

School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Stevens T. Mason Elementary School

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

Principal: Dr. Elaine Middlekauff

Building Code: 02430

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: **Stevens T. Mason Elementary School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

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

School Code Number: **02430**

City: **GROSSE POINTE WOODS**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

The vision of Grosse Pointe Schools is Excellence in Education: Learning and Leading for Today and Tomorrow.

Mason Elementary School affirms our role in creating that shared vision. To us this vision of "Excellence in Education" means developing the personalized learning setting that enables all of our students to receive the highest quality academic education, coupled with a strong foundation in social skills and character education.

Mission Statement

Mission Statement

The staff at Mason Elementary School, in partnership with our school community, will value each child's self worth, unique abilities and talents. We accept the mission to develop in our children the skills, knowledge and behaviors which will enable them to flourish in a technological, dynamic and global society.

Beliefs Statement

"EACH and EVERY STUDENT; EACH and EVERY DAY"

Every student is entitled to be respected, nurtured, and valued.

Every student is entitled to a safe, positive, and dynamic learning environment.

Every student is entitled to the best possible education to maximize his or her academic achievement.

Education is a shared responsibility among students, educators, parents and the community.

The best interest of students is considered in decision making.

Goals

ID	Name	Development Status	Progress Status
4823	Student Achievement in Math	Approved	Open
5818	Student Achievement in Writing	Approved	Open
14570	Student Achievement in Reading	Approved	Open

Goal 1: Student Achievement in Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will increase their knowledge of and proficiency in mathematical skills.

Gap Statement : In review of MEAP and NWEA scores, a detailed analysis showed there were variances in scoring patterns by gender.

Using 2008-2009 MEAP scores, a review of the percentage of students achieving satisfactory scores indicated there were differences in gender sub-groups.

At grade 3, 91% of females received a satisfactory score, 9% lower than males (100%).

At grade 4, 95% of females received a satisfactory score, 3% higher than males (92%).

At grade 5, 88% of females received a satisfactory score, 4% higher than males (84%).

Using 2007-2008 MEAP data:

At grade 4, 97% of females received a satisfactory score, 8% higher than males (89%).

At grade 5, 95% of females received a satisfactory score, 6% higher than males (89%).

Using NWEA Spring 2009 data males as a group performed higher than females in math.

At grade 1, as a group, the average percentile achieved by males was 87%, 14% higher than females (73%).

At grade 2, as a group, the average percentile achieved by males was 61%, 3% higher than females (58%).

At grade 3, as a group, the average percentile achieved by males was 56%, 8% higher than females (48%).

At grade 4, as a group the average percentile achieved by males was 66%, 9% higher than females (57%).

At grade 5, as a group the average percentile achieved by males was 61%. 1% lower than females (62%).

Using NWEA Spring 2008 data:

At grade 1, as a group, the average percentile achieved by males was 74%, 5% higher than females (69%).

At grade 2, as a group, the average percentile achieved by males was 49%, 8% higher than females (41%).

At grade 3, as a group, the average percentile achieved by males was 57%, 1% higher than females (56%).

At grade 4, as a group, the average percentile achieved by males was 52%, 6% higher than females (46%).

At grade 5, as a group, the average percentile achieved by males was 55%, 9% higher than females (46%).

Cause for Gap : A detailed review of MEAP and NWEA scores, and analysis of patterns, showed that there were differences in the test scores, based upon gender. The variance in scores may be attributed to differences in

knowledge of math concepts and automaticity of math facts.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP scores and NWEA scores were carefully analyzed to identify gaps in performance among the student population. There was a comparison of the percentage of males and females receiving MEAP satisfactory scores as well as a review of the scores received by each group in the Numbers and Operations category. NWEA scores were reviewed for student progress toward the target growth scores, as well as differences in gender.

There was a comparison by gender of scores for the end of the year assessment. Scores for the honors math exam are monitored for gender differences.

