

# School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Lewis Maire Elementary School

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

Ms. Sonja Franchett

Building Code: 02172

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:             | <b>Lewis Maire Elementary School</b> |
| District:           | <b>Grosse Pointe Public Schools</b>  |
| Public/Non-Public:  | <b>Public</b>                        |
| Grades:             | <b>K,1,2,3,4,5</b>                   |
| School Code Number: | <b>02172</b>                         |
| City:               | <b>GROSSE POINTE</b>                 |
| State/Province:     | <b>Michigan</b>                      |
| Country:            | <b>United States</b>                 |

# Vision, Mission and Beliefs

## **Vision Statement**

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

## **Mission Statement**

Maire Mission Statement

The mission of Maire School is to provide a quality educational program which prepares students to be productive citizens and life-long learners.

## **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

| Name                                 | Development Status | Progress Status |
|--------------------------------------|--------------------|-----------------|
| Improve Reading Skills               | Complete           | Open            |
| Improve Writing skills               | Complete           | Open            |
| Increase student achievement in math | Complete           | Open            |

## Goal 1: Improve Reading Skills

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All Maire students will improve/increase their reading skills and application across the curriculum.

**Gap Statement:** Maire MEAP data for 2011 show increased reading performance for Gr. 3-5, when 2010 scores are adjusted to the "cut scores" of 2011. There is a gender gap, with girls outperforming boys for Gr. 3-4. There is also a gap between special education and general education students. NWEA scores show performance above the district and national averages for Gr. 2-5.

MEAP 2010 (adjusted) Gr. 3 - 88.9% %, Gr. 4- 85.2%, Gr. 5- 95.0.0% Passing Rates

MEAP 2011 (new cuts)Gr. 3 - 89.47%, Gr. 4 - 88.89%, Gr. 5 - 98.15% Passing Rates

MEAP 2011 Gr.3 - Boys 79%, Girls 100%, Sp.Ed 75% Passing Rates

Gr.4 - Boys 84%, Girls 94%, Sp.Ed 66.67%

Gr. 5 - Boys 100% Girls 97% Sp.Ed 97.96%

Students at Maire are continuing to score above the district and national averages for Spring 2012 NWEA Reading RIT Scores in grades 2-5:

Gr. 1 Maire 179.4 District 181.3 National 176.1

Gr. 2 Maire 196.5 District 195.5 National 189.2

Gr. 3 Maire 208.7 District 204.6 National 199.2

Gr. 4 Maire 213.9 District 212.6 National 206.3

Gr. 5 Maire 219.6 District 217.9 National 212.4

**Cause for Gap:** Analysis of NWEA Reading scores from Spring 2011 to Spring 2012 show that fewer than 60% of students in grades 3,4,and 5 are meeting their reading projected growth targets. (Grade 3 - 46% meeting target growth, Grade 4- 54% meeting target growth, Grade 5 - 53% meeting target growth)

Special education students continue to need alternative methods of instruction and assessment.

Boys and girls have varying levels of engagement during reading instruction, homework and in-classroom practice.

Larger class sizes are also impacting student performance.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The data used were collected from the Fall 2011 MEAP Reading Assessment and the 2011-2012 NWEA Reading 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?** An increase in the percentage of students scoring at the "Passing Level" for Fall MEAP 2012 Reading test in grades 3,4,5, with a decrease in gender gap.

An increased percentage of students meeting target growth goals for 2012-2013 NWEA Reading testing.

A decreased performance gap between special education and general education students as measured by the 2012 MEAP.

**Contact Name:** Sonja Franchett

**List of Objectives:**

| Name   | Objective  |
|--|--|
| Increased percentage of students passing the 2012 Reading MEAP | Over 90% of students in grades 3, 4 and 5 will score at the passing level on the 2012 Reading MEAP test. |

## 1.1. Objective: Increased percentage of students passing the 2012 Reading MEAP

**Measurable Objective Statement to Support Goal:** Over 90% of students in grades 3, 4 and 5 will score at the passing level on the 2012 Reading MEAP test.

