

# School Improvement Plan

School Year: 2009

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Charles A. Poupard Elem. School

Grades Served: null

Principal: Penny Stocks

Building Code: 05019

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](http://www.mi.gov/schoolimprovement)

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## School Information

School:	Charles A. Poupard Elem. School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	null
School Code Number:	05019
City:	Harper 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.*

VISION

LEARNING FOR ALL: WHATEVER IT TAKES

Our vision at Poupard Elementary school is to provide a well-balanced and academically sound educational experience for all students. Not only must students be prepared academically; they must be nurtured with a sense of cultural awareness which includes an appreciation of the arts, of tolerance, of diversity, and the community. We will provide a supportive educational community environment for all students. At Poupard, we understand that putting emphasis on the development of students' social and emotional growth will help each student succeed. We want all students to be active participants in all aspects of school; including learning activities that require them not only to acquire and apply basic skills, but also to use inquiry, reasoning, critical thinking skills and to be able to reflect on their learning process. We will as educators make sure that each student understands the high expectations we have for them and to stay rooted in our commitment to children because today's vision becomes tomorrow's reality.

## **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.*

MISSION

LEARNING FOR ALL: WHATEVER IT TAKES

The mission of Poupard Elementary School is to use our resources, expertise, talents and creativity to help every student achieve literacy in all academic areas and foster social responsibility and self-esteem. The Poupard community, staff, parents and students will work as a team to create excellence in academics and citizenship. We will continue to foster student leadership, independence and responsibility. Our educational opportunities provided at Poupard are carried out in a structured learning environment. The major function of our school is to provide every student with the opportunity to master reading, writing, and math and to go beyond these academic skills required by our state standards. As educators we must know what we want each student to learn, how we know when each student has learned it and what we do when a student experiences difficulty in learning. In partnership with parents and students, we will educate all students by empowering them with the necessary skills, knowledge and behaviors for continued intellectual, social and physical development to succeed in this ever-changing world.

## **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.*

BELIEFS

LEARNING FOR ALL: WHATEVER IT TAKES

The Poupard Elementary School staff believes that we must provide a learning environment that encompasses the social, emotional, intellectual and physical development of each student.

We operate on the premise that each student is expected to be respectful, responsible and ready to learn.

We believe that cooperation between the home and school is critical to the success of all students.

We believe that all children can learn and come to school motivated to do so, we must unlock the key.

We believe that the internal and external stakeholders of the school are the most qualified and capable people to plan and implement the changes necessary for the school to make progress toward our "Learning for All" mission.

We believe that the 3 R's to teaching are: 1. Rigor, 2. Relevance, and 3. Relationships.

We believe the school must be timely in identifying students who need additional time and support.

We believe that we must try to use intervention rather than remediation

We believe that as educators we must direct that students devote extra time and receive additional assistance until they have mastered the necessary concepts.

We believe that students must know the goals to their learning.

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## Goals

ID	Name	Development Status	Progress Status
5459	Writing Improvement	Approved	Open
5462	Increase Reading scores	Approved	Open
5509	Math	Approved	Open

### Goal 1: Writing Improvement

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will improve their writing skills in all content areas across the curriculum.

**Gap Statement :** Based on a review of the 2008-2009 writing assessment 52% of our students were not proficient on the MEAP writing in grades 3,4, and 5. 51% of our students were not proficient on the annual district end of year writing. Specifically, on the MEAP writing test, the male subgroup scored 24% below the total group, the African American subgroup scored 20% below the total group and the economically disadvantaged scored 24% below the total group.

**Cause for Gap :** On the two assessments about 51% were not proficient in writing. The male subgroup scored 24% below the total group, the African American subgroup scored 20% below the total group, and the economically disadvantaged scored 24% below the total group.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP writing assessment, Grosse Pointe Writing Assessment, Classroom Curricular 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?** 53% of all students will score in the proficient category in both of the assessments in writing. On the Grosse Pointe Writing Assessment, the percentage of boys scoring in the proficient category will increase 5%. On the MEAP, the overall percentage of students passing the writing test will go up 5%. The percentage of students in each underperforming subgroup will also go up 5%. 41% of the male subgroup and of the African American subgroup will be proficient in writing on the MEAP. 36% of economically disadvantaged subgroup will be proficient on the MEAP.

**Contact Name :** Penny Stocks

#### List of Objectives:

ID	Objective
5901	On the Grosse Pointe Writing Assessment, the percentage of males scoring in the proficient category will increase by 5%. On the MEAP, the overall percentage of students passing the writing test will increase 5%.



The percentage of students in each underperforming subgroup will also increase 5%.

ci Challenges : None

## 1.1. Objective: Increase the writing scores of the subgroups by 5%

**Measurable Objective Statement to Support Goal :** On the Grosse Pointe Writing Assessment, the percentage of males scoring in the proficient category will increase by 5%. On the MEAP, the overall percentage of students passing the writing test will increase 5%. The percentage of students in each underperforming subgroup will also increase 5%.