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? NWEA -

Increase the percentage of students who meet or exceed their targeted performance growth.
Narrow the gap between the percentage of males and females achieving satisfactory performance

MEAP -

Increased the percentage of students who meet or exceed the state standards at each tested grade (3,4,5)
Narrow the gap between the percentage of males and females achieving satisfactory performance.

District measures-

Increased proficiency on end of the year assessments in grades 3,4,5
District measure, End of Year, Middle School Honors 5th grade- increase the number of students who qualify for the honors math program at sixth grade

Contact Name : Karen LaBarge

List of Objectives:

ID	Objective
5044	The percentage of students who achieve at level 1 and level 2, which is satisfactory proficiency on MEAP will increase. Students will increase their understanding of math concepts, use of multiple problem solving strategies, increase their computational accuracy and math fact automaticity. Students will use their NWEA RIT test scores to benchmark their own progress towards greater proficiency in math. Students will create target goals for their own growth. Students will monitor their progress on NWEA assessments to achieve their target growth.

1.1. Objective: Increase student proficiency in math

Measurable Objective Statement to Support Goal : The percentage of students who achieve at level 1 and level 2, which is satisfactory proficiency on MEAP will increase. Students will increase their understanding of math concepts, use of multiple problem solving strategies, increase their computational accuracy and math fact automaticity.

Students will use their NWEA RIT test scores to benchmark their own progress towards greater proficiency in math. Students will create target goals for their own growth. Students will monitor their progress on NWEA

assessments to achieve their target growth.

List of Strategies:

ID	Strategy	Locked By
5044	Teachers will commit 60-90 minutes a day to math instruction. Teachers will identify goals for student learning, create appropriate lessons that provide necessary differentiation. Teachers will assess students' understanding of math concepts and monitor the accuracy of students' computation.	

1.1.1. Strategy: Focused daily instruction

Strategy Statement: Teachers will commit 60-90 minutes a day to math instruction. Teachers will identify goals for student learning, create appropriate lessons that provide necessary differentiation. Teachers will assess students' understanding of math concepts and monitor the accuracy of students' computation.

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 reflects the belief that all students should actively construct and apply knowledge.

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.

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.

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.

SPR (90) I.3.B.2 Informs Curriculum and Instruction: Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

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

Research in best practices indicates learners are more successful when they are given the essential objectives. According to Marzano's research on the instructional practices that impact student learning, a guaranteed viable curriculum with time on task is positively correlated to increased student achievement.

Additional resources:

- Everyday Math program goals and pacing guide
- Kathy Checkley, The Essentials of Mathematics K-6

National Council of Teachers of Mathematics, Principles and Standards for School Mathematics
 NCTM: Administrator's Guide: How to Support and Improve Mathematics Education in Your School

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will use the FASTT math computer program to practice math facts. The program supports practice of facts using addition, subtraction, multiplication and division. All students in grade 2 use this program 3-4 times a week. Students in grade 3-5 are assigned a math license, based upon their math test scores and teacher recommendation and use the program either in their classroom or at the computer lab.	09/01/2009	06/17/2010	Classroom teachers in grades 2-5 Title 1 teacher Computer lab assistant District computer tech support staff Building Administrator
Lunch and learn is available daily as an option for students to complete math assignments during the day. The library is monitored by a parent volunteer. Students can be assisted by classmates if they have difficulty with an assignment. After school, the Homework Club is open to students in grades 3-5 for assistance on Mondays and Thursdays. Certified teachers assist students in the completion of their homework. Math assignments are completed and checked with the guidance of the teachers.	10/05/2009	05/27/2010	Title 1 teacher Additional Certified Teacher
Teachers will review the NWEA Measures of Academic Progress for each student, taken three times a year. Teachers will review the MEAP individual scores, class analysis and school summary reports. The review of data will enable a teacher to plan appropriate targeted instruction for all students. Teachers will use common assessments, such as end of Everyday Math chapter tests to support decisions regarding necessary review or enrichment.	09/07/2009	06/17/2010	Classroom teachers grades 1-5 Building Administrator Computer lab assistant to support data retrieval Title 1 teacher Resource Room, Instructional Support Staff member