**List of Strategies:**

| Name                        | Strategy   |
|-----------------------------|--|
| Improve Reading Achievement | Teachers will collaborate with the Reading Specialist, ERC teacher, and with each other to incorporate best practices for reading instruction into their daily teaching. Teachers will utilize Reading for Meaning, Fountas and Pinnell testing, and Readers Workshop mini-lessons and guided strategy groups into their daily teaching, to build student comprehension skills. Teachers will integrate the teaching of reading and writing skills into the Science and Social Studies curriculums. Special education students will be pro-actively given pre-teaching of vocabulary, alternate assessments to show growth, and alternate teaching methodologies, including the supplemental use of Spectrum language arts workbooks for skill development, and Success Maker, both at home and at school. |

### 1.1.1. Strategy: Improve Reading Achievement

**Strategy Statement:** Teachers will collaborate with the Reading Specialist, ERC teacher, and with each other to incorporate best practices for reading instruction into their daily teaching. Teachers will utilize Reading for Meaning, Fountas and Pinnell testing, and Readers Workshop mini-lessons and guided strategy groups into their daily teaching, to build student comprehension skills. Teachers will integrate the teaching of reading and writing skills into the Science and Social Studies curriculums. Special education students will be pro-actively given pre-teaching of vocabulary, alternate assessments to show growth, and alternate teaching methodologies, including the supplemental use of Spectrum language arts workbooks for skill development, and Success Maker, both at home and at school.

**Selected Target Areas**

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

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

Best practices in reading instruction were researched by the district, and Reading for Meaning was purchased by the district to improve comprehension skills. Teachers will also continue to be given additional training in Readers' Workshop throughout the year. Shawna Hackstock's Readers Workshop research, as well as Lucy Calkins, Fountas and Pinnell, and the Oakland Schools ISD have all been utilized in our reading action plan for the upcoming school year.

**List of Activities:**

| Activity  | Begin Date | End Date   | Staff Responsible  |
|---|------------|------------|--|
| Flexible grouping for reading with direct instruction | 2012-09-06 | 2013-06-14 | All Maire staff, District provided Readers' Workshop teacher-trainer, Shawna Hackstock, and Fountas and Pinnell trainers |

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**1.1.1.1. Activity: Flexible grouping for reading with direct instruction**

**Activity Type:** Professional Development

**Activity Description:** Teachers will work with reading support teacher and ERC teacher to flexibly group students in need of support for direct instruction of reading skills and adapt curricular materials to meet their needs. Teachers will continue to be trained in Readers' Workshop and to develop their reading teaching expertise. District training will be provided in Fountas and Pinnell "just right" leveled-book testing. Maire staff training will also be ongoing for Raz Kids (a web site for reading support) and Success Maker, to provide differentiated assistance for struggling learners.

**Planned staff responsible for implementing activity:** All Maire staff, District provided Readers' Workshop teacher-trainer, Shawna Hackstock, and Fountas and Pinnell trainers

**Actual staff responsible for implementing activity:** All Maire Staff, District provided Readers' Workshop and Fountas and Pinnell teacher-trainers

**Planned Timeline:** Begin Date - 2012-09-06, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

| Resource               | Funding Source | Planned Amount | Actual Amount |
|------------------------|----------------|----------------|---------------|
| District School Budget | General Funds  | 0.00           |               |

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## Goal 2: Improve Writing skills

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Improve writing skills across the curriculum

**Gap Statement:** Gain scores for Grosse Pointe Writing Testing 2011-2012 were:

- School (District)
- Grade 2 128 (62)
- Grade 3 155 (151)
- Grade 4 105 (94)
- Grade 5 136 (109)

The average student growth in grades 2-5 was at least one year. (100 points = one year's growth.)

The percentage of Maire students passing the Grosse Pointe Writing test:

- 2011-12 2010-11 09-10 08-09 07-08
- Grade 1 98.1 100 95 97 96
- Grade 2 92.5 100 98 98 100
- Grade 3 86.2 80.6 65 52\* 69
- Grade 4 84.6 85.2 80 84 58
- Grade 5 76.4 69.2 71 78 68

\*Indicates a need for an increased focus on conventions and spelling

While every grade level achieved on average one or more year's growth in writing, there are still individual students at every grade level that are not passing the Grosse Pointe Writing test. The number of students passing decreases as the grade level increases. The percent of students passing the GP Writing Test increased in grades 3 and 5 over last year.

