School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: John Monteith Elementary School

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

Mr. Keith A. Howell

Building Code: 02597

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

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:	**John Monteith Elementary School**
District:	**Grosse Pointe Public Schools**
Public/Non-Public:	**Public**
Grades:	**K,1,2,3,4,5**
School Code Number:	**02597**
City:	**GROSSE POINTE WOODS**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

The vision of the Monteith Elementary School Community is to be proactive in academic, social, economic, and technological advances.

Mission Statement

The mission of Monteith Elementary School Community is to provide all students with a quality educational program.

To fulfill this mission, we will nurture and guide our students to become empathetic individuals who will develop a sense of self-worth with an intrinsic motivation to become life-long learners.

We will approach our mission with a universal belief that all students can achieve academically and socially.

Beliefs Statement

We believe that each student, with their uniqueness will achieve to their strengths, a mastery of core skills, demonstrate positive social, emotional and physical growth.

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 Learning for Students - Reading	Complete	Open
Improved Learning for Students - Writing	Complete	Open

Goal 1: Improved Learning for Students - Math

Content Area: Math
Development Status: Complete

Student Goal Statement: All Monteith students will improve/increase skills or knowledge in academic area across the math curriculum.

Gap Statement: The MEAP results show:
- 58% of the 3rd grade students are proficient in Math.
- 76% of 4th grade students are proficient in Math. Cohort up 17% from 2010.
- 68% of 5th grade students are proficient in Math. Cohort up 7% from 2009

Desired State: Maintain or increase student achieving satisfactory scores on 2011/2012 MEAP.

The instructional focus for improving student Math proficiency will include:
3rd - 5th Grade MEAP Evidence of Need (MATH)
+ Solve division problems involving remainders
+ Find distance between numbers on a number line (when not starting at 0 or 1)
+ Compare, add, and subtracting lengths (with and with conversions)
+ Add and subtract lengths, weights and times
+ Identify, describe, and compare 2-D and 3-D shapes
+ Classify familiar plane and solid objects
+ Knows denominator, fraction, value relationship
+ Knows fractions equivalencies of one
+ Understand meaning of 0.50 & 0.25 related to money
+ Read temperature in degree Fahrenheit
+ Understand fraction as sum of unit fractions
+ Solve problems using info in pictographs
+ Measure area using non-standard units
+Calculate area and perimeter of square & rectangle
+ Know benchmark temperatures & compare cooler, warmer
+Show front/top/side views of solids built w/ cubes
+ Perpendicular Lines

K-2
+ Estimate sum of two numbers with three digits
+ Add and subtract money in mixed units

+ Find distance between numbers on a number line
+ Know denominator, fraction value relationship
+ Recognize transformed shapes
+ Recognize, name and write halves, thirds and fourths
+ Know fraction equivalences of one
+ Measure area using non-standard units
+ Read temperature in degrees Fahrenheit
+ Make pictographs using a scale representation

- Grade levels create SMART Goal Tree utilizing evidence of need data, focusing on the following: objectives, action strategies, measurement tool utilized to gage instructional practices.
- MEAP data review â?? providing staff with specific skills to focus improvement efforts and interventions.
- Follow GPPSS Math Expectations to increase student achievement in Math
- Focus on essential learnings connected to Common Core (5 In and 5 out essential skills)
- FASTT Math, Success Maker, common assessments, etc. highlights of programs and activities that enhance our academic goals.
- RTI paperwork implemented to drive an RTI process of interventions and progress monitoring for struggling learners.

The NWEA RIT results show:
K grade average score - 160
1st grade average score - 183
2nd grade average score - 201
3rd grade average score - 210
4th grade average score - 218
5th grade average score - 227

Desired State: Maintain or increase NWEA RIT scores.

Cause for Gap: MEAP results show gap between level 1 and 2 proficiency.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Math

NWEA RIT Scores

Everyday Math Assessments

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? Desired State: Maintain or increase student achieving satisfactory scores on 2012/2013. Increase percent of level 1 proficiency.

