

School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Richard Elementary School

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

Principal: Ms. Mary MacDonald-Barrett

Building Code: 03007

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: **Richard Elementary School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

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

School Code Number: **03007**

City: **GROSSE POINTE FARMS**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

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

Mission Statement

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.

Beliefs Statement

Every student can learn

All learning is a lifelong process

Every student is entitled to the best possible education

Education is a shared responsibility among educators, parents and community

Students are responsible for their own learning

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

Individuals are responsible for the choices they make

Goals

ID	Name	Development Status	Progress Status
4825	Math: Demonstrate Improvement in math skills	Approved	Open
5429	Students will improve writing achievement	Approved	Open
5445	Reading: Students will improve reading skills	Approved	Open

Goal 1: Math: Demonstrate Improvement in math skills

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate improvement in math skills

Gap Statement : Grade 3 Fall 08 Math MEAP score: 98% (87% at Level 1)

Grade 3 Fall 09 Math MEAP score: 100% (73% at Level 1)

Overall improvement, but with fewer students at Level 1

Grade 4 Fall 08 Math MEAP score: 97% (66% at Level 1)

Grade 4 Fall 09 Math MEAP score: 100% (81% at Level 1)

Increase in passing and Level 1

Grade 5 Fall 08 Math MEAP score: 91% (76% at Level 1)

Grade 5 Fall 09 Math MEAP score: 93% (69% at Level 1)

Increase in passing, but decrease in Level 1

There is room for improvement at each of these grade levels by increasing the percentage of students achieving Level 1 scores on the MEAP test.

Percentage of Students meeting NWEA Math Growth Targets in Spring 2010:

Grade 2: 96.8%

Grade 3: 62.7%

Grade 4: 45.6%

Grade 5: 62.3%

There is room for improvement in Growth Targets at Grades 3, 4, and 5

Cause for Gap : Although the MEAP scores are higher than the State average, more students could be scoring at a higher level.

More students should be meeting the Growth Targets on NWEA math tests

Multiple measures/sources of data you used to identify this gap in student achievement : NWEA math tests:

three times per year, End of Year Growth Targets met

MEAP math tests: grades 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? Increase the percentage of students that Meet or Exceed the Michigan Standards on the 3rd grade MEAP Math Test

Increase the number of students that Meet or Exceed the Michigan Standards on the 4th grade MEAP Math Test.

Increase the number of students that Meet or Exceed the Michigan Standards on the 5th grade MEAP Math Test.

An increase in the percentages at each grade level meeting Growth Targets on the NWEA assessments.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Michael Havern

List of Objectives:

ID	Objective
5858	Students will meet or exceed their NWEA projected Growth Targets

1.1. Objective: Math Growth Targets

Measurable Objective Statement to Support Goal : Students will meet or exceed their NWEA projected Growth Targets

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5858	Frequency and duration are crucial to mathematical success. A range of sixty to ninety minutes	

	should be devoted to math curriculum each day. This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.	
5858	Teachers of grades 1 through 5 will follow pacing guide	
5858	Teachers will provide time each week for students to practice math facts and increase fluency.	

1.1.1. Strategy: Time spent on daily math instruction

Strategy Statement: Frequency and duration are crucial to mathematical success. A range of sixty to ninety minutes should be devoted to math curriculum each day.

This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.

Selected Target Areas

<p>SPR (90) II.1.B.1 Monitoring: School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.</p> <p>SPR (90) II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.</p> <p>SPR (90) II.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.</p>
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Other Required Information for Strategy

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

Frequency and duration are crucial to mathematical success. Research supports at least sixty minutes per day spent on math instruction.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time. Everyday Math program and books are used throughout the lessons. Games, math-boxes, reviews and assessments are incorporated as well as homework assignments.	09/08/2010	06/08/2011	Gr. 1 through 5 teachers Gr. K: in proportion to the full day or 1/2 day.

1.1.1.1. Activity: Math instructional practices

Activity Description: This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.

