School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Charles A. Poupard Elem. School

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

Principal: Ms. Penny Stocks

Building Code: 05019

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: **Charles A. Poupard Elem. School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

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

School Code Number: **05019**

City: **HARPER WOODS**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

VISION
LEARNING FOR ALL: WHATEVER IT TAKES
Our vision at Poupard Elementary School is to provide a well-balanced and academically sound educational experience for all students. Not only must students be prepared academically; but they also must be nurtured with a sense of cultural awareness which includes an appreciation of the arts, understanding of tolerance, embracing diversity, and to be involved in the community. We will provide a supportive educational community environment for all students. At Poupard, we understand that putting emphasis on the development of students' social and emotional growth will help each student succeed. We want all students to be active participants in all aspects of school; including learning activities that require them not only to acquire and apply basic skills, but also to use inquiry, reasoning, critical thinking skills and to be able to reflect on their learning process. We will as educators make sure that each student understands the high expectations we have for them and that we stay rooted in our commitment to children. Today's vision becomes tomorrow's reality.

Mission Statement

MISSION
LEARNING FOR ALL: WHATEVER IT TAKES

The mission of Poupard Elementary School is to use our resources, expertise, talents and creativity to assure that every student reaches their full potential in all academic areas. We work to foster each students social responsibility and self-esteem. The Poupard community, staff, parents and students work as a team to create excellence in academics and citizenship. We continue to emphasize student leadership, independence and responsibility. Our educational opportunities provided at Poupard are carried out in a structured learning environment. The goal of our school is to provide every student with the opportunity to master reading, writing, math and to go beyond the academic skills required by our state standards. As educators we know what each student must learn, how we know when individual students have learned it and what we do when a student experiences difficulty in learning. In partnership with parents and students, we educate all students by empowering them with the necessary skills, knowledge and behaviors for continued intellectual, social and physical development.

Beliefs Statement

BELIEFS
LEARNING FOR ALL: WHATEVER IT TAKES

The Poupard Elementary School staff believes that we must provide a learning environment that encompasses the social, emotional, intellectual and physical development of each student.
We operate on the premise that each student is expected to be respectful, responsible and safe.
We believe that cooperation between the home and school is critical to the success of all students.
We believe that all children can learn and come to school motivated to do so, we must unlock the key.
We believe that the internal and external stakeholders of the school are the most qualified and capable people to plan and implement the changes necessary for the school to make progress toward our "Learning for All" mission.
We believe that early intervention is key to student's success.
We believe that the 3 R's to teaching are: 1. Rigor, 2. Relevance, and 3. Relationships.

We believe the school must be timely in identifying students who need additional time and support.
We believe that we must try to use intervention rather than remediation
We believe that as educators we must direct that students devote extra time and receive additional assistance until they have mastered the necessary concepts.
We believe that students must know the goals to their learning.

Goals

ID	Name	Development Status	Progress Status
17525	All students will improve their writing by grade levels	Approved	Open
17672	Increase the applications of reading skills in grades k - 5	Approved	Open
17691	Improve basic math skills at all grade levels	Approved	Open

Goal 1: All students will improve their writing by grade levels

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

Student Goal Statement : All Poupard Elementary Students will improve their writing skills. Students that are at-risk or economically disadvantage will make more progress therefore narrowing our achievement gap in writing. New students will also make progress helping to bring their writing scores up to their grade level.

Gap Statement : Based on data from the teachers review of the Grosse Pointe Writing Assessments and daily classroom assessments, Poupard's writing gap is based on students that are generally at-risk and/or economically disadvantaged as well as new students entering our school. New students tend to not be as proficient in writing as students that have attended Poupard since kindergarten and/or our at-risk population.

Cause for Gap : The gap for at-risk and/or economically disadvantaged students is caused partially due to the lack of communication skills which include speaking, listening and reading. A background where students are involved in discussions and have a great deal of prior language and knowledge has an effect on a students ability to be a good writer. Many new students to Poupard have not had the same training in writing that we use here at Poupard therefore enter with lower writing skills.

Multiple measures/sources of data you used to identify this gap in student achievement : -MEAP Writing in the 4th grade
-Grosse Pointe Writing Test in all grades
-Classroom curricular assessments
-Daily writing activities such as journals and response journals

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? Poupard School will see writing scores on the Grosse Pointe Writing Assessment go up by seeing higher scores in each grade level paying special attention to our at-risk population. We will continue to monitor all sub groups withing the school checking progress on a weekly basis.

