Number:	313-432-3016

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?

Staff Development time has been allocated within departments that will support the implementation of the plan. This will afford teachers with the opportunity to develop grade-level appropriate materials as well as instructional strategies/activities to gain the interest and investment of Pierce students.

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

Pierce Middle School has budgeted general funds to support our school improvement plan and the development of common assessments.

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

The need for technology is assessed at the district level with input from school representation. The goals of our school improvement plan will require students to access on-line video instruction in computer labs. All departments use document cameras, wireless slates (portable SMART boards) during instructional activities to model student work, encourage student learning, and support the School Improvement Plan.