

School Improvement Plan

Title I - Targeted Assistance

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Parcels Middle School

Grades Served: 6,7,8

Principal: Dr. Cathryn Armstrong

Building Code: 02937

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:	Parcells Middle School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	02937
City:	Grosse Pointe Woods
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

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

Mission Statement

The mission of Parcells Middle School, in partnership with parents and community, is to ensure that all students progress in acquiring and using the knowledge, skills, and behaviors necessary to responsibly meet the challenges of today and tomorrow.

Beliefs Statement

The school district believes in, and is committed to, accountability, building partnerships at every level, developing and capitalizing on leadership skills, pursuing educational excellence for every student, and providing an environment that fosters respect. Our goal is to create an environment and culture that reflects these guiding principles:

We believe in being Accountable.

We are committed to:

- >promoting the achievement of every student at the highest level of their individual abilities
- >cultivating in each student a sense of responsibility for his/her own learning
- >creating a dynamic and safe learning environment
- >continuous improvement and optimizing the resources of the school including: people, processes, facilities, and finances.

We believe in building partnerships.

We are committed to:

- >developing and maintaining relationships among students, parents, staff and community members that promote involvement
- >fostering mutual trust through open and honest communication with all school stakeholders
- >sharing pride in our accomplishments
- >capitalizing on resources to enhance opportunities for students, the district and the community.

We believe in fostering a collaborative culture that develops and capitalizes on leadership skills

We are committed to:

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

We believe in the pursuit of educational excellence for every student, each and every day.

We are committed to:

- >promoting continuous improvement through recruiting, retaining and developing highly qualified staff committed to the highest standards of teaching and learning
- >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; and, encourages each student to become a life-long learner
- >developing an exceptional educational environment that stimulates teaching and learning by providing

premiere tools, materials, and facilities for learning.

We believe in creating a safe and caring environment that fosters respect and instills responsibility in each individual.

We are committed to:

- >encouraging understanding and tolerance of all individuals
- >celebrating diversity and individual differences and recognizing individual needs
- >contributing to the development, the character, and integrity of our students.

Goals

Name	Development Status	Progress Status
Analyze and interpret maps, charts, and graphs.	Complete	Open
P3	Complete	Open
Reading comprehension skills	Complete	Open

Goal 1: Analyze and interpret maps, charts, and graphs.

Content Area: Math

Development Status: Complete

Student Goal Statement: Students will increase their ability to analyze and interpret maps, charts, tables and graphs.

Gap Statement: Based on a data review of several assessments, the following areas were identified:

- a. Math - less than 70% of students are scoring proficient in data and probability on NWEA, ACT, and common assessments
- b. Social Studies - based upon NWEA scores and specific items identified from the ACT Explore, students scored below 60% proficient in analyzing and interpreting maps, charts, and graphs
- c. Science - less than 70% of students are scoring proficient in data and probability on NWEA, ACT, and common assessments

Cause for Gap: Insufficient instructional time is dedicated to teaching students to successfully make inferences and synthesize information based on material in several academic disciplines.

Multiple measures/sources of data you used to identify this gap in student achievement: NWEA math test - data and probability

MEAP math test - data and probability

ACT math test - data and probability

ACT science test

MEAP science test

Math, Science and Social Studies grade level common 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? 1) NWEA math data and probability achievement will be measured by a minimum 2 point increase

2) Common Assessment - minimum 10% achievement increase between pre and post tests

3) EXPLORE ACT test results in math will increase from 17.1 overall math score to 17.3, and will increase in science from 18.2 to 18.5

Contact Name: Cathryn Armstrong

List of Objectives:

Name	Objective
Analyze and interpret maps, charts, and graphs	Students will be considered proficient when achieving the following criteria: a. NWEA data and probability achievement will be measured by a minimum 2 point increase b. Common Assessment - 10% increase between pre and post tests c. EXPLORE ACT math test overall scores will increase from 17.1 to 17.3, and in science from 18.2 to 18.5

1.1. Objective: Analyze and interpret maps, charts, and graphs

Measurable Objective Statement to Support Goal: Students will be considered proficient when achieving the following criteria:

- a. NWEA data and probability achievement will be measured by a minimum 2 point increase
- b. Common Assessment - 10% increase between pre and post tests
- c. EXPLORE ACT math test overall scores will increase from 17.1 to 17.3, and in science from 18.2 to 18.5

List of Strategies:

Name	Strategy
Analyze and interpret maps, charts, and graphs	Parcells math, Science, and Social Studies will increase time spent on direct instruction and classroom activities related to analyzing and interpreting maps, charts, graphs, and tables

1.1.1. Strategy: Analyze and interpret maps, charts, and graphs

Strategy Statement: Parcells math, Science, and Social Studies will increase time spent on direct instruction and classroom activities related to analyzing and interpreting maps, charts, graphs, and tables

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
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.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

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

All teachers review NWEA and MEAP test data in order to determining the required collective department and individual teacher responses that will be implemented to achieve the targeted improvement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional strategies development	2012-09-07	2013-06-16	All Parcells Math, Science, and Social Studies teachers.