Everyday Math program and books are used throughout the lessons. Games, math-boxes, reviews and assessments are incorporated as well as homework assignments.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Gr. 1 through 5 teachers

Gr. K: in proportion to the full day or 1/2 day.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Program	General Funds	5,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

1.1.2. Strategy: Math lesson pacing

Strategy Statement: Teachers of grades 1 through 5 will follow pacing guide

Selected Target Areas

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

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

SPR (90) I.2.B.3 Student Engagement: School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

Other Required Information for Strategy

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

Everyday Math program recommendations for effective implementation

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Each teacher responsible for teaching mathematics will receive the Everyday math recommended pacing guide to follow.	09/08/2010	06/08/2011	Teachers of Grades 1 through 5

1.1.2.1. Activity: Teachers adhere to pacing guide

Activity Description: Each teacher responsible for teaching mathematics will receive the Everyday math recommended pacing guide to follow.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teachers of Grades 1 through 5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Printed pacing guides	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

1.1.3. Strategy: Fact Fluency

Strategy Statement: Teachers will provide time each week for students to practice math facts and increase fluency.

Selected Target Areas

SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

SPR (90) I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

SPR (90) I.3.B.2 Informs Curriculum and Instruction: The school regards data 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?

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

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Everyday Math games, Fact triangles, flashcards, FASTT math computer lab program	09/14/2010	06/08/2011	Teachers of Grades 1 through 5

1.1.3.1. Activity: Fact fluency strategies

Activity Description: Everyday Math games, Fact triangles, flashcards, FASTT math computer lab program

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teachers of Grades 1 through 5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/14/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Existing materials and FASTT Math computer program	Grant and PTO funding	8,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-	In	Progress Status changed from Open to In

Goal 2: Students will improve writing achievement

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Increase the number of Grades 3, 4, and 5 students achieving a Satisfactory score on the Grosse Pointe Writing

Increase the number of the total of students in Grades 1 through 5 achieving a Satisfactory score on the Grosse Pointe Writing test to 80%.

Gap Statement : 41% of Grade 3 students achieved a Satisfactory score on the Grosse Pointe Writing test in 2007-08

60% of Grade 3 students achieved a Satisfactory score on the Grosse Pointe Writing Test in 2008-09. An improvement, but not yet 80%

68% of Grade 4 students achieved a Satisfactory score on the Grosse Pointe Writing test in 2007-08
59.2% of Grade 4 students achieved a Satisfactory score on the Grosse Pointe Writing test in 2008-09. A decrease and not yet 80%

66.3% of Grade 5 students achieved a Satisfactory score on the Grosse Pointe Writing Test. A decrease from last year, and not 80%

Cause for Gap : Student writing scores are below the expected targets.

Multiple measures/sources of data you used to identify this gap in student achievement : 60.7% of Grade 3 students achieved a Satisfactory score on the Grosse Pointe Writing test.

59.2 of Grade 4 students achieved a Satisfactory score on the Grosse Pointe Writing test.

66.3% of Grade 5 students achieved a Satisfactory score on the Grosse Pointe Writing test.

4th grade students will take a test in MEAP Writing this fall.

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? Increase the percentage of students achieving a Satisfactory score on the Grosse Pointe Writing Test.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Diane Biondo

List of Objectives:

ID	Objective
5865	More than 71% of Grade 4 students will score in the proficient category on the MEAP Writing test. (71% was the last reported MEAP Writing Test.)

2.1. Objective: Improved Writing

Measurable Objective Statement to Support Goal : More than 71% of Grade 4 students will score in the proficient category on the MEAP Writing test. (71% was the last reported MEAP Writing Test.)

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5865	A 45 minute block of time will be devoted to writing each day	
5865	Teach grammar and mechanical skills in relation to student's current writing.	
5865	Teacher will provide students with three writing prompts to choose from to write an impromptu story, twice throughout the year.	
5865	Teachers share examples of highly proficient writing	

2.1.1. Strategy: Time spent on writing instruction

Strategy Statement: A 45 minute block of time will be devoted to writing each day

Selected Target Areas

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

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 that results in a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.3 Student Engagement: School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

SPR (90) II.1.A.4 Knowledge of Student Development and Learning: The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery, and assessment.

Other Required Information for Strategy

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

Lucy alkins, Units of Study
 Katie Wood Ray, Writers' Workshop
 Barry Lane
 Vicki Spandel: 6 + 1 Writing Traits

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
45 minute writing block can take any form: (10 minute mini lesson, 30 minutes to write while you conference with kids, and 5 minute wrap up OR 10 minute mini lesson, 20 minutes to write, 15 minutes to share writing with their classmates, OR low risk writing activities	09/14/2010	06/08/2011	Grades kindergarten through 5

2.1.1.1. Activity: School wide focus on daily writing

Activity Description: 45 minute writing block can take any form: (10 minute mini lesson, 30 minutes to

write while you conference with kids, and 5 minute wrap up OR 10 minute mini lesson, 20 minutes to write, 15 minutes to share writing with their classmates, OR low risk writing activities

Activity Type: Maintenance

Planned staff responsible for implementing activity: Grades kindergarten through 5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/14/2010, End Date - 06/08/2011

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	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

2.1.2. Strategy: Integrate grammar and conventions

Strategy Statement: Teach grammar and mechanical skills in relation to student's current writing.

