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*Barnes Early Childhood Center
Grosse Pointe Public School System*

Ms. Sue Banner, Principal

Introduction



Mission Statement

The mission of Grosse Pointe Public Schools' Early Childhood Program is to provide educational opportunities for young children, while respecting and supporting the home and family. We recognize each individual's need to love and to be loved, to trust and be trusted, and to learn in a warm environment filled with positive and realistic expectations.

Our philosophy...

is based on the enhancement of the "total child". A child with identified special needs is first and foremost a complete individual with strengths and weaknesses. The multidisciplinary staff works together with family member's toward the child's maximum potential in all areas and to facilitate educational opportunities both in school and at home.

Barnes Elementary School reopened in August of 1999 as the Barnes Early Childhood Center. Previously, the Early Childhood Programs were located in a number of elementary schools throughout the district. Dr. Pamela Lemerand, a former Director of Student Services, and a team of Early Childhood staff rallied to bring a variety of early childhood programs together and brought a proposal the Grosse Pointe Public Schools Board of Education to reopen Barnes school as an Early Childhood Center.

Barnes Early Childhood Center services students and families with a team of individuals who design and implement programs to meet the individual needs of a variety of students. The staff is dedicated, selfless, and willing to go the extra mile each day to work with the students and families who mean so much

Within Barnes we have A variety of programs servicing students and families from birth to age 6. These include:

- Evaluation services
- Early Intervention services and programs
- 5 classrooms for students with special needs; a.m. and p.m. sessions
- The Grosse Pointe Preschool Program which offers a curriculum based Day care setting for pre schoolers.
- Play and Say sessions—a program that has won State Awards for Exemplary Programs for speech and language students ages 2 though 4.
- The Family Center of Grosse Pointe and Harper Woods which offers family resource/support and trainings.

Play Central— a community play group twice weekly

**Barnes Early Childhood
Center opened
in 1999**

Student Average Attendance Rate: 90.8 %

Percentage of Parents Participating in Parent-Teacher Conferences: 98%

Education YES! Report Card

AYP status and Report card grade not calculated.

Not Identified for Improvement

Assignment of Students

The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student.

The principal shall be responsible for assigning students to classes. In the elementary schools, the principal, in determining the grade level for any new student, may take into consideration the previous schooling of the student but may assign the student to a lower grade level or higher grade level, if in the principal's judgment such an assignment would be in the best interests of the student. In the middle school and in the senior high school students will be assigned to counselors, classes and instructors by the building principal.

The district also has in place policies and guidelines which guide promotion and retention.

Core Curriculum

The Grosse Pointe Public School System's core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly.

The core curriculum is based upon state standards in all subjects and extends beyond those standards by incorporating exemplary national standards. Curriculum committees, comprised of teachers, parents, students and administrators develop plans for each curriculum area. In addition, the views of the broader community are sought through Public Forums. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

During 2009-10 the district began implementation of the new social studies curriculum for grades K-3, and 5-6. Grades 3 and 4 will be rolled out in 2010-11. English/language arts curriculum was the core curriculum under review, roll out is planned for the fall of 2010. Computer education curriculum continues to be under review, these curriculum changes will reflect the district's investment in new curriculum for teachers grades Kindergarten through twelve.

The district's strong curriculum is demonstrated by the continuing high performance of our students on standardized assessments including NWEA, MEAP, ACT, SAT, and Advanced Placement tests.

School Improvement Plan

Goal 1: English Language Arts (pre academic)

Student Goal Statement : Teachers will help students work toward progress in pre academic ELA skills

Goal 2: Social/Emotional well being

Student Goal Statement: Students will develop social skills.

Goal 3: Personal Independence

Student Goal Statement: Students will take appropriate action to meet needs