1.1.1.1. Activity: Math fact practice using technology

Activity Description: Students will use the FASTT math computer program to practice math facts. The program supports practice of facts using addition, subtraction, multiplication and division. All students in grade 2 use this program 3-4 times a week. Students in grade 3-5 are assigned a math license, based upon their math test scores and teacher recommendation and use the program either in their classroom or at the computer lab.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers in grades 2-5
 Title 1 teacher

Computer lab assistant
 District computer tech support staff
 Building Administrator

Actual staff responsible for implementing activity: Classroom teachers in grades 2-5
 Title 1 teacher
 Computer lab assistant
 Building Administrator

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/17/2010

Actual Timeline: Begin Date - 10/01/2009, End Date - 06/01/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
FASTT math license for grade 2 students	Grosse Pointe Foundation for Academic Excellence	1,000.00	0.00
At risk students Grde 3-5 FASTT math licenses	Title I Part A	700.00	0.00

1.1.1.2. Activity: Homework support

Activity Description: Lunch and learn is available daily as an option for students to complete math assignments during the day. The library is monitored by a parent volunteer. Students can be assisted by classmates if they have difficulty with an assignment. After school, the Homework Club is open to students in grades 3-5 for assistance on Mondays and Thursdays. Certified teachers assist students in the completion of their homework. Math assignments are completed and checked with the guidance of the teachers.

Activity Type: None

Planned staff responsible for implementing activity: Title 1 teacher
 Additional Certified Teacher

Actual staff responsible for implementing activity: Title 1 teacher
 Additional Certified Teacher

Planned Timeline: Begin Date - 10/05/2009, End Date - 05/27/2010

Actual Timeline: Begin Date - 10/05/2009, End Date - 05/27/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Homework Support	Grosse Pointe Foundation for Academic Excellence	2,000.00	0.00

1.1.1.3. Activity: Teachers will use data to inform instruction

Activity Description: Teachers will review the NWEA Measures of Academic Progress for each student, taken three times a year. Teachers will review the MEAP individual scores, class analysis and school summary reports. The review of data will enable a teacher to plan appropriate targeted instruction for all students. Teachers will use common assessments, such as end of Everyday Math chapter tests to support decisions regarding necessary review or enrichment.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers grades 1-5
 Building Administrator
 Computer lab assistant to support data retrieval
 Title 1 teacher
 Resource Room, Instructional Support Staff member

Actual staff responsible for implementing activity: All Classroom teachers grades 1-5
 Building Administrator
 Computer lab assistant to support data retrieval
 Title 1 teacher
 Resource Room, Instructional Support Staff member

Planned Timeline: Begin Date - 09/07/2009, End Date - 06/17/2010

Actual Timeline: Begin Date - 09/07/2009, End Date - 06/09/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff development in data analysis	General Funds	400.00	0.00

Goal 2: Student Achievement in Writing

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

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

Gap Statement : An analysis of the MEAP, NWEA, and the Grosse Pointe Writing Assessment data indicates that there is a variance in performance levels when examining gender subgroups. The gap in performance on the Grosse Pointe Writing Assessment continues to be one of gender.

Comparative data shows 22% of the males scored below females at both grade 3 and grade 5. Females outscored males in grades 4 and 5. The gap in proficiency scores across grades 3-4-5 between males and females is approximately 17% across 3 years of data.

The cohort group from 2007-2009 had a continual gap. As third graders, 63% of the females achieved satisfactory scores compared with 30% of the males. As fourth graders, 58% of the females achieved satisfactory scores as compared with 22% of the males. As fifth graders, 85% of the females achieved satisfactory scores as compared with 63% of the males.

Using 2008-2009 MEAP Writing:

At grade 3, 59% of the females achieved a satisfactory score, 3% higher than males (56%). At grade 4, 68% of the females achieved a satisfactory score, 8% higher than males at 60%. At grade 5, 92% of the females achieved a satisfactory score, 18% higher than males at 74%.

