

School Improvement Plan

School Year: 2009

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Ferry Elementary School

Grades Served: null

Principal: Gloria Hinz

Building Code: 01226

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

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School Information

School:	Ferry Elementary School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	null
School Code Number:	01226
City:	Grosse Pointe Woods
State/Province:	Michigan
Country:	United States

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Vision

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

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

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Ferry Elementary School, in partnership with students, staff, parents and community, will be at the forefront of education.

An evolving curriculum and the highest standards of instruction and learning in every class, every day, will ensure that each student is challenged to fully develop individual abilities, skills and character to succeed in life.

We are committed to creating an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

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

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

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

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

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

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

contributions of all.

4. We believe in the pursuit of Educational Excellence for every student, each and every day. We are committed to:

- a. promoting continuous improvement through recruiting, retaining and developing highly qualified staff committed to the highest standards of teaching and learning,
- b. providing an evolving and dynamic curriculum that: challenges each student based on their individual talents and abilities; maximizes the potential for each student to realize success in future endeavors; encourages each student to become a life-long learner,
- c. developing an exceptional educational environment that stimulates teaching and learning by providing premiere tools, materials, and facilities for learning.

5. We believe in creating a safe and caring environment that fosters Respect and instills responsibility in each individual. We are committed to:

- a. encouraging understanding and tolerance of all individuals,
- b. celebrating diversity and individual differences and recognize individual needs,
- c. contributing to the development, the character, and integrity of our students.

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Goals

ID	Name	Development Status	Progress Status
4720	Student Achievement in Writing	Approved	In Progress
4745	Student Achievement in Reading	Approved	In Progress
5064	Student Achievement in Math	Approved	In Progress

Goal 1: Student Achievement in Writing

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

- Student Goal Statement :**
1. Students will think critically in evaluating their own writing ability.
 2. Students will maintain and increase the level of improvement on the Grosse Pointe Writing Assessment (GPWA)
 3. Students will internalize life-long writing habits.

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

Cause for Gap : Specifically there is a 10 point gap in the MEAP writing scores between males and females. In grades 3, 4, and 5 males are performing 8 to 14 points below their female counter parts.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The overall success of the students participating in the program will be evaluated through the process made toward the following results:

1. GP Writing Assessment in May 2010 will increase school-wide by 5%.
2. MEAP writing scores of fourth grade students will reflect a 10% increase in the percentage of students attaining a proficient score of 1 or 2.
3. The gap between male and female writing performance will decrease by an average of 4 points.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Improvement Team

List of Objectives:

ID	Objective
4889	Decrease the variance between male and female performance to less than a 10 point gap.

ci Challenges : None

1.1. Objective: Decrease Demographic Data Variance

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

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	Teachers will continue to expand their knowlege of Writers Workshop particularly in the area of planning instruction and conferencig with students regarding drafting,editing and revising.	

1.1.1. Strategy: Writers Workshop

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

Selected Target Areas

CNA I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

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

CNA I.2.B.2 Best Practice: There is a strong belief within the school community that all students can

succeed. This is demonstrated in the broad use at both the school 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.

Other Required Information for Strategy

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

Lucy Calkins, Units of Study

Oakland ISD

Wayne RESA

Barry Lane

Matthew Horn and Mary Ellen Giacobbe: Talking, Drawing and Writing. Lessons for our Youngest Writers.

Vicki Spandel: Creating Young Writers; Using the Six Traits to Enrich Writing PProcess in Primary Classrooms.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff Development in Instruction and Conferencing specific to Drafting, Editing and Revising.	10/20/2009	6/12/2010	All K-5 Teachers
Continue a school wide consistent format using common language and practice specific to drafting, editing and revising.	10/20/2009	6/11/2010	All K-5 Teachers
Staff meetings will have time set aside for teachers to share best practices in conferencing and give feedback on the implementation.	10/20/2009	6/11/2010	All Staff
Teachers will meet by grade levels with staff developer twice within the school year to discuss and reflect the implementation of best practice instruction and conferencing techniques for drafting, editing, and revising.	1/12/2010	4/22/2010	All K-5 Teachers
Teachers will meet for a 1/2 day four times per year by grade level to discuss and revise best practice intruction and conferencing within the classroom. Time will also be used to analyze student samples and dissagrate MEAP and Grosse Pointe Writing Assessment Scores.	10/30/2009	5/21/2010	All K-5 Teachers
Teachers will monitor and adjust instruction and do timely interventions for identified students using research base strategies that support Writer's Workshop.	9/9/2009	6/11/2010	All Staff

1.1.1.1. Activity: Conferencing Staff Development

Activity Description: Staff Development in Instruction and Conferencing specific to Drafting, Editing and Revising.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/20/2009, End Date - 6/12/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On Site Staff Development	General Funds	2,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: School Wide Conferencing Techniques

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

Activity Type: Revised

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/20/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

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

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

1.1.1.3. Activity: Collaborative staff meetings

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

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/20/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

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

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

1.1.1.4. Activity: Grade Level Staff Development

Activity Description: Teachers will meet by grade levels with staff developer twice within the school year to discuss and reflect the implementation of best practice instruction and conferencing techniques

for drafting, editing, and revising.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 1/12/2010, End Date - 4/22/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Developer	General Funds	1,200.00	
Substitute Teachers	General Funds	1,200.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

1.1.1.5. Activity: Collaborative Grade Level Meetings

Activity Description: Teachers will meet for a 1/2 day four times per year by grade level to discuss and revise best practice instruction and conferencing within the classroom. Time will also be used to analyze student samples and disaggregate MEAP and Grosse Pointe Writing Assessment Scores.

