

School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Parcels Middle School

Grades Served: 6,7,8

Principal: Mr. Mark Mulholland

Building Code: 02937

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: **Parcells Middle School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

Grades: **6,7,8**

School Code Number: **02937**

City: **GROSSE POINTE WOODS**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

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

Mission Statement

The mission of Parcells Middle School, in partnership with parents and community, is to ensure that all students progress in acquiring and using the knowledge, skills, and behaviors necessary to responsibly meet the challenges of today and tomorrow.

Beliefs Statement

The school district believes in, and is committed to, accountability, building partnerships at every level, developing and capitalizing on leadership skills, pursuing educational excellence for every student, and providing an environment that fosters respect. Our goal is to create an environment and culture that reflects these guiding principles:

We believe in being Accountable.

We are committed to:

- >promoting the achievement of every student at the highest level of their individual abilities
- >cultivating in each student a sense of responsibility for his/her own learning
- >creating a dynamic and safe learning environment
- >continuous improvement and optimizing the resources of the school including: people, processes, facilities, and finances.

We believe in building partnerships.

We are committed to:

- >developing and maintaining relationships among students, parents, staff and community members that promote involvement
- >fostering mutual trust through open and honest communication with all school stakeholders
- >sharing pride in our accomplishments
- >capitalizing on resources to enhance opportunities for students, the district and the community.

We believe in fostering a collaborative culture that develops and capitalizes on leadership skills

We are committed to:

- >fostering problem solving and empowerment
- >embracing change and encouraging innovation
- >promoting team-work to achieve results and to recognize and celebrate the contributions of all.

We believe in the pursuit of educational excellence for every student, each and every day.

We are committed to:

- >promoting continuous improvement through recruiting, retaining and developing highly qualified staff committed to the highest standards of teaching and learning
- >providing an evolving and dynamic curriculum that: challenges each student based on their individual talents and abilities; maximizes the potential for each student to realize success in future endeavors; and, encourages each student to become a life-long learner
- >developing an exceptional educational environment that stimulates teaching and learning by providing premiere tools, materials, and facilities for learning.

We believe in creating a safe and caring environment that fosters respect and instills responsibility in each individual.

We are committed to:

- >encouraging understanding and tolerance of all individuals
- >celebrating diversity and individual differences and recognizing individual needs
- >contributing to the development, the character, and integrity of our students.

Goals

ID	Name	Development Status	Progress Status
6810	Reading comprehension skills	Approved	Open
19376	Reading Informational Text	Approved	Open
19380	Analyze and interpret maps, charts, and graphs.	Approved	Open
19385	Use data tables and graphs to answer scientific questions	Approved	Open
19393	Measurement	Approved	Open

Goal 1: Reading comprehension skills

Content Area : English Language Arts

Goal Source : edyes

Development Status : Approved

Student Goal Statement : Students will improve reading comprehension skills in the areas of drawing conclusions, making inferences, and being able to synthesize information drawn from their reading.

Gap Statement : MEAP data for each grade level for Fall MEAP 2008 and Fall MEAP 2009 indicate several comprehension questions for which fewer than 75% of students recorded the correct response for questions related to R.CM.(05, 06, 07).03.

Cause for Gap : Analysis of the reading test questions for R.CM. (05,06,07).03 indicate that students have difficulty with making inferences and synthesizing based on material read.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Fall 2008

MEAP Fall 2009

NWEA Reading tests 2009 and 2010

Parcells-generated literacy assessment (administered in May 2010)

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? 75% or more students will successfully answer MEAP reading comprehension questions related to R.CM.(05,06,07).03 on MEAP Fall 2010 and beyond.

Contact Name : Mark Mulholland

List of Objectives:

ID	Objective
7694	75% or more students at each grade level score at level 1 or level 2 on reading comprehension questions.

EdYES! (40) Challenges : None

1.1. Objective: Students will increase reading comprehension skills

Measurable Objective Statement to Support Goal : 75% or more students at each grade level score at level 1 or level 2 on reading comprehension questions.

List of Strategies:

ID	Strategy	Locked By
7694	In each department, teachers will implement instructional strategies as defined by departments to improve student skills in drawing conclusions, making inferences, synthesizing information using charts or graphs, answering multiple-step questions, and interpreting a variety of texts.	

1.1.1. Strategy: Parcells Literacy Goal Strategies

Strategy Statement: In each department, teachers will implement instructional strategies as defined by departments to improve student skills in drawing conclusions, making inferences, synthesizing information using charts or graphs, answering multiple-step questions, and interpreting a variety of texts.

