

School Improvement Plan

Archive Date: 08/30/2012, Report Status: Transmitted

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Barnes Early Childhood Center

Grades Served: PK

Ms. Sue Banner

Building Code: 01961

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 SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Barnes Early Childhood Center
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	PK
School Code Number:	01961
City:	GROSSE POINTE WOODS
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Barnes Early Childhood Center provides an environment that supports comprehensive educational programs and services in partnership with students, their parents, local educational agencies and the community in which it serve.

Mission Statement

Barnes Early Childhood Center continues the pursuit of educational excellence for every student each and every day, while maintaining educational programs and services that reinforce a healthy and safe learning environment for students and staff.

Beliefs Statement

Barnes Early Childhood Center believes in the highest standards of learning for every child, every day. The staff, parents and community are committed to the development of each child's full potential.

Goals

Name	Development Status	Progress Status
English Language Arts (pre academic)	Complete	In Progress
Personal Independence	Complete	In Progress
Social/Emotional well being	Complete	In Progress

Goal 1: English Language Arts (pre academic)

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Teachers will help students work toward progress in pre academic ELA skills

Gap Statement: Based on IEP and IFSP information, ELA is an area that will require intervention.

Cause for Gap: Students have been identified as needing assistance and intervention via the IEP or IFSP process.

Multiple measures/sources of data you used to identify this gap in student achievement: Standardized assessments prior to leaving pre school.

Observations to assess generalization in elementary school.

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? Pre & Post Standardized assessments

IEP and IFSP progress reports

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Collaborative activities

Contact Name: Sue Banner

List of Objectives:

Name	Objective
Improved areas of ELA skills as identified in IEPs/IFSPs	Students will demonstrate improvement in the area of ELA by June, 2011 based on IEP or IFSP progress reports.

1.1. Objective: Improved areas of ELA skills as identified in IEPs/IFSPs

Measurable Objective Statement to Support Goal: Students will demonstrate improvement in the area of ELA by June, 2011 based on IEP or IFSP progress reports.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Progress toward Goals and Objectives	Individualized instruction will be provided to address the specific needs of each student via IEP& IFSP as required by identified needs.

1.1.1. Strategy: Progress toward Goals and Objectives

Strategy Statement: Individualized instruction will be provided to address the specific needs of each student via IEP& IFSP as required by identified needs.

Selected Target Areas

II.2.A.6 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.

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

MDE Early Childhood Outcomes.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2010-09-08	2011-06-30	Administrator: Schedule meetings. Administrator: Set agenda Teachers: Collect data

1.1.1.1. Activity: Professional Learning Communities

Activity Description: Professional Learning Community teams will meet monthly to monitor progress of school goals and objectives.

Planned staff responsible for implementing activity: Administrator: Schedule meetings.
Administrator: Set agenda
Teachers: Collect data

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-08, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Early Childhood grants	Special Education	5,700.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

Goal 2: Personal Independence

Content Area: Coordinated School Health

Development Status: Complete

Student Goal Statement: Students will take appropriate action to meet needs

Gap Statement: no gap

Cause for Gap: no gap

Multiple measures/sources of data you used to identify this gap in student achievement: Brigance Early Childhood Assessment
 Batelle Early Childhood Assessment
 Teacher Observation

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? Student Progress Reports
 Summary Data Collection reports

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Collaborative activities

Contact Name: Sue Banner

List of Objectives:

Name	Objective
Students will increase independence in personal needs	Students will increase independence in self care; i.e. washing hands, toileting, etc.

2.1. Objective: Students will increase independence in personal needs

Measurable Objective Statement to Support Goal: Students will increase independence in self care; i.e. washing hands, toileting, etc.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Visual Supports	Students will use individualized interventions to follow routine in self care.

2.1.1. Strategy: Visual Supports

Strategy Statement: Students will use individualized interventions to follow routine in self care.

Selected Target Areas

I.2.B.2 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.