Contact Name : Penny Stocks

List of Objectives:

ID	Objective
19750	75% of our at-risk/economically disadvantaged students will improve their writing skills by the end of the grade they area presently in. All students will write everyday in different subject areas. -Kindergarten students will be progressively working toward 1st grade goals and rubrics that the Grosse Pointe Writing Assessment uses -1st grade students will continue to practice narrative as well as expository writing skills -2nd grade students will continue to practice narrative and expository writing on a higher level with new 6+1 Writing Traits introduces -3rd grade will work on their writing details and organization as well as writing stories that are interesting -4th and 5th grade students will work with all of the 6+1 Writing Traits as well as organization and writing longer and more detailed writing pieces

1.1. Objective: Writing improvement across grade levels

Measurable Objective Statement to Support Goal : 75% of our at-risk/economically disadvantaged students will improve their writing skills by the end of the grade they area presently in. All students will write everyday in different subject areas.
-Kindergarten students will be progressively working toward 1st grade goals and rubrics that the Grosse Pointe Writing Assessment uses
-1st grade students will continue to practice narrative as well as expository writing skills
-2nd grade students will continue to practice narrative and expository writing on a higher level with new 6+1 Writing Traits introduces
-3rd grade will work on their writing details and organization as well as writing stories that are interesting
-4th and 5th grade students will work with all of the 6+1 Writing Traits as well as organization and writing longer and more detailed writing pieces

List of Strategies:

ID	Strategy	Locked By
19750	Kindergarten teachers will work daily with students on: -Letter to sound correspondence -Writing the beginning sounds of words -Drawing for writing and meaning 1st grade teachers will work on: -Developing phonetic spelling: beginning,middle and ending sounds -Teaching students to use spaces between words -Teaching students to stay on topic -Showing how to use details, especially in personal narratives -How to use beginning word choice and voice -The use of periods and capitals 2nd grade teacher will work on: -GENERAL WRITING -revision, add, take out, move or change Writing more complex sentences Developing voice and word choice Consistent use of periods and capitals correctly -NARRATIVE WRITING -Focusing on one main story -Developing with relevant details, "stretching out a moment" -Organization: beginning, middle and end -Experiment with different beginnings and endings -NON-FICTION -Organization information by topic -Use topic sentences and ending sentences to convey the main idea -Develop with details on the topic 3rd grade teachers will work on: -Organization -Sequencing -Show/don't tell Paragraph writing: topic sentence with three main details, plus secondary details -Grammar: complete sentences -More and better use of voice 4th and 5th grade teachers will: -Have students write multiple paragraphs with transitions -Higher level	

sequencing -Students need more help with voice, details and word choice -More focus on fiction in upper elementary

1.1.1. Strategy: Writing Strategies by grade level

Strategy Statement: Kindergarten teachers will work daily with students on:
-Letter to sound correspondence
-Writing the beginning sounds of words
-Drawing for writing and meaning

1st grade teachers will work on:
-Developing phonetic spelling: beginning,middle and ending sounds
-Teaching students to use spaces between words
-Teaching students to stay on topic
-Showing how to use details, especially in personal narratives
-How to use beginning word choice and voice
-The use of periods and capitals

2nd grade teacher will work on:
-GENERAL WRITING
-revision, add, take out, move or change
Writing more complex sentences
Developing voice and word choice
Consistent use of periods and capitals correctly
-NARRATIVE WRITING
-Focusing on one main story
-Developing with relevant details, "stretching out a moment"
-Organization: beginning, middle and end
-Experiment with different beginnings and endings
-NON-FICTION
-Organization information by topic
-Use topic sentences and ending sentences to convey the main idea
-Develop with details on the topic

3rd grade teachers will work on:
-Organization
-Sequencing
-Show/don't tell
Paragraph writing: topic sentence with three main details, plus secondary details
-Grammar: complete sentences
-More and better use of voice

4th and 5th grade teachers will:
-Have students write multiple paragraphs with transitions
-Higher level sequencing
-Students need more help with voice, details and word choice
-More focus on fiction in upper elementary

Selected Target Areas

SPR (90) I.1.A.3 Articulated Design: The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content 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.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students. SPR (90) II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Best Practices of Award-Winning Elementary Schools by Vincent Ferrandino