Selected Target Areas

<p>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.</p>
<p>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.</p>
<p>SPR (90) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.</p>
<p>SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.</p>

Other Required Information for Strategy

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

Michigan Framework

District Curriculum

English Language Arts dept. meetings to review and discuss test data and plan instructional responses.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers in each department meet monthly to review the Parcells literacy goal and the strategies to increase student ability. Occasional faculty meetings are used to review reading comprehension strategies that teachers can use to improve student comprehension ability. A Parcells created grade-level literacy assessment was administered in May, 2010 to review student learning and progress toward goal achievement. The results from the same test administered in May 2008 will be compared to the May 2010 test results to determine progress made and new strategies that may be required to improve student learning in this area.	09/07/2009	09/06/2010	All staff are responsible for increasing student achievement levels in this area.

1.1.1.1. Activity: Staff activities to support literacy goal

Activity Description: Teachers in each department meet monthly to review the Parcells literacy goal and the strategies to increase student ability.

Occasional faculty meetings are used to review reading comprehension strategies that teachers can use to improve student comprehension ability.

A Parcells created grade-level literacy assessment was administered in May, 2010 to review student learning and progress toward goal achievement. The results from the same test administered in May 2008 will be compared to the May 2010 test results to determine progress made and new strategies that may be required to improve student learning in this area.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff are responsible for increasing student achievement levels in this area.

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Meeting times; Late-start Mondays, faculty meetings, staff development days	General Funds	300.00	300.00

Goal 2: Reading Informational Text

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will increase proficiency in reading informational text.

Gap Statement : Based on a review of MEAP reading scores, the mean score in the area of informational text reading fell from 76% to 60% for students passing from 7th to 8th grade.

The increase in the NWEA informational text reading mean RIT score decreased from 5.5 in 6th grade to 1.7 in 7th to 1.3 in 8th grade.

Cause for Gap : Insufficient instructional time is dedicated to teaching students to successfully read informational text at all grade levels.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP reading test scores
NWEA reading 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? The MEAP mean score for 8th grade students in the area of informational text reading will increase from 60% to 76% proficiency.

The 7th to 8th grade NWEA mean RIT score (Fall 2010 to Winter 2011) will increase by at least 4 points.

Contact Name : Mark Mulholland

List of Objectives:

ID	Objective
22538	The overall percentage of students demonstrating proficiency in informational reading will increase from 60% proficient to 76% proficient. 7th and 8th grade NWEA Reading RIT will increase by 4 points from fall 2010 to winter 2011 on the NWEA Reading test.

2.1. Objective: Increase student ability in informational text reading

Measurable Objective Statement to Support Goal : The overall percentage of students demonstrating proficiency in informational reading will increase from 60% proficient to 76% proficient. 7th and 8th grade NWEA Reading RIT will increase by 4 points from fall 2010 to winter 2011 on the NWEA Reading test.

List of Strategies:

ID	Strategy	Locked By
22538	English Language Arts teachers will review and discuss past test data (MEAP and NWEA) regarding Informational text reading to determine the required collective department and individual teacher responses that will be implemented to achieve the targeted improvement. English Language Arts teacher will determine, list, and implement the specific strategies that will be required to achieve the targeted improvement.	

2.1.1. Strategy: Informational Reading Test Data Review

Strategy Statement: English Language Arts teachers will review and discuss past test data (MEAP and NWEA) regarding Informational text reading to determine the required collective department and individual teacher responses that will be implemented to achieve the targeted improvement.

English Language Arts teacher will determine, list, and implement the specific strategies that will be required to achieve the targeted improvement.

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.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) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

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

All English Language Arts Teachers review and use test data to determine the areas targeted for improvement.

All English Language Arts teachers participate in English meetings to review, discuss, and plan improvements.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use PLC (late-start) Monday meetings to review related literature. Use Inter-building meetings to review, discuss, and share strategies regarding informational text reading.	09/07/2010	06/16/2011	All Parcells English Language Arts Teachers.

2.1.1.1. Activity: Research and review literature related to teaching informational text reading

Activity Description: Use PLC (late-start) Monday meetings to review related literature. Use Inter-building meetings to review, discuss, and share strategies regarding informational text reading.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Parcells English Language Arts 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
Teacher meeting time	General Funds	400.00	0.00

Goal 3: Analyze and interpret maps, charts, and graphs.

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will increase their ability to analyze and interpret maps, charts, and graphs.

Gap Statement : The increase in mean RIT scores from Fall 2010 to Winter 2011 on the 'data and probability' section of the NWEA math test drops from a high of 5.5 in grade 6 to 2.6 at grade 7 to 1.0 at grade 8.

Cause for Gap : Insufficient time and focus on teaching students to analyze and interpret maps, charts, and graphs.

Multiple measures/sources of data you used to identify this gap in student achievement : NWEA math test - data and probability

MEAP math test - data and probability

9th grade Social Studies MEAP (specific related GLCE's)

Social Studies grade level common assessments (to be developed in SY 2010 - 2011)

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? 7th and 8th grade NWEA math tests will show an increased mean RIT score of 4 points in area of data and probability.

