

School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Pierce Middle School

Grades Served: 6,7,8

Principal: Mr. Gary D. Buslepp

Building Code: 03031

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Pierce Middle School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	03031
City:	Grosse Pointe Park
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

John D. Pierce Middle School's vision statement, as part of the Grosse Pointe Public School System, is to provide an excellent educational environment where students can acquire the knowledge and develop the skills and the behaviors necessary to be successful in an ever-changing society.

Mission Statement

The mission statement of John D. Pierce Middle School is to create a caring and respectful environment where all students can grow intellectually, culturally, ethically and socially.

Beliefs Statement

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

1. We believe in being accountable.

We are committed to:

- a). Promoting the achievement of every Pierce student at the highest level of their abilities.
- b). Developing in each Pierce student a sense of responsibility for their own learning.

2. We believe in building partnerships at every level.

We are committed to:

- a). Developing and maintaining relationships among Pierce students, parents, staff and community members that promote their involvement at every level.
- b). Fostering a mutual trust through open and honest communication among all Pierce community stakeholders.

3. We believe in fostering a collaborative culture that develops and capitalizes on leadership skills at every level.

We are committed to:

- a). Promoting team-work to achieve results and recognize and celebrate the contributions of all.
- b). Embracing change and encouraging innovation.

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

We are committed to:

- a). Promoting continuous improvement through recruiting, retaining and developing highly qualified staff committed to the highest standards of teaching and learning.
- b). Providing an evolving and dynamic curriculum: that challenges each Pierce student based on their individual talents and abilities; maximizes the potential for each Pierce student to realize success in future endeavors; and encourages each Pierce student to become a life-long learner.

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

We are committed to:

- a). Encouraging understanding and tolerance of all individuals.
- b). Celebrating the diversity and individual differences and recognizing individual needs.
- c). Influencing the character development and integrity of our Pierce students.

Goals

Name	Development Status	Progress Status
Making Inferences from Text (Charts, Data Tables and Graphs)	Complete	Open
Multiplication and Division of Fractions	Complete	Open
Reading Informational Text	Complete	Open
The Impact of NGO's on International Issues	Complete	Open

Goal 1: Making Inferences from Text (Charts, Data Tables and Graphs)

Content Area: Science

Development Status: Complete

Student Goal Statement: Students will be able to read closely in determining what the text says explicitly and to make logical inferences from it. (ELA-Social Studies-Science Anchor Standard for Reading Key Ideas and Detail - #1).

Gap Statement: Based on the review of Fall 2011 MEAP data, 53% of our students were proficient on GLCE S.IP.07.16 (Science processes: Identify patterns in data). Also, on the ACT EXPLORE Test, our students scored 50% overall on the section, Data Representation: Physical Science. This section, along with most of the ACT EXPLORE Test, places a major emphasis on reading and interpreting graphs, charts, and data tables.

Cause for Gap: Lack of experience with the format of the ACT EXPLORE test and insufficient classroom experience with activities involving graph interpretation and analysis.

Multiple measures/sources of data you used to identify this gap in student achievement: Fall 2011 MEAP Science results, and review of spring 2012 8th grade ACT EXPLORE results.

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? Successful progress toward the goal will be measured using 2012 MEAP Science data, 2013 spring ACT EXPLORE results and 2012-2013 common assessment data.

Contact Name: Gary Buslepp

List of Objectives:

Name	Objective
Science Goal 2012-2013	70% of our students will be able to identify patterns in data (GLCE S.IP.07.16) and to read text closely to determine what the graph/data/chart indicates explicitly and to make logical inferences from the findings.

1.1. Objective: Science Goal 2012-2013

Measurable Objective Statement to Support Goal: 70% of our students will be able to identify patterns in data (GLCE S.IP.07.16) and to read text closely to determine what the graph/data/chart indicates explicitly and to make logical inferences from the findings.

List of Strategies:

Name	Strategy
Science Strategy 2012-2013	Science teachers will gather example sets of questions from released MEAP and ACT EXPLORE items and modify where appropriate for use in classroom activities and assessments. Science teachers will administer the four quarterly common assessments developed by all three middle schools which will all place a heavy emphasis on graph/data/chart reading and interpretation. Inter-building meetings will be held in 2012-2013 to analyze the common assessment results and make appropriate classroom modifications to instruction.