Writing Research

6 + 1 Writing Traits by Ruth Culham

Grosse Pointe Writing by Roger McCaig

Writers Workshop-Lucy Caukins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The staff will be watching and discussing a best practice DVD on writing and how to get students to be better writers. We will then meet in our PLC groups by grade levels to talk about how to put these practices in our classrooms. Teachers will all do more daily writing in their classrooms and across curriculum We will use common language when students are revising their writing as discussed in goals Teachers will model lessons in all grade levels and do read alouds to show the 6 + 1 writing traits We will meet as a staff during PLC's to continue to update and improve our writing instruction	09/07/2010	06/16/2011	All teaching staff and the principal

1.1.1.1. Activity: Best Practices in Writing

Activity Description: The staff will be watching and discussing a best practice DVD on writing and how to get students to be better writers. We will then meet in our PLC groups by grade levels to talk about how to put these practices in our classrooms.

Teachers will all do more daily writing in their classrooms and across curriculum

We will use common language when students are revising their writing as discussed in goals

Teachers will model lessons in all grade levels and do read alouds to show the 6 + 1 writing traits

We will meet as a staff during PLC's to continue to update and improve our writing instruction

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teaching staff and the principal

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
Writing Workshops, 6 + 1 Books, Summer School for Writing,	Title I Part A	5,000.00	0.00

Goal 2: Increase the applications of reading skills in grades k - 5

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

Student Goal Statement : All Poupard students will improve t heir proficiency in the area of reading applications. The achievement gap for both economically advantaged students and economically disadvantaged students will narrow each year.

Gap Statement : On the MEAP test in reading grades 3 - 5 the economically advantaged had 6% of students that were non-proficient whereas 27% of the economically disadvantaged were non-proficient. In 1st and 2nd grades the NWEA scores and DRA scores also showed a gap in students that were economically disadvantaged and economically advantaged.

Cause for Gap : The economically disadvantaged students are our at-risk students. Many of these students live in homes with one parent or parents that work evenings and weekends. These are also the students that have not had

as much prior knowledge and experiences as other students. These are also the students that do not return homework or bring planners back to school each day. Many of these students are not exposed to reading or the same vocabulary they would attain through reading and conversation. We also see many of our new students coming to our school that are behind other students in their current grade level. We also have students that do not value education.

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

-NWEA test in grades K-5

-DRA Reading Levels

-Lexile Levels

-Classroom Curricular Assessments

-Classroom Authentic Assessments

-FAST Reading

-Scholastic Reading Counts

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 gap between economically advantaged and economically disadvantaged will narrow each year in all grades. The gap in reading on the MEAP will narrow by 10%. We will also see 75% of students reading at their grade levels when given DRA tests and in their Lexile levels.

Contact Name : Penny Stocks

List of Objectives:

ID	Objective
19962	-75% of economically disadvantaged students in grades 1 and 2 will be at grade level when given the DRA test. -75% of economically disadvantaged students in grades 3 - 5 will pass the reading MEAP test

EdYES! (40) Challenges : None

2.1. Objective: Increase the economically disadvantaged students reading proficiency

Measurable Objective Statement to Support Goal : -75% of economically disadvantaged students in grades 1 and 2 will be at grade level when given the DRA test.

-75% of economically disadvantaged students in grades 3 - 5 will pass the reading MEAP test

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List of Strategies:

ID	Strategy	Locked By
19962	-All teachers will implement 20 minutes of daily D.E.A.R. time using individual students selected books at their DRA or Lexile reading level -Each teacher will expose their students to a variety of genre through daily read alouds. Teachers will have access to a variety of newly purchased high interest books focusing on diverse cultures and gender interests. These books are to inspire all ethnicities of students to become interested in reading -Students will be placed by grade level in small guided reading groups at the individual reading level for 45 minutes of uninterrupted time a day -All students in grades 1 - 5 have the opportunity to participate in Scholastic Reading Counts -Students needing more direct instruction in reading will be placed with a reading specialist using the FAST Reading approach -Staff looked at MEAP data and have specific reading strategies to work with students on in grades 3 - 5 -Teachers will focus on text organization and the author's purpose using grade level appropriate non-fiction tests in grades k - 5 -Teachers will focus on chronological order and sequencing of events using fiction and non-fiction materials in grades k - 5 -Teachers will focus on setting a purpose for reading. Teachers will read follow-up questions whenever possible, prior to reading to assist in reading for details and comprehension using both fiction and non-fiction materials in grades k - 5 - Teachers will focus on summary statements as a follow-up to reading both fiction and non-fiction texts. Oral summary discussions will take place in grades k - 2 and written summary paragraphs in grades 3 - 5 -Students will recognize and identify cause and effect relationships in both fiction and non-fiction selections in grades 1 - 5 -As a follow-up to reading students in grades 3 - 5 will locate and highlight when appropriate, sentences, words or phrases that answer a particular question using both fiction and non-fiction texts -Teachers will reinforce re-reading both fiction and non-fiction to improve fluency and comprehension. Focus on the relationship between improved fluency and comprehension	

