

School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Ferry Elementary School

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

Mrs. Gloria Hinz

Building Code: 01226

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	7
Goal 1: Student Achievement in Math	7
Goal 2: Student Achievement in Reading	11
Goal 3: Student Achievement in Writing	17
Resource Profile	23
Additional Requirements	24
Assurances	26
Stakeholders	33
Statement of Non-Discrimination	34
Supporting Documentation	35

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:	Ferry Elementary School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	01226
City:	GROSSE POINTE WOODS
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The vision of Ferry Elementary School is to become a community of learners in which all members foster, encourage and support the talents and diversity of one another.

Mission Statement

The mission of Ferry Elementary School, with the support of parents and community is to nurture individual growth and encourage academic excellence.

Beliefs Statement

1. We believe in being Accountable. We are committed to:

- a. promoting the achievement of every student at the highest level of their individual abilities,
- b. cultivating in each student a sense of responsibility for his/her own learning,
- c. creating a dynamic and safe learning environment,
- d. continuous improvement and optimizing the resources of the district including: people, processes, facilities and finances,
- e. providing value to all community stakeholders by offering programs and services that meet the needs of the district, are cost effective and enhance the reputation of the district and the community.

2. We believe in Building Partnerships at every level. We are committed to:

- a. developing and maintaining relationships among students, parents, staff and community members that promote involvement at every level,
- b. fostering mutual trust through open and honest communication among all community stakeholders,
- c. sharing pride in our accomplishments,
- d. capitalizing on resources to enhance opportunities for students, the district and the community.

3. We believe in fostering a collaborative culture that develops and capitalizes on Leadership skills at every level. We are committed to:

- a. fostering problem solving and empowerment,
- b. embracing change and encouraging innovation,
- c. promoting team-work to achieve results and to recognize and celebrate the contributions of all.

4. We believe in the pursuit of Educational Excellence for every 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 student based on their individual talents and abilities; maximizes the potential for each student to realize success in future endeavors; encourages each student to become a life-long learner,
- c. developing an exceptional educational environment that stimulates teaching and learning by providing premiere tools, materials, and facilities for learning.

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 diversity and individual differences and recognize individual needs,
- c. contributing to the development, the character, and integrity of our students.

Goals

Name	Development Status	Progress Status
Student Achievement in Math	Complete	Open
Student Achievement in Reading	Complete	In Progress
Student Achievement in Writing	Complete	In Progress

Goal 1: Student Achievement in Math

Content Area: Math

Development Status: Complete

Student Goal Statement: The percentage of students achieving expected NWEA growth will increase at each grade level by 5%.

Gap Statement: Over the last 5 years there has been a slight overall downward trend in MEAP performance in grades three and four.

Cause for Gap: Partial implementation of the Everyday Math Program.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, NWEA, Everyday Math End of the year assessment, and 5th grade math exit assessment

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? Decrease the percentage of students that are not proficient on the MEAP test. Increase the percentage of students that attain expected growth on NWEA. Increase the percentage of students that pass the GPPSS 5th Grade Math exit exam.

Contact Name: Gloria Hinz

List of Objectives:

Name	Objective
Improved Math Performance	The percentage of students meeting the targeted level of growth on NWEA will increase at each grade level by 5%

1.1. Objective: Improved Math Performance

Measurable Objective Statement to Support Goal: The percentage of students meeting the targeted level of growth on NWEA will increase at each grade level by 5%

List of Strategies:

Name	Strategy
EDM Program Implementation	All components of the Everyday Math Program will be fully implemented by every teacher for the prescribed amount of time.
Intervention for Lowest Performing Students	Students performing in the lowest 30% as identified by MEAP and NWEA will benefit from additional instructional interventions
Math Fact Fluency	All students will have the opportunity to increase fluency in math fact mastery.

1.1.1. Strategy: EDM Program Implementation

Strategy Statement: All components of the Everyday Math Program will be fully implemented by every teacher for the prescribed amount of time.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

District Research

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will implement the prescribed instructional format of EDM	2012-09-04	2013-06-14	All staff members that provide math instruction.

1.1.1.1. Activity: All teachers will implement the prescribed instructional format of EDM

Activity Type: Other

Activity Description: Teachers will follow the EDM pacing guide. Parent Letters will be sent home at the beginning of each chapter.

Math games will be utilized as prescribed by the EDM program. Instruction and activities will be differentiated to meet the needs of individual students using the EDM materials.

