

# School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Grosse Pointe South High School

Grades Served: 9,10,11,12

Principal: Dr. Matthew Outlaw

Building Code: 01512

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	<b>Grosse Pointe South High School</b>
District:	<b>Grosse Pointe Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>01512</b>
City:	<b>Grosse Pointe Farms</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

The building vision was updated by members of the School Improvement Team in April of 2011. This came about as a result of the district's initiative to update its mission, vision and goals led by the consultant team of Banach, Banach and Cassidy. The vision for Grosse Pointe South High School is simply "Every Student, Every Day".

The school district is in the process of updating it's strategic plan, mission and vision, thus changes may occur once the district direction is determined.

## Mission Statement

Grosse Pointe South High School is a community of individuals who work in partnership to provide a broad based program of academics, athletics, and activities for ALL students. It is the dedication of those individuals that provides the foundation for student success in all their endeavors.

## Beliefs Statement

Rigor - South believes in a rigorous curriculum of study, and in the philosophy of 'leveling up' - encouraging students to choose the most rigorous courses available, even when out of their comfort zones.

Relevance - South believes in a globally relevant program of study and instructional methodology. Our school embraces 21st century learning and works daily to connect learning with the lives of our students.

Relationships - South believes that effective and supportive personal relationships are the key to any learning situation. We continually seek and implement programs that enhance nurturing relationships in the school setting.

## Goals

Name	Development Status	Progress Status
Improve Math Proficiency	Complete	Open
Improve Science Proficiency	Complete	Open
Reducing Failure	Complete	Open

### Goal 1: Improve Math Proficiency

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Students will become more mathematically literate, increase the necessary foundational skills, and develop math and problem solving skills as evidenced by local, state and national achievement standards. Grosse Pointe South will remain in the top 5% of Michigan Public High Schools in terms of passing rate on the MME.

**Gap Statement:** 55.5% of South students were proficient on the 2012 MME math test using the new cut scores

- 12.2% of African-American students were proficient on the 2012 MME math test
- 12.9% of Economically-Disadvantaged students were proficient on the 2012 MME math test

**Cause for Gap:** Students struggle with certain foundational skills necessary for success in sequential classes, thus making it difficult to fully understand more advanced concepts associated with high school mathematics.

Need for varied instructional strategies to meet the needs of all learners, additional supports for struggling students and targeted interventions for necessary foundational skills.

In addition, struggles in literacy are affecting all subject areas including mathematics.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME/ACT data

Explore/Plan Data

NWEA test results

Locally developed classroom assessments

Teacher observation

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Increase the overall percentage of students passing by 3%

Increase by 3% the percentage of students in the various subgroups that pass the MME math test.

**Contact Name:** Matt Outlaw

**List of Objectives:**

Name	Objective
Math Achievement	Students will demonstrate competency in mathematical and problem solving skills as evidenced by performance on standardized tests.

## 1.1. Objective: Math Achievement

**Measurable Objective Statement to Support Goal:** Students will demonstrate competency in mathematical and problem solving skills as evidenced by performance on standardized tests.

**List of Strategies:**

Name	Strategy
Support Classes	Math support is provided to students that have demonstrated low skill development in previous testing situations. This support primarily consists of an additional class period allowing them adequate time to demonstrate mastery of the requisite skills.

### 1.1.1. Strategy: Support Classes

**Strategy Statement:** Math support is provided to students that have demonstrated low skill development in previous testing situations. This support primarily consists of an additional class period allowing them adequate time to demonstrate mastery of the requisite skills.

