

School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: John Monteith Elementary School

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

Principal: Mr. Keith A Howell

Building Code: 02597

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	5
Vision	6
Goals	7
Goal 1: Improved Learning for Students - Math	7
Goal 2: Improved Learning for Students - Writing	12
Goal 3: Improved Learning for Students - Reading	15
Resource Profile	19
Stakeholders	20
Statement of Non-Discrimination	22
Conclusion	23

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: John Monteith Elementary School

District: Grosse Pointe Public Schools

Public/Non-Public: Public

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

School Code Number: 02597

City: GROSSE POINTE WOODS

State/Province: Michigan

Country: United States

Vision

Vision Statement

Our vision defines what we want to become. It is a future-oriented statement that district initiatives address.

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

Mission Statement

Our Mission statement defines why we are here. It is a present-oriented statement of what we do.

The Grosse Pointe Public Schools, 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.

The entire faculty and staff of Monteith Elementary School, working together as a team, strive to provide a quality instructional program to prepare our students to take their unique place in an ever changing world.

Beliefs Statement

We believe that each student, with their uniqueness will achieve to their strengths, a mastery of core skills, demonstrate positive social, emotional and physical growth.

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
4818	Improved Learning for Students - Math	Approved	Open
5403	Improved Learning for Students - Writing	Approved	Open
5410	Improved Learning for Students - Reading	Approved	Open

Goal 1: Improved Learning for Students - Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Monteith students will improve/increase skills or knowledge in academic area across the math curriculum.

Gap Statement : The MEAP results show:

- 95% of the 3rd grade students are proficient in Math.
- 99% of 4th grade students are proficient in Math.
- 92% of 5th grade students are proficient in Math.

- 75% of students are level 1 proficient in 3rd grade.
- 74% of students are level 1 proficient in 4th grade.
- 68% of students are level 1 proficient in 5th grade.

Desired State: Maintain or increase student achieving satisfactory scores on 2010/2011 MEAP.

The instructional focus for improving student Math proficiency will include:

5th grade

Area: Decimals

- ? *using common denominators
- ? *Applied problems with fractions

? Area: whole number division

- ? *Division of whole numbers
- ? *Prime factorization of wholes
- ? *Convert units within system
- ? *find mean and mode

? Area: Properties of 2D shapes\ angles

- ? *Area formulas of shapes
- meaning of angles
- solve problems about shapes

? Area: Connections

- ? *meaning of decimals; %
- ? *multiply and divide fractions

- ratios; equivalences
- ? *concept of volume

4th grade

- ? Know & identify terminating decimals
- ? Understand relationships within fraction families
- ? Write improper fractions as mixed numbers
- ? Understand improper fractions, locate on #line
- ? Read, write, compare & order numbers to 1,000,000
- ? Construct tables and bar graphs from given data
- ? Identify basic geometric shapes and solve problems
- ? Solve P/A problems of rects in compound shapes
- ? Find length of rectangle given width and A or P
- ? Measure using common tools & appropriate units
- ? Estimate answers involving +, -, or x
- ? Recognize plane figures that have line symmetry
- ? Add and subtract common fractions less than 1

3th grade

- ? Understand meaning of 0.50 and 0.25 related to money
- ? Solve division problems involving remainders
- ? Identify perpendicular lines and parallel lines
- ? Show front/top/side views of solids built with cubes
- ? Solve problems about perimeter/area of rectangles
- ? Add and subtract lengths, weights, and times
- ? Narrative text comprehension (silent reading)
- ? Informational text comprehension (silent reading)

K-2

- ? Estimate sum of two numbers with three digits
- ? Add and subtract money in mixed units
- ? Find distance between numbers on a number line
- ? Know denominator, fraction value relationship
- ? Recognize transformed shapes
- ? Recognize, name and write halves, thirds and fourths
- ? Know fraction equivalences of one
- ? Measure area using non-standard units
- ? Read temperature in degrees Fahrenheit
- ? Make pictographs using a scale representation

The NWEA RIT results show:

- K grade average score - 160
- 1st grade average score - 182
- 2nd grade average score - 198
- 3rd grade average score - 210
- 4th grade average score - 217
- 5th grade average score - 230

Desired State: Maintain or increase NWEA RIT scores.

Cause for Gap :

MEAP results show gap between level 1 and 2 proficiency.

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

NWEA RIT Scores

Everyday Math Assessments

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? Desired State: Maintain or increase student achieving satisfactory scores on 2010/2011 MEAP while decreasing gender gap. Increase percent of level 1 proficiency.