Desired State: Maintain or improve NWEA RIT Scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

Contact Name: Keith Howell

List of Objectives:

Name	Objective
Increase percent of level 1 proficiency.	Maintain or increase level 1 proficiency.

1.1. Objective: Increase percent of level 1 proficiency.

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

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Increase student achievement in Math	A range of 60-90 minutes will be devoted to math curriculum each day. Parent communication regarding current math topics and concepts is frequent and timely. Fluency and automaticity are necessary for success in mathematics. Students will increase fact mastery appropriate to the current grade level. Pacing through the lessons is essential for the gradual mastery of mathematical concepts. Utilize F.A.S.T. Math computer program Incorporate music/basic facts Differentiate math instruction utilizing Everyday Math textbook. Increase and strengthen mathematical concepts throught Everyday Math vocabulary. Coordinating instruction of Tessellations with art teacher. Increase and improveGeometry and Measurement skills

1.1.1. Strategy: Increase student achievement in Math

Strategy Statement: A range of 60-90 minutes will be devoted to math curriculum each day.

Parent communication regarding current math topics and concepts is frequent and timely.

Fluency and automaticity are necessary for success in mathematics. Students will increase fact mastery

appropriate to the current grade level.

Pacing through the lessons is essential for the gradual mastery of mathematical concepts.

Utilize F.A.S.T. Math computer program

Incorporate music/basic facts

Differentiate math instruction utilizing Everyday Math textbook.

Increase and strengthen mathematical concepts throught Everyday Math vocabulary.

Coordinating instruction of Tessellations with art teacher.

Increase and improveGeometry and Measurement skills

Selected Target Areas

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

Everyday Math program

Fact proficiency level - 1st - 5th grade

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Activity	2011-09-06	2012-06-19	Grade level teachers

1.1.1.1. Activity: Math Activity

Activity Description: School improvement/collaboration meetings will be set aside to create common assessments and review data.

Teachers will meet in PLC teams to discuss and revise best practice math instruction within the

classroom. Time will also be used to review data to drive instruction.

Planned staff responsible for implementing activity: Grade level teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-19

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Materials	General Funds	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

Goal 2: Improved Learning for Students - Reading

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All Monteith studetns will improve/increase skills or knowledge in academic area across the reading curriculum.

Gap Statement: The MEAP results show:
- 84% of 3rd grade students are proficient in Reading.
- 82% of 4th grade students are proficient in Reading. Chort up 5% from 2010
- 88% of 5th grade students are proficient in Reading. Chort up 3% from 2009

NWEA results show:
Kindergarten average score - 155 - 49%ile
1st grade average score - 175 - 47%ile
2nd grade average score - 196 - 67%ile
3rd grade average soore - 203 - 61%ile
4th grade average score - 210 - 61%ile
5th grade average score - 217 - 65%ile

Desired State: Maintain or increase student achieving satisfactory scores on 2012-13 MEAP. Imporve percentile related to NWEA scores in Kindergarten and 1st grade.

The instrcutional focus for improvieng student Reading proficiency will include:

-Grade levels create SMART Goal Tree utilizing evidence of need data, focusing on the following: objectives, action strategies, measurement tool utilized to gage instructional practices.

-MEAP data review Ã¢?? providing staff with specific skills to focus improvement efforts and interventions.

-Making Meaning and Reading Workshop implementation Ã¢?? Student use strategies with reading partners/groups to practice skills at their independent reading levels.

-Focus on essential learnings connected to Common Core (5 In and 5 out essential skills)

- Success Maker, IDR time, Leveled Libraries, common assessments, etc. highlights of programs and activities that enhance our academic goals.

- RTI paperwork implemented to drive an RTI process of interventions and progress monitoring for struggling learners.

Cause for Gap: NWEA data shows Vocabulary, Word Structure, Phonics and Phonemic Awareness should be a focus for 2012-2013 school year in kindergarten and 1st grade.

Multiple measures/sources of data you used to identify this gap in student achievement: DRA/F&P levels will be utilized to measure success along with NWEA and MEAP scores.