Gr 4 2011 Writing MEAP data:

50/63 students passed the Writing MEAP, or 79.37% of 4th grade students. The GP district average for passing

was 71.52% Males underperformed compared to females. 93.55% of Maire girls passed the Writing MEAP. 65.63% of boys passed the Writing MEAP.

**Cause for Gap:** To be determined by careful staff analysis of student work samples, past year's curricular foci. We will continue to strive for at least one year's growth for all students.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Grosse Pointe Writing Test 2012, Five year report Grosse Pointe Writing Test, MEAP 2011 writing test

**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?** As described in goal statement, using Grosse Pointe Writing Test data for 2012-2013, and using the 2012 MEAP writing test data.

**Contact Name:** Sonja Franchett

**List of Objectives:**

| Name  | Objective   |
|---|---|
| All grade levels will achieve a writing gain score of 100 or more | All grade levels will achieve a writing gain score of 100 (one year's growth) or more on the GP Writing Test.         |
| Decrease gender gap in writing                                    | Decrease the % gap between male and female students in all grades on both the MEAP Writing Tests and GP Writing Tests |

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## 2.1. Objective: All grade levels will achieve a writing gain score of 100 or more

**Measurable Objective Statement to Support Goal:** All grade levels will achieve a writing gain score of 100 (one year's growth) or more on the GP Writing Test.

**List of Strategies:**

| Name                                   | Strategy   |
|--|--|
| PLC Writing Collaboration and Analysis | PLC Writing Teams will analyze papers from 2012-2013 to develop individualized learning plans. Collaboration during grade-level PLC time will assist staff in strategy sharing. Practice GP writing assessments throughout the year will focus instruction, with increased emphasis at the upper grades on the analysis of student growth, and skill building. Specific technology interventions to assist student writing success and spelling skills will be utilized when appropriate. A district spelling and grammar pilot will be implemented during the second semester to determine a consistent spelling and grammar program for our district, across grade levels and schools. |

### 2.1.1. Strategy: PLC Writing Collaboration and Analysis

**Strategy Statement:** PLC Writing Teams will analyze papers from 2012-2013 to develop individualized learning plans. Collaboration during grade-level PLC time will assist staff in strategy sharing. Practice GP writing assessments throughout the year will focus instruction, with increased emphasis at the upper grades on the analysis of student growth, and skill building. Specific technology interventions to assist student writing success and spelling skills will be utilized when appropriate. A district spelling and grammar pilot will be implemented during the second semester to determine a consistent spelling and grammar program for our district, across grade levels and schools.

#### Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

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

Past district practice; best practices in writing instruction:  
 6+1 Writing Traits  
 Houghton Mifflin LA program  
 Lucy Calkins, Donald Graves and Writers' Workshop  
 Fast Spelling  
 Spelling City  
 Richard Allington and RTI interventions research

#### List of Activities:

| Activity  | Begin Date | End Date   | Staff Responsible   |
|---|------------|------------|---|
| Develop individualized learning plans with students | 2012-09-07 | 2013-06-14 | Classroom teachers,ERC teacher, ELA Resource teacher, Librarian, Spanish teacher, principal |

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#### 2.1.1.1. Activity: Develop individualized learning plans with students

**Activity Type:** Professional Development

**Activity Description:** Using data from GP writing samples, develop and share writing plans with students in grades 3 - 5 using 6 + 1 and GP Writing rubrics to guide growth. For all grades K-5, provide more narrative writing prompts that are theme-based, with an emphasis on developing "small moments." Keeping the Common Core in mind, have students practice writing in the informational genre, such as a compare/contrast paper. Continue rubric development and scoring opportunities for writing across the curriculum, for both teachers and students.