Selected Target Areas

<p>SPR (90) I.1.A.2 Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.</p> <p>SPR (90) I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.</p> <p>SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>
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Other Required Information for Strategy

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

Grosse Pointe Writing Handbook

6 + 1 Trait Writing

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use of writing lessons in Sourcebook Write Track 6 + 1 Trait Writing kits Student writing samples	09/14/2010	06/08/2011	Teachers Grade kindergarten through 5

2.1.2.1. Activity: Grade level grammar conventions

Activity Description: Use of writing lessons in Sourcebook Write Track 6 + 1 Trait Writing kits Student writing samples

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teachers Grade kindergarten through 5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/14/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Write Source books, 6 1 Trait kits	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-	In	Progress Status changed from Open to In

2.1.3. Strategy: Writing from prompts

Strategy Statement: Teacher will provide students with three writing prompts to choose from to write an impromptu story, twice throughout the year.

Selected Target Areas

SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

SPR (90) I.3.A.2 Consistency/Reliability: Schools employ procedures to assure that assessments administered consistently and reliably measure common learning targets.

SPR (90) I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

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

Professional Learning Communities

Grosse Pointe Writing Handbook

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Twice a year, teachers at each grade level will provide students with a choice of three pre-determined writing prompts for an impromptu writing score and then meet together to score them as a common assessment tool.	01/25/2011	04/23/2011	Teachers of kindergarten through grade 5

2.1.3.1. Activity: Common grade level assessment of writing prompts

Activity Description: Twice a year, teachers at each grade level will provide students with a choice of three pre-determined writing prompts for an impromptu writing score and then meet together to score them as a common assessment tool.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teachers of kindergarten through grade 5

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 01/25/2011, End Date - 04/23/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grosse Pointe Writing Handbook	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

2.1.4. Strategy: Modeling excellent writing

Strategy Statement: Teachers share examples of highly proficient writing

Selected Target Areas

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

SPR (90) I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

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

SPR (90) I.2.B.3 Student Engagement: School staff believe that active student engagement is a key feature

of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

Other Required Information for Strategy

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

Katie Wood Ray: Writers' Workshop
 6 + 1 Trait Writing
 Grosse Pointe Writing Handbook

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Share examples of Grosse Pointe Writing tests on ELMOs (pulled from previous year's samples) Share highly proficient writing samples with students	12/01/2010	04/30/2011	Teachers of Grades kindergarten through 5th

2.1.4.1. Activity: Sharing/modeling excellent writing

Activity Description: Share examples of Grosse Pointe Writing tests on ELMOs (pulled from previous year's samples)
 Share highly proficient writing samples with students

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teachers of Grades kindergarten through 5th

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 12/01/2010, End Date - 04/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dr. Roger McCaig's book of Amazing stories, Actual work of students, Teacher modeling	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Goal 3: Reading: Students will improve reading skills

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will increase their reading skills and comprehension

Gap Statement : Grade 3 Fall 08 Reading MEAP score: 93% (72% at Level 1)

Grade 3 Fall 09 Reading MEAP score: 98.6% (60% at Level 1)

Overall increase, but decrease in Level 1

Grade 4 Fall 08 Reading MEAP score: 96% (54% at Level 1)

Grade 4 Fall 09 Reading MEAP score: 98.5% (71% at Level 1)

Increase in both, continue to increase in Level 1

Grade 5 Fall 08 Reading MEAP score: 94% (69% at Level 1)

Grade 5 Fall 09 Reading MEAP score: 98.6% (68.1% at Level 1)

Overall increase, steady in Level 1, continue to increase

There is room for improvement at each of these grade levels by increasing the percentage of students achieving Level 1 scores on the MEAP test.

NWEA Spring 2009 scores in Reading reflect the following percents of students meeting the NWEA projected Growth Target:

Grade 1 88.1%

Grade 2 48.5%

Grade 3 69.5%

Grade 4 82.6%

Grade 5 75.0%

Cause for Gap : More students need to meet their growth targets on the NWEA reading test, especially at the 2nd grade level.

