

School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Kerby Elementary School

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

Principal: Ms. Melanie O'neil

Building Code: 02026

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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:	Kerby Elementary School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	02026
City:	Grosse Pointe Farms
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our vision defines what we want to become. It is a future-oriented statement that district initiatives address.

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

Mission Statement

Our Mission statement defines why we are here. It is a present-oriented statement of what we do.

The mission of Kerby Elementary School, in partnership with families and community, is to help students become productive, participative and responsible citizens who view learning as a life-long process.

Beliefs Statement

Every student can learn

- All learning is a lifelong process
- Every student is entitled to the best possible education
- Education is a shared responsibility among educators, parents and community
- Students are responsible for their own learning
- Every student is entitled to be respected, nurtured, and valued
- Individuals are responsible for the choices they make

Goals

Name	Development Status	Progress Status
Improved Learning for Students- Math	Complete	Open
Improved Reading Skills for all students	Complete	Open
Improved Writing Skills for All Students	Complete	Open

Goal 1: Improved Learning for Students- Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All Kerby students will demonstrate improved math knowledge and skills in academic areas across the math curriculum.

Gap Statement: Based on a review of disaggregated data from a variety of sources math is identified as a goal area. The state created new cut scores for the 11-12 MEAP with which students were judged as proficient. These new cut scores were implemented to 'raise the bar' and be a better measure of student progress toward being career and college ready.

The MEAP results show:

- 75% of 3rd grade students are proficient in Math.
- 75% of 4th grade students are proficient in Math.
- 62% of 5th grade students are proficient in Math.

- 14% of 3rd grade students are level 1 proficient in Math.
- 15% of 4th grade students are level 1 proficient in Math.
- 17% of 5th grade students are level 1 proficient in Math.

Desired State: Maintain or increase student achieving level 1 proficient on 2012-2013 MEAP.

The instructional focus for improving student Math proficiency will include:

- Number Sense
- Geometry
- Measurement
- Fact Mastery

5th grade Honors Middle School Math; 46% of Kerby 5th grade students scored high enough on end of year assessments, NWEA and MEAP to be placed into a Middle School Honors Math class.

Desired State: Maintain or increase 5th graders scoring 60% or higher on Honors assessment.

NWEA Spring 2012 RIT scores reflect the following in each grade level:

- Grade 1 average score-- K: 183.63 D: 184.01
- Grade 2 average score-- K: 197.68 D: 198.77

Grade 3 average score-- K: 213.58 D: 209.47
 Grade 4 average score-- K: 220.96 D: 219.18
 Grade 5 average score-- K: 229.20 D: 226.22

Desired State: Maintain or increase NWEA RIT scores.

Cause for Gap: On the MEAP and NWEA assessments specific subgroups and/or grade levels scored lower than the overall school population.

Multiple measures/sources of data you used to identify this gap in student achievement: ~ NWEA grades 1-5(3 times/year)
 ~ MEAP (grades 3-5)
 ~ 5th grade end of year Honors Middle School math assessment
 ~FASTT Math (future)
 ~Everyday Math mid and end of year assessments
 ~Common Building RTI time; 4x/week

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 or maintain the percentage of students that Meet or Exceed the Michigan Standards on the 3rd grade MEAP Math Test

Increase or maintain the number of students that Meet or Exceed the Michigan Standards on the 4th grade MEAP Math Test.

Increase or maintain the number of students that Meet or Exceed the Michigan Standards on the 5th grade MEAP Math Test.

Increase or maintain the RIT scores at each grade level on the NWEA assessments.

Decrease the % gap between male and female students in all grades on both the MEAP Math Tests and the NWEA assessments.

Contact Name: Melanie O'Neil

List of Objectives:

Name	Objective
Increase percent of level 1 proficiency	Maintain or increase level 1 proficiency 3rd grade-- 15% or higher 4th grade-- 20% or higher 5th grade-- 20% or higher A range of sixty to ninety minutes per day should be devoted to math curriculum each day.

1.1. Objective: Increase percent of level 1 proficiency

Measurable Objective Statement to Support Goal: Maintain or increase level 1 proficiency

3rd grade-- 15% or higher
 4th grade-- 20% or higher
 5th grade-- 20% or higher

A range of sixty to ninety minutes per day should be devoted to math curriculum each day.

List of Strategies:

Name	Strategy
Instructional Time	This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math instruction time may be at a later time. Teachers will follow a posted curriculum pacing guide to stay on track which is essential for the mastery of mathematical concepts. Fluency and automaticity are necessary for success in mathematics. Homework will be assigned and assessed.

