

# School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Grosse Pointe North High School

Grades Served: 9,10,11,12

Tim Bearden

Building Code: 05142

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>Grosse Pointe North High School</b>
District:	<b>Grosse Pointe Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>05142</b>
City:	<b>Grosse Pointe Woods</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

Grosse Pointe North High School is committed to being a 21st century school that emphasizes rigorous study for all, strives to develop strong relationships, and focuses on learning that is relevant to further student achievement. As we prepare students for jobs that don't yet exist, we embrace our district vision of "Excellence in Education: Learning and Leading for Today and Tomorrow."

## Mission Statement

Grosse Pointe North High School, 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. In short, North's mission is to "Be the Change" that we want to see in the world.

## Beliefs Statement

1. Rigor- GPN believes in a rigorous curriculum of study, and in the philosophy of "leveling up" - encouraging students to choose the most rigorous courses available, even when out of their comfort zones.
2. Relevance - GPN believes in a globally relevant program of study and instructional methodology. Our school embraces web 2.0 applications, and uses social networking and digital connectivity to expand the classroom beyond the school walls. We have emphasized project based learning that requires students to apply lessons in the classroom to real world problems.
3. Relationships - GPN believes that personal relationships are the bedrock of any learning institution. Our "Be the Change" mission, emphasis on expanding the concepts of Challenge Day, and our general focus on building relationships is critical to being successful in the classroom and the community at large.

# Goals

Name	Development Status	Progress Status
Improving Literacy Skills	Complete	Open
Mathematical Literacy	Complete	Open
Science Achievement	Complete	Open

## Goal 1: Improving Literacy Skills

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Students will become more proficient readers and writers, and effectively read and communicate across all genres and content areas.

**Gap Statement:** - 62% of 11th grade students passed the 2011 MME writing portion.

- 25% of GPN African-American students were proficient on the 2011 MME writing portion.

- 78% of 11th grade students passed the reading portion of the 2011 MME.

- 43% of GPN African-American students passed the 2011 MME reading test.

- 29% of socioeconomically disadvantaged students passed the 2011 writing test

**Cause for Gap:** Causes for ELA Achievement Gap:

- \* Unbalanced scheduling in Honors and traditional classes.
- \* Lack of preparation in students received from outside the district.
- \* Need for support and assist programs to support learners with gaps.
- \* Need for increased parent and community involvement.

**Multiple measures/sources of data you used to identify this gap in student achievement:** \* MME scores

\* NWEA scores

\* Teacher observation

\* Enrollment in Honors / AP courses

**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 in the percent of students passing the MME writing

- Increased sub-group proficiency in MME writing
- \_ Increase in the percent of students passing the MME reading
- \_ Increased sub-group proficiency in MME reading
- \_ Narrow the gap between sub-groups and all students in both reading and writing
- \_ Increase in the number of sub-group students in Honors and AP courses

**Contact Name:** Tim Bearden

**List of Objectives:**

Name	Objective
Literacy	Grosse Pointe North students will demonstrate proficiency in reading and written communication as evidenced by student performance on the MME, NWEA, locally developed assessments and teacher observation.

## 1.1. Objective: Literacy

**Measurable Objective Statement to Support Goal:** Grosse Pointe North students will demonstrate proficiency in reading and written communication as evidenced by student performance on the MME, NWEA, locally developed assessments and teacher observation.

**List of Strategies:**

Name	Strategy
Support and Assist	North will continue with the implementation of our freshman and sophomore assist courses and freshman academic team in order to support struggling readers and writers at those foundational grade levels. These courses will use the FAST reading program and various literacy strategies to increase students' abilities to decode, and effectively comprehend what they've read, as well as communicate through writing. We will inservice the entire staff on FAST strategies.

### 1.1.1. Strategy: Support and Assist

**Strategy Statement:** North will continue with the implementation of our freshman and sophomore assist courses and freshman academic team in order to support struggling readers and writers at those foundational grade levels. These courses will use the FAST reading program and various literacy strategies to increase students' abilities to decode, and effectively comprehend what they've read, as well as communicate through writing. We will inservice the entire staff on FAST strategies.

**Selected Target Areas**

1.3 Identifies goals to advance the vision
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support

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

- \* Achievement gap research at EdTrust.org
- \* District data
- \* Successful programs in other districts

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Support Courses	2009-09-07	2012-06-15	* Kate Murray, Assistant Principal * Geoffrey Young, English teacher * All members of the freshman and sophomore academic teams

**1.1.1.1. Activity: Support Courses**

**Activity Type:** Other

**Activity Description:** We have developed and implemented freshman and sophomore assist courses to support students in reading and writing. Students are enrolled concurrently in the support courses and grade level English and content courses. The freshman and sophomore assist courses focus on, literacy and assignment support for other courses.