Activity Type: Maintenance

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/30/2009, End Date - 5/21/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	General Funds	2,400.00	

Clear Expectations for Grade Level Release	No Funds Required	0.00	
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Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

1.1.1.6. Activity: Monitor and Adjust Instruction

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

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/9/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

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

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Goal 2: Student Achievement in Reading

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

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

2. Students will maintain and increase the level of improvement on the NWEA Reading Assessment.
3. Students will internalize life-long reading habits.

Gap Statement : In grades three and four 1%-3% of Ferry students are performing in the Partially Proficient Performance Level of the MEAP Reading test. In grade 5 a slightly higher percentage of students (1%-5%) and 1%-3% are performing in the Not Proficient Performance Level.

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

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

1. NWEA testing in May 2010 will exceed the standard yearly growth on the NWEA reading test by 5%.
2. 10% of students in grades 3-5 who earned a level 3 on the MEAP Reading test in 2008 and are now participating in the pilot of Reader's workshop will achieve a proficient score of Level 1 or 2 in 2010.
3. The percentage of 5th grade students performing in the Not Proficient level of the MEAP will be reduced to 0%

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : School Improvement Team

List of Objectives:

ID	Objective
4919	1. NWEA testing in May 2010 will exceed the standard yearly growth on the NWEA reading test by 5%.

ci Challenges : None

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

Measurable Objective Statement to Support Goal : 1. NWEA testing in May 2010 will exceed the standard

yearly growth on the NWEA reading test by 5%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	Teachers will research best practice instructional strategies, incorporating collaboration among grade level teachers and sharing among grade level teachers.	

2.1.1. Strategy: Research Best Practice

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

Selected Target Areas

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

Other Required Information for Strategy

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

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

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A core group of teachers representing all grade levels K-5 will attend summer training and follow-up training throughout the school year on implementing Readers Workshop. The core group of teacher leaders will then share their training with the entire staff.	8/20/2009	6/11/2010	Teacher Leader Group of teachers
Staff meetings will have time set aside for teachers to share best practices in Readers Workshop.	9/22/2009	6/11/2010	Teacher Leaders/ All teachers
Teachers will meet for a 1/2 day four times per year by grade level to discuss and revise best practice reading instruction within the classroom. Time will also be used to disaggregate MEAP and NWEA data.	9/22/2009	6/11/2010	Teacher Leaders
Teachers will monitor and adjust instruction and do timely interventions for identified students using research based strategies that support a readers workshop approach to instruction.	9/22/2009	6/11/2010	Teacher Leaders

2.1.1.1. Activity: Reading Workshop Staff Development

Activity Description: A core group of teachers representing all grade levels K-5 will attend summer training and follow-up training throughout the school year on implementing Readers Workshop. The core group of teacher leaders will then share their training with the entire staff.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teacher Leader Group of teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/20/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Week of Study (Oakland ISD - 8 x \$270)	Building Funds	2,160.00	
Storage Materials	Building Budget	1,666.48	
Classroom Leveled Libraries	Building Budget	5,250.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

2.1.1.2. Activity: Collaborative Staff Meetings

Activity Description: Staff meetings will have time set aside for teachers to share best practices in Readers Workshop.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/22/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

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

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

2.1.1.3. Activity: Collaborative Grade Level Meetings

Activity Description: Teachers will meet for a 1/2 day four times per year by grade level to discuss and revise best practice reading instruction within the classroom. Time will also be used to disaggregate MEAP and NWEA data.

Activity Type: Revised

Planned staff responsible for implementing activity: Teacher Leaders

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/22/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sustitute	building budget	600.00	
Clear Expectations for Grade Level Release	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

2.1.1.4. Activity: Monitor and Adjust Instruction

Activity Description: Teachers will monitor and adjust instruction and do timely interventions for identified students using research based strategies that support a readers workshop approach to instruction.

Activity Type: Revised

Planned staff responsible for implementing activity: Teacher Leaders

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/22/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

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

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/25/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Goal 3: Student Achievement in Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will have improved math skills.

Gap Statement : When looking at MEAP data by cohort group, there has been a decline in the percentage of satisfactory or above students from grade three 2008 to grade four 2009 and grade three 2007 to grade four 2008 to grade 5 2009.