1.1.1. Strategy: Instructional Time

Strategy Statement: This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math instruction time may be at a later time.

Teachers will follow a posted curriculum pacing guide to stay on track which is essential for the mastery of mathematical concepts.

Fluency and automaticity are necessary for success in mathematics.

Homework will be assigned and assessed.

Selected Target Areas

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.

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.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

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

- ~ Information from District curriculum committee reviewing research on best practices
- ~ EveryDay Math pacing guidelines

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
School Improvement/Collaboration meetings	2012-09-04	2013-06-13	Administration and Grade Level Leaders in collaboration with teachers will provide the pacing guide. Classroom teachers will implement the daily math instruction in accordance with the pacing guide and use data to drive instructional needs. Data gathered through implementation of building wide RTI strategies will also be analyzed and used to guide instruction.

1.1.1.1. Activity: School Improvement/Collaboration meetings

Activity Type: Professional Development

Activity Description: An instructional pacing guide for EveryDay Math will be provided to teachers in grades 1-5.

Grade level teams will create common assessments and review data. Teachers will meet in PLC teams to discuss and revise best practice for math instruction within the classroom. Data will 'drive' instruction as grade level teams disaggregate data collected.

Planned staff responsible for implementing activity: Administration and Grade Level Leaders in collaboration with teachers will provide the pacing guide.

Classroom teachers will implement the daily math instruction in accordance with the pacing guide and use data to drive instructional needs.

Data gathered through implementation of building wide RTI strategies will also be analyzed and used to guide instruction.

Actual staff responsible for implementing activity: Classroom teachers and administration.

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
EveryDay Math materials	General Funds	2,000.00	0.00
FASTT Math	Other	1,500.00	0.00

Goal 2: Improved Reading Skills for all students

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Kerby students will demonstrate improved/increased reading skills or knowledge across the curriculum. Informational Reading integrated into Sci/SS instruction.

Gap Statement: Based on a review of disaggregated data from a variety of sources reading is identified as a goal area. The state created new cut scores for the 11-12 MEAP with which students were judged as proficient. These new cut scores were implemented to 'raise the bar' and be a better measure of student progress toward being career and college ready.

The MEAP results show:

90% of the 3rd grade students are proficient in reading.

95% of the 4th grade students are proficient in reading.

88% of the 5th grade students are proficient in reading.

29% of the students are level 1 proficient in 3rd grade.

19% of the students are level 1 proficient in 4th grade.

29% of the students are level 1 proficient in 5th grade.

Desired state: Maintain or increase students achieving level 1 proficient scores on 2012-13 MEAP.

5th grade Honors English: 31% of Kerby 5th grade students performed well enough on NWEA, MEAP and end of year assessments to be placed in Middle School Honors English classes.

NWEA Spring 2012 RIT results reflect the following in each grade level:

1st grade average score-- K:183.92 D:181.35

2nd grade average score-- K:196.91 D:195.32

3rd grade average score-- K:209.07 D:203.81

4th grade average score-- K:215.15 D:211.97

5th grade average score-- K:217.91 D:217.39

Desired State: Maintain or increase NWEA RIT scores.

Cause for Gap: MEAP and NWEA assessments show specific subgroups and/or grade levels scored lower than the overall population.

Multiple measures/sources of data you used to identify this gap in student achievement: NWEA assessments will be used in K-5 and MEAP assessments in 3rd thru 5th grades.

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? Maintain or increase % of students achieving that Meet or Exceed the standards on 2012-13 3rd grade MEAP Reading test.

Maintain or increase % of students achieving that Meet or Exceed the standards on 2012-13 4th grade MEAP Reading test.

Maintain or increase % of students achieving that Meet or Exceed the standards on 2012-13 5th grade MEAP Reading test.

Increase or maintain the RIT scores at each grade level on the NWEA assessments.

Decrease the % gap between male and female students in all grades on both the MEAP and NWEA REading assessments.

Contact Name: Melanie O'Neil

List of Objectives:

Name	Objective
Improved Reading Skills for all students	K-5th grade F & P levels will be at or above Spring target areas. Informational Reading will be integrated into Science and Social Studies instruction.

2.1. Objective: Improved Reading Skills for all students

Measurable Objective Statement to Support Goal: K-5th grade F & P levels will be at or above Spring target areas. Informational Reading will be integrated into Science and Social Studies instruction.