### List of Strategies:

ID	Strategy	Locked By
0	Teachers will expand their knowledge of diversity in writing by effectively using Writers Workshop.	

### 1.1.1. Strategy: Writers Workshop

**Strategy Statement:** Teachers will expand their knowledge of diversity in writing by effectively using Writers Workshop.

#### Selected Target Areas

CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.
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.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content 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.
CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

**Other Required Information for Strategy**

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

Macomb ISD,  
 Lucy Calkins, Units of Study,  
 Wayne County RESA,  
 ERIC  
 Ruth Culham, 6+1 Writing Traits

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff will meet to view and discuss the DVD's, "Closing the Achievement Gap" by Glenn Singleton.	8/25/2009	11/1/2009	K-5 teachers and Title I aids
Staff development in writing with Eastern Michigan Professor Mary Bigler	6/12/2009	10/9/2009	K-5 All Staff
Teachers will meet in grade level groups to create and plan implementation of grade level writing curriculum maps.	8/27/2009	6/1/2010	K-5 classroom teachers

**1.1.1.1. Activity: Staff Conference**

**Activity Description:** Staff will meet to view and discuss the DVD's, "Closing the Achievement Gap" by Glenn Singleton.

**Activity Type:** None

**Planned staff responsible for implementing activity:** K-5 teachers and Title I aids

**Actual staff responsible for implementing activity:** Penny Stocks  
 Jill Barron

**Planned Timeline:** Begin Date - 8/25/2009, End Date - 11/1/2009

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
DVD Closing the Achievement Gap	Title I Schoolwide	350.00	350.00

**1.1.1.2. Activity: Staff Workshop**

**Activity Description:** Staff development in writing with Eastern Michigan Professor Mary Bigler

**Activity Type:** None

**Planned staff responsible for implementing activity:** K-5 All Staff

**Actual staff responsible for implementing activity:** Penny Stocks

**Planned Timeline:** Begin Date - 6/12/2009, End Date - 10/9/2009

**Actual Timeline:** Begin Date - 6/12/2009, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Speaker	Title I Schoolwide	800.00	800.00

**1.1.1.3. Activity: Curriculum Mapping**

**Activity Description:** Teachers will meet in grade level groups to create and plan implementation of grade level writing curriculum maps.

**Activity Type:** None

**Planned staff responsible for implementing activity:** K-5 classroom teachers

**Actual staff responsible for implementing activity:** K-5 classroom teachers

**Planned Timeline:** Begin Date - 8/27/2009, End Date - 6/1/2010

**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	

**Goal 2: Increase Reading scores**

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will increase reading skills in their over-all reading scores

**Gap Statement :** An average of 21% of students in grades 3-5 were not proficient reading portion of MEAP. Male MEAP reading scores were on average 15% lower than female reading scores in grades 3-5.

**Cause for Gap :** These students don't have as much prior knowledge, interest or practice in reading. Our male students scores were lower than our female population.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP Reading  
 NWEA Reading  
 DRA Scores  
 Classroom authentic and formal assessment  
 FAST reading

**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?** Ongoing DRA levels, NWEA reading scores, MEAP grades 3-5, classroom assessments, scholastic reading assessments, FAST reading assessments.

**Contact Name :** School Improvement Team School Improvement Team

**List of Objectives:**

ID	Objective
5906	90% of students in grades 1-3 will improve their DRA levels to grade level or higher.

**ci Challenges :** None

## 2.1. Objective: Increase student reading proficiency.

**Measurable Objective Statement to Support Goal :** 90% of students in grades 1-3 will improve their DRA levels to grade level or higher.

**List of Strategies:**

ID	Strategy	Locked By
0	All teachers will implement a 20 minute daily D.E.A.R. time using individual student selected books at their lexile level. In addition each teacher will expose their students to a variety of genres through daily read alouds. Students will be placed according to their reading level in small guided reading groups for 45 minutes a day.	

### 2.1.1. Strategy: Increase students exposure to reading instruction.

**Strategy Statement:** All teachers will implement a 20 minute daily D.E.A.R. time using individual student selected books at their lexile level. In addition each teacher will expose their students to a variety of genres through daily read alouds. Students will be placed according to their reading level in small guided reading groups for 45 minutes a day.

#### Selected Target Areas

CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

CNA I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

CNA II.1.A.4 Knowledge of Student Development and Learning: The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery, and assessment.

CNA II.3.A.4 Time: Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.