**Planned staff responsible for implementing activity:** Classroom teachers,ERC teacher, ELA Resource

teacher, Librarian, Spanish teacher, principal

**Actual staff responsible for implementing activity:** All Maire staff and teachers

**Planned Timeline:** Begin Date - 2012-09-07, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

| Resource       | Funding Source    | Planned Amount | Actual Amount |
|----------------|-------------------|----------------|---------------|
| District funds | No Funds Required |                |               |

## 2.2. Objective: Decrease gender gap in writing

**Measurable Objective Statement to Support Goal:** Decrease the % gap between male and female students in all grades on both the MEAP Writing Tests and GP Writing Tests

**List of Strategies:**

| Name         | Strategy  |
|--------------|---|
| Time on Task | 45 minutes of writing daily, with practice in multiple genres and subject areas. Teachers are utilizing technology to engage and motivate students during writing time. Smartboard lessons, RAZ Kids, netbooks, Ipads, Nooks, assistive technology in writing support, and laptop computers are all various ways teachers are engaging students in literacy and writing. Using mentor text and mentor authors, especially male writers, are additional motivators for students. |

### 2.2.1. Strategy: Time on Task

**Strategy Statement:** 45 minutes of writing daily, with practice in multiple genres and subject areas. Teachers are utilizing technology to engage and motivate students during writing time. Smartboard lessons, RAZ Kids, netbooks, Ipads, Nooks, assistive technology in writing support, and laptop computers are all various ways teachers are engaging students in literacy and writing. Using mentor text and mentor authors, especially male writers, are additional motivators for students.

**Selected Target Areas**

I.2.A.2 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.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet

its students' diverse and changing needs.

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

Daily protected writing time has been shown in research to be effective. Calkins, Graves, Allington, 6+1, Grosse Pointe Research  
 Many students, especially boys, respond well to use of technology and (male) mentors for writing.

**List of Activities:**

| Activity         | Begin Date | End Date   | Staff Responsible   |
|------------------|------------|------------|---|
| Writers Workshop | 2012-09-07 | 2013-06-16 | Classroom teachers, ERC teacher, student teachers, librarian, spanish teachers, principal, PTO council for assembly funds |

**2.2.1.1. Activity: Writers Workshop**

**Activity Type:** Professional Development

**Activity Description:** Small group writers' workshop with focus on generating stories of interest to boys and girls based on personal experience. Mentor text appealing especially to boys, along with male authors and speakers will be brought into the classrooms. An assembly focusing on male writers as role models, possibly using the male journalism students from South High School, will engage our boys in the writing process. The use of technology in the writing process, along with writing support software, will also serve to motivate both boys and girls.

**Planned staff responsible for implementing activity:** Classroom teachers, ERC teacher, student teachers, librarian, spanish teachers, principal, PTO council for assembly funds

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-07, End Date - 2013-06-16

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

**Fiscal Resources Needed for Activity:**

| Resource        | Funding Source    | Planned Amount | Actual Amount |
|-----------------|-------------------|----------------|---------------|
| District budget | No Funds Required |                |               |

**Goal 3: Increase student achievement in math**

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Increase student achievement in math for all Maire students.

**Gap Statement:** 2011 Math MEAP passing rates have increased for Grades 3-4, when the new 2011 cut scores are applied to the 2010 MEAP.

Grade 3 2010- 71.4% passing 2011- 75.44% passing

Grade 4 2010- 75.9% passing 2011- 82.54% passing

Grade 5 2010- 78.8% passing 2011- 75.93% passing

% of students meeting Math NWEA growth targets for Spring 2011-Spring 2012:

Grade 1 57%

Grade 2 62%

Grade 3 55.6%

Grade 4 58.7%

Grade 5 37.3%

Mean Math RIT scores for Spring 2012 are above both the district and national averages for Grades 2-4:

Grade 1 Maire 179.4 District 181.3 National 179.0

Grade 2 196.5 District 195.5 191.3

Grade 3 208.7 District 204.6 203.5

Grade 4 213.9 District 212.6 212.4

Grade 5 219.6 District 217.9 220.7

**Cause for Gap:** Between 38% and 63% of students in Grades 1-5 fall below their growth targets in the NWEA Math test for the 2011-2012 testing period.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP performance for Fall 2011

NWEA score analysis for Spring 2011-Spring 2012

Everyday Math Assessments for all grade levels

**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 testing, NWEA testing, and Everyday Math Assessments will continue to be used. Success will be measured by improved levels of proficiency on the MEAP test for grades 3-5, and by increased student growth scores on the NWEA tests for Grades 1-5.