There is room for improvement at grades 3,4, and 5, by increasing the percentage of students achieving Level 1 scores on the MEAP test.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP Reading Tests : An increase in the percentage of students scoring at Level 1: Grades 3, 4, 5
NWEA Reading Tests : An increase in the number of students meeting their projected Growth Target: Grades 1 - 5

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Beth Rainbolt

List of Objectives:

ID	Objective
5887	Increase number of students performing at Level 1 on the MEAP Reading test Increase percentage of students meeting the Target goals on the NWEA Reading test.

3.1. Objective: Increase Reading Skills

Measurable Objective Statement to Support Goal : Increase number of students performing at Level 1 on the MEAP Reading test

Increase percentage of students meeting the Target goals on the NWEA Reading test.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	mary.macdonald-	In	Progress Status changed from Open to In

barrett@gpschools.org

Progress Progress

List of Strategies:

ID	Strategy	Locked By
5887	Teachers will research best practice instruction strategies for reading, share at PLC meetings, then share across grade levels.	

3.1.1. Strategy: Best Practice Research

Strategy Statement: Teachers will research best practice instruction strategies for reading, share at PLC meetings, then share across grade levels.

Selected Target Areas

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Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
Literacy, Helping Children Construct Meaning: J. David Cooper

What Works in Classroom Instruction: Research Based Strategies

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will perform an item analysis of MEAP Reading Test data to determine strategies for improving areas with deficits.	09/14/2010	06/07/2011	K-5 Teachers and Language Arts Specialist
Students spend at least twenty minutes each day reading silently. Reading material is of their own choosing.	09/08/2010	06/08/2011	Teachers Gr. 1 through 5 Kindergarten teachers, when students are developmentally ready

3.1.1.1. Activity: Item analysis of test data

Activity Description: Teachers will perform an item analysis of MEAP Reading Test data to determine strategies for improving areas with deficits.

Activity Type: Maintenance

Planned staff responsible for implementing activity: K-5 Teachers and Language Arts Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/14/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Learning Community Meeting Time	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	mary.macdonald-barrett@gpschools.org	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Daily silent reading

Activity Description: Students spend at least twenty minutes each day reading silently. Reading material is of their own choosing.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teachers Gr. 1 through 5 Kindergarten teachers, when students are developmentally ready

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
none needed	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$5,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$8,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Mary	MacDonald-Barrett	Principal	mary.macdonald-barrett@gpschools.org
Ms.	Diane	Biondo	Teacher	diane.biondo@gpschools.org
Mrs.	Melissa	Wenzler	Parent	wenzler@comcast.net
Mrs.	Terri	Burton	Parent	tpb@yahoo.com
Ms.	Joanne	Difazio	Community Member	difazij@aol.com
Mr.	Michael	Havern	Teacher	michael.havern@gpschools.org
Mrs.	Beth	Rainbolt	Teacher	beth.rainbolt@gpschools.org

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

Stakeholders are responsible for providing input and feedback on goals and strategies for school improvement. Data analysis is the driving force behind the goal setting process.

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

Richard Elementary School as part of the Grosse Pointe Public School system has a carefully delineated curriculum with a focus on differentiated instruction. The Educational Programs Leadership Council is a collaborative decision-making group of teachers, administrators, parents, community members, and students of the Grosse Pointe district. Formed in 1986 (as CCC) by representatives of the school community, the Council has been charged with the responsibility of serving as an informed advocate of educational excellence. The Council is composed of permanent members and rotating, elected participants.

Organization of the Council process involves a systematic flow of ideas, discussion, and action to present and future curriculum and instructional needs. This system balances teacher creativity, school autonomy and central coordination.

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

Curriculum and school improvement information is shared with students, parents, and the community at public board meetings, in newsletters and on district and school websites.

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:	Tom Harwood
Address:	389 St. Clair, G.P. City, MI 48230
Telephone Number:	313-432-3015

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?

We will need to provide strategies for conducting successful Professional Learning Community meetings.

We will need to provide staff-development in Research-Based Strategies.

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

We have been able to utilize grant money and PTO donations along with district funding to provide resources and support.

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

We have incorporated the use of technology by allowing teachers to analyze test data, students to take NWEA tests three times per year, and for students to use technology as a tool for learning.