1.1.1. Strategy: Science Strategy 2012-2013

Strategy Statement: Science teachers will gather example sets of questions from released MEAP and ACT EXPLORE items and modify where appropriate for use in classroom activities and assessments. Science teachers will administer the four quarterly common assessments developed by all three middle schools which will all place a heavy emphasis on graph/data/chart reading and interpretation. Inter-building meetings will be held in 2012-2013 to analyze the common assessment results and make appropriate classroom modifications to instruction.

Selected Target Areas

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

ELA-Science-Social Studies Anchor Standards for Reading Key Ideas and Details as connected to State Common Core Standards.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Activity for 2012-2013	2012-09-04	2013-05-24	Pierce science teaching staff.

1.1.1.1. Activity: Science Activity for 2012-2013

Activity Type: Professional Development

Activity Description: Science department meetings will be used to discuss/research and share sample activities to be used in all science classes which model what students will find on the MEAP and ACT EXPLORE with regards to charts/graphs and data tables. A "library" of past MEAP released items and past ACT EXPLORE tests that emphasize this concept will be created for reference.

Planned staff responsible for implementing activity: Pierce science teaching staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-05-24

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science 2012-2013 Resource Needed for Goal Initiation	No Funds Required		

Goal 2: Multiplication and Division of Fractions

Content Area: Math

Development Status: Complete

Student Goal Statement: Students will improve in their ability to multiply and divide any two fractions, including mixed numbers, fluently

Gap Statement: Based upon the review of the 2009 MEAP Item Analysis, 40% of Pierce 7th grade students were proficient on GLCE N.FL.06.04. Examination of our 2010 MEAP results reveals that again 40% of our 7th grade students were proficient on GLCE.FL.06.04. Our 2011 MEAP results showed that we improved in this area, yet 50% of our students were proficient.

Cause for Gap: Division of fractions is first introduced to Pierce students during their 6th grade year. The multiplication of fractions is introduced and worked on briefly during 5th grade. A significant amount of reinforcement is required in order for Pierce students to master these skills.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP results from previous years, classroom assessments, grade level assessments and a district wide common assessment were the measures that assisted in identifying the gap. Results were discussed at department meetings, common assessment meetings and inter-building meetings.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The criteria for success is the student scoring on Pierce grade-level

appropriate common assessments, district common assessments and MEAP tests. Identified GLCE's on the ACT-EXPLORE will be reviewed along with the results at the 7th and 8th grade level to inform instruction. Minutes of objective team meetings and department meetings, corresponding classroom worksheets used for instruction/review will be implemented to monitor the progress and success of the plan.

Contact Name: Gary Buslepp

List of Objectives:

Name	Objective
Successful Multiplication & Division of Fractions	For two consecutive years (2009, 2010), MEAP data indicates that 40% of Pierce 7th grade students demonstrate the ability to multiply and divide any two fractions, including mixed numbers, as measured by GLCE N.FL.06.04 on the 7th grade MEAP. For the 2011-12 school year, 50% of our 7th grade students did demonstrate the ability to multiply and divide any two fractions, including mixed numbers, as measured by GLCE N.FL.06.04 on the 7th grade MEAP assessment. We are aiming for 60% proficiency ability level on this same GLCE for the 2012-2013 7th grade class on the MEAP.

2.1. Objective: Successful Multiplication & Division of Fractions

Measurable Objective Statement to Support Goal: For two consecutive years (2009, 2010), MEAP data indicates that 40% of Pierce 7th grade students demonstrate the ability to multiply and divide any two fractions, including mixed numbers, as measured by GLCE N.FL.06.04 on the 7th grade MEAP. For the 2011-12 school year, 50% of our 7th grade students did demonstrate the ability to multiply and divide any two fractions, including mixed numbers, as measured by GLCE N.FL.06.04 on the 7th grade MEAP assessment. We are aiming for 60% proficiency ability level on this same GLCE for the 2012-2013 7th grade class on the MEAP.