MEAP Writing Comment Code 3= needs details and examples to adequately develop the ideas and content. In 2008-2009, at grade 3, 56% of the males received code 3, compared to 40% of the females. At grade 4, 61% of the males received code 3, compared to 41% of the females. At grade 5, 53% of the males received code 3, compared to 15% of the females.

In 2007-2008, at grade 3, 54% of the males received code 3, compared to 50% of the females. At grade 4, 65% of the males received code 3, compared to 62% of the females. At grade 5, 78% of the males received code 3, compared to 77% of the females.

Cause for Gap : In comparing subgroups performance on NWEA, the Grosse Pointe Writing Assessment, and MEAP, females as a group had higher percentages of satisfactory performance. This variance may be attributed to the assessment rubric. When comparing subgroup writing skills, there may be a difference in the development of the topic through the use of details, and the length of the finished writing piece.

Multiple measures/sources of data you used to identify this gap in student achievement : The measures used to identify the gap in student achievement were MEAP writing scores for the school populations as well as subgroups. MEAP writing comments were another source used to examine the variance in scores.

The Grosse Pointe Writing Assessment was used to evaluate total student achievement as well as gender subgroups. Grosse Pointe Writing scores were used to evaluate the progress of a cohort group from 2007-2009.

NWEA language usage test provides data to evaluate skill levels for males and females at grade 3-5.

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? Grosse Pointe Writing

The percentage of students achieving a satisfactory score will increase.

The gap will be narrowed between the percentage of females and males who achieve a satisfactory score.

MEAP

The percentage of students achieving a satisfactory score will increase.

The gap will be narrowed between the percentage of females and males who achieve a satisfactory score.

The percentage of students receiving a comment code 3 will be reduced.

NWEA Language Usage

The percentage of students achieving target growth performance will increase.

Contact Name : Elaine Middlekauff

List of Objectives:

ID	Objective
9254	Students will improve and increase their proficiency on Grosse Pointe Writing Assessment. Each student will maintain a writing folder or notebook to keep notes and writing samples, to make revisions, and evaluate their work using appropriate rubrics.

2.1. Objective: Increase student proficiency on GPW

Measurable Objective Statement to Support Goal : Students will improve and increase their proficiency on Grosse Pointe Writing Assessment. Each student will maintain a writing folder or notebook to keep notes and writing samples, to make revisions, and evaluate their work using appropriate rubrics.

List of Strategies:

ID	Strategy	Locked By
9254	Teachers will commit a minimum of 45 minutes daily to writing instruction; introducing and modeling writing traits, utilizing the Grosse Pointe Language Arts Curriculum and focusing on GLCE. Teachers will review the Grosse Pointe Writing Assessment rubric and data on individual student performance. Teachers will support student learning through differentiated instructional approaches and tiered assignments. A variety of student writing samples along with rubrics and assessments will inform instruction.	

2.1.1. Strategy: Instructional Frequency

Strategy Statement: Teachers will commit a minimum of 45 minutes daily to writing instruction; introducing and modeling writing traits, utilizing the Grosse Pointe Language Arts Curriculum and focusing on GLCE. Teachers will review the Grosse Pointe Writing Assessment rubric and data on individual student performance.

Teachers will support student learning through differentiated instructional approaches and tiered assignments. A variety of student writing samples along with rubrics and assessments will inform instruction.

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 reflects the belief that all students should actively construct and apply knowledge.

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

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.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

SPR (90) I.3.B.2 Informs Curriculum and Instruction: Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

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

- Ruth Culham's Six Plus One Traits,
- Ruth Culham's Daily Trait Warm Ups, Revision and Editing Activities.
- V. Spandel- Creating Writers through Six Trait Writing Assessment and Instruction
- Lucy Calkins, Units of Study
- Ralph Fletcher- Boy Writers