Cause for Gap : Math materials and curriculum

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, NWEA, and Grosse Pointe Public Schools 5th grade exit test.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Maintain a high level percentage of students that Meet or Exceed the Michigan Standards on the 3rd grade MEAP Math Test.

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

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

Maintain a high level of student growth in grades 1, 4, and 5 as reflected by the NWEA Student Growth Summary.

Increase the percentage of students meeting the growth target in grades 2 and 3 as reflected by NWEA Student Growth Summary.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Improvement Team

List of Objectives:

ID	Objective
5380	The percentage of students meeting the targeted level of growth will increase at each grade level by 5%.

ci Challenges : None

3.1. Objective: Improved Math Skills

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

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	60 minutes of instruction will be devoted to Everyday Math.	

3.1.1. Strategy: Frequency and duration

Strategy Statement: 60 minutes of instruction will be devoted to Everyday Math.

Selected Target Areas

CNA I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

CNA I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

CNA I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

Other Required Information for Strategy

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

District Math Committee findings.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers will follow the prescribed instructional format and pacing guide.	9/9/2009	6/11/2010	All math teachers
Parent letters will be sent home at the beginning of each chapter.	9/11/2009	6/11/2010	All 1-5 math teachers
Teachers will provide time each week for students to utilize the FASTT Math program.	9/11/2009	6/11/2010	All math teachers
Teachers will adhere to the pacing guide provided by Everyday Math.	9/11/2009	6/11/2010	All 1-5 math teachers
Instruction and activities will be differentiated to meet the needs of individual students using the Everyday Math materials.	9/11/2009	6/11/2010	All 1-5 math teachers

3.1.1.1. Activity: Everyday Math Implementation

Activity Description: All teachers will follow the prescribed instructional format and pacing guide.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/9/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Program Books	District	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Parent Communication

Activity Description: Parent letters will be sent home at the beginning of each chapter.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All 1-5 math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/11/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Letters	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

3.1.1.3. Activity: Fluency and Automaticity

Activity Description: Teachers will provide time each week for students to utilize the FASTT Math program.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/11/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
FASTT Math Program	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

3.1.1.4. Activity: Pacing

Activity Description: Teachers will adhere to the pacing guide provided by Everyday Math.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All 1-5 math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/11/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Pacing Guide	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

3.1.1.5. Activity: Differentiation

Activity Description: Instruction and activities will be differentiated to meet the needs of individual students using the Everyday Math materials.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All 1-5 math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/11/2009, End Date - 6/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Materials	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$6,800.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$7,516.48	\$0.00
Other	\$2,160.00	\$0.00
Other	\$0.00	\$0.00

DRAFT

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Christina	Gill	1st grade teacher	christina.gill@gpschools.org
Mrs.	Paula	Gerow	3rd grade teacher	Paula.Gerow@gpschools.org
Mrs.	Tricia	Guests	2/3 magnet teacher	patricia.guest@gpschools.org
Mrs.	Claire	Horn	1st grade teacher	claire.horn@gpschools.org
Mrs.	Glenda	Lassiter	2nd grade teacher	glenda.lassiter@gpschools.org
Mrs.	Karen	Sullivan	5th grade teacher	karen.sullivan@gpschools.org
Mr.	Jeff	Nyenhuis	4th grade teacher	jeff.nyenhuis@gpschools.org
Mrs.	Gloria	Hinz	Principal	gloria.hinz@gpschools.org
Mrs.	Sheri	Kam	Parent	kamfamily@comcast.net
Mrs.	Susan	Treder	Parent	susantreder@comcast.net
Mrs.	Sonia	Eckerman	parent	soniaeckerman@comcast.net
Mrs.	Soula	Burns	parent	skburns@dnps.com

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

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

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

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

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

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

Statement of Non-Discrimination

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.

Position of Contact:

Rose Mendola

Address:

389 St. Clair

Telephone Number:

313-432-3854

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

The principal at Ferry Elementary School will continue to provide building- wide staff development for writers workshop, specifically for effective drafting, revising, and editing. A consultant will be contracted for 4 stand and deliver sessions throughout the year. Grades K-2 and 3-5 will each meet with the consultant for a half day during each of the four sessions. The tentative dates are September 30, 2009; November 18,19 2009; January 13,14 2010; April 2010.

A group of teachers representing all grade levels also attended a four day readers workshop facilitated week of study at the Oakland ISD. This group of teachers will also be given time throughout the year to meet as a study group.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

A combination of building budget and PTO funds are used to pay for staff development and materials to support the school improvement efforts. Members of the school improvement team are also seeking out grant opportunities to further support our school improvement efforts.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

The district contracted with a consultant to do a technology assessment for the entire district. Each classroom in everybuilding was assessed for current technology and technology needs. The district is providing each classroom with Elmos and mounted projectors specifically placed for each classroom. Each library throughout the district as well as representative classrooms in each building will also be outfitted with a Smartboard.