List of Strategies:

Name	Strategy
Multiplication and Division of Fractions Strategy Statement	During the 2011 and continuing throughout the 2012-13 academic year, math teachers will examine grade level appropriate instructional materials for developing a conceptual understanding of the processes of multiplying and dividing fractions. Many new textx and individual lessons have been developed to support Common core objective CC.6NS.1 which has strong correspondence to GLCE N.FL.06.04. The math department members will receive training in the use of specific grade level appropriate instructional strategies designed to improve by 10% in the identified goal (GLCE N.FL.06.04).

2.1.1. Strategy: Multiplication and Division of Fractions Strategy Statement

Strategy Statement: During the 2011 and continuing throughout the 2012-13 academic year, math teachers will examine grade level appropriate instructional materials for developing a conceptual understanding of the processes of multiplying and dividing fractions. Many new texts and individual lessons have been developed to support Common core objective CC.6NS.1 which has strong correspondence to GLCE N.FL.06.04. The math department members will receive training in the use of specific grade level appropriate instructional strategies designed to improve by 10% in the identified goal (GLCE N.FL.06.04).

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
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.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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

During the school years(2011 and 2012), researched strategies will be examined during late-start Monday Staff Development periods. There, strategies will be discussed, reviewed, and developed by Pierce math department members before implementation.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Activity	2010-09-20	2012-10-04	Pierce math department members and classroom assistants.

2.1.1.1. Activity: Professional Learning Activity

Activity Type: Professional Development

Activity Description: Pierce math department members will meet during Staff Development to continue researching and developing grade level appropriate materials, as well as quality instructional strategies, to develop the understanding and provide the reinforcement required for student mastery of skills related

to CC.6.NS.1 and GLCE N.FL.06.0.4. Teachers will be offered the opportunity to observe other teachers within the department who are applying these strategies.

Planned staff responsible for implementing activity: Pierce math department members and classroom assistants.

Actual staff responsible for implementing activity: Pierce math department members and classroom assistants.

Planned Timeline: Begin Date - 2010-09-20, End Date - 2012-10-04

Actual Timeline: Begin Date - 10/25/2010, End Date - 10/04/2012

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	No Funds Required		

Goal 3: Reading Informational Text

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will improve their comprehension and ability to analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing the information presented.

Gap Statement: Review of MEAP data (Item Analysis) from 2011 indicates the range of student success in the GLCE goal R.IT.05.03, R.IT.06.03, R.IT.07.03 (Informational Reading-Analyzing Global Themes and Universal Truths/Connecting Personal Knowledge, Experiences and Understanding of the World to Themes and Perspectives in Text through Oral and Written Responses) was 45%. The range in GLCE R.IT.06.03 The NWEA spring results from 2012 indicate that 25% of 6th graders were below the grade level norm (214.8) for the Informational Reading goal.

Cause for Gap: Students scored the lowest in the areas of informational reading as presented on the MEAP 2011 test consistently through all three grade levels and the core subject areas of Reading, Science and Social Studies. This trend was also evident on the ACT EXPLORE exam taken in the spring of 2012 by 8th grade students.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Reading/ELA, ACT EXPLORE as well as relevant NWEA data.

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 range of 15% in Informational Reading items analyzed on future MEAP results from 2010 to 2012. This has been realized in the 7th grade. 6th and 8th grade are still lagging. NWEA results, in the area goal of Informational Reading, will reflect a decrease in the percentage of students below the end of year norm (2008 RIT values).

Contact Name: Gary Buslepp

List of Objectives:

Name	Objective
Informational Reading	A student increase of 15% will demonstrate a marked improvement in the ability of Pierce students to draw conclusions, make inferences, and synthesize information from Informational Reading (GLCE's R.IT 05.06.07-03). This increase will be measured from item analysis of the 2011-2012 MEAP data.

3.1. Objective: Informational Reading

Measurable Objective Statement to Support Goal: A student increase of 15% will demonstrate a marked improvement in the ability of Pierce students to draw conclusions, make inferences, and synthesize information from Informational Reading (GLCE's R.IT 05.06.07-03). This increase will be measured from item analysis of the 2011-2012 MEAP data.