2.1.1. Strategy: Staff will be given the resources to improve reading proficiency

Strategy Statement: -All teachers will implement 20 minutes of daily D.E.A.R. time using individual students selected books at their DRA or Lexile reading level

-Each teacher will expose their students to a variety of genre through daily read alouds. Teachers will have access to a variety of newly purchased high interest books focusing on diverse cultures and gender interests. These books are to inspire all ethnicities of students to become interested in reading

-Students will be placed by grade level in small guided reading groups at the individual reading level for 45 minutes of uninterrupted time a day

-All students in grades 1 - 5 have the opportunity to participate in Scholastic Reading Counts

-Students needing more direct instruction in reading will be placed with a reading specialist using the FAST Reading approach

-Staff looked at MEAP data and have specific reading strategies to work with students on in grades 3 - 5

-Teachers will focus on text organization and the author's purpose using grade level appropriate non-fiction tests in grades k - 5

-Teachers will focus on chronological order and sequencing of events using fiction and non-fiction materials in grades k - 5

-Teachers will focus on setting a purpose for reading. Teachers will read follow-up questions whenever possible, prior to reading to assist in reading for details and comprehension using both fiction and non-fiction materials in grades k - 5

-Teachers will focus on summary statements as a follow-up to reading both fiction and non-fiction texts. Oral summary discussions will take place in grades k - 2 and written summary paragraphs in grades 3 - 5

-Students will recognize and identify cause and effect relationships in both fiction and non-fiction selections in grades 1 - 5

-As a follow-up to reading students in grades 3 - 5 will locate and highlight when appropriate, sentences, words or phrases that answer a particular question using both fiction and non-fiction texts

-Teachers will reinforce re-reading both fiction and non-fiction to improve fluency and comprehension. Focus on the relationship between improved fluency and comprehension

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.
SPR (90) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
SPR (90) II.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
-Best Practices of Award Winning Elementary Schools by Vincent Ferrandino

-NWEA research and DesCartes

-Scholastic Reading Counts Research

-Staff development from our reading specialists

-Workshops attended by staff members

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-D.E.A.R Time -Scholastic Reading Counts -Leveled Literacy Library -Leveled Library by Lexile Levels -Guided Reading Groups -FAST Reading -Read Alouds -Students reading at Town Meeting -Reading Assemblies -March Reading Month Activities -Core Reading Novels	09/07/2010	06/16/2011	All staff members

2.1.1.1. Activity: Increase Reading Proficiency

Activity Description: -D.E.A.R Time
-Scholastic Reading Counts
-Leveled Literacy Library
-Leveled Library by Lexile Levels
-Guided Reading Groups
-FAST Reading
-Read Alouds
-Students reading at Town Meeting
-Reading Assemblies
-March Reading Month Activities
-Core Reading Novels

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff members

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
Books for our Library and Leveled Library as well as Scholastic Reading Counts Prizes	Title I School Improvement (ISI)	5,000.00	0.00

Goal 3: Improve basic math skills at all grade levels

Content Area : Math
Goal Source : edyes
Development Status : Approved

Student Goal Statement : Students will increase proficiency of basic skills at each grade level. Grades 1 and 2 will improve in mastery of addition and subtraction facts. Grades 3 - 5 will improve in mastery of multiplication and division facts.

Gap Statement : Based on a review of the 2009-2010 MEAP assessment in grades 3 - 5, an average of 16% of our economically disadvantaged students were not proficient. In looking at NWEA data, our math scores in basic adding, subtracting, multiplying and division scores are low.

Cause for Gap : Students from economically disadvantaged backgrounds do not seem to practice their basic math skills on a regular basis. Students don't get the support they need at home in practicing these skills. It is difficult for students to do well with other math skills when they don't have the basic skills down.

Multiple measures/sources of data you used to identify this gap in student achievement : -Trimester NWEA Scores
-FAST Math results
-MEAP Math in grades 3 - 5
-On-going classroom assessments
-Weekly timed mastery tests

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? On the MEAP grades 3 - 5 our goal is to have the percentage of economically disadvantaged students scoring non-proficient in math decrease to 5%.