Planned staff responsible for implementing activity: All staff members that provide math instruction.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
EDM Materials	Other	0.00	

1.1.2. Strategy: Intervention for Lowest Performing Students

Strategy Statement: Students performing in the lowest 30% as identified by MEAP and NWEA will benefit from additional instructional interventions

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

District Research

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Success Maker	2012-09-04	2013-06-14	All Staff

1.1.2.1. Activity: Success Maker

Activity Type: Technology

Activity Description: At risk learners will use Success Maker as prescribed by the program to increase student achievement.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Success Maker Program	Other	0.00	

1.1.3. Strategy: Math Fact Fluency

Strategy Statement: All students will have the opportunity to increase fluency in math fact mastery.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

District Research

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
FASTT MATH	2012-09-04	2013-06-14	Classroom teachers

1.1.3.1. Activity: FASTT MATH

Activity Type: Other

Activity Description: All students will have the opportunity to practice math facts using the FASTT Math computer program. Student progress will be monitored by the classroom teacher.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
FASTT MATH Site License	Other	0.00	

Goal 2: Student Achievement in Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: 1. Students will think critically in evaluating their own reading ability.

2. Students will maintain and increase the level of improvement on the NWEA Reading Assessment.

3. Students will internalize life-long reading habits.

Gap Statement: In grades 4 and 5 1% of the students scored a 3 on the MEAP reading. In grade 3 9% of the students scored a 3.

Cause for Gap: Gender is an issue in reading performance. After reviewing MEAP data, NWEA data and classroom curricular assessments, critical thinking skills (comprehension) seems to be the cause of students performing in the Not Proficient and Partially Proficient levels.

Multiple measures/sources of data you used to identify this gap in student achievement: Classroom Curricular Assessments, NWEA, and MEAP.

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? 1. NWEA testing in May 2013 will exceed the standard yearly growth on the NWEA reading test by 5%.

2. 10% of students in grades 3-5 who earned a level 3 on the MEAP Reading test in 2012 and are now participating in Reader's workshop will achieve a proficient score of Level 1 or 2 in 2013.

3. The percentage of 5th grade students performing in the Not Proficient level of the MEAP will be reduced to 0%

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
08/26/2010	Gloria Hinz	In Progress	The students that participated in reading workshop met or exceeded NWEA expected growth. Readers workshop will be extended into all classrooms so all students will benefit.
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

Contact Name: School Improvement Team

List of Objectives:

Name	Objective
Decrease in % of students performing at MEAP levels 3 and 4	1. NWEA testing in May 2013 will exceed the standard yearly growth on the NWEA reading test by 5%.

2.1. Objective: Decrease in % of students performing at MEAP levels 3 and 4

Measurable Objective Statement to Support Goal: 1. NWEA testing in May 2013 will exceed the standard yearly growth on the NWEA reading test by 5%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Instruction and Collaboration	Teachers will research best practice instructional strategies, incorporating collaboration among grade level teachers and sharing among grade level teachers.

2.1.1. Strategy: Instruction and Collaboration

Strategy Statement: Teachers will research best practice instructional strategies, incorporating collaboration among grade level teachers and sharing among grade level teachers.

Selected Target Areas

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

What research did you review to support the use of this strategy and action plan?

Lucy Calkins
 Oakland ISD
 Reading for Real, Kathy Collins
 Balanced Literacy Instruction: A Teacher's Resource Book, Kathryn H. Au, Jacquelin H. Carroll, Judith A. Scheu
 Guiding Readers and Writers Grades 3-6 Teaching Comprehension, Genre, and Content Literacy, Irene C. Fountas and Gay Su Pinnell
 Guided Reading: Good First Teaching for All Children, Irene C. Fountas and Gay Su Pinnell
 Sandy Biando
 Katie Wood Rae

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Meap Reading scores and NWEA scores increased in those classrooms that piloted Reading Workshop. Due to that success the entire staff will be inserviced on readers workshop to build a common understanding of the components of readers workshop and how it works with writers workshop.
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaborative Planning Time	2012-09-05	2013-06-15	Teacher Leaders/ All teachers
Collaborative Professional Learning Communities	2012-09-22	2013-06-15	Teacher Leaders/All Teachers
Intervention for Lowest Performing Students	2012-09-04	2013-06-14	Teachers, Reading Specialist, Resource Room Teacher
Monitor and Adjust Instruction	2012-09-05	2013-06-15	Teacher Leaders and School Improvement Instructional Leaders/All Staff
Reading Workshop Staff Development	2009-08-20	2012-06-15	Principial and Instructional School Improvement Team.