List of Strategies:

Name	Strategy
Informational Reading-Analyzing Structure & Global Themes	English department staff will collaboratively utilize specific strategies that are best practice for drawing conclusions, making inferences, synthesizing information by texts to be implemented during the 2012-2013 school year.

3.1.1. Strategy: Informational Reading-Analyzing Structure & Global Themes

Strategy Statement: English department staff will collaboratively utilize specific strategies that are best practice for drawing conclusions, making inferences, synthesizing information by texts to be implemented during the 2012-2013 school year.

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.

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.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component

of instructional practice.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

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

Pierce English department teachers reviewed the resulting data received from the 2010/2011 MEAP and 8th Grade ACT EXPLORE. Specific strategies (ex: Strategic Instructional Model-concept mastery routine, recall enhancement routines, Lincing and Framing routines)targeting content enhancement were shared with teachers at district workshops (SIMS training)and at School Improvement Monday mornings.

The NWEA Goal for Informational Reading targets specific skills and concepts to enhance, develop and to introduce based on a students RIT scores. Text patterns for each skill and concept area are listed.

The research and strategy implementation will be ongoing throughout the year.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Informational Reading Activity	2012-09-04	2013-06-07	All Pierce English teachers are responsible for implementing the activities that are adopted to support the Informational Reading goal.

3.1.1.1. Activity: Informational Reading Activity

Activity Type: Professional Development

Activity Description: Teachers will decide from research conducted as to which activities they will employ as part of their instructional strategy to improve Informational Reading goal. Activities will develop from teacher collaboration prior to implementation.

Planned staff responsible for implementing activity: All Pierce English teachers are responsible for implementing the activities that are adopted to support the Informational Reading goal.

Actual staff responsible for implementing activity: Same as above. Classroom assistants will add support as needed.

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

Actual Timeline: Begin Date - 09/10/2012, End Date - 05/24/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	No Funds Required		

Goal 4: The Impact of NGO's on International Issues

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: Students will improve their understanding of how countries work together using international organizations.

Gap Statement: Based upon the review of 2010/2011 MEAP item analysis, 53% of our former 8th grade students demonstrated mastery of GLCE 6-C34.3.3 and 7-C4.3.1. Classroom assessments were also reviewed and indicated a concern.

Cause for Gap: The concepts of international interdependence and the non-governmental agencies which represent this GLCE are highly abstract, involve many differences based on which area of the world they are located in and have a variety of purposes. Due to the complexity and variety, students have a difficult time mentally organizing the complex groups and their purposes.

Multiple measures/sources of data you used to identify this gap in student achievement: 2010/2011 MEAP data from the 9th grade social studies Item Analysis and from grade level common and classroom assessments and observations.

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? 9th grade MEAP results in Social Studies, classroom and common assessment and teacher observations.

Contact Name: Gary Buslepp

List of Objectives:

Name	Objective
Impact of NGO's on International Issues	80% of our 8th grade students will demonstrate how governments address national issues and form policies and how the policies are sometimes consistent or inconsistent with those of other countries (GLCE 6-C34.3.3 and GLCE 7-C.4.3.1)

4.1. Objective: Impact of NGO's on International Issues

Measurable Objective Statement to Support Goal: 80% of our 8th grade students will demonstrate how

governments address national issues and form policies and how the policies are sometimes consistent or inconsistent with those of other countries (GLCE 6-C34.3.3 and GLCE 7-C.4.3.1)

List of Strategies:

Name	Strategy
Impact of NGO's on International Issues	Social studies teachers will use appropriate instructional technique including web search activities, web simulation games, chart making, guided note-taking, and graphic organizing to create knowledge and understanding of how governments interact with international organization in matter of public policy.

4.1.1. Strategy: Impact of NGO's on International Issues

Strategy Statement: Social studies teachers will use appropriate instructional technique including web search activities, web simulation games, chart making, guided note-taking, and graphic organizing to create knowledge and understanding of how governments interact with international organization in matter of public policy.