**Contact Name:** Sonja Franchett

**List of Objectives:**

| Name                        | Objective   |
|-----------------------------|---|
| Increase number of students | The percentage of Maire students reaching their NWEA growth target goal for |

|  |  |
|--|--|
| who meet growth targets on NWEA                              | math achievement will be increased to at least 60% in each grade level 1-5   |
| Increase the percentage of students who pass the Math MEAP   | Over 80% of 3rd, 4th and 5th graders will pass the math MEAP.  |
| Students will demonstrate math fact fluency                  | All exiting 5th graders will demonstrate math fluency as measured by the 5th grade math fluency test with a 90% accuracy level, in 3 minutes.  |
| Students will qualify for honors math placement in 6th grade | 30% or more of 5th grade students will qualify for honors math placement by meeting 231 RIT NWEA requirement, 60% on the placement test, and at least 12/25 on the constructed response. |

### 3.1. Objective: Increase number of students who meet growth targets on NWEA

**Measurable Objective Statement to Support Goal:** The percentage of Maire students reaching their NWEA growth target goal for math achievement will be increased to at least 60% in each grade level 1-5

**List of Strategies:**

| Name   | Strategy   |
|--|--|
| Use of NWEA Descartes to guide instruction for individual students | Teachers will work with Descartes portion of NWEA program to gain better understanding of students' individual needs in math and to develop differentiated learning plans in math. |

#### 3.1.1. Strategy: Use of NWEA Descartes to guide instruction for individual students

**Strategy Statement:** Teachers will work with Descartes portion of NWEA program to gain better understanding of students' individual needs in math and to develop differentiated learning plans in math.

**Selected Target Areas**

I.1.A.3 The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

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

Analysis of NWEA data, use of PLC teams

**List of Activities:**

| Activity          | Begin Date | End Date   | Staff Responsible                             |
|-------------------|------------|------------|---|
| Grade Level Teams | 2012-09-06 | 2013-06-14 | Maire staff and Maire/district administrators |

**3.1.1.1. Activity: Grade Level Teams**

**Activity Type:** Professional Development

**Activity Description:** Grade Level Teams will work together to better understand how to use the Descarte portion of the NWEA to develop differentiated learning plans in math. Staff meetings and PLCs will be used to further teachers' knowledge of NWEA resources available.

**Planned staff responsible for implementing activity:** Maire staff and Maire/district administrators

**Actual staff responsible for implementing activity:** Maire classroom teachers and administrators

**Planned Timeline:** Begin Date - 2012-09-06, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

| Resource               | Funding Source | Planned Amount | Actual Amount |
|------------------------|----------------|----------------|---------------|
| District School Budget | General Funds  | 0.00           | 0.00          |

**3.2. Objective: Increase the percentage of students who pass the Math MEAP**

**Measurable Objective Statement to Support Goal:** Over 80% of 3rd, 4th and 5th graders will pass the math MEAP.

**List of Strategies:**

| Name                | Strategy   |
|---------------------|--|
| RTI/Differentiation | Students who have been identified as struggling in math will receive differentiated instruction and progress monitoring through RTI. |

### 3.2.1. Strategy: RTI/Differentiation

**Strategy Statement:** Students who have been identified as struggling in math will receive differentiated instruction and progress monitoring through RTI.

**Selected Target Areas**

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

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

Analysis of MEAP,NWEA scores, and unit tests along with anecdotal reports from classroom teachers. Research in RTI and differentiated instruction, along with data from Success Maker, are also utilized.