Desired State: Maintain or improve NWEA RIT Scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Keith Howell

List of Objectives:

ID	Objective
5825	Maintain or increase level 1 proficiency: 3rd grade - 75% or higher 4th grade - 74% or higher 5th grade - 68% or higher

1.1. Objective: Increase percent of level 1 proficiency.

Measurable Objective Statement to Support Goal : Maintain or increase level 1 proficiency:

- 3rd grade - 75% or higher
- 4th grade - 74% or higher
- 5th grade - 68% or higher

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5825	A range of 60-90 minutes will be devoted to math curriculum each day. Parent communication regarding current math topics and concepts is frequent and timely. Fluency and automaticity are necessary for success in mathematics. Students will increase fact mastery appropriate to the current grade level. Pacing through the lessons is essential for the gradual mastery of mathematical concepts. Utilize F.A.S.T. Math computer program Incorporate music/basic facts Differentiate math instruction utilizing Everyday Math textbook. Increase and strengthen mathematical concepts throught Everyday Math vocabulary. Coordinating instruction of Tessellations with art teacher. Increase and improveGeometry and Measurement skills	

1.1.1. Strategy: Increase student achievement in Math

Strategy Statement: A range of 60-90 minutes will be devoted to math curriculum each day.

Parent communication regarding current math topics and concepts is frequent and timely.

Fluency and automaticity are necessary for success in mathematics. Students will increase fact mastery appropriate to the current grade level.

Pacing through the lessons is essential for the gradual mastery of mathematical concepts.

Utilize F.A.S.T. Math computer program

Incorporate music/basic facts

Differentiate math instruction utilizing Everyday Math textbook.

Increase and strengthen mathematical concepts throught Everyday Math vocabulary.

Coordinating instruction of Tessellations with art teacher.

Increase and improveGeometry and Measurement skills

Selected Target Areas

--

Other Required Information for Strategy

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

Everyday Math program

Fact proficiency level - 1st - 5th grade

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
School improvement/collaboration meetings will be set aside to create common assessments and review data. Teachers will meet in PLC teams to discuss and revise best practice math instruction within the classroom. Time will also be used to review data to drive instruction.	09/07/2010	06/16/2011	Grade level teachers

1.1.1.1. Activity: Math Activity

Activity Description: School improvement/collaboration meetings will be set aside to create common assessments and review data.

Teachers will meet in PLC teams to discuss and revise best practice math instruction within the classroom. Time will also be used to review data to drive instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Grade level 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
Everyday Math Materials	General Funds	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Goal 2: Improved Learning for Students - Writing

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

Student Goal Statement : All Monteith students will improve/increase skills or knowledge in academic area across the writing curriculum.

Gap Statement : GP Writing Assessment

- 93.6% of 1st grade students are satisfactory or above. 90.3 male and 95.7 female
- 97% of 2nd grade students are satisfactory or above. 95.6% male and 98.2% female
- 65% of 3rd grade students are satisfactory or above. 54.3% male and 74.1% female
- 72.9% of 4th grade students are satisfactory or above. 69.7% male and 78.0% female
- 69.8% of 5th grade students are satisfactory or above. 54.5% male and 85.7% female

Cause for Gap : Specifically there is a 19.8% gap in 3rd grade, 8.3% gap in 4th grade, and 31.2% gap in 5th grade for the GP Writing Assessment.

Substantial decrease in gender gap for 1st and 2nd grade.

Multiple measures/sources of data you used to identify this gap in student achievement : 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? Desired State: Increase student achieving satisfactory or above scores on the 2010-2011 GP Writing Assessment while decreasing gender gap.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Keith Howell

List of Objectives:

ID	Objective
5828	Decrease the variance between male and female performance.

2.1. Objective: Gender gap

Measurable Objective Statement to Support Goal : Decrease the variance between male and female performance.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5828	Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning instruction and conferencing with student regarding drafting, editing and revising. Practice GP writing assessment - all grade levels. Collaboration on GP writing assessment - scoring/data analysis/using data to drive instruction - all grade levels Each grade level creates 3-5 action strategies for writing evidences of need - key performance indicators that show a need to spend time, energy, and resources on writing strategies.	

2.1.1. Strategy: Writing Strategy

Strategy Statement: Teachers will continue to expand their knowledge of Writers Workshop particularly in the area of planning instruction and conferencing with student regarding drafting, editing and revising.

Practice GP writing assessment - all grade levels.

Collaboration on GP writing assessment - scoring/data analysis/using data to drive instruction - all grade levels

Each grade level creates 3-5 action strategies for writing evidences of need - key performance indicators that show a need to spend time, energy, and resources on writing strategies.

Selected Target Areas

--

Other Required Information for Strategy

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

District writing resources

GP Writing Assessment Rubric

6 +1 traits resources

Houghton L.A./FAST program teacher manuals and program materials

Lucy Caulkins, Units of Study - professional development videos, prompts

DRA kits

Handwriting supplemental materials

Write Away books and black line masters

Supplemental grammar materials

GLCE's

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff Development specific to writers workshop. Create 3-5 action strategies per evidences of need. Continue collaboration and school wide common language.	09/07/2010	06/16/2011	Grade level teachers

2.1.1.1. Activity: Staff Development

Activity Description: Staff Development specific to writers workshop.