Selected Target Areas

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

Pierce Social Studies staff reviewed our MEAP scores over the last three years (2009-2011) and concluded that understanding Non-Governmental Organizations (NGO's) and how they impact international governance issue has long been an area of concern for our students. A shared belief exists that additional attention to this area using proven strategies will yield positive results.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Action Steps Surrounding Impact of NGO's on International Issues	2012-10-01	2013-05-31	Pierce Social Studies Department.

4.1.1.1. Activity: Action Steps Surrounding Impact of NGO's on International Issues

Activity Type: Other

Activity Description: Social Studies teachers will review the types of NGO's and their purposes. Social Studies teachers will focus on specific organizations at each grade level. Plans, resources and strategies will be shared among the Social Studies department.

Planned staff responsible for implementing activity: Pierce Social Studies Department.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Resources Anticipated to Implement Action Plan	No Funds Required		

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$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?

The involvement of school department chairs, special education staff, building engineer, parent representative, student learning data, school programs survey and demographics were involved in the development of responses to the comprehensive needs assessment.

Curriculum Alignment that Corresponds to the Goals

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

Curriculum committees regularly align the GPPSS curriculum to state standards. In the face of the new Core Curriculum State Standards in Math and English Language Arts (Reading), committees will form shortly to make sure the GPPSS is in compliance before they become a reality so that we are responsive and prepared for the change. The review process is usually done at grade level and then brought forward to compare what standards have changed from other grade levels.

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

The office of Curriculum, Instruction, Technology and Assessment for the Grosse Pointe Public School System oversees the development and adoption of curriculum through the EPLC process (a committee composed of students, parents, community members, teachers, and administration).

Subcommittees are formed of the same stakeholders to revise curriculum or instructional materials.

Teachers meet collaboratively on late-start Monday mornings to work on school improvement strategies/activities, common assessments, climate and culture, specific student learning concerns, and/or Positive Behavior Support.

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.

The current staff development plan for all middle school teachers will require all departments to create, review and analyze authentic quarterly common assessments across the middle school landscape. The identification of Power Standards in each course will ensure, through the common assessments results, that critical learning has been accomplished or in need of reteaching. Some of the assessments are project and skill based. Most departments now have at least two common assessments in place. Full implementation is expected by 2012-2013. Opportunities to review results and share best practice surrounding the teaching of the Power Standards (critical learnings) and Common Core will also be part of staff development.

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 need for technology is assessed at the district level with input from school representation. The goals of our school improvement plan will require students to access on-line video instruction in computer labs. All departments use document cameras, wireless slates (portable SMART boards) during instructional activities to model student work, encourage student learning, and support the School Improvement Plan.

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.

Once MEAP data has been received, department chairs in each core area meet with their department. They review the released items, school summary and demographic data for their department. Reporting out to the principal by the department chairs leads to the review of the school improvement plan currently in place so that if any points of emphasis need to be made or goals adjusted, they are shared with the entire faculty and supported through school strategies or activities documented for each staff member by the principal. Their is normally a triangulation of data (classroom performance and one other measure-NWEA, GPWA, Common Assessments and/or MEAP). The state's assessment, although important, is one measure of our success that in concert with the curriculum and teacher perception drives our school improvement plan and is supported by the other assessment results for validity before endorsing our SIP.

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

Institution and student information is shared with all stakeholders in the form a an annual PA-25 report that is reviewed publicly and available on-line. This includes the School Improvement Plan's goals. The principal and a faculty representative attend monthly PTO meetings to share progress and accomplishments relative to student academic progress.

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.

Planning: Pierce department chairs from our four core areas and the principal were trained at Wayne County RESA in the spring of 2009 in the School Improvement Process and in spring of 2012 in the Common Core State Standards. From that meeting, the department chairs and the principal collectively reviewed the test data available from the MEAP (Science, Social Studies, Math and English Language-Arts), the NWEA (Reading and Math), and the Grosse Pointe Writing Assessment. The math department also took into account data from common assessments within the department. Over the course of two-staff development half-days, the data was shared with all teachers and they identified areas that needed improvement.