**Selected Target Areas**

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Implements interventions to help students meet expectations for student learning
3.6 Allocates and protects instructional time to support student learning

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

Mathematics learning strategy research  
 "Algebra for All" staff development for math teachers  
 EdTrust.org achievement gap research

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Support Classes	2012-08-29	2013-06-13	Terry Flint, Dave Martin and Alan Vassel

**1.1.1.1. Activity: Support Classes**

**Activity Type:** Other

**Activity Description:** We provide support classes for the following courses:

- Algebra 1
- Geometry
- Algebra 2

**Planned staff responsible for implementing activity:** Terry Flint, Dave Martin and Alan Vassel

**Actual staff responsible for implementing activity:** Alan Vassel

Dave Martin  
Jackie Caldwell  
Lisa Kurtz

**Planned Timeline:** Begin Date - 2012-08-29, 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
Support Classes	General Funds	140,000.00	0.00

**Goal 2: Improve Science Proficiency**

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** Students will become more scientifically literate, and develop analytical and problem solving skills as evidenced by local, state and national achievement standards.

Students will show evidence of this goal by maintaining our status of being within the top 5% of all public high schools in terms of passing rate on the science MME.

**Gap Statement:** 47.5% of South students were proficient on the 2012 MME science test using the new cut scores.  
- 14.3% of African-American students were proficient on the science test.



- 12.9% of students with disabilities were proficient on the science test.

**Cause for Gap:** The gap for our subpopulation students being significantly below the majority of the population is mainly due to lack of background skills necessary for success in science classes. These include reading and math skills. Content area instruction needs to be varied to accommodate these background deficiencies. Assessments must also be altered to ascertain competency in science content for these students.

Additional strategies are needed to help to grow these foundational skills and targeted interventions are needed to help each student to be successful in their science classes.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Explore and Plan Test results

MME/ACT results

Locally developed common assessments

Science coursework 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?** Increase the percentage of students passing the MME science test by 3%.

Increase the subgroup percentage of students that pass the MME science test by 3%.

**Contact Name:** Matt Outlaw

**List of Objectives:**

Name	Objective
Science Proficiency	South students will demonstrate proficiency in scientific methodology and depth of understanding. The objective is for students at Grosse Pointe South to increasingly pass the science portion of the MME. Our current passing rate is 86%. The objective is for students to pass at an 89% rate on the 2012 MME (3% increase). Each subgroup will also increase by 3%.

## 2.1. Objective: Science Proficiency

**Measurable Objective Statement to Support Goal:** South students will demonstrate proficiency in scientific methodology and depth of understanding. The objective is for students at Grosse Pointe South to increasingly pass the science portion of the MME. Our current passing rate is 86%. The objective is for students to pass at an 89% rate on the 2012 MME (3% increase). Each subgroup will also increase by 3%.

**List of Strategies:**

Name	Strategy
Familiarity with MME/ACT format	Students will become familiar with the MME/ACT format of testing. Teachers will frequently use two columns with multiple choice options, various charts and data presentations, and extensive reading passages. The intent is that students will be comfortable with assessments developed in this manner.

**2.1.1. Strategy: Familiarity with MME/ACT format**

**Strategy Statement:** Students will become familiar with the MME/ACT format of testing. Teachers will frequently use two columns with multiple choice options, various charts and data presentations, and extensive reading passages. The intent is that students will be comfortable with assessments developed in this manner.

**Selected Target Areas**

2.5 Fosters a learning community
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.4 Supports instruction that is research-based and reflective of best practice

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

ACT trend data  
MME/ACT test results  
EdTrust.org achievement gap research  
Successful programs in other districts

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Use of the MME/ACT format	2012-08-29	2013-06-13	James Adams, department chair All science teachers Collaboration of science teachers and other department members

**2.1.1.1. Activity: Use of the MME/ACT format**

**Activity Type:** Other

**Activity Description:** Science teachers will use the MME/ACT format regularly in order to familiarize students with this technique. Each test will have a section entirely based on the ACT style and format. We will also use more graphs and charts for interpretation of data - a key element on the Science portion of the MME/ACT. Interdepartmental collaboration in the use of graphing and interpreting data will be established by pairing science teachers with teachers in other departments.

**Planned staff responsible for implementing activity:** James Adams, department chair  
 All science teachers  
 Collaboration of science teachers and other department members

**Actual staff responsible for implementing activity:** All Science Teachers

**Planned Timeline:** Begin Date - 2012-08-29, 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
Teacher preparation time	General Funds	5,000.00	0.00

### Goal 3: Reducing Failure

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** Student failures as measured by final semester grades will be reduced by 10% during the 2012-13 school year. Specifically, the proportion of D's, E's and R's (attendance failures) in courses at South High School will be targeted as they are seen as evidence of less than effective performance during the learning process.