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? Desired State: Increase percentile related to NWEA and increase level 1 proficiency on MEAP.

Maintain and increase MEAP and NWEA scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

Contact Name: Keith Howell

List of Objectives:

Name	Objective
Improve DRA levels	Desired State: K grade DRA average will be at or above level 1 in the Spring. Desired State: 1st grade DRA average will be at or above level 16 in the Spring. Desired State: 2nd grade DRA average will be at or above level 28 in the Spring. Desired State: 3rd grade DRA average will be at or above level 38 in the Spring. Desired State: 3-5 MEAP scores will be above AYP targets with improved level 1 Performance Level. Desired State: K-5 NWEA - Increase overall percentage of target RIT Met or Exceeded.

2.1. Objective: Improve DRA levels

Measurable Objective Statement to Support Goal: Desired State: K grade DRA average will be at or above level 1 in the Spring.

Desired State: 1st grade DRA average will be at or above level 16 in the Spring.

Desired State: 2nd grade DRA average will be at or above level 28 in the Spring.

Desired State: 3rd grade DRA average will be at or above level 38 in the Spring.

Desired State: 3-5 MEAP scores will be above AYP targets with improved level 1 Performance Level.

Desired State: K-5 NWEA - Increase overall percentage of target RIT Met or Exceeded.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Reading Strategy	- Reading Support Specialist - Instructional Support Program - Classroom interventions - Using DRA levels to create guided level reading groups

2.1.1. Strategy: Reading Strategy

Strategy Statement: - Reading Support Specialist

- Instructional Support Program

- Classroom interventions

- Using DRA levels to create guided level reading groups

Selected Target Areas

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

GP schools reading level conversion table.

DRA kit training

Making Meaning training

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
differentiation	2011-09-06	2012-06-19	grade level teachers

2.1.1.1. Activity: differentiation

Activity Description: Create guided reading groups according to DRA levels.

Planned staff responsible for implementing activity: grade level teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-19

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
DRA kits	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

Goal 3: Improved Learning for Students - Writing

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All Monteith students will improve/increase skills or knowledge in academic area across the writing curriculum.

Gap Statement: 2011 MEAP data shows:
72% of 4th grade students are proficient in writing.

GP Writing Assessment

- 97% of 1st grade students are satisfactory or above.
- 94% of 2nd grade students are satisfactory or above.
- 72% of 3rd grade students are satisfactory or above.
- 69% of 4th grade students are satisfactory or above.
- 75% of 5th grade studetns are satisfactory or above.

- Grade levels create SMART Goal Tree utilizing evidence of need data, focusing on the following: objectives, action strategies, measurement tool utilized to gage instructional practices.
- MEAP data review providing staff with specific skills to focus improvement efforts and interventions.
- Follow Writing Expectations for All Elementary Classrooms in GPPSS along with Rubric for Grosse Pointe Writing Assessment, practice GP writing assessment 2-3 times per year.
- Utilize Green Writing folder with specific required writing expectations along with building wide common language regarding Qualities of Good Writing and Writing Process.
- Making Meaning and Reading Workshop implementation Student use strategies with reading partners/groups to practice skills at their independent reading levels.
- Focus on essential learnings connected to Common Core (5 In and 5 out essential skills)
- RTI paperwork implemented to drive an RTI process of interventions and progress monitoring for struggling learners.
- Readers Workshop and Making Meaning Professional Development and classroom/PLC focus.

Cause for Gap: Gender Gap continues for grades 3 - 5.

Multiple measures/sources of data you used to identify this gap in student achievement: 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? Desired State: Increase student achieving satisfactory or above scores on the 2012-2013 GP Writing Assessment while decreasing gender gap.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

Contact Name: Keith Howell

List of Objectives:

Name	Objective
Gender gap	Decrease the varaiance between male and female performance.

3.1. Objective: Gender gap

Measurable Objective Statement to Support Goal: Decrease the varaiance between male and female performance.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Writing Strategy	Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning instruction and conferencing with student regarding drafting, editing and revising. Practice GP writing assessment - all grade levels. Collaboration on GP writing assessment - scoring/data analysis/using data to drive instruction - all grade levels Each grade level creates 3-5 action strategies for writing evidences of need - key performance indicators that show a need to spend time, energy, and resources on writing strategies.