Design: After the areas of concern were identified, Pierce teachers met collaboratively to review the data and research best instructional strategies and activities. Pierce teachers chose a team that targeted a goal in Reading, Math or Writing. Having researched during staff development best instructional practices/activities, they presented such to all teachers during staff development in 2009. Every Pierce teacher then chose any three strategies/activities that targeted the math, reading and/or writing goals and implemented them.

Monitor: Implementation was accomplished at a 95% success rate. Teachers chose three activities and submitted copies of the strategy/activity, student work with feedback, a reflection of the activity and/or were observed by Pierce administration. Documentation of the entire monitoring process is available at the Pierce principal's office for the 2009-2010 academic year.

The principal acknowledged, reviewed and offered feedback via e-mail or in person for every strategy received.

Strategies and activities for the 2010-2011 school year are in development as a result in higher than normal staff turnover. They will be included in the Progress Update associated with this report.

Parents who are members of the Pierce Parent-Teacher organization are informed of the PA-25 report, receive copies of the report at the August 2010 meeting and are included in review of the plan with recommendations or questions.

A parent representative will be selected by the PTO at it's membership meeting in September of 2010. This year's representative will be invited to participate at all levels of the planning process.

The process and plan is evaluated throughout the 2010-2011 academic year. Targeted goals are listed and summarized in the annual PA-25 report available each September. In addition to those submitted to the state department of education in this plan, two additional goals involving Writing and Positive Behavior Support are implemented and included in our PA-25 report. Goals are available to community to view via our web-site and parent newsletter.

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: *The annual education report (PA-25) is accessible through the district web-site for all Grosse Pointe Public Schools at www.gpschools.org. Please select "by school" and click Pierce Middle School.*

The same report will be accessible on our school web-site, but not until after I meet with the public on September 14, 2012 at 5:30PM.

Educational Development Plan (EDP)

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

Response: *Yes*

Comments: *All EDP's for each 8th grader will be on file with our counselors who also meet with each 8th grader and their parents or guardians in late December and early January to select courses per their personal inventory for high school.*

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

Response: *Yes*

Comments: *Counselors review each EDP to ensure 8th graders are aligned to the state requirements necessary for their graduation and personal interests (career).*

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: *The policy written to ensure a safe school environment for Pierce Middle School is found in our student code of conduct. Parents and students indicate during registration that they have read these safeguards. Pierce has adopted a Positive Behavior Support System dealing with these safeguards that can also be found in detail in our student planners. They are communicated over televised announcements and town hall grade level meetings with our students. The policy for harassment is posted and also can be found in our faculty handbook.*

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

Response: *Yes*

Comments: *All teachers upon their initial hire attend several district workshops. One deals with the management techniques in addressing student behaviors. Records of their attendance (for which they receive staff development credit) are on file with the district. If the principal has any concerns, some teachers are asked to attend workshops for "Dealing with the Difficult Student."*

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: *Yes, at least once a year, and always at the beginning of each year, health and safety policies are shared with students, staff, substitutes and parents through the student/parent handbook and planner introduction. Substitutes are able to read the same information in their sub-notebooks. Any special information is shared via phone fan out to families and faculty or with the sub-coordinator for the district*

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: *Yes, the data was disseminated to faculty and staff after the parent/student survey in 2010. The data has led to the improvement of our Positive Behavior Support Program.*

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: *If this is in reference to MiPHY, implementation of the survey and it's findings will take place in the spring of 2012.*

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

Response: *Yes*

Comments: *Health Education currently is not taught at Pierce Middle School. However, the state required curriculum surrounding HIV is available to all 6th, 7th and 8th graders through the week long Adolescent Health Education program in March.*

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

Response: *No, but use a health education curriculum*

Comments: *The Adolescent Health Education Program uses some of the benchmarks associated with the Michigan Model.*

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

Response: *Yes*

Comments: *Yes, some of the lessons in our Adolescent Health Education program involve student interaction with family. Community interaction is encouraged but optional.*

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

Response: *Adopted policy, but not fully implemented*

Comments: *Quality Physical Education components have been reviewed and have been partially implemented by our Physical Education program.*

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: *Exemplary Physical Education Curriculum (EPEC)*