List of Strategies:

Name	Strategy
Improved Reading Skills	Integration and support of Reading Specialist Integration and support of Instructional Support Resource Classroom interventions Use of NWEA/FAST Rdg/MEAP data to drive instructional groups Bldg wide RTI time 4x/week

2.1.1. Strategy: Improved Reading Skills

Strategy Statement: Integration and support of Reading Specialist

Integration and support of Instructional Support Resource
 Classroom interventions
 Use of NWEA/FAST Rdg/MEAP data to drive instructional groups
 Bldg wide RTI time 4x/week

Selected Target Areas

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.

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.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

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

GP Schools Reading Support Conversion tables
 F & P assessment materials

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Guided Reading Groups	2012-09-04	2013-06-13	Grade level teachers, Bldg Reading Leaders, Grade Level Leaders, Resource Room and Reading Specialist, Speech and Language Teacher

2.1.1.1. Activity: Guided Reading Groups

Activity Type: Professional Development

Activity Description: Teachers will use the disaggregated data to create differentiated reading groups.

Planned staff responsible for implementing activity: Grade level teachers, Bldg Reading Leaders, Grade Level Leaders, Resource Room and Reading Specialist, Speech and Language Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Libraries	General Funds	1,000.00	
F & P Kits	General Funds	1,500.00	0.00
FAST resources	General Funds	500.00	0.00

Goal 3: Improved Writing Skills for All Students

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Kerby students will demonstrate improved/increased writing skills across the curriculum.

Gap Statement: Based on a review of disaggregated data from a variety of sources writing was identified as a goal area. The state created new cut scores for the 11-12 MEAP with which students were judged as proficient. These new cut scores were implemented to 'raise the bar' and be a better measure of student progress toward being career and college ready.

A slight increase in 4th grade proficient MEAP writing scores from 2010-11 school year (65%) to 2011-12 school year (73%).

Writing scores were the lowest of the MEAP content area scores for the 4th graders.

Grosse Pointe Average Writing scores:

Grade 1 K: 3.84 (F: 3.88 M: 3.80) D: 3.83

Grade 2 K: 4.68 (F: 4.94 M: 4.29) D: 5.09

Grade 3 K: 4.63 (F: 4.71 M: 4.52) D: 4.59

Grade 4 K: 4.43 (F: 4.75 M: 4.19) D: 4.30

Grade 5 K: 4.25 (F: 4.53 M: 4.09) D: 4.37

Cause for Gap: On the MEAP and Grosse Pointe Writing assessments specific subgroups and/or grade levels scored lower than the overall school population.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Writing (grade 4)

Formal Grosse Pointe Writing assessments in May (grades 1-5); Informally 3x/year

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? ~ An increase in the percentage of students performing at the grade level expectation or advanced level of the Grosse Pointe Writing test

~ Decrease the % gap between male and female students in all grades on the GP Writing assessment.

Contact Name: Melanie O'Neil

List of Objectives:

Name	Objective
Gender Gap	A 45 minute block of daily instructional time will be devoted to writing instruction in an effort to decrease the gap between male and female performance. Informational Writing will be integrated into SS/Sci instruction.

3.1. Objective: Gender Gap

Measurable Objective Statement to Support Goal: A 45 minute block of daily instructional time will be devoted to writing instruction in an effort to decrease the gap between male and female performance. Informational Writing will be integrated into SS/Sci instruction.

List of Strategies:

Name	Strategy
Instructional Time/Writer's Workshop	Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning and conferencing with students regarding drafting, editing and revising. Practice GP Writing assessments (3x/year) all grade levels Data analysis/scoring of GP writing assessments used to drive instruction Implement FAST First Steps program Focus on details/characters (checklist for good writing) Lucy Caulkins Prompts for assessment practice Increase use of conventions across the curriculum Increase teaching strategies for grammar Writers Workshop, writing process, 6 Traits Use student samples to (GP levels) to edit conventions and improve scores

3.1.1. Strategy: Instructional Time/Writer's Workshop

Strategy Statement: Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning and conferencing with students regarding drafting, editing and revising.

- Practice GP Writing assessments (3x/year) all grade levels
- Data analysis/scoring of GP writing assessments used to drive instruction
- Implement FAST First Steps program
- Focus on details/characters (checklist for good writing)
- Lucy Caulkins Prompts for assessment practice

Increase use of conventions across the curriculum
 Increase teaching strategies for grammar
 Writers Workshop, writing process, 6 Traits
 Use student samples to (GP levels) to edit conventions and improve scores

Selected Target Areas

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.