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will develop common terminology, rubrics, word walls and frameworks for explicit characteristics for each trait. Teachers will display the GPW rubric. Teachers will attend MRA, Oakland ISD and Wayne RESA workshops, to increase their expertise in writing instruction. As a result of a common approach to writing, students will have greater consistency in terminology. Students will use "COPS" as an editing and revising tool. For some assignments, students will be asked to "GBTTT" (Go back to the text) to add details to their writing.	09/01/2009	06/17/2010	Building Staff Classroom teachers, grade 1-5 Resource Room teacher, Title 1 teacher Resource support from: Jessica DeWitt, Stephanie Erhard as attendees of the Teacher's College Summer Writing Workshop District Grade Level Content Leaders in English Language Arts District Elementary Curriculum Specialists District ELA Curriculum Specialist
Teachers will monitor the progress of all students	10/01/2009	04/30/2010	Teachers in grades 1-5

by scheduling 3 times to practice writing for the Grosse Pointe Writing Assessment. Teachers at each grade level will select the common topics, and evaluate writing samples using the Grosse Pointe Writing Assessment rubric. Teachers will provide students with knowledge of their performance. Teachers will hold individual conferences with "at risk" writers, giving them specific and detailed feedback for improvement.			
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2.1.1.1. Activity: Develop common language

Activity Description: Teachers will develop common terminology, rubrics, word walls and frameworks for explicit characteristics for each trait. Teachers will display the GPW rubric. Teachers will attend MRA, Oakland ISD and Wayne RESA workshops, to increase their expertise in writing instruction.

As a result of a common approach to writing, students will have greater consistency in terminology. Students will use "COPS" as an editing and revising tool. For some assignments, students will be asked to "GBTTT" (Go back to the text) to add details to their writing.

Activity Type: None

Planned staff responsible for implementing activity: Building Staff
 Classroom teachers, grade 1-5
 Resource Room teacher, Title 1 teacher

Resource support from:
 Jessica DeWitt, Stephanie Erhard as attendees of the Teacher's College Summer Writing Workshop
 District Grade Level Content Leaders in English Language Arts
 District Elementary Curriculum Specialists
 District ELA Curriculum Specialist

Actual staff responsible for implementing activity: Classroom teachers, grade 1-5
 Resource Room teacher
 Title 1 teacher

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/17/2010

Actual Timeline: Begin Date - 09/07/2009, End Date - 06/09/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	600.00	0.00

Professional Library	General Funds	300.00	0.00
Staff Development- Conferences	Title I Part A	1,000.00	0.00

2.1.1.2. Activity: Monitor Student Progress

Activity Description: Teachers will monitor the progress of all students by scheduling 3 times to practice writing for the Grosse Pointe Writing Assessment. Teachers at each grade level will select the common topics, and evaluate writing samples using the Grosse Pointe Writing Assessment rubric. Teachers will provide students with knowledge of their performance. Teachers will hold individual conferences with "at risk" writers, giving them specific and detailed feedback for improvement.

Activity Type: None

Planned staff responsible for implementing activity: Teachers in grades 1-5

Actual staff responsible for implementing activity: Teachers in grades 1-5

Planned Timeline: Begin Date - 10/01/2009, End Date - 04/30/2010

Actual Timeline: Begin Date - 10/01/2009, End Date - 04/30/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Progress updates w. Grade level meetings	General Funds	300.00	0.00

Goal 3: Student Achievement in Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their skills in reading across the curriculum

Gap Statement : Based upon a review of reading assessments such as MEAP, students in grade 3, 4 and 5 had an 88% proficiency. Students identified at economically disadvantaged had 8-13 percentage points below the average on both assessments. at grades 3,4,5, a Sixty-six percent of students in grade 1-5 achieved an NWEA gain score for a year or more of growth as reported by the district assessment office.

Cause for Gap : On the two assessments about 12% of the students are not proficient in reading. Approximately 20% of the students identified as economically disadvantaged were not proficient in reading as measured by MEAP and NWEA.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP reading assessments, NWEA

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? All students will improve their MEAP reading scores by 4% in order for continuous improvement toward 100% proficiency. Students identified as economically disadvantaged will improve their MEAP reading scores by 5% in order for continuous improvement toward 100%.

