

# School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Lewis Maire Elementary School

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

Principal: Ms. Kathleen Satut

Building Code: 02172

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: **Lewis Maire Elementary School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

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

School Code Number: **02172**

City: **GROSSE POINTE**

State/Province: **Michigan**

Country: **United States**

# Vision

## **Vision Statement**

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

## **Mission Statement**

Maire Mission Statement

The staff at Maire School, in partnership with students, parents, and community, will provide a high quality instructional program. Our purpose is to prepare students to be life-long learners and productive citizens in a dynamic society.

## **Beliefs 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

## Goals

ID	Name	Development Status	Progress Status
4849	Increase student achievement in math	Approved	Open
9635	Improve Writing skills	Approved	Open
9960	Improve Reading Skills	Approved	Open

### Goal 1: Increase student achievement in math

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Increase student achievement in math

**Gap Statement :** MEAP pass rates continue to be high:

Grade 3 98%

Grade 4 98%

Grade 5 100%

% Meeting NWEA growth target

Grade 2 84%

Grade 3 67%

Grade 4 76%

Grade 5 57%

Mean RIT

Grade 2 203 (86%)

Grade 3 210 (75%)

Grade 4 223 (79%)

Grade 5 229 (74%)

Math Fact Fluency

Grade 5 86% pass rate

5th Grade Honors Placement Test 41% passed

**Cause for Gap :**

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP scores

NWEA scores

End of Year Math Test

GP Honors Math Placement Test

5th Grade Math Fact Fluency 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?** MEAP performance

NWEA score analysis

GP Honors Math Placement Test

5th Grade Math Fact Fluency Test

**Contact Name :** Kathleen Satut

**List of Objectives:**

ID	Objective
22586	Between 98 and 100% of 3rd, 4th and 5th graders will pass the math MEAP
22587	85% of 2nd grade students will meet growth target goals as measured by the NWEA 75% of 3rd grade students will meet growth target goals as measured by the NWEA 85% of 4th grade students will meet growth target goals as measured by the NWEA 75% of 5th grade students will meet growth target goals as measured by the NWEA
22588	All exiting 5th graders will demonstrate math fluency as measured by the 5th grade math fluency test
22589	40% of students will qualify for honors math placement by meeting 230 NWEA requirement, 1 on Math ME

**1.1. Objective: Maintain high percentage of students who meet or exceed the Michigan standa**

**Measurable Objective Statement to Support Goal :** Between 98 and 100% of 3rd, 4th and 5th graders will pass the math MEAP

**List of Strategies:**

ID	Strategy	Locked By
22586	Students who have been identified as struggling in math will receive supportive services through ISP	

**1.1.1. Strategy: ISP/Differentiation**

**Strategy Statement:** Students who have been identified as struggling in math will receive supportive services through ISP



**Selected Target Areas**

SPR (90) 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.

**Other Required Information for Strategy**

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

Analysis of MEAP, NWEA scores, and unit tests along with anecdotal reports from classroom teachers

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will receive support in inclusion setting in math class	09/13/2010	06/17/2011	Child Study Team, classroom teachers and ERC teacher

**1.1.1.1. Activity: Ongoing S3 (Child Study) Process**

**Activity Description:** Students will receive support in inclusion setting in math class

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Child Study Team, classroom teachers and ERC teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/17/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No additional funds needed	General Funds	0.00	0.00

**1.2. Objective: Increase number of students who meet growth targets as measured by NWEA ass**

**Measurable Objective Statement to Support Goal :** 85% of 2nd grade students will meet growth target goals as measured by the NWEA

75% of 3rd grade students will meet growth target goals as measured by the NWEA  
 85% of 4th grade students will meet growth target goals as measured by the NWEA  
 75% of 5th grade students will meet growth target goals as measured by the NWEA

**List of Strategies:**

ID	Strategy	Locked By
22587	Teachers will work with Descartes portion of NWEA program to gain better understanding of students' individual needs in math and to develop individual learning plans in math.	

**1.2.1. Strategy: Use of NWEA Descartes to guide instruction for individual students**

**Strategy Statement:** Teachers will work with Descartes portion of NWEA program to gain better understanding of students' individual needs in math and to develop individual learning plans in math.

**Selected Target Areas**

SPR (90) I.1.A.3 Articulated Design: The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

**Other Required Information for Strategy**

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

Analysis of NWEA data

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Grade Level Teams will work together to better understand how to use the Descarte portion of the NWEA to develop individual learning plans in math and share these with parents at conference.	09/07/2010	06/17/2011	Classroom teachers

**1.2.1.1. Activity: Grade Level Teams**

**Activity Description:** Grade Level Teams will work together to better understand how to use the Descarte portion of the NWEA to develop individual learning plans in math and share these with parents at conference.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/17/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
NWEA Trainers	General Funds	500.00	0.00

### 1.3. Objective: Students will demonstrate math fact fluency

**Measurable Objective Statement to Support Goal :** All exiting 5th graders will demonstrate math fluency as measured by the 5th grade math fluency test

**List of Strategies:**

ID	Strategy	Locked By
22588	All students in 2nd and 3rd grade and identified students in 4th and 5th grade will use FAST on a daily basis to help them gain automaticiy with math facts. Students will graph their progress on a regular basis.	