2.1.1.1. Activity: Collaborative Planning Time

Activity Type: Professional Development

Activity Description: Teachers will use common planning time one time per month to share best practices in Readers Workshop.

Planned staff responsible for implementing activity: Teacher Leaders/ All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-05, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Schedule of Meetings	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

2.1.1.2. Activity: Collaborative Professional Learning Communities

Activity Type: Technology

Activity Description: Teachers will meet during Monday morning PLCs by grade level to disaggregate MEAP, NWEA, Fountas and Pinnell and Grosse Pointe Writing data.

Planned staff responsible for implementing activity: Teacher Leaders/All Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-22, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Clear Expectations for PLCs and common planning time	No Funds Required		
District Staff Development	Other		

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

2.1.1.3. Activity: Intervention for Lowest Performing Students

Activity Type: Other

Activity Description: The Reading specialist will implement FASST Reading with identified students. The resource room teacher will work with the classroom teacher to use the Success Maker Program with identified students.

Planned staff responsible for implementing activity: Teachers, Reading Specialist, Resource Room Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Specialist and FASST Reading	Other	0.00	
Resource Room Teacher and Success Maker	Other	0.00	

2.1.1.4. Activity: Monitor and Adjust Instruction

Activity Type: Other

Activity Description: Teachers will monitor student performance by analyzing student performance data during Monday PLCs and adjust instruction to do timely interventions for identified students using

research based strategies that support a readers workshop approach to instruction.

Planned staff responsible for implementing activity: Teacher Leaders and School Improvement Instructional Leaders/All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-05, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Strategies	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

2.1.1.5. Activity: Reading Workshop Staff Development

Activity Description: All teachers in grade K-5 will be in-serviced on the components of readers workshop and how readers and writers workshop work together.

Planned staff responsible for implementing activity: Prinicipal and Instructional School Improvement Team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-20, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Leveled Libraries grades K-5	Other	3,000.00	0.00
Reading Workshop Teacher Resources 3-5	Other	1,200.00	
Storage for Leveled Libraries	Other	1,000.00	0.00

Teacher Resource Material	Other	700.00	0.00
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Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

Goal 3: Student Achievement in Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: 1. Students will think critically in evaluating their own writing ability.

2. Students will maintain and increase the level of improvement on the Grosse Pointe Writing Assessment (GPWA)

3. Students will internalize life-long writing habits.

Gap Statement: A demographic analysis of NWEA, MEAP, and Grosse Pointe Writing Assessment indicate a difference in performance based on gender.

Cause for Gap: Females are significantly out performing males

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and Grosse Pointe Writing Assessment

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? 1. GP Writing Assessment in May 2013 will show a continued decrease in the gender gap particularly in grades 3 and 5.

2. MEAP writing scores of fourth grade students will also reflect a decrease in the gender gap.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Grosse Pointe Writing Gender Summary reflects in grades 1,2, and 5 females are scoring only .2 above the males. Grades 3 and 4 reflect a larger gap. In grade 3 girls out performed boys by an average of .7 and in grade 4, girls out performed boys by .4
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

Contact Name: Improvement Team

List of Objectives:

Name	Objective
Decrease Demographic Data Variance	Decrease the variance between male and female performance to less than a 10 point gap.

3.1. Objective: Decrease Demographic Data Variance

Measurable Objective Statement to Support Goal: Decrease the variance between male and female performance to less than a 10 point gap.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Writers Workshop	Teachers will continue to expand their knowlege of Writers Workshop particularly in the area of planning units of instruction and delivering instruction using the structural components of writing workshop.

3.1.1. Strategy: Writers Workshop

Strategy Statement: Teachers will continue to expand their knowlege of Writers Workshop particularly in the area of planning units of instruction and delivering instruction using the structural components of writing workshop.

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 the other.
I.2.A.1 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.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

What research did you review to support the use of this strategy and action plan?