3.1.1. Strategy: Writing Strategy

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

Practice GP writing assessment - all grade levels.

Collaboration on GP writing assessment - scoring/data analysis/using data to drive instruction - all grade levels

Each grade level creates 3-5 action strategies for writing evidences of need - key performance indicators that show a need to spend time, energy, and resources on writing strategies.

Selected Target Areas

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

District writing resources

GP Writing Assessment Rubric

6 +1 traits resources

Houghton L.A./FAST program teacher manuals and program materials

Lucy Caulkins, Units of Study - professional development videos, prompts

DRA kits

Handwriting supplemental materials

Write Away books and black line masters

Supplemental grammar materials

GLCE's

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff Development	2011-09-06	2012-06-14	Grade level teachers

3.1.1.1. Activity: Staff Development

Activity Description: Staff Development specific to writers workshop.

Create 3-5 action strategies per evidences of need.

Continue collaboration and school wide common language.

Planned staff responsible for implementing activity: Grade level teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-14

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	1,300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	Keith Howell	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$1,800.00	$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?

   - district strategic planning process
   - district survey of opinion - staff, student, community
   - building school improvement team and PLC teams analize data to drive instruction and create goals.

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 summaries for k-5 can be found on the website. Teams of teacher leaders/administrators reveiw and have aligned district curriculum with the state standards.

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

   The school improvement team uses data to drive instruction, create goals, and make decisions about curriculum. Stakeholders are involved during building level meetings.

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 district has provided an elementary testing schedule for MEAP, NWEA, GP Writing. Monteith uses PLC time to create common assessments and reveiws data to drive instruction.

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 elementary technology committee is working with the district to provide additional resources at the elementary level. Monteith will be receiving document smart boards in all classrooms to enhance technology and support the school improvement plan.

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 School Improvement Team uses data from the state to inform staff of necessary improvements. PLC teams utilize the information to drive insturction, create lessons and units of study.

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

   Information is provided to all stakeholders through the building and district Annual Report, PTO meetings, back to school night, and district/building web site.

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.

   PLC Collaboration time among grade levels are created to plan, design, monitor, evaluate, and analyze data to drive instruction. Stakeholders bring information to staff to implement school improvement plan.

   example activities consist of:

review improvement goals providing evidences of success/needs

create action strategies

professional development - conferencing/qualities of good writing, NWEA, Everyday Math, etc.

grade level collaboration - required activities, strategies, suggested activities.

Everyday Math consultant meetings

5in-5out essential learnings

differentiation

Assurances

EdYES!

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

   Response: *Yes*
   Comments: *NWEA (math/reading), DRA for students below level 40, F&P testing. ED math mid/end of year assessment, GPW assessment*

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: *http://gpschools.schoolwires.net/1767101027124513700/site/default.asp*

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: *Written Policy found in code of conduct and elementary handbook.*

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

   Response: *Yes*

   Comments: *PD is provided to new teachers and sustained PD is established during staff meetings for additional management techniques and ideas. Principal conducts instructional conferences with teachers regarding management techniques and instruction.*

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
Mr.	Keith	Howell	Principal	keith.howell@gpschools.org
Mrs.	Diane	Richards	K teacher	diane.richards@gpschools.org
Mrs.	Kristin	Fellows	1st grade teacher	kristin.fellows@gpschools.org
Mrs.	Jodie	Randazzo	4th grade teacher	jodie.randazzo@gpschools.org
Mrs.	Theresa	Comilla	5th grade teacher	theresa.comilla@gpschools.org
Mrs.	Anne	Reinhard	2nd grade teacher/Parent	reinhard.anne@gpschools.org
Mrs.	Tera	Smith	3rd grade teacher	tera.smith@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:	Keith Howell
Address:	1275 Cook Rd.
Telephone Number:	313-432-4504

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.