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.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

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

The District Language Arts committee researched best practices for quality writing instruction. Grosse Pointe Writing and MEAP Data were reviewed and analyzed.

GP Writing Assessment Rubric
 6 + 1 Traits resources
 FAST program materials
 Lucy Caulkins Units of Study, professional development workshops, prompts
 Grammar materials
 Dictation exercises

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Frequent writing with meaningful feedback	2012-09-04	2013-06-13	Administration, Grade Level Leaders and classroom teachers
Staff Development	2012-09-04	2013-06-13	K-5 teaching staff and administration

3.1.1.1. Activity: Frequent writing with meaningful feedback

Activity Type: Professional Development

Activity Description: ~ Students will be involved in daily writing activities.

~ Students will participate in and demonstrate growth in practice GP Writing sessions throughout the year.

~ Students will receive detailed and meaningful feedback in response to their writing efforts.

Planned staff responsible for implementing activity: Administration, Grade Level Leaders and classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Materials	General Funds	1,000.00	
Professional Learning Activities	General Funds	2,500.00	

3.1.1.2. Activity: Staff Development

Activity Type: Professional Development

Activity Description: Staff Development opportunities in writing instruction, conferencing and best practices specific to Writer's Workshop to develop continued collaboration within and across grade levels and create school wide common language.

Planned staff responsible for implementing activity: K-5 teaching staff and administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On site staff development	General Funds	2,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$1,500.00	\$0.00
General Funds	\$10,500.00	\$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?

Meetings with staff, parents and community members were held to obtain input. Students were surveyed to gain their input as well.

Data was disaggregated and student performance was progress monitored at various points in the year.

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.

Curriculum is aligned with State standards and committees are established to ensure that data is used to drive instruction. The district EPLC committee (made up of administrators, teachers, parents and students) frequently review and monitor district curriculums. Curriculum is also on a set review cycle so that each level and content area is aligned across buildings and grade levels to ensure that standards are integrated and being taught.

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

There is a district wide committee, EPLC, that involves, parents, teachers, community members and students who participate to ensure the best curriculum possible.

Kerby's SI team uses data to drive instruction in an effort to best meet the needs of ALL students. PLC, grade level and building level meetings are used to analyze data, create goals and make informed curricular decisions.

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.

Weekly prep time and professional learning community meetings are used to disaggregate data and drive instruction. Grade level common assessments are created, implemented and discussed to monitor student progress. Building wide RTI strategies will also be discussed and implemented accordingly.

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 technology supervisor has worked closely with the district technology team (comprised of staff from each level) to develop a plan to utilize technology and train staff as we educate our students and pique their interest as they develop the skills to be life-long learners.

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 Kerby staff uses school wide data sheets to progress monitor student performance towards school improvement goals. This data as well as best practice is used to drive instruction.

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

the building PA 25 report, monthly PTO meetings, and newsletters share information on curriculum and student progress. Parents receive reports on students performance on standardized assessments.

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.

Meetings were held to survey parents, staff, and community members to gain feedback on school improvement.

Teachers used PLC Collaboration time to meet within grade level teams to develop SMART goals, which they then implemented, monitored, evaluated and analyzed data to drive instruction.

Action strategies and suggestions for staff development were created and presented.

Building wide RTI time w/ implementation of strategies 4x/week.

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: *No*

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: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

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: *No*

Comments:

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

Response: *No*

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 some 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.	Mary	Fritz	secretary	mary.fritz@gpschools.org
Mrs.	Karen	Lawrence	parent	Karenlawrence3@comcast.net
Mrs.	Ann	Lightbody	community member	Ann.Lightbody@gpschools.org
Mrs.	Pamela	Cronovich	Kindergarten Teacher	Pam.Cronovich@gpschools.org
Mrs.	Maureen	Bur	Principal	Maureen.Bur@gpschools.org
Mrs.	Lyndsey	Briggs	1st grade teacher	Lyndsey.Briggs@gpschools.org
Mrs.	Liz	Kern	2nd grade teacher	Liz.Kern@gpschools.org
Mrs.	Cathleen	Sullivan	3rd grade teacher	Cathleen.Sullivan@gpschools.org
Mr.	Bill	Pfeuffer	4th grade teacher	William.Pfeuffer@gpschools.org
Mrs.	Pat	Blazinski	5th grade teacher	pat.blazinski@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:	Melanie O'Neil
Address:	285 Kerby Road
Telephone Number:	313 432-4204

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.