#### Other Required Information for Strategy

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

Reading Consultant from Eastern Mich. Univ  
FAST reading consultant  
Earobics Consultant  
NWEA research and Consultants

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Purchase high interest level readers for male students.	8/27/2009	8/1/2010	Administrator, Reading Specialist, K-5 classroom teachers to create lists

#### 2.1.1.1. Activity: Literacy Library

**Activity Description:** Purchase high interest level readers for male students.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Administrator, Reading Specialist, K-5 classroom teachers to create lists

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

**Planned Timeline:** Begin Date - 8/27/2009, End Date - 8/1/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Book Publishers	Title I Schoolwide	6,000.00	6,000.00
Designated Title I assistant and Reading Specialist to daily level reading blocks	Title I Schoolwide	3,000.00	3,000.00

### Goal 3: Math

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will increase their knowledge in the math content area and perform showing this increase in their MEAP Scores and classroom test scores.

**Gap Statement :** Based on a review of the 2008-2009 MEAP assessment, an average of 22% of our economically disadvantaged students were not proficient in math in grades 3 - 5.

**Cause for Gap :** The majority of our new students attending our school are economically disadvantaged. They come without the prior knowledge and skills needed to be proficient at grade level math.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Trimester NWEA Scores

FASTT Math Results

MEAP Math in grades 3 - 5

On-going classroom 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?** On the MEAP our goal is to have the percentage of economically disadvantaged students scoring proficient on the Math MEAP to increase to 40%.

**Contact Name :** Penny Stocks

**List of Objectives:**

ID	Objective
5976	Increase the number of economically disadvantaged students in grades 3 - 5 who are proficient on the

MEAP test from 20% to 40%.
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ci Challenges : None

### 3.1. Objective: Increase % of Economically Disadvantaged Students Passing the MEAP

**Measurable Objective Statement to Support Goal :** Increase the number of economically disadvantaged students in grades 3 - 5 who are proficient on the MEAP test from 20% to 40%.

#### List of Strategies:

ID	Strategy	Locked By
0	Teachers will expand their knowledge of the new Everyday Math Program and strategies and continue planning instruction with other teachers by attending the workshops offered.	

#### 3.1.1. Strategy: Everyday Math

**Strategy Statement:** Teachers will expand their knowledge of the new Everyday Math Program and strategies and continue planning instruction with other teachers by attending the workshops offered.

##### 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.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.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.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

##### Other Required Information for Strategy

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

Ruby Payne, "A Framework For Understanding Poverty"  
 Glen Singleton, Closing The Achievement Gap  
 Macomb ISD Workshops and Training  
 Resa ISD Workshops and Training  
 Research from our Everyday Math Series and Consultant

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers have attended district workshops with Houghton Mifflin representatives throughout the school year. Teachers attended summer math workshops.	9/7/2009	6/17/2010	Grade level math leaders
We will meet to discuss strategies and implementation of the math curriculum by grade level and across grade levels.	9/8/2009	6/17/2010	K - 5 classroom teachers

**3.1.1.1. Activity: Workshops**

**Activity Description:** Teachers have attended district workshops with Houghton Mifflin representatives throughout the school year.  
 Teachers attended summer math workshops.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Grade level math leaders

**Actual staff responsible for implementing activity:** Penny Stocks

**Planned Timeline:** Begin Date - 9/7/2009, End Date - 6/17/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District planned and funded	No Funds Required	0.00	0.00

**3.1.1.2. Activity: Weekly PLC Meetings**

**Activity Description:** We will meet to discuss strategies and implementation of the math curriculum by grade level and across grade levels.



**Activity Type:** None

**Planned staff responsible for implementing activity:** K - 5 classroom teachers

**Actual staff responsible for implementing activity:** Penny Stocks

**Planned Timeline:** Begin Date - 9/8/2009, End Date - 6/17/2010

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District	No Funds Required	0.00	0.00

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## Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Title I Schoolwide	\$10,150.00	\$10,150.00

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## 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
Ms.	Penny	Stocks	Principal	penny.stocks@gpschools.org
Mrs.	Susan	Chaklos	Teacher	susan.chaklos@gpschools.org
Mrs.	Jill	Barron	Teacher	jill.barron@gpschools.org
Mrs.	Cheryl	Gawel	Teacher	cheryl.gawel@gpschools.org
Mrs.	Susan	Marshall	Secretary	susan.marshall@gpschools.org
Mrs.	Amanda	Lane	Special Ed Teacher	amanda.lane@gpschools.org
Mrs.	Mary Jane	Gaspar	Title I Aide	maryjane.gaspar@gpschools.org
Mrs.	Nicole	Cole	Teacher	Nicole.Cole@gpschools.org
Ms.	Catherine	Lee	Teacher	Catherine.Lee @gpschools.org
Mrs.	Kimberly	Bahr	Parent	kimberly.bahr@gpschools.org
Mrs.	Lori	Woznicki	Reading Specialist	Lori.Woznicki@gpschools.org
Mrs.	Noel	Hribljan	Social Worker	noel.hribljan@gpschools.org

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

Each stakeholder is involved in planning, designing, monitoring and evaluating our school improvement plan. A group of staff and parents are involved in our entire process. We started the process by a group of stakeholders looking at past and present evaluation results. We then looked at the results as an entire staff to determine what our school improvement goals were. Another group of staff members then met to disaggregate documentation and began writing our school improvement goals. Every staff member is involved in some way evaluating our plan and monitoring students' progress. We meet in grade level collaborative groups and school wide groups on a regular basis to talk about progress, what is working and what isn't.

