

# School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Barnes Early Childhood Center

Grades Served: PK

Principal: Ms. Sue Banner

Building Code: 01961

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 Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services 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)

## **School Information**

**School: Barnes Early Childhood Center**

**District: Grosse Pointe Public Schools**

**Public/Non-Public: Public**

**Grades: PK**

**School Code Number: 01961**

**City: GROSSE POINTE WOODS**

**State/Province: Michigan**

**Country: United States**

## Vision

### **Vision Statement**

To provide educational opportunities and experiences which enhance the developmental outcomes for students with special needs.

### **Mission Statement**

The mission of Grosse Pointe Public Schools' Early Childhood Program is to provide educational opportunities for young children, while respecting and supporting the home and family.

### **Beliefs Statement**

We recognize each individual's need to love and to be loved, to trust and be trusted, and to learn in a warm environment filled with positive and realistic expectations.

## Goals

ID	Name	Development Status	Progress Status
10145	English Language Arts (pre academic)	Approved	In Progress
20767	Social/Emotional well being	Approved	In Progress
20779	Personal Independence	Approved	In Progress

### Goal 1: English Language Arts (pre academic)

**Content Area :** English Language Arts

**Goal Source :** edyes

**Development Status :** Approved

**Student Goal Statement :** Teachers will help students work toward progress in pre academic ELA skills

**Gap Statement :** Based on IEP and IFSP information, ELA is an area that will require intervention.

**Cause for Gap :** Students have been identified as needing assistance and intervention via the IEP or IFSP process.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Standardized assessments prior to leaving pre school.  
Observations to assess generalization in elementary school.

**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?** Pre & Post Standardized assessments  
IEP and IFSP progress reports

#### Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Collaborative activities

**Contact Name :** Sue Banner

#### List of Objectives:

ID	Objective
9866	Students will demonstrate improvement in the area of ELA by June, 2011 based on IEP or IFSP progress reports.

EdYES! (40) Challenges : None

## 1.1. Objective: Improved areas of ELA skills as identified in IEPs/IFSPs

**Measurable Objective Statement to Support Goal :** Students will demonstrate improvement in the area of ELA by June, 2011 based on IEP or IFSP progress reports.

### Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

### List of Strategies:

ID	Strategy	Locked By
9866	Individualized instruction will be provided to address the specific needs of each student via IEP& IFSP as required by identified needs.	

### 1.1.1. Strategy: Progress toward Goals and Objectives

**Strategy Statement:** Individualized instruction will be provided to address the specific needs of each student via IEP& IFSP as required by identified needs.

#### Selected Target Areas

SPR (90) IL.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

#### Other Required Information for Strategy

*What research did you review to support the use of this strategy and action plan?*  
MDE Early Childhood Outcomes.



**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Community teams will meet monthly to monitor progress of school goals and objectives.	09/08/2010	06/30/2011	Administrator: Schedule meetings. Administrator: Set agenda Teachers: Collect data

**1.1.1.1. Activity: Professional Learning Communities**

**Activity Description:** Professional Learning Community teams will meet monthly to monitor progress of school goals and objectives.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrator: Schedule meetings.  
Administrator: Set agenda  
Teachers: Collect data

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/08/2010, End Date - 06/30/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Early Childhood grants	Special Education	5,700.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

## Goal 2: Social/Emotional well being

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will develop social skills.

**Gap Statement :** no gap

**Cause for Gap :** no gap

**Multiple measures/sources of data you used to identify this gap in student achievement :** Brigance Early Childhood Assessment  
 Batelle Early Childhood Assessment  
 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?** Student attendance in community play activities  
 Improved student behavior  
 Improved communication skills

### Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Collaborative activities

**Contact Name :** Sue Banner

### List of Objectives:

ID	Objective
24698	Students will participate in weekly play groups with typically developing peers.

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## 2.1. Objective: Students will participate in social opportunities .

**Measurable Objective Statement to Support Goal :** Students will participate in weekly play groups with typically developing peers.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
24698	Weekly play group will be organized to implement goal area.	

**2.1.1. Strategy: Play Central**

**Strategy Statement:** Weekly play group will be organized to implement goal area.

**Selected Target Areas**

SPR (90) II.3.A.3 Equipment and Materials: Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

SPR (90) IV.2.B.3 Community Agencies: Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*  
MDE Performance Indicator data.

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Play groups will be organized and activities planned to integrate special needs students with typically developing peers twice weekly.	11/01/2010	05/31/2011	Administrator: Coordinate with community agency Teachers: Schedule play dates Teachers: Collect attendance data Teachers: Collect goal progress data

**2.1.1.1. Activity: Play Centra**

**Activity Description:** Play groups will be orgnaized and activites planned to integrate special needs students with typically developing peers twice weekly.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrator: Coordinate with community agency

Teachers: Schedule play dates

Teachers: Collect attendance data

Teachers: Collect goal progress data

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 11/01/2010, End Date - 05/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Early Childhood Grant	No Funds Required	5,700.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

**Goal 3: Personal Independence**

**Content Area :** Coordinated School Health

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will take appropriate action to meet needs

**Gap Statement :** no gap

**Cause for Gap :** no gap

**Multiple measures/sources of data you used to identify this gap in student achievement :** Brigance Early Childhood Assessment  
 Batelle Early Childhood Assessment  
 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?** Student Progress Reports  
 Summary Data Collection reports

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Collaborative activities

**Contact Name :** Sue Banner

**List of Objectives:**

ID	Objective
24707	Students will increase independence in self care; i.e. washing hands, toileting, etc.

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**3.1. Objective: Students will increase independence in personal needs**

**Measurable Objective Statement to Support Goal :** Students will increase independence in self care; i.e. washing hands, toileting, etc.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
24707	Students will use individualized interventions to follow routine in self care.	

### 3.1.1. Strategy: Visual Supports

**Strategy Statement:** Students will use individualized interventions to follow routine in self care.

**Selected Target Areas**

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

**Other Required Information for Strategy**

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

Michigan Pre School Performance Indicators

Michigan Pre School Outcomes

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Play groups with typically developing peers will be organized so that students with special needs will have appropriate role models for self care skills.	11/01/2010	05/31/2011	Administrators: Monitor data Teachers: Monitor progress toward goals and objectives

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#### 3.1.1.1. Activity: Play Centra

**Activity Description:** Play groups with typically developing peers will be organized so that students with special needs will have appropriate role models for self care skills.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Administrators: Monitor data  
Teachers: Monitor progress toward goals and objectives

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 11/01/2010, End Date - 05/31/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pre School Grant	Special Education	5,700.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue.banner@gpschools.org	In Progress	Progress Status changed from Open to In Progress

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
No Funds Required	\$5,700.00	\$0.00
Special Education	\$11,400.00	\$0.00



## 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.	Deb	Liedel	Executive Director	info@familycenterweb.org

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

Staff, parents, community partners, and administration meet to review the identified goals and activities for the year. Staff meet weekly through Professional Learning Communities activities to discuss ongoing work and outcomes.

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

State Indicators are reviewed at staff meetings regularly to monitor for compliance. Classroom curriculum is linked the State Performance indicators and the MDE Standards of Quality and Curriculum Guidelines.

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

Progress toward school improvement and student achievement will be shared with individual parents at conference time. Information will be shared in the school newsletter as well.

## 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: Tom Harwood

Address: 389 St. Clair

Telephone Number: 313-432-3016

### References

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

## Conclusion

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

Time will be built into the month to support activities which will be carried out with students.

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

The use of new technology will allow staff to fully support school improvement activities.

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

All classrooms have be outfitted with SMART Boards, document cameras, and other necessary software to support all activities.