Create 3-5 action strategies per evidences of need.

Continue collaboration and school wide common language.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Grade level 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
On Site Staff Development	General Funds	1,300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Goal 3: Improved Learning for Students - Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Monteith students will improve/increase skills or knowledge in academic area across the reading curriculum.

Gap Statement : K grade students DRA scores averaged level 4. Goal is 1-2 or higher.

1st grade student DRA scores averaged level 24. Goal is 16 or higher.

2nd grade student DRA scores averaged level 33. Goal is 28 or higher.

3rd grade teachers will utilize DRA levels during the 2009/2010 school year. Goal will be 38 or higher.

DRA levels are utilized to create guided reading groups and progress monitor to drive instruction.

K-22% of students are at or below grade level goal.
 1st-17% of students are below grade level goal.
 2nd-9% of students are below grade level goal.

Desired State: Decrease percent of students below grade level goal.

Cause for Gap : K-22% of students are at or below grade level goal.
 1st-17% of students are below grade level goal.
 2nd-9% of students are below grade level goal.

Multiple measures/sources of data you used to identify this gap in student achievement : DRA levels will be utilized for K-3 grade students to measure success and create guided reading groups. NWEA and MEAP will be utilized for grades k-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? Desired State: Decrease percent of students below grade level goal.

Maintain and increase MEAP and NWEA scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Keith Howell

List of Objectives:

ID	Objective
5833	Desired State: K grade DRA average will be at or above level 1 in the Spring. Desired State: 1st grade DRA average will be at or above level 16 in the Spring. Desired State: 2nd grade DRA average will be at or above level 28 in the Spring. Desired State: 3rd grade DRA average will be at or above level 38 in the Spring.

3.1. Objective: Improve DRA levels

Measurable Objective Statement to Support Goal : Desired State: K grade DRA average will be at or above level 1 in the Spring.

Desired State: 1st grade DRA average will be at or above level 16 in the Spring.

Desired State: 2nd grade DRA average will be at or above level 28 in the Spring.

Desired State: 3rd grade DRA average will be at or above level 38 in the Spring.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5833	- Reading Support Specialist - Instructional Support Program - Classroom interventions - Using DRA levels to create guided level reading groups	

3.1.1. Strategy: Reading Strategy

Strategy Statement: - Reading Support Specialist

- Instructional Support Program
- Classroom interventions
- Using DRA levels to create guided level reading groups

Selected Target Areas

--

Other Required Information for Strategy

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

GP schools reading level conversion table.

DRA kit training

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create guided reading groups according to DRA levels.	09/07/2010	06/16/2011	grade level teachers

3.1.1.1. Activity: differentiation

Activity Description: Create guided reading groups according to DRA levels.

Activity Type: Maintenance

Planned staff responsible for implementing activity: grade level 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
DRA kits	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2009	keith.howell@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,800.00	\$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
Mr.	Keith	Howell	Principal	keith.howell@gpschools.org
Mr.	Tom	Arwady	3rd grade teacher	tom.arwady@gpschools.org
Mrs.	Pam	Liagre	parent/teacher	pamela.liagre@gpschools.org
Mrs.	Diane	Richards	K teacher	diane.richards@gpschools.org
Mrs.	Kristin	Fellows	1st grade teacher	fellows.kristin@gpschools.org
Mrs.	Jodie	Randazzo	4th grade teacher	randazzo.jodie@gpschools.org
Mr.	Pete	Comilla	reading teacher	comilla.pete@gpschools.org
Ms.	Lisa	Rheaume	5th grade teacher	rheaume.lisa@gpschools.org

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

PLC Collaboration time among grade levels are created to plan, design, monitor, evaluate, and analyze data to drive instruction. Stakeholders bring information to staff to implement school improvement plan.

example activities consist of:

review improvement goals providing evidences of success/needs

create action strategies

professional development - conferencing/qualities of good writing, NWEA, Everyday Math, etc.

grade level collaboration - required activities, strategies, suggested activities.

Everyday Math consultant meetings

5in-5out essential learnings

differentiation

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

The school improvement team uses data to drive instruction, create goals, and make decisions about curriculum. Stakeholders are involved during building level meetings.

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

Information is provided to all stakeholders through the building and district Annual Report, PTO meetings, back to school night, and district/building web site.

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:	Keith Howell
Address:	1275 Cook Rd.
Telephone Number:	313-432-4504

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 staff will need additional time to collaborate, writing professional development, Smart Boards/technology, and continued training in the area of Everyday Math and PLC's. PLC meetings will be provided at the elementary level.

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

The building will utilize money from the general fund, PTO, and district budget to support the school improvement plan.

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

The elementary technology committee is working with the district to provide additional resources at the elementary level. Monteith will be receiving document smart boards in all classrooms to enhance technology and support the school improvement plan.