**Gap Statement:** 1,749 final semester grades were either D's (1,209), E's (509) or R's (31) out of a total of 21,281 grades. This constitutes 8.2% of all student grades.

Among South's African-American sub-group, these proportions are much higher. 585 out of 2,601 grades by South's African-American students during 2011-12 were either D's (367), E's (209) or R's (9). This constitutes 22.5% of all grades received by South's African-American population and 33.4% of all D's, E' and R's received for all students. African-American students comprised 12.2% of South school population during the 2011-12 school year.

**Cause for Gap:** As with each of our goals, foundational skills are a significant issue with many students. A large proportion of South's African-American population have come to our school from other school districts at some point in their secondary education (6-8) and we have not done an adequate job of helping students to transition and to address any academic deficiencies.

For 2012-13, a new transition program has been introduced (Link Crew), additional supports have been put in

place (academic lunch, restructuring of teacher support time, use of student mentors and working with parents as partners are a few of the many strategies we will use to help addressing this deficiency on the part o the school.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Student final semester grades for semester 1 and semester 2

Student final exam grades for semester1 and semester 2

Grade distribution analysis by department

Grade distribution analysis by individual teacher

Grade distribution analysis by ethnicity

**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?** South High School will reduce the proportion of total student grades by 10% during the 2012-13 school year.

South High School will reduce the proportion of grades received by South African-American students by at least 10% during the 2012-13 school year.

Grades will continue to be monitored as a school, by department, by individual teacher and by ethnicity. This work will be done by administrators, but much of the work and discussion of interventions will be done by the teachers during professional learning community time, department collaboration or upon individual reflection. Individual teacher goals, as part of the evaluation process, will help to focus attention on the needed interventions for students that are not achieving at the level of appropriate proficiency in their classes. Interventions, while many are available, will need to be tailored for individual students based on their individual needs.

**Contact Name:** Matt Outlaw

**List of Objectives:**

Name	Objective
School-wide Literacy Focus	For the 12-13 school year, All South teachers will be seen as teachers of reading and writing. A committment on the part of the staff to have at least one reading and writing exercise a week that focuses on literacy skills will be in place.
Structures for success	South will use school-wide, department and individual structures for success for students that are not having the level of success needed in the classroom. The following are the categories of interventions that will be done throughout the school. 1) School-wide Interventions A) Tutorial Restructuring B) Academic Lunch C) Parental notification D) South Critical List teams 2) Departmental 3) Individual Teacher

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### 3.1. Objective: School-wide Literacy Focus

**Measurable Objective Statement to Support Goal:** For the 12-13 school year, All South teachers will be

seen as teachers of reading and writing. A commitment on the part of the staff to have at least one reading and writing exercise a week that focuses on literacy skills will be in place.

**List of Strategies:**

Name	Strategy
Reading and Writing Across the Curriculum	All teachers will committ to being teachers of reading and writing with at least one activity each week that emphasizes skill development in each of these areas.

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### 3.1.1. Strategy: Reading and Writing Across the Curriculum

**Strategy Statement:** All teachers will committ to being teachers of reading and writing with at least one activity each week that emphasizes skill development in each of these areas.

**Selected Target Areas**

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

Extensive research as well as internal data indicates that literacy skills are effecting performance in also all areas of student success at South.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Becoming teachers of reading and writing	2012-08-29	2013-06-13	Professional development time and professional learning community time will be used to help with this. The English department will be in the lead working closely with administration.

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#### 3.1.1.1. Activity: Becoming teachers of reading and writing

**Activity Type:** Professional Development

**Activity Description:** The South English department will offer training to all staff on how they can support reading development and writing development.

**Planned staff responsible for implementing activity:** Professional development time and professional learning community time will be used to help with this. The English department will be in the lead

working closely with administration.