#### 1.3.1. Strategy: FAST Math

**Strategy Statement:** All students in 2nd and 3rd grade and identified students in 4th and 5th grade will use FAST on a daily basis to help them gain automaticiy with math facts. Students will graph their progress on a regular basis.

**Selected Target Areas**

SPR (90) I.I.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.
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**Other Required Information for Strategy**

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

FAST has been an effective tool in helping students with fact mastery as demonstrated on teacher tests.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will graph their own progress and incorporate fact practice into homework.	09/07/2010	06/17/2011	Classroom teachers and Lab Assistant

**1.3.1.1. Activity: Students will use FAST daily**

**Activity Description:** Students will graph their own progress and incorporate fact practice into homework.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Classroom teachers and Lab Assistant

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/17/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	No Funds Required	0.00	0.00

**1.4. Objective: Students will qualify for honors math placement in 6th grade**

**Measurable Objective Statement to Support Goal :** 40% of students will qualify for honors math placement by meeting 230 NWEA requirement, 1 on Math ME

**List of Strategies:**

ID	Strategy	Locked By
22589	One hour of math instruction daily using Every Day Math curriculum to include regular use on games, use of pacing guide to keep instruction on track	

### 1.4.1. Strategy: Time on Task

**Strategy Statement:** One hour of math instruction daily using Every Day Math curriculum to include regular use on games, use of pacing guide to keep instruction on track

**Selected Target Areas**

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

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.

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.

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

**Other Required Information for Strategy**

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

Review of classroom schedules, classroom observations, pacing guides

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PLC Vertical Math team collaborates to review data, address differentiation needs, revise assessments as needed.	09/13/2010	06/17/2011	Classroom Teachers

#### 1.4.1.1. Activity: PLC Vertical Math Team

**Activity Description:** PLC Vertical Math team collaborates to review data, address differentiation needs, revise assessments as needed.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Classroom Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/17/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No additional resources needed	General Funds	0.00	0.00

## Goal 2: Improve Writing skills

**Content Area :** English Language Arts

**Goal Source :** edyes

**Development Status :** Approved

**Student Goal Statement :** Improve writing skills

**Gap Statement :** Gain scores for 2009-10 were:

School District

Grade 2 132 (91)

Grade 3 127 (108)

Grade 4 185 (109)

Grade 5 50 (105)

All grades with the exception of grade 5 exceeded the expected writing gain of 100

The percentage of students passed the Grosse Pointe Writing test:

09-10 08-09 07-08

Grade 1 95 97 96

Grade 2 98 98 100

Grade 3 65 52\* 69

Grade 4 80 84 58

Grade 5 71 78 68

\*Indicates a need for an increased focus on conventions and spelling

**Cause for Gap :** To be determined by careful staff analysis of student work samples, past year's curricular foci.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Grosse Pointe Writing Test 2010, Four year report Grosse Pointe Writing 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?** As described in goal statement using Grosse Pointe Writing Test data

**Contact Name :** Kathleen Satut

**List of Objectives:**

ID	Objective
24492	All grade levels will acheive a writing gain score of 100 or more.
24612	Decrease the % gap between male and female students in all grades on both the MEAP Writing Tests

**EdYES! (40) Challenges : None**

**2.1. Objective: All grade levels will achieve a writing gain score of 100 or more**

**Measurable Objective Statement to Support Goal :** All grade levels will acheive a writing gain score of 100 or more.

**List of Strategies:**

ID	Strategy	Locked By
24492	Vertical Team will analyze papers from 2009-10 to develop individualized learning plans	

**2.1.1. Strategy: PLC Vertical Writing Team work**

**Strategy Statement:** Vertical Team will analyze papers from 2009-10 to develop individualized learning plans

**Selected Target Areas**

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

**Other Required Information for Strategy**

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

Past district practice; best practices in writing instruction

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Using data from GP writing samples, develop and share writing plans with students in grades 3 - 5 using 6 + 1 and GP Writing rubrics to guide growth.	09/07/2010	06/16/2011	Classroom teachers

**2.1.1.1. Activity: Develop individualized learning plans with students**

**Activity Description:** Using data from GP writing samples, develop and share writing plans with students in grades 3 - 5 using 6 + 1 and GP Writing rubrics to guide growth.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/16/2011

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

**Fiscal Resources Needed for Activity:**

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

**2.2. Objective: Decrease gender gap in writing**

**Measurable Objective Statement to Support Goal :**

Decrease the % gap between male and female students in all grades on both the MEAP Writing Tests

**List of Strategies:**

ID	Strategy	Locked By
24612	45 minutes of writing daily	



### 2.2.1. Strategy: Time on Task

**Strategy Statement:** 45 minutes of writing daily

**Selected Target Areas**

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*  
 Daily protected writing time has been shown in research to be effective.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Small group writers' workshop with focus on generating stories of interest to boys based on personal experience	09/07/2010	06/16/2011	Classroom teachers, ERC teacher, student teachers