**List of Activities:**

| Activity                         | Begin Date | End Date   | Staff Responsible  |
|----------------------------------|------------|------------|--|
| Ongoing S3 (Child Study) Process | 2012-09-06 | 2013-06-14 | Child Study Team, classroom teachers and assistants, student teachers, principal and ERC teacher |

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#### 3.2.1.1. Activity: Ongoing S3 (Child Study) Process

**Activity Type:** Professional Development

**Activity Description:** Special Education students and general education students will receive support in inclusion settings in math classes. Success Maker can be accessed from home, as well. Homework Club is also used to put intervention strategies in place.

**Planned staff responsible for implementing activity:** Child Study Team, classroom teachers and assistants, student teachers, principal and ERC teacher

**Actual staff responsible for implementing activity:** Child Study Team, classroom teachers and staff, principal, and ERC teacher

**Planned Timeline:** Begin Date - 2012-09-06, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

| Resource                   | Funding Source | Planned Amount | Actual Amount |
|----------------------------|----------------|----------------|---------------|
| No additional funds needed | General Funds  | 0.00           | 0.00          |

### 3.3. Objective: Students will demonstrate math fact fluency

**Measurable Objective Statement to Support Goal:** All exiting 5th graders will demonstrate math fluency as measured by the 5th grade math fluency test with a 90% accuracy level, in 3 minutes.

**List of Strategies:**

| Name      | Strategy   |
|-----------|--|
| FAST Math | All students in 2nd and 3rd grade and identified students in 4th and 5th grade will use FAST on a daily basis at school or from home, to help them gain automaticity with math facts. Students will graph their progress on a regular basis. |

#### 3.3.1. Strategy: FAST Math

**Strategy Statement:** All students in 2nd and 3rd grade and identified students in 4th and 5th grade will use FAST on a daily basis at school or from home, to help them gain automaticity with math facts. Students will graph their progress on a regular basis.

**Selected Target Areas**

I.1.B.2 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.

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

FAST has been an effective tool in helping students with fact mastery as demonstrated on teacher tests.

**List of Activities:**

| Activity                     | Begin Date | End Date   | Staff Responsible  |
|------------------------------|------------|------------|--|
| Students will use FAST daily | 2012-09-06 | 2013-06-14 | Classroom teachers, assistants, student teachers and Lab Assistant |

### 3.3.1.1. Activity: Students will use FAST daily

**Activity Type:** Technology

**Activity Description:** Students will graph their own progress and incorporate fact practice into homework. Additional methods of instruction for fact practice include games, songs, charts, paper and pencil, and Success Maker.

**Planned staff responsible for implementing activity:** Classroom teachers, assistants, student teachers and Lab Assistant

**Actual staff responsible for implementing activity:** Classroom teachers and Lab Assistant

**Planned Timeline:** Begin Date - 2012-09-06, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

| Resource      | Funding Source    | Planned Amount | Actual Amount |
|---------------|-------------------|----------------|---------------|
| School Budget | No Funds Required |                |               |

### 3.4. Objective: Students will qualify for honors math placement in 6th grade

**Measurable Objective Statement to Support Goal:** 30% or more of 5th grade students will qualify for honors math placement by meeting 231 RIT NWEA requirement, 60% on the placement test, and at least 12/25 on the constructed response.

**List of Strategies:**

| Name         | Strategy   |
|--------------|--|
| Time on Task | One hour of math differentiated instruction daily using Every Day Math curriculum with a variety of instructional methods, including the regular use of games. The use of a pacing guide to keep instruction on track is instrumental in introducing the appropriate concepts at each grade level. In addition, each grade level will be able to use the GP concept maps developed this past year by our math specialists, to ensure adherence to the Common Core. |

#### 3.4.1. Strategy: Time on Task

**Strategy Statement:** One hour of math differentiated instruction daily using Every Day Math curriculum with a variety of instructional methods, including the regular use of games. The use of a pacing guide to keep instruction on track is instrumental in introducing the appropriate concepts at each grade level. In addition, each grade level will be able to use the GP concept maps developed this past year by our math specialists, to ensure adherence to the Common Core.