Lucy Calkins, Units of Study Oakland ISD Wayne RESA Barry Lane Matthew Horn and Mary Ellen Giacobbe: Talking, Drawing and Writing. Lessons for our Youngest Writers. Vicki Spandel: Creating Young Writers; Using the Six Traits to Enrich Writing PROcess in Primary Classrooms.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaborative Planning Time	2012-10-20	2013-06-15	All Staff
Collaborative Professional Learning Communities	2012-10-30	2013-06-15	All K-5 Teachers
Common Language	2012-10-20	2013-06-15	All K-5 Teachers
Monitor and Adjust Instruction	2012-09-09	2013-06-15	All Staff

3.1.1.1. Activity: Collaborative Planning Time

Activity Type: Professional Development

Activity Description: Staff meetings will have time set aside for teachers to share best practices in planning mini lessons, conferencing and give feedback on the implementation.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-20, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Schedule of Meetings	No Funds Required		

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Collaborative Professional Learning Communities

Activity Type: Technology

Activity Description: Teachers will meet Monday mornings during PLCs to analyze student samples and dissagrate MEAP and Grosse Pointe Writing Assessment Scores.

Planned staff responsible for implementing activity: All K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-30, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Clear Expectations for Grade Level Release	No Funds Required	0.00	
Substitute Teachers	General Funds	2,400.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

3.1.1.3. Activity: Common Language

Activity Type: Other

Activity Description: Continue a school wide consistent format using common language and practice specific to mini lessons, conferencing, drafting, editing and revising.

Planned staff responsible for implementing activity: All K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-20, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Clear and Consistent Exptectations	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

3.1.1.4. Activity: Monitor and Adjust Instruction

Activity Type: Other

Activity Description: Teachers will monitor and adjust instruction and do timely interventions for identified students using research base strategies that support Writer's Workshop.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-09, End Date - 2013-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Strategies	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress
06/25/2009	Gloria Hinz	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Other	\$5,900.00	\$0.00
General Funds	\$2,400.00	\$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?

Grosse Pointe Public Schools used an outside firm, Bannach, Bannach, and Cassidy to conduct a comprehensive needs assessment.

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 District follows a timeline in which all content areas are reviewed on a repeating cycle.

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

The staff at Ferry Elementary School support the goals of the district by following the school improvement process outlined by NCA and Advanc-Ed.

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.

Based on a students academic ability common assessments may be delivered in different ways to best meet the students needs. Tests can be given in a small group setting, read aloud, or a scribe may be used.

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.

The district contracted with a consultant to do a technology assessment for the entire district. Each classroom in every building was assessed for current technology and technology needs. Each classroom throughout the district will be outfitted with a Smartboard.

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.

Data from multiple sources are analyzed both at the District and Building Levels. MEAP, NWEA, Grosse Pointe Writing, and Running Records are all used as sources of data.

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

School/district communications/forms are clearly written and cleanly deisgned to communicate information as simply as possible. The district's website is ccomprhensive with many links to resources to assist parents in supporting their children's education. Meetings which involve parents are scheduled at many different times andlocations with sensitivity to centrality when they involve more than one school. The school calendar is designed to avoid scheduling conflicts with cultural/reiligious days of significance.

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.

Staff members are directly involved in planning, designing, monitoring and evlauating the school improvement plan through regular meetings and daily dialog. Through the principal, the parents (PTO Board), are kept informed and provide input which in turn is carried back to the staff members who serve on the school improvement team.

Assurances

EdYES!

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

Response: *Yes*

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: *N/A (our school does not have grade 8)*

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: *Written policy, fully implemented*

Comments:

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: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

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: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *Yes*

Comments:

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

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments: *Student receive 1-2 gym classes per week and 2 20 minute outdoor recess per day.*

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

Response: *Adopted policy, fully implemented*

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:

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: *Yes*

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: *Yes*

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: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

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
Mrs.	Christina	Gill	1st grade teacher	christina.gill@gpschools.org
Mrs.	Paula	Gerow	3rd grade teacher	Paula.Gerow@gpschools.org
Mrs.	Tricia	Guests	2/3 magnet teacher	patricia.guest@gpschools.org
Mrs.	Claire	Horn	1st grade teacher	claire.horn@gpschools.org
Mrs.	Glenda	Lassiter	2nd grade teacher	glenda.lassiter@gpschools.org
Mr.	Jeff	Nyenhuis	4th grade teacher	jeff.nyenhuis@gpschools.org
Mrs.	Gloria	Hinz	Principal	gloria.hinz@gpschools.org
Mrs.	Sheri	Kam	Parent	kamfamily@comcast.net
Mrs.	Susan	Treder	Parent	susantreder@comcast.net
Mrs.	Sonia	Eckerman	parent	soniaeckerman@comcast.net
Mrs.	Karen	Villegas	PTO Secretary	karen.villegas@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:	Deb Jackson
Address:	389 St. Clair
Telephone Number:	313-432-3854

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.