Contact Name : Mark Mulholland

List of Objectives:

ID	Objective
22543	Students will increase proficiency in analyzing and interpreting maps, charts, and graphs as indicated on the NWEA math data and probability RIT by 4 points at the 7th and 8th grade levels from the fall 2010 NWEA math test to the winter 2011 NWEA math test.

3.1. Objective: Analyze and interpret maps, charts, and graphs

Measurable Objective Statement to Support Goal : Students will increase proficiency in analyzing and interpreting maps, charts, and graphs as indicated on the NWEA math data and probability RIT by 4 points at the 7th and 8th grade levels from the fall 2010 NWEA math test to the winter 2011 NWEA math test.

List of Strategies:

ID	Strategy	Locked By
22543	Parcells Social Studies will increase time spent on direct instruction and classroom activities related to this goal.	

3.1.1. Strategy: Analyze and interpret maps, charts, and graphs

Strategy Statement: Parcells Social Studies will increase time spent on direct instruction and classroom

activities related to this goal.

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.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) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

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

All teachers review NWEA and MEAP test data in order to understand student achievement within the context of their own teaching.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parcells Social Studies teachers will meet throughout the school year in PLC (late-start) Monday meetings, Interbuilding meetings, and staff development day department meetings to review and develop grade level appropriate materials and instructional strategies to develop and increase student capability in the area of analyzing and interpreting maps, charts, and graphs.	09/07/2010	06/16/2011	All Parcells Social Studies teachers.

3.1.1.1. Activity: Instructional strategies development

Activity Description: Parcells Social Studies teachers will meet throughout the school year in PLC (late-start) Monday meetings, Interbuilding meetings, and staff development day department meetings to review and develop grade level appropriate materials and instructional strategies to develop and increase student capability in the area of analyzing and interpreting maps, charts, and graphs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Parcells Social Studies 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
Teacher meeting time	General Funds	400.00	0.00

Goal 4: Use data tables and graphs to answer scientific questions

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will increase proficiency in analyzing information from data tables and graphs to answer scientific questions.

Gap Statement : The increase in NWEA data and probability mean RIT score from fall 2009 to winter 2010 drops from 5.5 in grade 6 to 2.6 in grade 7 to 1.0 in grade 8.

Cause for Gap : Overall lack of emphasis on focusing on/teaching this skill.

Multiple measures/sources of data you used to identify this gap in student achievement : NWEA fall and winter scores and overall increase in MEAP data and probability.

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? Our 7th and 8th grade NWEA RIT scores (fall to winter) in data and probability will increase 4 points.

Contact Name : Mark Mulholland

List of Objectives:

ID	Objective
22551	The overall NWEA math mean RIT score in the area of data and probability will increase 4 points.

4.1. Objective: Use data tables and graphs to answer scientific questions

Measurable Objective Statement to Support Goal : The overall NWEA math mean RIT score in the area of data and probability will increase 4 points.

List of Strategies:

ID	Strategy	Locked By
22551	Parcells science teachers will increase overall emphasis and time in teaching the skill of analyzing information from data tables and graphs.	

4.1.1. Strategy: use of data tables and graphs to answer scientific questions

Strategy Statement: Parcells science teachers will increase overall emphasis and time in teaching the skill of analyzing information from data tables and graphs.

Selected Target Areas

<p>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.</p> <p>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.</p> <p>SPR (90) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.</p> <p>SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.</p>

Other Required Information for Strategy

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

All Parcells Science teachers review and use test data to make decisions regarding student learning progress.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All Parcells science teachers will increase overall emphasis on the skills of analyzing information from data tables and graphs.	09/07/2010	06/16/2011	All Parcells Science teachers

4.1.1.1. Activity: data tables and graphs to answer scientific questions

Activity Description: All Parcells science teachers will increase overall emphasis on the skills of analyzing information from data tables and graphs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Parcells Science 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
staff meeting time	General Funds	400.00	0.00

Goal 5: Measurement

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will increase proficiency in measurement.

Gap Statement : The increase in the NWEA math mean RIT score in measurement from Fall 2009 to Winter 2010 decreased from 4.1 at 6th grade to 2.7 at 7th grade, to 1.3 at 8th grade.

The 7th grade measurement MEAP data has students scoring at a 55% proficiency level.

Cause for Gap : Measurement is usually taught toward the end of the school year in 6th grade. Measurement requires more instructional time.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP fall 2010

NWEA fall 2010 to winter 2011

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 math mean RIT scores from Fall 2010 to Winter 2011 by 4 points at the 7th and 8th grade levels.