**Actual staff responsible for implementing activity:** All professional staff members

**Planned Timeline:** Begin Date - 2012-08-29, 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
Professional development time	No Funds Required		

### 3.2. Objective: Structures for success

**Measurable Objective Statement to Support Goal:** South will use school-wide, department and individual structures for success for students that are not having the level of success needed in the classroom. The following are the categories of interventions that will be done throughout the school.

- 1) School-wide Interventions
  - A) Tutorial Restructuring
  - B) Academic Lunch
  - C) Parental notification
  - D) South Critical List teams
- 2) Departmental
- 3) Individual Teacher

**List of Strategies:**

Name	Strategy
Structures for success	The following are strategies that will be employed by the teaching staff to address student failure 1) School-wide - A) South's has restructured teacher work days (professional responsibility periods) to better support students that are struggling. Tutorials targeted struggling freshman have been created including support for our lowest performing students as well as those that are only meeting our minimum standards. Furthermore, staff will continue to support struggling students in the student center as part of their professional responsibility period. B) Academic Lunch - For students that are failing to complete their school work, an assignment to Academic Lunch will take place. This will be a working lunch that will include staff as well as student mentors to assist students in need. C) Parental notification - New systems and expectations for parent communication have been put in place to ensure that parents are informed and able to assist with students that may be struggling. D) South Critical List Teams - Staff or teams of staff will be assigned to our critical list of students that are not finding success in our school. These staff members will work as sponsors/mentors for these students working to find them as much assistance as possible and to provide an additional relationship to help struggling students. Staff will work as teams with a larger group of students and also take responsibility for 2 students individually. 2) Departmental - Each department has been

discussing potential interventions to assist students. The math department will continue to offer math support tutorials. The social studies and science departments will be doing collaborative tutorials focusing on helping students in our most failed courses at South (Earth Science and World History). The English department has committed to a greater emphasis on writing and literacy as well. 3) Individual Teacher - Teachers will be provided essential data to help with their personal reflection on student success in their classes. This will include grade distribution data by teacher, department and school. This will also include individual student data for all students that are off-track for success on the MME as evidenced by Explore data and Plan data. Teacher goals as part of the evaluation process will help to drive their focus on student success and interventions that are tailored for each student's needs.

### 3.2.1. Strategy: Structures for success

**Strategy Statement:** The following are strategies that will be employed by the teaching staff to address student failure

1) School-wide -

A) South's has restructured teacher work days (professional responsibility periods) to better support students that are struggling. Tutorials targeted struggling freshman have been created including support for our lowest performing students as well as those that are only meeting our minimum standards. Furthermore, staff will continue to support struggling students in the student center as part of their professional responsibility period.

B) Academic Lunch - For students that are failing to complete their school work, an assignment to Academic Lunch will take place. This will be a working lunch that will include staff as well as student mentors to assist students in need.

C) Parental notification - New systems and expectations for parent communication have been put in place to ensure that parents are informed and able to assist with students that may be struggling.

D) South Critical List Teams - Staff or teams of staff will be assigned to our critical list of students that are not finding success in our school. These staff members will work as sponsors/mentors for these students working to find them as much assistance as possible and to provide an additional relationship to help struggling students. Staff will work as teams with a larger group of students and also take responsibility for 2 students individually.

2) Departmental - Each department has been discussing potential interventions to assist students. The math department will continue to offer math support tutorials. The social studies and science departments will be doing collaborative tutorials focusing on helping students in our most failed courses at South (Earth Science and World History). The English department has committed to a greater emphasis on writing and literacy as well.

3) Individual Teacher - Teachers will be provided essential data to help with their personal reflection on student success in their classes. This will include grade distribution data by teacher, department and school. This will also include individual student data for all students that are off-track for success on the MME as evidenced by Explore data and Plan data. Teacher goals as part of the evaluation process will help to drive their focus on student success and interventions that are tailored for each student's needs.

