

School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Brownell Middle School

Grades Served: 6,7,8

Dr. Michael Dib

Building Code: 00424

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction 3

School Information 4

Vision, Mission and Beliefs 5

Goals 6

 Goal 1: Improving math literacy in grades 6-8 6

 Goal 2: Improving school writing scores using the district writing test 9

 Goal 3: Reading Achievement 12

Resource Profile 15

Additional Requirements 16

Assurances 19

Stakeholders 25

Statement of Non-Discrimination 26

Supporting Documentation 27

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

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, Mission and Beliefs

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 improvement 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 between 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 thinking 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

Name	Development Status	Progress Status
Improving math literacy in grades 6-8	Complete	Open
Improving school writing scores using the district writing test	Complete	Open
Reading Achievement	Complete	Open

Goal 1: Improving math literacy in grades 6-8

Content Area: Math

Development Status: Complete

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

Gap Statement: MEAP

76% of all 6th grade students were proficient on the Fall 2011 MEAP test

77% of all 7th grade students were proficient on the Fall 2011 MEAP test

63% of all 8th grade students were proficient on the Fall 2011 MEAP test.

NWEA

Grade 6 students scored in the 74%ile overall

80%ile male

67%ile female

Grade 7 students scored in the 75%ile overall

75%ile male

76%ile female

Grade 8 students scored in the 69%ile overall

73%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 formative/summative 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 6 MEAP proficiency from 76% to 80%

Improve grade 7 MEAP proficiency from 77% to 80%

Improve grade 8 MEAP proficiency from 67% to 80%

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

Improve Grade 7 overall NWEA %ile average from 75%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:

Name	Objective
Students will demonstrate math proficiency on MEAP and NWEA testing	Brownell math students will demonstrate proficiency in math conceptual and computational benchmarks using MEAP, NWEA, common assessments, and ACT/Explore tests.

1.1. Objective: Students will demonstrate 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 using MEAP, NWEA, common assessments, and ACT/Explore tests.

List of Strategies:

Name	Strategy
Continue to implement academic support	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)

1.1.1. 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

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

I.1.B.3 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.

I.2.B.2 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.

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

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
Staff Development and best practice	2010-09-13	2011-06-17	Principal Assistant principal Math Department chair Math teachers School Improvement sub-committee

1.1.1.1. 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.

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 - 2010-09-13, End Date - 2011-06-17

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	Other	5,000.00	0.00

Goal 2: Improving school writing scores using the district writing test

Content Area: English Language Arts

Development Status: Complete

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 2011 writing results, the following are percentages of all students achieving a Satisfactory score:

Grade 6: 74%

Grade 7: 89%

Grade 8: 89%

Percentage of males achieve a Satisfactory score:

Grade 6: 62%

Grade 7: 81%

Grade 8: 88%

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 2012 writing test.

The ultimate target goal is for 90% of the students to score a level "4" or higher on the GP Writing Test.

Contact Name: Michael Dib Susan Dempsey

List of Objectives:

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

2.1. 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:

Name	Strategy
Use the SEEK method to improve writing.	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.

2.1.1. 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

I.1.B.1 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.

I.2.B.1 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.

II.2.A.5 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.

III.2.B.1 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.

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 across the curriculum	2010-09-07	2011-06-16	The Brownell English Department and writing subcommittee team.

2.1.1.1. 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.

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

Actual staff responsible for implementing activity:

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

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 3: Reading Achievement**Content Area:** English Language Arts**Development Status:** Complete**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, spring 2011:

Grade 6: 72%ile average

Grade 7: 76%ile average

Grade 8: 75%ile average

Using an 80%ile target goal for each grade level.

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

Writing Blitz pre and posttest using GP writing test rubric

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 8 points

Grade 7 by 4 points

Grade 8 by 5 points

Average %ile scores will be at least 80%ile for all three grades.

Contact Name: Susan Dempsey**List of Objectives:**

Name	Objective
Brownell students will	Brownell students will demonstrate proficiency in reading as evidenced by student

demonstrate proficiency in reading	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:

Name	Strategy
Support and Assist	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

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.3 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.
III.2.B.1 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.
V.2.B.2 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.

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
School-wide reading program	2010-09-07	2011-06-16	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.

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 - 2010-09-07, End Date - 2011-06-16

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	Other	7,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$12,000.00	\$0.00
General Funds	\$1,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

CNA was conducted using student data from state required testing, district-wide testing in writing, NWEA testing, formative and summative common assessments, and classroom authentic assessments. Through the district K-12 Strategic Planning process, K-12 EPLC curriculum committee, and student, staff, parent, and community surveys - curriculum benchmarks were determined. Each sub-group data was also analyzed to determine student needs.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

The curriculum is aligned through state standards by allowing teachers and departments staff development time to review, monitor, and adjust instruction to meet academic goals. District-wide curriculum K-12 committee is also used. Teachers continually and consistently review and revise curriculum through weekly school improvement meetings, monthly department meetings, and built in staff development time during the school year. Each core area also comes up for a district-wide K-12 study and revision every five years.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, 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.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

The process for developing alternative measures of assessment include formative and summative classroom assessments in every core and elective subject. These assessments are created by teachers working together from each of the three middle schools. Four summative assessments will be created and implemented by the end of the 2011-12 school year. Teachers differentiate individual and classroom instruction based upon student achievement levels.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

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.*

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The district and our school reflects on the previous year's achievement results and then compares to the

current results. Teachers, students, and parents are always looking for one year's growth for each child. CLASS A is also used by teachers to analyze both state and district assessments on a weekly basis throughout the school year. Differentiated lessons are then created to challenge both weak and strong areas of student achievement.

2. Describe how school 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.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

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.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *No Written Policy*

Comments: *Our school has a positive behavior plan that is proactive in an attempt to insure a safe school environment for all students and staff. This is shared with students and parents every month of the school year.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments: *Interaction with family, not necessarily the community.*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments: *Reinforces what is taught in health education and Lifeskills/Foods classes.*

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments: *Our school district has a parent education program.*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

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

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.

Name/Position:	Dr. Jon Dean, Deputy Superintendent
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

Supporting Documentation

No documentation was attached.