**Planned staff responsible for implementing activity:** \* Kate Murray, Assistant Principal  
 \* Geoffrey Young, English teacher  
 \* All members of the freshman and sophomore academic teams

**Actual staff responsible for implementing activity:** \* Kate Murray, Assistant Principal  
 \* Geoffrey Young, English teacher  
 \* All members of the freshman and sophomore academic teams

**Planned Timeline:** Begin Date - 2009-09-07, End Date - 2012-06-15

**Actual Timeline:** Begin Date - 09/07/2009, End Date - 06/15/2012



**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
FTE	General Funds	45,000.00	45,000.00

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## Goal 2: Mathematical Literacy

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Students will become more mathematically literate, and develop math and problem solving skills as evidenced by local, state, and national achievement standards.

**Gap Statement:** - 66% of GPN students were proficient in the 2011 MME math test.

- 33% of GPN African-American students were proficient in the 2011 MME math test.

**Cause for Gap:** \* Not all students at grade level in math.

\* Lack of preparation in students coming from outside the district.

\* Need for varied instructional strategies to meet all learners/ needs.

\* Need for greater parent involvement.

**Multiple measures/sources of data you used to identify this gap in student achievement:** \* MME

\* NWEA test

\* Locally developed assessments

\* 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?** - Increase in the percent of students passing the MME math

- Increase in percent of sub-group students proficient on the MME math

**Contact Name:** Tim Bearden

**List of Objectives:**

Name	Objective
Math Achievement	Students will demonstrate competency in mathematical and problem solving skills as evidenced by performance on the MME, NWEA, locally developed assessments and teacher observation.

## 2.1. Objective: Math Achievement

**Measurable Objective Statement to Support Goal:** Students will demonstrate competency in mathematical and problem solving skills as evidenced by performance on the MME, NWEA, locally developed assessments and teacher observation.

### List of Strategies:

Name	Strategy
Math Support	We will continue our system of math support that levels students up, then provides them an additional support class of concurrent enrollment to ensure that all students meet or exceed state standards in mathematics. We have expanded the support program beyond Algebra I to Geometry and Algebra II, providing students at three distinct grade levels with course specific support.

### 2.1.1. Strategy: Math Support

**Strategy Statement:** We will continue our system of math support that levels students up, then provides them an additional support class of concurrent enrollment to ensure that all students meet or exceed state standards in mathematics.

We have expanded the support program beyond Algebra I to Geometry and Algebra II, providing students at three distinct grade levels with course specific support.

#### Selected Target Areas

2.1 Establishes policies and procedures that provide for the effective operation of the school
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills

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

- \* Ed Trust achievement gap research
- \* Peer review
- \* Math learning strategy research

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Support and	2009-	2012-	Kate Murray, asst. principal Greg Johnson, math department chair Genna

Assist Classes	09-07	06-17	Nahra, math teacher Katy Clay, math teacher Jen Randall, math teacher Marti Steiner, math teacher
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### 2.1.1.1. Activity: Support and Assist Classes

**Activity Type:** Other

**Activity Description:** We will provide support and assist courses for struggling math students in Algebra I, Geometry, and Algebra II. These courses will be ongoing, students will be enrolled concurrently with their grade level math courses, and the support courses will rely on manipulatives and alternative instructional techniques.

**Planned staff responsible for implementing activity:** Kate Murray, asst. principal  
 Greg Johnson, math department chair  
 Genna Nahra, math teacher  
 Katy Clay, math teacher  
 Jen Randall, math teacher  
 Marti Steiner, math teacher

**Actual staff responsible for implementing activity:** Kate Murray, asst. principal  
 Greg Johnson, math department chair  
 Genna Nahra, math teacher  
 Katy Clay, math teacher  
 Jen Randall, math teacher  
 Marti Steiner, math teacher

**Planned Timeline:** Begin Date - 2009-09-07, End Date - 2012-06-17

**Actual Timeline:** Begin Date - 09/07/2009, End Date - 06/17/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teacher FTE	General Funds	60,000.00	60,000.00

## Goal 3: Science Achievement

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** Students will demonstrate proficiency in scientific methodology, and knowledge and understanding of scientific principles as evidenced by performance on the MME, locally developed assessments, and teacher observation.

**Gap Statement:** - 70% of GPN students were proficient in the 2011 MME science test.

- 36% of GPN African-American students were proficient in the 2011 MME science test.

**Cause for Gap:** \* Need for math and literacy support

\* Lack of preparation for students coming from outside the district

\* Need to "level students" up to expose them to higher levels of scientific theory and thinking

**Multiple measures/sources of data you used to identify this gap in student achievement:** \* MME

\* Locally developed common assessments

\* 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?** - Increase in the percent of students passing the MME science

- Increase in percent of sub-group students proficient on the MME science test

**Contact Name:** Tim Bearden

**List of Objectives:**

Name	Objective
Science Proficiency	Grosse Pointe North students will demonstrate proficiency in scientific methodology and depth of understanding of science concepts as evidenced by performance on the MME, locally developed assessments, and teacher observation.