Contact Name : Kari Krausmann

List of Objectives:

ID	Objective
15383	All students will increase skills in the area of narrative and informational reading so that the per

3.1. Objective: Reading across the curriculum

Measurable Objective Statement to Support Goal : All students will increase skills in the area of narrative and informational reading so that the per

List of Strategies:

ID	Strategy	Locked By
15383	General education teachers, support teachers, and special education teachers will collaborate in utilizing Marzano's questioning techniques to improve students' reading comprehension skills.	

3.1.1. Strategy: Teacher designed comprehension strategies

Strategy Statement: General education teachers, support teachers, and special education teachers will collaborate in utilizing Marzano's questioning techniques to improve students' reading comprehension skills.

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 reflects the belief that all students should actively construct and apply knowledge.

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 another.

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.

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?

Staff reviewed the book, A Handbook for Classroom Instruction That Works by Robert Marzano, as well as the DVD's from the Professional Video Journal of Education, What Works in Classroom Instruction: Research-Based Strategies, presented by Salle Quakenboss. The staff utilized material from Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6, by Gayle H. Gregory and Lin Kuzmich.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will use staff/professional learning time to review and discuss instructional videos.	09/07/2010	12/16/2010	Staff responsible would include all K-5 classroom teachers and support staff along with administrator.
Teachers will collaborate to create lesson plans based on state objectives, utilizing district materials, specifically incorporating a variety of effective instructional strategies to improve reading comprehension across the curriculum.	09/07/2010	06/16/2011	All K-5 classroom teachers and support staff teachers will collaborate in this activity.
Teachers will assess and monitor student progress and use of reading comprehension strategies, using rubrics, DRA, MEAP and NWEA data to support student learning.	09/07/2010	06/16/2011	All K-5 classroom teachers, support staff and administrator.

3.1.1.1. Activity: Staff will review research on effective classroom strategies

Activity Description: Teachers will use staff/professional learning time to review and discuss instructional videos.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Staff responsible would include all K-5 classroom teachers and support staff along with administrator.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 12/16/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
What Works in Classroom Instruction: Research Based Strategies	No Funds Required	0.00	0.00

3.1.1.2. Activity: Teacher Lesson Planning Based on State Objectives

Activity Description: Teachers will collaborate to create lesson plans based on state objectives, utilizing district materials, specifically incorporating a variety of effective instructional strategies to improve reading comprehension across the curriculum.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All K-5 classroom teachers and support staff teachers will collaborate in this activity.

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 wide K-5 grade level planning	General Funds	500.00	0.00

3.1.1.3. Activity: Teachers use data to monitor student progress

Activity Description: Teachers will assess and monitor student progress and use of reading comprehension strategies, using rubrics, DRA, MEAP and NWEA data to support student learning.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All K-5 classroom teachers, support staff and administrator.

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
Staff development on data analysis	General Funds	800.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,900.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$1,700.00	\$0.00
Other	\$3,000.00	\$0.00

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

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.	Kari	Krausmann	1st grade teacher	Kari.Krausmann@gpschools.org
Mrs.	Darcy	Demas	3rd grade teacher	Darcy.Demas@gpschools.org
Mrs.	Karen	Frakes	5th grade teacher	Karen.Frakes@gpschools.org
Mrs.	Karen	LaBarge	Title 1	Karen.Labarge@gpschools.org
Mrs.	Debra	Hoshaw	parent representative	hoshaw@att.net
Mr.	William	Hoover	Title 1 parent rep.	hoovermsu@hotmail.com
Dr.	Elaine	Middlekauff	Principal	Elaine.Middlekauff@gpschools.org

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

The Annual PA-25 report provides a forum for a review of our student data, a discussion of patterns and trends of student performance and the subsequent development of academic goals by the school improvement team and school community. Once teachers and parent representatives have met to review proposed goals, teachers work with grade level teams and vertical teams to refine and further develop the established goals and create intervention strategies. Throughout the school year, teachers are monitoring student achievement and adjusting goal strategies to best meet the needs of students. Teachers diligently work to provide the optimal setting for student learning and share student progress with parents through fall and spring parent teacher conferences, as well as through report cards. Standardized tests such as MEAP and NWEA, as well as student growth, report cards, parent feedback help to monitor the impact of our interventions as well as evaluate our progress. Teacher teams communicate their progress through staff meetings, professional learning community activities and PTO meetings.

