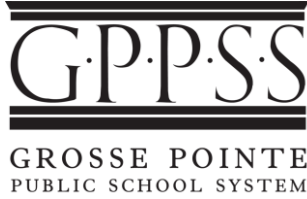


Public
Gabriel



**The Grosse Pointe
School System**

Richard Elementary School
176 McKinley Rd.
Grosse Pointe Farms, MI 48236
432-4900

Phone: 313-

School Improvement Plan 2009-2010 School Year

VISION:

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

MISSION STATEMENT:

Every student can learn
All learning is a lifelong process
Every student is entitled to the best possible education
Education is a shared responsibility among educators, parents and community
Students are responsible for their own learning
Every student is entitled to be respected, nurtured, and valued
Individuals are responsible for the choices they make

GOAL:

Math: Demonstrate Improvement in math skills

Gap/Evidence:

There is room for improvement at each of these grade levels by increasing the percentage of students achieving Level 1 scores on the MEAP test.

NWEA Spring 2009 scores reflect the following percents of students meeting the NWEA projected Growth Target:

Grade 1	79.1%
Grade 2	53.0%
Grade 3	62.1%
Grade 4	59.4%
Grade 5	77.9%

29% of eligible students attained the score on a District Honors Test needed to qualify for accelerated math in 6th grade.

Although the MEAP scores are higher than the State average, more students could be scoring at a higher level.

All students are not meeting their projected Growth Targets in all grades. Grade 2 is the lowest.

Data Sources:

NWEA math tests: three times per year

MEAP math tests: grades 3-5

5th grade end of year assessment for Accelerated Placement in Middle School

Criteria for Success:

Increase the 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.

An increase in the percentages at each grade level meeting Growth Targets on the NWEA assessments.

An increase in the percentage of students qualifying for Accelerated math placement in 6th grade

Strategies:

Frequency and duration are crucial to mathematical success. A range of sixty to ninety minutes should be devoted to math curriculum each day. This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.

Teachers of grades 1 through 5 will follow pacing guide

Teachers will provide time each week for students to practice math facts and increase fluency.

GOAL:

Students will improve writing achievement

Increase the number of Grades 3, and 4 students achieving a Satisfactory score on the Grosse Pointe Writing

Increase the number of the total of students in Grades 1 through 5 achieving a Satisfactory score on the Grosse Pointe Writing test to 80%.

Increase the number of Grades 3 and 4 students achieving a Satisfactory on the MEAP Writing test to 80% or higher.

Gap/Evidence:

41% of Grade 3 students achieved a Satisfactory score on the Grosse Pointe Writing test.

68% of Grade 4 students achieved a Satisfactory score on the Grosse Pointe Writing test.

76% of Grade 3 students achieved a Satisfactory score on the MEAP Writing test. (82% last year)

72% of Grade 4 students achieved a Satisfactory score on the MEAP Writing test. (76% last year)

Data Sources:

41% of Grade 3 students achieved a Satisfactory score on the Grosse Pointe Writing test.

68% of Grade 4 students achieved a Satisfactory score on the Grosse Pointe Writing test.

71% of Grade 4 students scored in the proficient category on the MEAP writing test.

Criteria for Success:

Increase the percentage of students achieving a Satisfactory score on the Grosse Pointe Writing Test.

Increase the percentage of Grade 4 students scoring in the proficient category on the MEAP writing test.

More than 71% of Grade 4 students will score in the proficient category on the MEAP test.

Strategies:

A 45 minute block of time will be devoted to writing each day

Teach grammar and mechanical skills in relation to student's current writing.

Teacher will provide students with three writing prompts to choose from to write an impromptu story, twice throughout the year.

Teachers share examples of highly proficient writing

GOAL:

Reading: Students will improve reading skills

Students will increase their reading skills and comprehension

Gap/Evidence:

Grade 3 Fall 08 Reading MEAP score: 93% (72% at Level 1)

Grade 4 Fall 08 Reading MEAP score: 96% (54% at Level 1)

Grade 5 Fall 08 Reading MEAP score: 94% (69% at Level 1)

There is room for improvement at each of these grade levels by increasing the percentage of students achieving Level 1 scores on the MEAP test.

NWEA Spring 2009 scores in Reading reflect the following percents of students meeting the NWEA projected Growth Target:

Grade 1 88.1%

Grade 2 48.5%

Grade 3 69.5%

Grade 4 82.6%

Grade 5 75.0%

More students need to meet their growth targets on the NWEA reading test, especially at the 2nd grade level.

There is room for improvement at grades 3,4, and 5, by increasing the percentage of students achieving Level 1 scores on the MEAP test.

Data Sources:

MEAP Reading Tests

NWEA Reading Tests

Criteria for Success:

MEAP Reading Tests: An increase in the percentage of students scoring at Level 1:
Grades 3, 4, 5

NWEA Reading Tests: An increase in the number of students meeting their projected
Growth Target: Grades 1 - 5

Strategies:

Teachers will perform an item analysis of MEAP Reading Test data to determine strategies for improving areas with deficits.

Teachers will research best practice instruction strategies for reading, share at PLC meetings, then share across grade levels.