**Selected Target Areas**

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

School-wide failure data was used to launch this discussion. Review of existing research also help to guide the interventions that have been chosen:

- 1) Tutorial restructuring - Providing targeted supports on an individualized basis. This also allows for collaboration and will focus on courses that are seeing the highest level of underachievement.
  
- 2) Academic Lunch - Failure data indicated that many students were failing courses as a result of not completing school work. Academic lunch provides a structured intervention to ensure that school work is being completed.
  
- 3) Parent notification - Research clearly indicates the important value of parental support for student success. Improving communication about areas of success can only help.
  
- 4) South Critical List Teams - Research also demonstrates that important value of relationships for student success. This intervention provides this piece as well as another team member to help support student success. PLC time will be dedicated to this work with teachers working as a team and also having responsibility for individual student success

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Structures for success	2012-08-29	2013-06-13	Staff has been integral in the development of each of these and they will be charged with carry-out much of the work with each of these interventions. Professional responsibility periods are assigned by the district, academic lunch has been organized by administration and is more of a resource for teachers, parent notification will be initiated by teachers but supported by technology and administration and teacher sponsorship with rely on staff efforts.

**3.2.1.1. Activity: Structures for success**

**Activity Type:** Other

**Activity Description:** School-wide Activities

- A) Tutorial restructuring
- B) Academic Lunch
- C) Parent Notification
- D) South Critical List Teams



**Planned staff responsible for implementing activity:** Staff has been integral in the development of each of these and they will be charged with carry-out much of the work with each of these interventions. Professional responsibility periods are assigned by the district, academic lunch has been organized by administration and is more of a resource for teachers, parent notification will be initiated by teachers but supported by technology and administration and teacher sponsorship with rely on staff efforts.

**Actual staff responsible for implementing activity:** All staff

**Planned Timeline:** Begin Date - 2012-08-29, 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
Academic Lunch	No Funds Required		
Restructuring staff assignments	No Funds Required		

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
No Funds Required	\$0.00	\$0.00
General Funds	\$145,000.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*Our School Improvement Team makes regular use of data. We host an annual "Data Day" where we look at all aspects of data from the previous school year. We place special emphasis on the gaps in achievement between the majority of students when compared to that of sub-groups.*

*Although we have a growing sub-group of African-American students, the achievement gap is getting smaller over time.*

## 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.

*Our district curriculum is closely aligned to State standards and is far more than a book on a shelf. Our teachers use the curriculum guide to establish curriculum maps and develop common assessments. Identical common assessments are provided for every course with multiple teachers in the building.*

*Our district uses the Educational Program Leadership Council (EPLC) to guide curriculum efforts. The EPLC has a wide representation of stakeholders and meets regularly throughout the school year. There is also a timeline that must be strictly followed for the adoption of new courses, curriculum or textbooks.*

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

*Our district has district-wide curriculum review process. First, K-12 curriculum teams are formed to evaluate and write curriculum. The curriculum package is then taken to our district EPLC committee for review by objective staff, parents, students and central office personnel. Following approval at that level, curriculum approvals are subject to final approval by the Board of Education.*

*Instruction and assessment decisions may be made at the department, building, or district level. We use the*

*Professional Learning Communities (PLC) concept as the method for staff to collaborate, create common assessments, analyze data, and share instructional strategies.*

### **Staff Development**

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

### **Alternative Measures of Assessment**

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

*South High School administered the second year of PLAN testing this past fall. This test is administered to sophomores for the purpose of checking readiness for the ACT they will take in their junior year. Results from the PLAN test are first shared directly with students by the administrator in charge of testing. Then those results are sent to the homes of the students for the parents to review.*

*Most importantly, PLAN results are shared with teachers so they can assess the progress of their students on each of the individual benchmarks. The respective department members can then adjust their teaching methodology so the learning experience for students is maximized. If necessary, staff development opportunities are provided for an areas that needs special attention.*

### **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 was able to use state funds (section 99 grant) to equip most of the buildings with new technology support. More than 50% of our classrooms at South High School are now equipped with a smartboard, complete with sound and video technology.*

*Various members of the staff regularly use blogs, twitter and Ning accounts to communicate with a wide variety of audiences. The majority of our staff use technology both in the classroom and to extend the classroom.*