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

At the building level, decisions about curriculum, instruction and assessment align with the district curriculum and board policies. The Grosse Pointe School District provides a rigorous and comprehensive curriculum, which is aligned to the Michigan curriculum framework. The district strives to produce curriculum that is challenging, consistent and comprehensive, incorporating both differentiation and technology. Curriculum is produced by committees of teachers, parents, administrators and students, and goes through a public hearing and defined approval process. The district offers parents and community members the opportunity to serve on committees through district announcements and publications. Teachers have the opportunity to serve on the Educational Programs Leadership Council as well as curriculum committees for each subject area. District Elementary core subject area specialists help to support lessons and unit planning. The district curriculum webpage offers additional resources to help with reading and the writing curriculum. Teachers serve on the

Assessment Committee and share expertise in data analysis and goal setting for students. The School Board reviews and approves recommendations made by the EPLC and district curriculum committees. PTO members serve as School Board liaisons and receive information about each area of curriculum up for review and study as well as information about recommended courses and text.

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

The PA 25 Annual Report is shared with the large parent audience at the Parent Back to School Night in early September. The report is also posted on the school's website and the report is also a topic at the fall PTO meeting. Points of the school improvement plan will also be shared in the school newsletter to parents, that is both sent home and e-mailed, as well as posted on the school website. Use of the district LEP coordinator's services will ensure that the Grosse Pointe School District data, Mason School data, and student performance data and activities are available to stakeholders in a language that they can understand. The district provides the necessary resources to ensure that school community members can fully participate in the educational partnership.

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:	Assistant Superintendent for Curriculum Instruction, Assessment and Technology
Address:	389 St. Clair, Grosse Pointe, MI 48236
Telephone Number:	(313) 432-3000

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?

Teachers will work in professional learning committees and attend district staff development to implement this school improvement plan. Teachers will receive training in implementing the language arts curriculum (reading, writing) and the use of SMARTBOARD technology to enhance language arts and math instruction. Teachers will be working at the district level to pilot and select spelling and grammar resources, which will be utilized in the classroom to support student learning goals in language arts.

Teachers will work in professional learning committees to analyze student performance data, to research interventions to support students, to examine best practices aligned to 21st century learning skills, differentiated learning and effective methods of instruction identified by Marzano.

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

The building will use funds for additional classroom language arts materials to support struggling learners. Students who need additional help with math will be assigned the use of a FAST math license for the year, as well as a calculator or manipulatives to ensure that students have access to learning tools to support success. The science supplies will be inventoried to determine if any items can also be used to support math activities. Teachers will work with the language arts specialist to select high interest readers as well as supplemental materials that match the social studies and science units. Older texts will be available for check out to students who would benefit by more background on a unit of study.

Teachers will attend training for technology in use of SMART board, response tools and computer support.

Monies in the conference and workshop accounts will be used by staff attending activities that match increasing math and language arts skills for struggling students.

Staff will research any targeted professional development activities that could involve partnerships with other schools to defray costs. Teachers will note courses and workshops offered through the tri-county ISDs. Wayne RESA resource personal will be contacted for any available funds, resources or professional development activities which match our goals and strategies.

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

We have assessed, through informal survey of staff and collaborative grade level conversation, the need for integrated technology. Data analysis of computerized testing (NWEA, FASTT Math) have been identified as needing additional time for teachers to understand data analysis, individual goal setting based upon targeted growth.

With financial support from our PTO as well as a special grant from the Grosse Pointe Foundation, SMARTboards have been installed in all teaching areas. Teachers attended a county SMARTboard training on a Saturday to become familiar with its use. Teachers will attend professional development activities offered throughout the year on technology to support reading, writing and math lessons. Staff has contacted the district tech. curriculum specialist to attend PLC times to help teachers implement SMARTboard technology into their daily lessons.

Hardware needs include response clickers, along with training and access to sample lessons.