1.1.1.1. Activity: Instructional strategies development

Activity Type: Professional Development

Activity Description: Parcells Math, Science, and Social Studies teachers will meet throughout the school year in PLC (late-start) Monday meetings, Interbuilding meetings, and staff development day department meetings to review and develop grade level appropriate materials and instructional strategies to develop and increase student capability in the area of analyzing and interpreting maps, charts, and graphs.

Planned staff responsible for implementing activity: All Parcells Math, Science, and Social Studies teachers.

Actual staff responsible for implementing activity: All Parcells Math, Science, and Social Studies teachers.

Planned Timeline: Begin Date - 2012-09-07, End Date - 2013-06-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher meeting time	General Funds	400.00	400.00

Goal 2: P3

Content Area: Other

Development Status: Complete

Student Goal Statement: Students will participate properly in a pro-social and pro-academic achievement culture and climate at Parcells Middle School.

Gap Statement: Based on a review of student discipline and teacher concern, Parcells implemented a positive behavior support program.

Cause for Gap: Students need additional behavior support to achieve their academic and social goals.

Multiple measures/sources of data you used to identify this gap in student achievement: Student suspension data, teacher data, parent concern and community feedback about the culture and climate of Parcells.

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? Reduction in student discipline occurrences, teacher surveys, student surveys, parent and community surveys.

Contact Name: Cathryn Armstrong

List of Objectives:

Name	Objective
P3	Students will be considered proficient in being a positive community member when they demonstrate an ability to take care of themselves, take care of others, and take care of their school.

2.1. Objective: P3

Measurable Objective Statement to Support Goal: Students will be considered proficient in being a positive community member when they demonstrate an ability to take care of themselves, take care of others, and take care of their school.

List of Strategies:

Name	Strategy
P3	Teachers will review and discuss student data to determine the required collective staff and individual teacher responses that will be implemented to achieve the targeted improvement.

2.1.1. Strategy: P3

Strategy Statement: Teachers will review and discuss student data to determine the required collective staff and individual teacher responses that will be implemented to achieve the targeted improvement.

Selected Target Areas

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

PBIS training at Wayne RESA, Glasser Behavior theory, and classroom management resources.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
P3	2012-09-07	2013-06-15	All Parcells staff

2.1.1.1. Activity: P3

Activity Type: Professional Development

Activity Description: Each Monday staff will have professional development for the school-wide PBIS lesson delivery which takes place each Tuesday. Staff will receive additional inservice on classroom management, culturally competent responses to behavioral issues, and implement tier 2 and tier 3 behavior interventions on a weekly basis.

Planned staff responsible for implementing activity: All Parcells staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-07, 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
PBIS Grant Wayne RESA	Other	1,500.00	

Goal 3: Reading comprehension skills

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will increase proficiency in reading comprehension.

Gap Statement: Based on review of 2012 reading results from the ACT Explore and the NWEA reading tests we identified that less than 70% of Parcells students are scoring at the proficient level in reading comprehension.

Cause for Gap: Insufficient instructional time is dedicated to teaching student to successfully make inferences and synthesize information based on material.

Multiple measures/sources of data you used to identify this gap in student achievement: NWEA reading comprehension results, ACT Explore, MEAP Reading, and locally developed 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? 1) NWEA Reading comprehension strand -using a longitudinal cohort group we will measure winter 2012 with winter 2013 for 6th and 7th graders. success will be measured by a 3 point achievement increase.

2) English, Social Studies, and Science Common Assessment -10% achievement increase minimum between pre and posttests

3) ACT Explore Reading test results will demonstrate an increase from 15.8 to 16.0

Contact Name: Cathryn Armstrong

List of Objectives:

Name	Objective
Students will increase reading comprehension skills	70% or more students at each grade level score demonstrate profience on the NWEA, English common assessment, and the ACT Explore

3.1. Objective: Students will increase reading comprehension skills

Measurable Objective Statement to Support Goal: 70% or more students at each grade level score demonstrate profience on the NWEA, English common assessment, and the ACT Explore

List of Strategies:

Name	Strategy
Parcells Literacy Goal Strategies	In each department, teachers will implement instructional strategies as defined by departments to improve student skills in drawing conclusions, making inferences, synthesizing information using charts or graphs, answering multiple-step questions, and intrepreting a variety of texts.