**Selected Target Areas**

|  |
|--|
| I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge. |
| I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.  |
| I.1.B.2 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.   |
| I.2.B.2 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.  |

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

Review of classroom schedules, classroom observations, pacing guides, Common Core

**List of Activities:**

| Activity       | Begin Date | End Date   | Staff Responsible  |
|----------------|------------|------------|--------------------|
| PLC Math Teams | 2012-09-06 | 2013-06-14 | Classroom Teachers |

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**3.4.1.1. Activity: PLC Math Teams**

**Activity Type:** Professional Development

**Activity Description:** PLC Math teams collaborate to review data, address differentiation needs, revise assessments as needed. Teams meet as grade levels and in vertical configurations. Curriculum is compacted as needed for advanced math students, which allows for above-grade level math instruction.

**Planned staff responsible for implementing activity:** Classroom Teachers

**Actual staff responsible for implementing activity:** Classroom Teachers

**Planned Timeline:** Begin Date - 2012-09-06, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

| Resource                       | Funding Source | Planned Amount | Actual Amount |
|--------------------------------|----------------|----------------|---------------|
| No additional resources needed | General Funds  | 0.00           | 0.00          |

# Resource Profile

| <b>Funding Source</b> | <b>Planned Amount</b> | <b>Actual Amount</b> |
|-----------------------|-----------------------|----------------------|
| No Funds Required     | \$0.00                | \$0.00               |
| General Funds         | \$0.00                | \$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?

*Data was disaggregated by WAYNE RESA and our district office and communicated to individual building principals and teachers. Teachers worked in teams to analyze data and create learning plans.*

### 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.

*Through the EPLC, our district reviews each curriculum every 5 years, to maintain focus on the newest standards, as presented at both the state and national level.*

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

*Teachers participate on district curriculum committees, serve as grade level or subject matter leaders for core curricular areas at the district level, work on grade level and vertical teams to generate decisions about curriculum, instruction and assessment.*

### 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.

*Students develop portfolios to show progress in reading, math, and writing. These are used in conjunction with MEAP, Grosse Point Writing, NWEA testing, Fountas and Pinnell, Everyday Math Common Assessments, and Common Core initiatives.*

### **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.

*The District has purchased SmartBoards for each classroom and is in the process of offering staff development for teachers so that they may use them to engage students in daily instruction.*

*Each classroom has 4 computers. 2 laptop carts are available for classroom use. 2 carts of Netbooks are also available.*

*Students work on integrated technology projects in the lab and in the classrooms.*

*Students are assessed three times a year through the NWEA assessments in reading and math. Just in time results help teachers gauge instructional effectiveness and adjust curriculum as needed.*

*Assistive technologies for writing, math, reading and spelling help ensure success for struggling learners. Success Maker targets our special education and some of our other general education struggling learners.*

### **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.

*Principals share school improvement plans with staff. Throughout the year, using PLC time and staff meetings, teachers analyze student learning related to the SIP's three goals, and measure success according to the plan. Strategies are tweaked as needed. In the spring, teachers re-evaluate yearly data, looking for gaps in learning, and document updated strategies for student learning success.*

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

*School and district goals and achievement data are shared at Back to School Night with parents. The district also shares an annual assessment report for each student in the fall. Teachers review these with parents at conferences in November and discuss goal setting for the year. End of year assessments are also shared with parents.*

### **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 weekly during Professional Learning Community time, at staff meeting times and at interbuilding meetings to analyze data, develop Smart Goals, plan common assessments, gauge effective instruction through common assessments, and plan for individual students. Parents have full access to their children's learning goals and achievement data. Teachers communicate learning goals and test scores to their students and parents in a timely manner. Parents, students and teachers conference together about student achievement a minimum of two times yearly.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments: *NWEA, Fountas and Pinnell, Everyday Math, MEAP, Grosse Pointe Writing Testing*

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: *Yes*

Comments: *<http://gpschools.schoolwires.net/1767101027124513700/lib/1767101027124513700/2010-11%20Annual%20Reports/Maire%20PA25%202010-11.pdf>*

### 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: *N/A*

### 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: *PBS (Positive Behavior Support) is in full implementation at Maire School.*

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: *Adopted policy, but not fully implemented*