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

Michigan Pre School Performance Indicators
Michigan Pre School Outcomes

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Play Centra	2010-11-01	2011-05-31	Administrators: Monitor data Teachers: Monitor progress toward goals and objectives

2.1.1.1. Activity: Play Centra

Activity Description: Play groups with typically developing peers will be organized so that students with special needs will have appropriate role models for self care skills.

Planned staff responsible for implementing activity: Administrators: Monitor data
 Teachers: Monitor progress toward goals and objectives

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-01, End Date - 2011-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Pre School Grant	Special Education	5,700.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

Goal 3: Social/Emotional well being

Content Area: Other

Development Status: Complete

Student Goal Statement: Students will develop social skills.

Gap Statement: no gap

Cause for Gap: no gap

Multiple measures/sources of data you used to identify this gap in student achievement: Brigance Early Childhood Assessment
 Batelle Early Childhood Assessment
 Teacher Observation

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? Student attendance in community play activities
 Improved student behavior
 Improved communication skills

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Collaborative activities

Contact Name: Sue Banner

List of Objectives:

Name	Objective
Students will participate in social opportunities .	Students will participate in weekly play groups with typically developing peers.

3.1. Objective: Students will participate in social opportunities .

Measurable Objective Statement to Support Goal: Students will participate in weekly play groups with typically developing peers.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Play Central	Weekly play group will be organized to implement goal area.

3.1.1. Strategy: Play Central

Strategy Statement: Weekly play group will be organized to implement goal area.

Selected Target Areas

II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

IV.2.B.3 Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

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

MDE Performance Indicator data.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Play Centra	2010-11-01	2011-05-31	Administrator: Coordinate with community agency Teachers: Schedule play dates Teachers: Collect attendance data Teachers: Collect goal progress data

3.1.1.1. Activity: Play Centra

Activity Description: Play groups will be organized and activities planned to integrate special needs students with typically developing peers twice weekly.

Planned staff responsible for implementing activity: Administrator: Coordinate with community agency
 Teachers: Schedule play dates
 Teachers: Collect attendance data
 Teachers: Collect goal progress data

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-01, End Date - 2011-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Early Childhood Grant	No Funds Required	5,700.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2010	sue banner	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$5,700.00	\$0.00
Special Education	\$11,400.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The needs assessment . . .

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

The Barnes Early Childhood Center follows the pre school outcomes standards.

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

Professional Learning Communities provide a forum which allows for staff collaboration and planning. Parent groups gather weekly with community preschoolers to interact.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Student goals and objectives guide what assessments are necessary. data is collected daily, weekly, then monthly to determine atudent need.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

All classrooms are equiped with SMART Boards, and all teacher have IPADs with access to appropriate Apps. Staff have been trained in appropriate use of all technology, and use it to enhance preschool experience and growth.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Staff reviews student IEPs to determine progress three times yearly. Adjustments are made to student IEPs as appropriate to student.

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

Parent / teacher conferences offers an opportunity for staff to share how their child is progressing. IEP information is confidential and cannot be shared with stakeholder other than the parent. The achool website provides overview of the school and resources which may benefit other stakeholders.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Staff meet monthly in teams to review information related to school goals and objectives as well as individual student goals and objectives. The school has an ongoing collaborative relationship with the Family Center of Grosse Pointe and Harper Woods. Community stakeholders are invited in weekly to participate in school activities to facilitate relationships. The school's website provides a format for parents, staff and the community to provide feedback for decision making.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *No*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments: *Not applicable*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments: *Not applicable*

11. The physical education curriculum used in our school is:

Response: *No curriculum*

Comments: *Not applicable*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *No Written Policy*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, but not fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments: *Not applicable*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments: *Not applicable*

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Deb	Lidel	Executice Director of Fam	debbie.liedel@familycenterwwb.org
Ms.	Helen	Landuyt	Psychologist	helen.landuyt@gpschool.org
Ms.	Betty Lou	Rowe	Teacher Consultant	bettylou.rowe@gpschools.org

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.

Name/Position:	Jon Dean
Address:	389 St. Claire
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

Supporting Documentation

No documentation was attached.