We will also continue to give basic facts tests to those students that have not mastered them yet. We will continue to use different methods of learning styles until each student has facts mastered.

Contact Name : Penny Stocks

List of Objectives:

ID	Objective
19986	-Students in kindergarten will be able to count to 100 successfully and understand one to one corres

EdYES! (40) Challenges : None

3.1. Objective: Increase grade appropriate math facts in grades K - 5

Measurable Objective Statement to Support Goal : -Students in kindergarten will be able to count to 100 successfully and understand one to one corres

List of Strategies:

ID	Strategy	Locked By
19986	-Grades 1 and 2 teachers will incorporate into their daily and weekly lesson plans, the use of Everyday Math activities, games, FAST Math Program and using math music CD's to increase basic skills accuracy. -In grades 3 - 5 teachers will incorporate into their daily and weekly lesson plans the use of Everyday Math games, activities, FAST Math and math music CD's	

3.1.1. Strategy: Grades 1 - 5 student timeline to focus on basic skills

Strategy Statement: -Grades 1 and 2 teachers will incorporate into their daily and weekly lesson plans, the use of Everyday Math activities, games, FAST Math Program and using math music CD's to increase basic skills accuracy.

-In grades 3 - 5 teachers will incorporate into their daily and weekly lesson plans the use of Everyday Math games, activities, FAST Math and math music CD's

Selected Target 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.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) 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) II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.
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) IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
-Careful analysis of NWEA results including DesCartes showed a deficiency in addition and subtraction in the early grades with our at-risk population
-Careful analysis of NWEA results including DesCartes showed a deficiency in multiplication and division in the upper grades with our at-risk population
-2009 MEAP data showed deficiency in all of the basic math skills with our economically disadvantaged students
-Grade level teachers experience in everyday math activities the lack of basic skills which keeps students from becoming as successful as they could in other areas of the math curriculum

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
-Everyday Math activities and games in daily lessons -Everyday Math fact triangles for addition and subtraction -Practice writing fact families -Timed weekly tests or non-timed if appropriate for student -FAST math program -Math music CD's -Everyday Math fact triangles for multiplication and division -Lunchtime and after school math enrichment activities	09/07/2010	06/16/2011	All Staff Members

3.1.1.1. Activity: Daily basic skills for practicing math facts mastery

Activity Description: -Everyday Math activities and games in daily lessons
-Everyday Math fact triangles for addition and subtraction
-Practice writing fact families
-Timed weekly tests or non-timed if appropriate for student
-FAST math program
-Math music CD's
-Everyday Math fact triangles for multiplication and division
-Lunchtime and after school math enrichment activities

Activity Type: Revised

Planned staff responsible for implementing activity: All Staff Members

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
Math Games, Family Math Nights, Flash Cards, FAST Math Program	Title I Part A	1,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	$6,000.00	$0.00
Title I School Improvement (ISI)	$5,000.00	$0.00

Title I Required Components

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

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

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Ms.	Penny	Stocks	Principal	penny.stocks@gpschools.org
Mrs.	Susan	Chaklos	Teacher	susan.chaklos@gpschools.org
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Mrs.	Theresa	Tyner	3rd Grade Teacher	theresa.tyner@gpschools.org
Mrs.	Kimberly	Hool	4th Grade Teacher	kimberly.hool@gpschools.org
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Mrs.	Karen	Gallagher	5th Grade Teacher	karen.gallagher@gpschools.org

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

Each stakeholder is involved in planning, designing, monitoring and evaluating our school improvement plan. A group of staff and parents are involved in our entire process. We started the process by a group of stakeholders looking at past and present evaluation results. We then looked at the results as an entire staff to determine what our school improvement goals were. Another group of staff members then met to disaggregate documentation and began writing our school improvement goals. Every staff member is involved in some way evaluating our plan and monitoring students' progress. We meet in grade level collaborative groups and school wide groups on a regular basis to talk about progress, what is working and what isn't.

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

The Grosse Pointe Curriculum is aligned and references the Michigan Curriculum Framework. It includes Grade Level Content Expectations in all subjects. Grosse Pointe also has approved curriculum in K - 5 are, music, physical education, health, technology and Library Science that are aligned to the Michigan Curriculum Framework. Grosse Pointe curriculums, standards and benchmarks are developed by a committee of teachers, parents and administrators. The curriculum also goes through a comprehensive public hearing and approval process. The district strives to produce curriculum that is challenging, consistent, comprehensive and balanced. It is expected to incorporate differentiated instruction and technology.