Comments: *Our policy needs updating.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Our program needs updating.*

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments: *Grosse Pointe Physical Education Curriculum*

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: *60-90 minutes at elementary level, 106-135 minutes 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: *No*

Comments: *Our food service is a private company contractor.*

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

Response: *Yes*

Comments: *Our food service is a private company contractor.*

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: *Yes*

Comments: *Sodexo handles this aspect of our school program.*

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, but we do not have a health services provider or school nurse for every 650 students*

Comments: *Our school nurse can be contracted to come to our school to review student health plans, train school staff in implementing health plans, or perform specific student services, such as head lice checking.*

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: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Student health plans are updated yearly, at a minimum. Parents provide current information which is gathered and disseminated to all pertinent school staff.*

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

Response: *Adopted policy, 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: *Yes*

Comments:

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: *Ongoing work, as part of the PBS process.*

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: *Ongoing work as part of the PBS process.*

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

Response: *Yes*

Comments: *Ongoing work as part of the PBS process.*

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: *No*

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                             |
|-------|------------|-------------|---------------------------|------------------------------------|
|       | Kris       | Vandevusse  | Kindergarten teacher      | kris.vandevusse@gpschools.org      |
|       | Katy       | Forcillo    | kindergarten teacher      | katy.forcillo@gpschools.org        |
|       | Michelle   | Hunwick     | 1st grade teacher         | Michelle.hunwick@gpschools.org     |
| Mrs.  | Amy        | Brauer      | 2nd grade teacher         | amy.brauer@gpschools.org           |
|       | Ann Marie  | Smihal      | 2nd grade teacher, parent | annmarie.smihal@gpschools.org      |
| Ms.   | Sarah      | Neely       | 2nd/3rd Grade teacher, pa | sarah.neely@gpschools.org          |
|       | Neal       | Gross       | 4th grade teacher         | neal.gross@gpschools.org           |
| Ms.   | Dana       | Moir        | 4th grade teacher         | Dana.Moir@gpschools.org            |
|       | Christina  | Pearson     | 4th grade teacher         | christina.pearson@gpschools.org    |
|       | Donna      | Bednarczyk  | 5th grade teacher         | donna.bednarczyk@gpschools.org     |
|       | Dianne     | McPharlin   | ERC teacher               | Dianne.mcpharlin@gpschools.org     |
|       | Kathleen   | McClanaghan | Reading Teacher           | kathleen.mcclanaghan@gpschools.org |
|       | Sonja      | Franchett   | Principal                 | sonja.franchett@gpschools.org      |
| Mrs.  | Emily      | Rennpage    | 1st grade teacher         | Emily.rennpage@gpschools.org       |
| Mrs.  | Ann        | Wilkins     | 5th grade teacher         | ann.wilkins@gpschools.org          |
| Mrs.  | Barbara    | Davis       | 5th grade teacher         | barbara.davis@gpschools.org        |
| Mrs.  | Michele    | Maison      | 3rd grade teacher         | michele.maison@gpschools.org       |
| Mrs.  | Heather    | Carroll     | psychologist              | heather.carroll@gpschools.org      |
| Ms.   | Tina       | Fedoronko   | Grade 3 Teacher           | tina.fedoronko@gpschools.org       |
| Mrs.  | Susan      | Richner     | speech pathologist        | susan.richner@gpschools.org        |
| Ms.   | Kathie     | Reich       | ASD teacher               | kathie.reich@gpschools.org         |
| Mr.   | Glen       | Hipple      | music teacher             | glen.hipple@gpschools.org          |

|      |         |          |                                 |                              |
|------|---------|----------|---------------------------------|------------------------------|
| Mr.  | Glen    | Williams | physical<br>education<br>teache | Glen.Williams@gpschools.org  |
| Mr.  | Michael | Heenan   | art teacher                     | michael.heenan@gpschools.org |
| Mrs. | Darby   | Paddock  | library/media<br>teacher        | darby.paddock@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:    | Thomas Harwood                         |
| Address:          | 389 St. Clair, Grosse Pointe, 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

# Supporting Documentation

*No documentation was attached.*