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

The Grosse Pointe Curriculum is aligned and references the Michigan Curriculum Framework. It includes Grade Level Content Expectations in all subjects. Grosse Pointe also has approved curriculum in K - 5 are, music, physical education, health, technology and Library Science that are aligned to the Michigan Curriculum Framework. Grosse Pointe curriculums, standards and benchmarks are developed by a committee of teachers, parents and administrators. The curriculum also goes through a comprehensive public hearing and approval process. The district strives to produce curriculum that is challenging, consistent, comprehensive and balanced. It is expected to incorporate differentiated instruction and technology.

The content of curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas. Teachers skillfully align their instruction with the approved scope and sequence of the district curriculum. Adopted texts and other resources are used. Committees of teacher's research, pilot, analyze and recommend text along with additional instructional materials and resources to the Board of Education for

approval. There is an expectation that resources include technology and that differentiated instructional opportunities be considered in selecting the range of materials. Evidence of this is the selection of above and below grade level supplemental theme books to support the language arts program. Collaborative planning opportunities are built into the daily school schedule. Four additional half days are designated for collaborative planning wherein teachers create a log for this on-going planned district wide activity. This year will also be the start of PLC time to meet and work on school improvement.

Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition). The Grosse Pointe School District Department of Curriculum, Assessment and Instruction and Technology published a yearly calendar for standardized tests. The calendar includes the following annual tests: NWEA Measures of Academic Progress administered in the fall, winter and spring, annual MEAP at grades 3 - 5 and the Grosse Pointe Writing Test for students in grades 1 - 5. These assessments have been decided upon by state and district. Teachers select a variety of activities as assessments for learning: completing an electrical circuit is a project based measure of learning as is creating Power Point presentation or brochure. Reading and writing journals are appropriate measures of literacy skills, as are observational records. Miscue analysis leads teachers to target instruction. Teachers are sensitive to learning styles and individual students strengths and challenges when designing and selecting assessment activities. Teachers make data driven decisions for educational modifications. The school views student assessment as an essential component in the monitoring of student achievement and incorporate into daily practice aligned standardized assessments, periodic benchmark assessments as well as a satiety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

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

The school and district communication and 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 or religious days of significance. Our school has a monthly parent newsletter, individual event flyers and and individual classroom weekly notes and progress reports to communicate with parents about learning opportunities and their child's weekly progress. Weekly newsletters let parents know about school assignments and give guidance on how parents can support learning at home. The school has two parent/teacher conferences per year and meets in between with parents on an as needed basis. Teachers make it a point to keep in contract with each child's family on a regular basis.

# 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:

3134323000

### 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?***

-Our school had a writing specialist conduct a workshop for all teachers in June. Her book was purchased for all teachers so they could read it during the summer break. We are using this book as the basis for part of our school improvement.

-Ten of Poupard's teachers attended a three week training on Lucy Caulkins book, 6 + 1 Writing Traits. My staff has been trained in this and we have the material but now we will have some more resources from the teachers that attended the class.

The school has a one day retreat planned before school starts to talk about closing the achievement gap we have at our school. We have purchased the video series and training material by Glen Singleton and will be viewing and discussing the material. We hope to learn how better to close our achievement gap as well.

-At each staff meeting we have different strategies planned to talk about in the areas of reading, writing and math. Teachers will be presenting material they use and have researched.

-Each teacher will have the opportunity this year to attend workshops and other teacher's classrooms to observe teaching.

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

The school and district has integrated available fiscal resources to support our school improvement plan in many ways. All of our reading specialists, kindergarten and 1st grade teachers were trained in the FAST Reading Program. This is a week long training provided by the district to help those students struggling in reading. The district also provided NWEA testing for all of the students in elementary and middle school. The students are tested three times a year which affords us the ability to constantly assess students' progress. As a Title I School, we have had the funds to hire extra staff, materials and send teachers for staff development. Our school purchased the Earobics Program and Scholastic Reading Counts to help struggling readers and to keep the high level readers interested in reading.

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

Our district has a technology committee that involves administration, teachers and parents. Decisions are made by the committee assessing the need to integrate the use of technology. They look at current research, schools test scores and what the most important forms of technology fit the best practices of the district. The findings are then brought back to the individual schools and we then go forward. The use of technology is an important part of all of our school improvement goals as you will see when reading our goals.