

School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Ferry Elementary School

Grades Served: K,1,2,3,4,5

Principal: Mrs. 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 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

School Information

School: **Ferry Elementary School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

Grades: **K,1,2,3,4,5**

School Code Number: **01226**

City: **GROSSE POINTE WOODS**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

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

Mission Statement

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

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.

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	Open

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 : Ferry continues to decrease the gender gap. In the Spring 2010 Grosse Pointe Writing data grades 1,2 and 5 have a .2 difference between female and male performance. 3rd grade has a .7 gap and grade 5 has a .4 gap.

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? 1. GP Writing Assessment in May 2010 will show a continued decrease in the gender gap particularly in grades 3 and 5.

2. MEAP writing scores of fourth grade students will also reflect a decrease in gender gap.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	gloria.hinz@gpschools.org	In Progress	Grosse Pointe Writing Gender Summary reflects in grades 1,2, and 5 females are scoring only .2 above the males. Grades 3 and 4 reflect a larger gap. In grade 3 girls out performed boys by an average of .7 and in grade 4, girls out performed boys by .4

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.

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
08/30/2010	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
4889	Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning instruction through the development of genre units.	

1.1.1. Strategy: Writers Workshop

Strategy Statement: Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning instruction through the development of genre units.

Selected Target Areas

<p>SPR (90) 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.</p> <p>SPR (90) 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.</p> <p>SPR (90) 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.</p>
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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
08/30/2010	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Time and or coaching to continue developing genre units with the appropriate support.	10/20/2009	06/12/2010	All K-5 Teachers
Continue a school wide consistent format using common language and practice specific to drafting, editing and revising.	10/20/2009	06/11/2010	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	06/11/2010	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.	01/12/2010	04/22/2010	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	05/21/2010	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.	09/09/2009	06/11/2010	All Staff

1.1.1.1. Activity: Conferencing Staff Development

Activity Description: Time and or coaching to continue developing genre units with the appropriate support.

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 - 06/12/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 - 06/11/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 - 06/11/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 - 01/12/2010, End Date - 04/22/2010

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	0.00
Substitute Teachers	General Funds	1,200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 disaggate 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 - 05/21/2010

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	0.00
Clear Expectations for Grade Level Release	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 - 09/09/2009, End Date - 06/11/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 4 and 5 1% of the students scored a 3 on the MEAP reading. In grade 3 9% of the students scored a 3.

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 2011 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 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
08/30/2010	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 2011 will exceed the standard yearly growth on the NWEA reading test by 5%.

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 2011 will exceed the standard yearly growth on the NWEA reading test by 5%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	gloria.hinz@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
4919	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

SPR (90) 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
08/30/2010	gloria.hinz@gpschools.org	In	Meap Reading scores and NWEA scores increased in

		<p>Progress those classrooms that piloted Reading Workshop. Due to that success the entire staff will be inserviced on readers workshop to build a common understanding of the components of readers workshop and how it works with writers workshop.</p>
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List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All teachers in grade K-5 will be in-serviced on the components of readers workshop and how readers and writers workshop work together.	08/20/2009	06/11/2010	Principal and Instructional School Improvement Team.
Staff meetings will have time set aside for teachers to share best practices in Readers Workshop.	09/22/2009	06/11/2010	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.	09/22/2009	06/11/2010	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.	09/22/2009	06/11/2010	Teacher Leaders

2.1.1.1. Activity: Reading Workshop Staff Development

Activity Description: All teachers in grade K-5 will be in-serviced on the components of readers workshop and how readers and writers workshop work together.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Principal and Instructional School Improvement Team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/20/2009, End Date - 06/11/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Storage Materials for grades 1 and 2	Foundation Grant	1,666.48	0.00

Classroom Leveled Libraries (grades 1 and 2)	Foundation Grant	5,000.00	0.00
Reading Workshop Teacher Resources 3-5	Building Budget	3,000.00	0.00
Teacher Resource Material	PTO	3,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 - 09/22/2009, End Date - 06/11/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 - 09/22/2009, End Date - 06/11/2010

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	0.00
Clear Expectations for Grade Level Release	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 resarch 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 - 09/22/2009, End Date - 06/11/2010

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	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/30/2010	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 : The number of students not attaining the expected gain in NWEA Math testing will be decreased. Three of the fifteen classrooms reported less than expected growth. All other classrooms met or exceeded expected growth.

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
08/26/2010	gloria.hinz@gpschools.org	In Progress	Of 15 classrooms, 3 classrooms had lower than expected NWEA gains in Math for the students. 18 classrooms had expected gains, and 3 had higher than expected gains. Ferry will continue to implement Everyday Math with a focus of decreasing the number of students that have lower than expected NWEA growth and increasing the number of students that exceed

		expected growth.
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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%.

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
5380	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

<p>SPR (90) 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.</p> <p>SPR (90) 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.</p> <p>SPR (90) 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.</p>

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.	09/09/2009	06/11/2010	All math teachers
Parent letters will be sent home at the beginning of each chapter.	09/11/2009	06/11/2010	All 1-5 math teachers
Teachers will provide time each week for students to utilize the FASTT Math program.	09/11/2009	06/11/2010	All math teachers
Teachers will adhere to the pacing guide provided by Everyday Math.	09/11/2009	06/11/2010	All 1-5 math teachers
Instruction and activities will be differentiated to meet the needs of individual students using the Everyday Math materials.	09/11/2009	06/11/2010	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 - 09/09/2009, End Date - 06/11/2010

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	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 - 09/11/2009, End Date - 06/11/2010

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	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 - 09/11/2009, End Date - 06/11/2010

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	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 - 09/11/2009, End Date - 06/11/2010

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	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 - 09/11/2009, End Date - 06/11/2010

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	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	\$3,600.00	\$0.00
Other	\$0.00	\$0.00
Other	\$6,666.48	\$0.00
Other	\$3,000.00	\$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
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
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

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.

A group of teachers representing all grade levels also attended a four day readers workshop facilitated week of study at the Oakland ISD. All staff members will now be inserviced on readers workshop in order to create a common definition of readers workshop and establish instructional expectations.

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 every building was assessed for current technology and technology needs. Each classroom throughout the district will be outfitted with a Smartboard.