### 3.1. Objective: Science Proficiency

**Measurable Objective Statement to Support Goal:** Grosse Pointe North students will demonstrate proficiency in scientific methodology and depth of understanding of science concepts as evidenced by performance on the MME, locally developed assessments, and teacher observation.

**List of Strategies:**

Name	Strategy
Science Support and Leveling Up	While we would like to add science specific support courses along the lines of our English and math supports, we recognize the schedule and financial limitations that prevent doing so. The relationship between reading and science, and math and science, will lead to science gains that are traceable to support courses in the areas of math and science. In addition, we will continue our practice of guided science tutorials, and leveling students up to the most rigorous course of study available.

### 3.1.1. Strategy: Science Support and Leveling Up

**Strategy Statement:** While we would like to add science specific support courses along the lines of our English and math supports, we recognize the schedule and financial limitations that prevent doing so. The relationship between reading and science, and math and science, will lead to science gains that are traceable to support courses in the areas of math and science.

In addition, we will continue our practice of guided science tutorials, and leveling students up to the most rigorous course of study available.

#### Selected Target Areas

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

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

- \* Ed Trust achievement gap research
- \* Peer review
- \* Successful programs in other districts

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Leveling Up	2009-09-07	2010-06-17	Asst. Principal Kate Murray, Counseling Staff, Science Department

#### 3.1.1.1. Activity: Leveling Up

**Activity Type:** Other

**Activity Description:** Through the scheduling process, we will increase the number of students in Honors and upper level science courses to encourage growth in the exposure of students to higher order thinking skills in science.

**Planned staff responsible for implementing activity:** Asst. Principal Kate Murray, Counseling Staff, Science Department

**Actual staff responsible for implementing activity:** Asst. Principal Kate Murray, Counseling Staff,

Science Department

**Planned Timeline:** Begin Date - 2009-09-07, End Date - 2010-06-17

**Actual Timeline:** Begin Date - 09/07/2009, End Date - 06/17/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Scheduling Time	No Funds Required	0.00	0.00

# Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
General Funds	\$105,000.00	\$105,000.00

## 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 CNA was developed using information from state reports, CEPI, and district offices. Information was reviewed by building level administration, teachers, clerical staff, and various support personnel.*

### 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.

*Each course at North High School is curriculum mapped and all essential outcomes and unit assessments are linked to relevant state standards.*

*The district has a formal curriculum review process through the EPLC which is comprised of representatives of each instructional level, central office administration, parents, students, and union representatives. Curricular offerings are reviewed by department and across the district by appropriate departments and grade levels, and recommendations, changes and additions are brought to EPLC for approval. Initiatives are then forwarded to the school board for final approval.*

*All stakeholders participate in the district's curriculum process.*

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

*Our district has a district wide curriculum review process. First K-12 curriculum teams are formed to evaluate and write curriculum. The curriculum package is then taken to our district EPLC group for review by objective staff, parents, students and central office personnel. Following approval at that level, curriculum approvals go to the board of education.*

*Instruction and assessment decisions may be made at the department, building, or district level. We use the Professional Learning Communities concept as a way for staff to consistently collaborate, create common*



*assessments, review data, and share instructional strategies.*

### **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.

*Our building leadership team, school improvement team, PLCs, and whole staff professional development days have all been venues for discussion of assessments. We have embarked on a commitment to authentic student learning and the authentic assessments that are the artifacts of that project based methodology.*

*Through professional development days we introduced elements of authentic learning, as well as sample artifacts that constituted authentic assessments. We have given sample websites, and examples of alternative forms of assessment.*

*Summative common assessments are designed to be "skills based" to the degree possible. All courses are required to include an authentic learning experience and assessment.*

*Individual PLCs are working to develop projects and authentic experiences both within departments and across the curriculum.*

### **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.

*Part of our vision is continually evolving as a 21st century school. Our teachers use online delivery systems such as Blackboard and Moodle, social networking tools such as Ning, Blogger and Twitter, a variety of web 2.0 applications, and a variety of classroom tools. Through a state grant, and generous contributions from our district's Foundation, last year we were able to equip virtually every core classroom with a Smart Board, and sound and video technology.*

*Principal Tim Bearden models web 2.0 applications with a Principal's blog, staff Ning network for collaboration and professional development, and a building twitter account. The majority of our staff use technology both in the classroom and to extend the classroom.*

*Technology is a critical part of our building's efforts to make delivery and content more relevant to our*

*students' use of web 2.0 applications, and to their preparation for jobs that don't yet exist.*