Comments: *Some of the components of EPEC are implemented, some of the other components are the result of periodic curriculum review and implementation.*

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: *Yes, as part of our all school fun nights, parent involvement is encouraged and usually involves their supervision and occasional participation in basketball, ping-pong, volleyball, and swimming.*

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: *260 minutes a week are offered to our students in physical education. Students have the option of enrolling in semester or full year courses at each grade level. Sixth grade classes are separate. Seventh and eighth grade classes are held simultaneously.*

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

Response: *Adopted policy, but not fully implemented*

Comments: *Various aspects of the policy have been adopted by committee dealing with food and nutrition services. Not all have been implemented.*

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

Response: *Yes*

Comments: *The food service director attended and provided developmental activities related to healthy nutrition for students and staff. Pierce students selected at random and staff participated in the delivery of the staff developmental activities/program.*

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

Response: *Yes*

Comments: *Yes. A free, healthy fruit and salad bar (with a variety of vegetables) are available to all students and staff, thereby supporting healthy nutrition.*

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: *This collection of information is done at the district level with all schools invited. I am a member of the review committee along with other Pierce invited parents. The information collected at the school level is shared at the district committee level regarding ala carte items. We do not have vending machines anymore.*

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: *The school nutrition program is separate from ala carte choices.*

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: *The health service provider for our students based on referrals or personal contact is the FAMILY Center and CARE.*

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

Response: *No Written Policy*

Comments: *The policy does not specifically invite parents. However, parent feedback is sought regarding all policy through PTO council and PTO meetings.*

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

Response: *Yes*

Comments: *This information is collected annually on our school registration emergency forms for all students.*

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

Response: *Adopted policy, fully implemented*

Comments: *We are in the third year of implementation after a year of study. We are still refining Tier 2 interventions*

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: *Select members of the counseling department and anti-bullying committee have attended the state wide anti-violence and anti-bullying conference at the Kellogg Center in East Lansing. Information was shared for professional development with some staff members in support services and administration.*

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: *Twice annually this is accomplished by the principal and by the anti-bullying committee. The focus this past year was on the appropriate use of technology and involved the State Police Task Force on Internet Crimes Against Children*

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: *Social Worker has implemented Quest to help select students to deal with peers and peer issues.*

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: *This topic is addressed throughout the year and as needed, weekly.*

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

Response: *No*

Comments: *The mission statement is directed at student well-being and thinking as supported by teacher efforts. There is no reference of support to employees on these topics.*

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: *At some of the luncheons between staff development sessions, healthy alternatives were available to all staff.*

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: *We have a written policy of guidelines that speak to parents about the importance of getting*

involved in their child's education. We keep track of their involvement and report it in our Public Education Report.

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *Yes*

Comments: *A school survey in 2010 addressed the topic but was not solely dedicated to the topic.*

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: *Yes, the community Neighborhood Club, Police Department and Special Olympics works through the assistant principal to schedule basketball, athletic fields and use of the pool during non-school hours. The pool is accessible only when a certified life guard and someone trained in CPR can be present.*

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Susan	Quinn	English Department Chair	susan.quinn@gpschools.org
Mr.	Edward	Brock	Math Dept Chair	ed.brock@gpschools.org
Mr.	Gary	Buslepp	Principal	gary.buslepp@gpschools.org
Mrs.	Susan	Ames	Parent PTO President 2009	theamesfamily@yahoo.com
Mr.	William	Noonan	Head Engineer	bill.noonan@gpschools.org
Ms.	Jeannie	Brousseau	Socail Studies Department	jeannie.brousseau@gpschools.org
Mrs.	Andrea	Lappin-Roth	Special Education Teacher	andrea.lappinroth@gpschools.org
Ms.	Linda	Lockwood	Business Manager	linda.lockwood@gpschools.org
Mr.	William	Thompson	Science Dept. Char	bill.thompson@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:	Personnel Director c/o Office of Human Resources, Dr. Jon Dean
Address:	389 St. Clair, Grosse Pointe, Mi. 48230
Telephone Number:	313-432-3016

References

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

Supporting Documentation

No documentation was attached.