### **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.

*Our emphasis on the goals written for the SIP provides for an annual evaluation. We provide weekly staff*

*development opportunities for teachers through our Professional Learning Communities (PLC) initiative. This collaboration with colleagues allows for sharing of teaching materials and methodology that enhances the experience for all students.*

*We use data from district and state assessments to drive those discussions. The analysis of performance data guides many of the decisions that arise from the teams of teachers.*

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

*There are several layers to data collection and dissemination:*

1. *PLC/Department - Each PLC and each department has adopted data collection tools specific to their common assessments. Through weekly PLC meetings, this data is shared and discussed throughout departments.*

2. *School Improvement Team - This group of stakeholders meets at least monthly to discuss student achievement data and to develop action plans to address deficiencies.*

3. *Community - Our district provides regular reporting of achievement data at public meetings, and posts data online. At the building level, we have monthly parents meetings where data and trends are often shared.*

4. *Online gradebooks - All teachers maintain an online gradebook for parents and students to see current progress information.*

### **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, 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 are held at least monthly for the entire School Improvement Team. Beyond the 20 members that are officially invited to each meeting, others are always welcome. Each school year is kicked off with a "Data Day" where the S.I.T. analyzes data from the previous school to measure progress toward the selected goals.*

*The school improvement plan is discussed thoroughly and various stakeholders assume responsibility for their respective duties.*

*In addition, a wide ranging survey was executed last school year to gauge the satisfaction of stakeholders. Students, parents and staff were each provided with an online survey and we were pleased with the level of response. Although nearly all comments were positive, we discovered a problem in two areas; 1) drugs and alcohol and 2) bullying.*

*Our response to the deficiencies was to meet with the various stakeholder groups and implement new strategies. Regarding the first issue, we enlisted local law enforcement officials to conduct the first "drug dog" search of the school premises. This search was most successful in that we discovered very little drug paraphernalia yet still sent the message of zero tolerance to the students and community.*

*Regarding the bullying issue, we adopted two separate strategies. For the entire staff, one of our counselors developed a presentation to educate adults about the dangers of cyber bullying, etc. We also met with students and adopted a poster campaign to address bullying issues. Those posters were then placed around the building to serve as reminders of our commitment.*

## 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: <http://gpschools.schoolwires.net/1767101027124513700/lib/1767101027124513700/2009-10%20Annual%20Reports/PA25%20South%202009-10.pdf>

### 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: *Each year all students update their EDP, and that information is used for accurate and effective student scheduling of courses. This annual review is conducted by the counselors who then review that information with the respective student.*

### 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: *Our Student and Parent Handbook provides the background for that group of stakeholders, but it is supported by School Board Policy dedicated to maintaining an effective learning environment. The procedures outlined in the policy and handbook are closely adhered to by both teachers and administrators. As a result, we have a very safe school with an emphasis on student achievement.*

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

Response: *Yes*

Comments: *We regularly discuss initiatives or programs that may improve the building climate. Recently, we have implemented "Challenge Day" and an anti-bullying program because the staff identified a need in these areas. Training is provided to staff as needed.*

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: *In our most recent survey of students, parents and teachers we uncovered the perception that bullying was a concern of some respondents. As a result, we implemented an anti-bullying program designed to address this need. Ironically, it was the students that dismissed or downplayed this issue with many stating that the adults were overreacting.*

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments: *There is annual training provided by the local Intermediate School District and our teachers take advantage of that opportunity.*



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: *No action taken*

Comments:

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

Response: *Yes*

Comments: *Our teachers are well-trained and seek staff development opportunities as needed.*

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

Response: *Other curriculum*

Comments: *The district's Physical Education teachers revamped the high school curriculum over the past two years.*

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: *The Grosse Pointe community, far more than any I have ever encountered, is naturally very active. There is a strong percentage of residents engaged in running, biking, and dog walking on a regular basis. The community itself has bought into the necessity of physical fitness.*