3.1.1. Strategy: Parcells Literacy Goal Strategies

Strategy Statement: In each department, teachers will implement instructional strategies as defined by departments to improve student skills in drawing conclusions, making inferences, synthesizing information using charts or graphs, answering multiple-step questions, and intrepreting a variety of texts.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
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.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

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

Michigan Framework
 District Curriculum
 English Language Arts dept. meetings to review and discuss test data and plan instructional responses.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff activities to support	2012-09-	2013-09-	All staff are responsible for increasing student

literacy goal	07	06	achievement levels in this area.
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3.1.1.1. Activity: Staff activities to support literacy goal

Activity Type: Professional Development

Activity Description: Teachers will review and discuss past test data to determine the required collective department and individual teacher responses that will be implemented to achieve the targeted improvement.

Planned staff responsible for implementing activity: All staff are responsible for increasing student achievement levels in this area.

Actual staff responsible for implementing activity: All staff are responsible for increasing student achievement levels in this area.

Planned Timeline: Begin Date - 2012-09-07, End Date - 2013-09-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Meeting times; Late-start Mondays, faculty meetings, staff development days	General Funds	300.00	300.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$1,500.00	\$0.00
General Funds	\$700.00	\$700.00

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?

There are several components required to complete the CNA. All core teachers review test data (MEAP, NWEA, Grosse Pointe Writing, plus locally created teacher, department, and cross-district by grade level and content common assessments) to determine areas of strength and areas needing instructional or curricular attention. The building leadership council reviews the data and discusses and establishes school improvement goals based on the discussion and data. Surveys were completed and that data is also incorporated into the process.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Individual teachers and departments meet to review and discuss test results. Teachers identify individual students who require attention. They also identify areas of the curriculum (content standards/GLCE's) that appear to demonstrate a lack of student learning. Once identified, teachers and departments write plans to address the students and areas of curriculum identified as needing attention.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

Each core department uses test data to conduct the needs assessment process. Test data review include MEAP, NWEA, Grosse Pointe Writing, Grade level/content common assessments data.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

Not Applicable

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

Via the test data review process (MEAP, NWEA, Grosse Pointe Writing), students who are struggling with school and learning are identified. Students in the lower quartile in terms of MEAP or NWEA are identified. Those students' individual circumstances were reviewed by teachers and counselors and a decision was made to include students in the Title I program.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

Once the students to be included in the program are identified, students are provided service support through several programs. They include: (1) Title I personnel support in the regular classroom, (2) pull-out support in a Title I classroom for an hour a day, (3) inclusion in Math Foundations classes, (4) inclusion in Reading Essentials classes, (5) inclusion in Academic Assistance classes, or (6) recommended inclusion in the after-school 7th hour program.

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 reviews K-12 curriculum on a regular rotational basis. The curriculum review team consists of teachers and administrators from each level (elem., middle, and high school levels), central office representation, and parent representation. The State standards are reviewed against the existing curriculum and where needed, new State standards are written into the District curriculum. In each review process, the end curriculum represents all 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.

There are middle level personnel involved in each curriculum review process. Teachers meet several times by department in the school building or across district to review curriculum, curriculum needs, student learning, and test results. The common assessment development in the District at the middle level has required the involvement of all teachers within the content areas to ensure that there is appropriate alignment in curriculum, instruction, and assessment.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All teachers and Title I paraprofessionals are highly qualified.

High-Quality and Ongoing Professional 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. The 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. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Parent involvement is encouraged and supported at the school. All parents are invited and encouraged to attend parent-teacher conferences held in November and March. All parents are strongly encouraged to attend the annual 'Back To School' night. Title I teachers held meetings specifically for Title I parents during the November and March parent-teacher conference sessions.

All students are strongly encouraged to complete and take home their required student planners daily. Parents are strongly encouraged to review and discuss the planners, daily activities, homework assignments, missing assignments, etc. with their children.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

There is a district-wide Title I advisory board. At the school level, parents are invited to participate with Title I teachers in program support for their children. Each parent receives a copy of the parent, student, teacher contract during the school year.

2b. Implementation

The Title I teachers met with interested Title I parents twice during the school year to review program design and implementation. Parents were encouraged to ask questions about program support options and the specific support program for their children. A monthly newsletter is available to all parents.

2c. Evaluation

This was the first year that Parcells offered a Title I program. Title I teachers, working with counselors, identified students and reviewed test results on all Title I students using NWEA, MEAP, and Grosse Pointe Writing test data. They also reviewed quarterly grades and maintained contact with general education teachers.