#### 2.2.1.1. Activity: Writers Workshop

**Activity Description:** Small group writers' workshop with focus on generating stories of interest to boys based on personal experience

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Classroom teachers, ERC teacher, student teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/16/2011

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

**Fiscal Resources Needed for Activity:**

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

### Goal 3: Improve Reading Skills

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :**

**Gap Statement :** Although the MEAP reading pass rate is high (Grade 3-98%, Grade 4 -90%; Grade 5-98%), an analysis of the NWEA data indicates that this year's grade 4 students did not make ASG at the same rate other grades did. Only 57% of third graders made ASG.

**Cause for Gap :** Large class sizes and language deficits of many children in this particular grade

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP's and NWEA test scores

**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?** MEAP's and NWEA ASG reports

**Contact Name :** Kathleen Satut

**List of Objectives:**

ID	Objective
24733	75% of grade 4 students will make ASG

### 3.1. Objective: 75% of grade 4 students will make ASG

**Measurable Objective Statement to Support Goal :** 75% of grade 4 students will make ASG

**List of Strategies:**

ID	Strategy	Locked By
24733	S3 Team will meet to analyze data with grade 3 and 4 teachers	

### 3.1.1. Strategy: Analysis of data

**Strategy Statement:** S3 Team will meet to analyze data with grade 3 and 4 teachers

**Selected Target Areas**

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*  
 Best practices in reading instruction

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will work with reading support teacher and ERC/ISP teacher to flexibly group students in need of support for direct instruction of reading skills and adapt curricular materials to meet their needs.	09/07/2010	06/16/2011	4th grade teachers, ERC teacher, Reading Support teacher

#### 3.1.1.1. Activity: Flexible grouping for reading with direct instruction

**Activity Description:** Teachers will work with reading support teacher and ERC/ISP teacher to flexibly group students in need of support for direct instruction of reading skills and adapt curricular materials to meet their needs.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** 4th grade teachers, ERC teacher, Reading Support teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/16/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	No Funds Required	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$500.00	\$0.00
No Funds Required	\$0.00	\$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
	Kris	Vandevusse	Kindergarten teacher	kris.vandevusse@gpschools.org
	Katy	Forcillo	1st grade teacher	katy.forcillo@gpschools.org
	Michelle	Hunwick	1st grade teacher	Michelle.hunwick@gpschools.org
	Amy	Brauer	2nd grade teacher, parent	amy.brauer@gpschools.org
	Ann Marie	Smihal	2nd grade teacher, parent	annmarie.smihal@gpschools.org
	Linda	Whelan	2nd grade teacher	linda.whelan@gpschools.org
	Sarah	Barba	3rd Grade teacher	sarah.barba@gpschools.org
	Becky	Easlick	3rd grade teacher	becky.easlick@gpschools.org
	Neal	Gross	4th grade teacher	neal.gross@gpschools.org
	Dana	Moir	4th grade teacher	Dana.Moir@gpschools.org
	Christina	Pearson	4th grade teacher	christina.pearson@gpschools.org
	Donna	Bednarczyk	5th grade teacher	donna.bednarczyk@gpschools.org
	Dianne	McPharlin	ERC teacher	Dianne.mcpharlin@gpschools.org
	Kathleen	McClanaghan	Reading Teacher	kathleen.mcclanaghan@gpschools.org
	Kathleen	Satut	Principal	kathleen.satut@gpschools.org

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

Staff meet weekly during Professional Learning Community time, at staff meeting times and at interbuilding meetings to analyze data, develop Smart Goals, plan common assessments, gauge effective instruction through common assessments, and planning for individual students.

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

Teachers participate on district curriculum committees, serve as grade level leaders for core curricular areas at

the district level, work on grade level and vertical teams to generate decisions about curriculum, instruction and assessment.

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

The District shares an annual assessment report for each student in the fall. Teachers review these with parents at conferences in November and discuss goal setting for the year.

## 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:	Suzanne Klein
Address:	389 St. Clair, Grosse Pointe, Mi 48230
Telephone Number:	313 - 432 -3004

### 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?***

PLC committee meetings, regulary scheduled progress report outs to entire faculty, staff development in new ELA curriculum, piloting of spelling materials, FAST reading for new classroom teachers

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

Monies are allocated for training in FAST from the Grosse Pointe Foundation for Academic Excellence. Any additional costs will be absorbed through available grant monies from the Department of Curriculum and Instruction.

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

The District has just purchased SmartBoards for each classroom and is in the process of offering staff development for teachers so that they may use them to engage students in daily instruction.

Each classroom has 4 computers. 2 laptop carts are available for classroom use.

Students work on integrated technology projects in the lab and in the classrooms.

Students are assessed three times a year through the NWEA assessments in reading and math. Just in time results help teachers gauge instructional effectiveness and tweak curriculum as needed.