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: *Physical Education classes are held every day and are 49 minutes long, constituting 245 minutes weekly.*

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

Response: *Adopted policy, fully implemented*

Comments: *We have privatized our food service program with Sodexo, and that company complies with Nutrition Standards, both state and federal.*

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: *No*

Comments: *Sodexo, a private company, does not intentionally reinforce what is taught in health education.*

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: *Sodexo gathers regular input from its stakeholders.*

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: *This is addressed by Sodexo, a private company.*

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

Response: *No*

Comments: *This was part of a reduction in cost/service that took place over the past 10 years.*

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: *This is addressed in School Board policy and through individual Student and Parent handbooks. Parents are viable partners in all of our school safety initiatives.*

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

Response: *Yes*

Comments: *Every fall during the registration process a new emergency card is collected from every student. This card outlines contact information along with medical information (allergies, medications, etc.) that may be useful to the school.*

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

Response: *No action taken*

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: *The counselors spoke to the staff following our most recent "Challenge Day" about students in crisis. This occurs with individual teachers when it impacts students, but also the entire staff on an as needed basis.*

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: *This activity was presented to students in individual classrooms upon request, rather than school-wide via an assembly program.*

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: *The district recently joined forces with the CARE program to address student concerns. A partnership has developed that provides for referrals and patient intake programs. The school social worker and psychologist have taken advantage of that partnership for the better of individual students.*

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: *Yes, unfortunately for those students affected.*

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: *There has not been funding provided for a staff health promotion, but there are staff members that utilize school facilities for a variety of health promotion activities (swimming, zumba, basketball) on a regular basis.*

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

Response: *Yes*

Comments:

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

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *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: *Yes*

Comments: *We have begun the implementation of annual surveys, and health education is a portion of that survey.*

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: *There are regular "community swims" available in our pool. These are held during the winter months and are open to all community members.*



## 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.	Bettina	Amato	Dept. Chair - Modern Lang	bettina.amato@gpschools.org
Mr.	Harry	Campion	Dept. Chair - English	harry.campion@gpschools.org
Mrs.	Kit	Aro	Dept. Co-chair - Art	kit.aro@gpschools.org
Mr.	Tom	Szmrecsanyi	Dept. Co-chair - Art	tom.szmrecsanyi@gpschools.org
Ms.	Patti	O'Hare	Dept. Chair - Life Skills	patti.ohare@gpschools.org
Mrs.	Anne	Mabley	Dept. Co-chair - Counseli	anne.mabley@gpschools.org
Mr.	Eric	Burson	Dept. Co-chair - Counseli	eric.burson@gpschools.org
Mr.	Alan	Vassel	Dept. Co-chair - Math	alan.vassel@gpschools.org
Mr.	James	Adams	Dept. Chair - Science	james.adams@gpschools.org
Mr.	Dave	Rayburn	Dept. Chair - Social Stud	dave.rayburn@gpschools.org
Mrs.	Joan	Murphy	Asst. Principal	joan.murphy@gpschools.org
Mr.	Jeremy	Hawkins	Asst. Prin/Athletic Direc	jeremy.hawkins@gpschools.org
Mr.	John	Willard	Student	tennisman1122@sbcglobal.net
Ms.	Casey	Winzer	Student	caseywizner@mac.com
Mr.	David	Harris	Student	mgoblue3296@yahoo.com
Mrs.	Patti	Groezinger	Parent	pattigroezinger@att.net
Mrs.	Tudi	Harwood	Secretary	tudi.harwood@gpschools.org
Mrs.	Shannon	Holmes	Teacher - ASD	shannon.holmes@gpschools.org
Mrs.	Kristen	Baer	Teacher - Spec. Educ.	kristen.baer@gpschools.org
Mrs.	Joanne	Truza	Teacher - Spec. Educ.	joanne.truza@gpschools.org
Dr.	Matthew	Outlaw	Principal	matt.outlaw@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:	Principal
Address:	11 Grosse Pointe Blvd. Grosse Pointe Farms, MI 48236
Telephone Number:	(313) 432-3504

## 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.*