Contact Name : Mark Mulholland

List of Objectives:

ID	Objective
22558	NWEA math mean RIT scores at the 7th and 8th grade levels will increase by 4 points. (Fall 2010 to winter 2011)

5.1. Objective: Measurement

Measurable Objective Statement to Support Goal : NWEA math mean RIT scores at the 7th and 8th grade levels will increase by 4 points. (Fall 2010 to winter 2011)

List of Strategies:

ID	Strategy	Locked By
22558	Parcells Math teachers will review curriculum and sequencing and make adjustments in the timing of instruction related to measurement. At 6th grade, the topic of measurement will be taught earlier in the school year. All Parcells Math teachers will increase instructional time dedicated to measurement content.	

5.1.1. Strategy: measurement

Strategy Statement: Parcells Math teachers will review curriculum and sequencing and make adjustments in the timing of instruction related to measurement.

At 6th grade, the topic of measurement will be taught earlier in the school year.

All Parcells Math teachers will increase instructional time dedicated to measurement content.

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.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) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

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

All Parcells Math teachers review and use test data to monitor student learning and make decisions to increase the rate of successful student learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parcells math teachers will use PLC (late-start) Monday meeting times, interbuilding meeting times, and departmental time on staff development days to review test data and instructional strategies that will be implemented to achieve this goal.	09/07/2010	06/16/2011	All Parcells Math Teachers

5.1.1.1. Activity: measurement

Activity Description: Parcells math teachers will use PLC (late-start) Monday meeting times, interbuilding meeting times, and departmental time on staff development days to review test data and instructional strategies that will be implemented to achieve this goal.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Parcells Math 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
math teacher meeting time	General Funds	400.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,900.00	\$300.00

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.	Mark	Mulholland	Principal	mark.mulholland@gpschools.org
Mr.	Allan	King	Assistant Principal	allan.king@gpschools.org
Mrs.	Laura	Mikesell	Science Teacher	laura.mikesell@gpschools.org
Mrs.	Christine	Geerer	Science teacher	chris.geerer@gpschools.org
Mrs.	Pat	Liverance	ELA Teacher	pat.liverance@gpschools.org
Mrs.	Nan	Sabella	ELA Teacher	nan.sabella@gpschools.org
Mrs.	Linda	Fogel	Social Studies Teacher	linda.fogel@gpschools.org
Ms.	Linda	Angelilli	MathTeacher	linda.angelilli@gpschools.org
Mr.	Tim	VanEckoute	PE Teacher	tim.vaneckoute@gpschools.org
Mrs.	Debra	Duffey	Math Teacher	debra.duffey@gpschools.org
Mr.	Rodger	Hunwick	Social Studies Teacher	rodger.hunwick@gpschools.org
Mrs.	Lisa	Khoury	School Psychologist	lisa.khoury@gpschools.org
Mrs.	Carla	Palfy	School Counselor	carla.palfy@gpschools.org
Mrs.	Jennifer	Sherman	School Counselor	jennifer.sherman@gpschools.org
Mrs.	Holli	McNally	Math Teacher	holli.mcnally@gpschools.org

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

All Parcells teachers are involved in an on-going review of test data for the purpose of monitoring student achievement, curriculum implementation, and instructional strategies to achieve learning goals. The major expenditure used is time. Teachers use time during PLC Monday meetings, Interbuilding meetings, staff development day/time dedicated to school improvement and common assessments, etc. The Parcells Leadership Council meets several times throughout the school year to review, discuss, plan, and monitor school improvement efforts.

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

Curriculum is developed and approved by the Board of Education. Prior to receiving curriculum for approval, the District uses a group of teachers, administrators, parents, and students who review and develop curriculum recommendations. When their recommendations are complete, they are submitted to the District EPLC committee (also consisting of teachers, administrators, students, and parents) who review and approve the

curriculum and submit it to the Board. At the building level, teachers participate in the curriculum review and EPLC approval processes. Teachers also participate in an on-going review of test data, school improvement goal setting and monitoring, and this year, the development of common assessments.

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

Teachers receive test data as it becomes available. Content area departments meet regularly to review test data, departmental school improvement initiatives, and overall school improvement plans. Parents receive copies of our annual PA-25 report which is available at our 'Back To School' night activity. The Parcells PTO receives and reviews the PA-25 report. The PA-25 report is also posted on the Parcells web page. Finally, the school improvement plan required by the State is also posted to our Parcells web page.

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:	Thomas Harwood, Assistant Superintendent for Human Resources and Labor Relations
Address:	389 St. Clair Ave. Grosse Pointe, MI 48230
Telephone Number:	313-432-3016

References

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

Conclusion

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

Technology training - Class A - database availability, access, etc.
Common Assessment development
Data Analysis

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

Staff Development plans are made at both the District and school levels. Staff development activities are provided in support of student achievement and the overall school improvement plans.

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

The district/school will have the 'Class A' database available this year for all instructional staff. Teachers will be trained and will be able to access Class A to view student achievement data as well as to input the results of common assessments that will be written and administered this school year. (2010 - 2011)