## **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.

*We disaggregate data from the state and local test scores, and provide information on that data to the entire staff, individual departments and PLCs. In those venues we analyze data for trends and data points that inform instruction.*

*Teachers receive data reports on their individual students, and before the school year begins, have knowledge of student strengths and weaknesses. Individual teachers, PLCs and departments then formulate plans for addressing weaknesses.*

*For example, in last year's data pack we were able to determine that students who were not performing well on the writing portion of the MME were struggling with the grammar and rhetoric units more than the actual written portion of the test. Through English department plans, a program and materials were developed for each English teacher to begin class every day with short grammar and rhetoric mini-lessons. The result was an increase across the board in building writing scores.*

*Each data point is reviewed, and used as the basis for instructional and curricular decisions.*

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

*There are several levels to our data collection and dissemination.*

*1. PLC / Department Levels - Each PLC and each department has adopted data collection tools specific to their common assessments. Through weekly PLC meetings, this data is shared throughout departments.*

*2. Leadership Team - The building administration and leadership team meet regularly and discuss achievement data, local, state and national achievement results, and discuss potential action plans.*

*3. Community - Our district does regular reporting of achievement data at public meetings, and posts data online. At the building level, we have monthly parent meetings at which time achievement data and student progress information is shared.*

*4. Online gradebooks - All teachers maintain an online gradebook for parents and students to access to see updated progress information.*

## **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.

*All stakeholders participated at some point in the building of goals and action plans. The goals and action plans have been reviewed with our building leadership team, our staff as a whole, building parent club, building Norse moms club, our central office, and the board of education.*

*All stakeholders had an opportunity to make suggestions, develop plans, and evaluate goals and action strategies. Many of the action plans and activities have been planned and carried out by staff as an outgrowth of the planning process.*

## 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: *Yes*

Comments: <http://gpschools.schoolwires.net/1767101027124513700/lib/1767101027124513700/2009-10%20Annual%20Reports/AER%20Reports/North%20FullAnnualEducationReport%202009-10.pdf>

<http://gpschools.schoolwires.net/1767101027124513700/lib/1767101027124513700/2009-10%20Annual%20Reports/PA25%20North%202009-10.pdf>

### Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

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: *Reviewed policy, but not yet adopted*

Comments:

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:

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: *Our Physical Education program is completely aligned with state standards and requirements.*

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

Response: *Yes*

Comments: *CPR training and re-certification, as well as other lifesaving and safety programs are offered annually.*

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments: *We use elements of the EPEC along with state and national standards in P.E. as part of our P.E. 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: *P.E. is represented in all of our orientation programs, with descriptions of the opportunities available. All of our orientation programs and parent programs also emphasize activities and sports available to students and families. In addition, we have multiple events a year honoring students for participation and successes in physical activities.*

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments: *We have a nutrition policy in place, and offer nutrition courses. Our health classes feature units on nutrition and we offer a "Foods for Fitness" course. Our building food service is*

*outsourced through Sodexo Corporation.*

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: *Yes*

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: *Yes*

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, but we do not 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: *Written policy, fully implemented*

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: *Reviewed policy, but not yet adopted*

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: *Our counselors have spoken at teacher inservices and provided ideas to staff, but not in a formal program.*

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: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments: *While we don't have a specific budget item we have offered staff free wellness programs including massage, meditation, yoga, and women's fitness.*



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: *We offer various parent education programs through the Parent Club.*

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 some 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
Mr.	Tom	Beach	Asst. Principal	tom.beach@gpschools.org
Mrs.	Liz	Lulis	Teacher, Curriculum Speci	elizabeth.lulis@gpschools.org
Ms.	Terri	Steimer	Social Studies Dept. Chai	terri.steimer@gpschools.org
Mr.	Greg	Johnson	Math dept. chair	greg.johnson@gpschools.org
Mr.	Geoffrey	Young	English Dept. Chair	geoffrey.young@gpschools.org
Mrs.	Arabella	Wujek	Parent	ecjwujek@comcast.net
Mrs.	Lori	Schoenith	Parent Club President	mythreesons@comcast.net
Mr.	Tom	Tobe	Interim Principal	tob.tobe@gpschools.org
Ms.	Kate	Murray	Assistant Principal	kate.murray@gpschools.org
Mr.	Ben	Bandfield	Athletic Director/AP	ben.bandfield@gpschools.org
Mr.	Don	Pata	Science Dept. Chair	don.pata@gpschools.org
Ms.	Katy	Clay	Math Dept. Chair	katy.clay@gpschools.org
Mr.	Mike	Spears	Mod Lang Chair and Tech S	mike.spears@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:	Principal
Address:	707 Vernier Rd., Grosse Pointe Woods, MI 48236
Telephone Number:	313.432.3204

## 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

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- Grosse Pointe North 2011 Data Analysis
- 2011-2012 School Improvement Plan