The Title I program will be discontinued for the upcoming school year.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

All parents receive test data regarding their children. The test data that is communicated to them includes NWEA, MEAP, and Grosse Pointe Writing assessment data. Parents may review the test data with Title I teachers, counselors, or the school psychologist.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

Not applicable due to grade levels served.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

The school reviewed parent involvement components for the prior school year. Those activities are named in this report.

The Title I program will not be offered in the upcoming school year.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

The Title I program will not be offered in the upcoming school year.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Not applicable due to grade levels served.

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.

Middle level schools are in the process of developing quarterly common assessments (by grade level by content area) aligned District and State standards that will provide specific information about the achievement of individual learners related to State and District learning standards.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

The Title I program is coordinated with the special education program in terms of support for learners. The LEP population consisted of 1-2 students this year so there is insufficient population for more coordination than the existing programming for those students.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

The school employse the MEAP, NWEA, and Grosse Pointe Writing assessment data to monitor student performance. Title I teachers, beyond this test data, monitor student grades, in-class performance, and general education teacher concerns regarding Title I student performance for individual students.

2. Describe how data will be utilized to inform instruction.

Test scores and other data (report cards, teacher or counselor observations or recommendations, etc.) are utliized to place students in appropriate support programs which are designed to respond to student needs; Math Foundations, Title I pull-out classroom support, Reading Essentials, etc. Where individualized support is required, Title I teachers address individual student concerns in the Title I pull-out classes. This school year, we initiated a computer-based program (SuccessMaker) to address individual student needs in reading and math.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

The Title I program is discontinued for the upcoming school year.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

The Title I program is discontinued for the upcoming school year.

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.

Students have access to technology in their classrooms daily. (document readers, overhead projectors, computer-based applications, etc.) In addition, the school piloted SuccessMaker this last school year to help students in need including Title I students in the areas of reading and math.

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 teachers within each content area review annual test results against existing curriculum and past years' test results to determine where there are areas indicating a need for improvement. Within department meetings, teachers review existing goals, action strategies implemented, and determine any new areas needing attention or any new stategies needed to continue to support on-going goals.

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

that they can understand.

Teachers receive and use all test data on an annual basis. Parents are sent annual 'comprehensive reports' which list the most recent test data (MEAP, NWEA, and Grosse Pointe Writing) along with the test scores for as long as the student has been a student in the District. The annual PA-25 report is published and disseminated as well as posted on line.

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 receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

All stakeholders are provided information and encouraged to provide feedback and/or recommendations to the school for the sake of authoring the annual school improvement plan. Parents sit on the curriculum review committees and the District EPLC which is responsible for curriculum review prior to any curriculum being formally recognized and adopted. School Board members review curriculum prior to formal adoption. All stakeholders have opportunities to become involved in the process.

Assurances

EdYES!

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

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

Comments:

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

Response: *Yes*

Comments:

Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

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

Response: *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: *Banach survey - spring 2010*

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, but not 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: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

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

Comments: *PE is an elective class at this school. If students take PE, they are in PE for approximately 270 minutes weekly.*

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

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: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *Parents volunteer in the school clinic.*

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, but not 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: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *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: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Mark	Mulholland	Principal	mark.mulholland@gpschools.org
Mr.	Allan	King	Assistant Principal	allan.king@gpschools.org
Mrs.	Laura	Mikesell	Science Teacher	laura.mikesell@gpschools.org
Mrs.	Christine	Geerer	Science teacher	chris.geerer@gpschools.org
Mrs.	Pat	Liverance	ELA Teacher	pat.liverance@gpschools.org
Mrs.	Nan	Sabella	ELA Teacher	nan.sabella@gpschools.org
Mrs.	Linda	Fogel	Social Studies Teacher	linda.fogel@gpschools.org
Ms.	Linda	Angelilli	MathTeacher	linda.angelilli@gpschools.org
Mr.	Tim	VanEckoute	PE Teacher	tim.vaneckoute@gpschools.org
Mrs.	Debra	Duffey	Math Teacher	debra.duffey@gpschools.org
Mr.	Rodger	Hunwick	Social Studies Teacher	rodger.hunwick@gpschools.org
Mrs.	Lisa	Khoury	School Psychologist	lisa.khoury@gpschools.org
Mrs.	Carla	Palffy	School Counselor	carla.palffy@gpschools.org
Mrs.	Jennifer	Sherman	School Counselor	jennifer.sherman@gpschools.org
Mrs.	Holli	McNally	Math Teacher	holli.mcnally@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:

Thomas Harwood, Assistant Superintendent for
Human Resources and Labor Relations

Address:

389 St. Clair Ave. Grosse Pointe, MI 48230

Telephone Number:

313-432-3016

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

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan (*NOTE: This attachment was invalid and could not be included.*)
- School-Parent Compact (*NOTE: This attachment was invalid and could not be included.*)