The content of 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. Teachers skillfully align their instruction with the approved scope and sequence of the district curriculum. Adopted texts and other resources are used. Committees of teacher's research, pilot, analyze and recommend text along with additional instructional materials and resources to the Board of Education for approval. There is an expectation that resources include technology and that differentiated instructional opportunities be considered in selecting the range of materials. Evidence of this is the selection of above and below grade level supplemental theme books to support the language arts program. Collaborative planning opportunities are built into the daily school schedule. Four additional half days are designated for collaborative planning wherein teachers create a log for t his on-going planned district wide activity. This year will also be the start of PLC time to meet and work on school improvement.

Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition). The Grosse Pointe School District Department of Curriculum, Assessment and Instruction and Technology published a yearly calendar for standardized tests. The calendar includes the following annual tests: NWEA Measures of Academic Progress administered in the fall, winter and spring, annual MEAP at grades 3 - 5 and the Grosse Pointe Writing Test for students in grades 1 - 5. These assessments have been decided upon by state and district. Teachers select a variety of activities as assessments for learning: completing an electrical circuit is a project based measure of learning as is creating Power Point presentation or brochure. Reading and writing journals are appropriate measures of literacy skills, as are observational records. Miscue analysis leads teachers to target instruction. Teachers are sensitive to learning styles and individual students strengths and challenges when designing and selecting assessment activities. Teachers make data driven decisions for educational modifications. The school views student assessment as an essential component in the monitoring of student achievement and incorporate into daily practice aligned standardized assessments, periodic benchmark assessments as well as a satiety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

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

The school and district communication and forms are clearly written and cleanly designed to communicate information as simply as possible. The district's website is comprehensive with many links to resources to assist parents in supporting their children's education. Meetings which involve parents are scheduled at many different times and locations with sensitivity to centrality when they involve more than one school. The school calendar is designed to avoid scheduling conflicts with cultural or religious days of significance. Our school has a monthly parent newsletter, individual event flyers and and individual classroom weekly notes and progress reports to communicate with parents about learning opportunities and their child's weekly progress. Weekly newsletters let parents know about school assignments and give guidance on how parents can support learning at home. The school has two parent/teacher conferences per year and meets in between with parents on an as needed basis. Teachers make it a point to keep in contract with each child's family on a regular basis.

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:	Sue Banner
Address:	389 St. Clair
Telephone Number:	3134323000

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?

- Poupard's teachers continue to use the Lucy Caulkins 6 + 1 Writing Traits. The staff has been trained in this and we have the material but now we will have some more resources from the teachers that attended 6 + 1 Writing training .

The school has a one day retreat planned before school starts to talk about closing the achievement gap we have at our school. We have purchased the DVD series on Best Practices in Writing, Math and Reading and we will view and discuss the material. We hope to learn how to be sure we meet the needs of our at-risk economically disadvantaged population.

-At our PLC meetings we will continue to look at data and to continuously work on school improvement at each grade level as well as school wide

-At each staff meeting we have different strategies planned to talk about in the areas of reading, writing and math. Teachers will be presenting material they use and have researched.

-Each teacher will have the opportunity this year to attend workshops and other teacher's classrooms to observe teaching.

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

The school and district has integrated available fiscal resources to support our school improvement plan in many ways. All of our reading specialists, kindergarten and 1st grade teachers were trained in the FAST Reading Program. This is a week long training provided by the district to help those students struggling in reading. The district also provided NWEA testing for all of the students in elementary and middle school. The students are tested three times a year which affords us the ability to constantly assess students' progress. As a Title I School, we have had the funds to hire extra staff, materials and send teachers for staff development. Our school purchased the Earobics Program and Scholastic Reading Counts to help struggling readers and to keep the high level readers interested in reading.

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

Our district has a technology committee that involves administration, teachers and parents. Decisions are made by the committee assessing the need to integrate the use of technology. They look at current research, schools test scores and what the most important forms of technology fit the best practices of the district. The findings are then brought back to the individual schools and we then go forward. The use of technology is an important part of all of our school improvement goals as you will see when reading our goals.

This summer all of our classrooms will be getting SMART boards in which teachers will begin utilizing this resource to make lessons more engaging and interactive. Each classroom is also equiped with a document camera as well as four student computers. Our school has two computer labs as well as laptops for the students' use.