

School Improvement Plan

Title I - Schoolwide

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Charles A. Poupard Elem. School

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

Principal: Ms. Penny Stocks

Building Code: 05019

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction 3

School Information 4

Vision, Mission and Beliefs 5

Goals 6

 Goal 1: Math (Schoolwide) 6

 Goal 2: Reading (Schoolwide) 11

 Goal 3: Science (Schoolwide) 16

 Goal 4: Social Studies (Schoolwide) 20

 Goal 5: Writing (Schoolwide) 23

Resource Profile 28

Additional Requirements 29

Assurances 57

Stakeholders 63

Statement of Non-Discrimination 65

Supporting Documentation 66

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: | Charles A. Poupard Elem. School |
| District: | Grosse Pointe Public Schools |
| Public/Non-Public: | Public |
| Grades: | K,1,2,3,4,5 |
| School Code Number: | 05019 |
| City: | HARPER WOODS |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

Our vision at Poupard Elementary School is to provide a well-balanced and academically sound educational experience for all students. Not only must students be prepared academically; but they also must be nurtured with a sense of cultural awareness which includes an appreciation of the arts, understanding of tolerance, embracing diversity, and to be involved in the community. We will provide a supportive educational community environment for all students. At Poupard, we understand that putting emphasis on the development of students' social and emotional growth will help each student succeed. We want all students to be active participants in all aspects of school; including learning activities that require them not only to acquire and apply basic skills, but also to use inquiry, reasoning, critical thinking skills and to be able to reflect on their learning process. We will as educators make sure that each student understands the high expectations we have for them and that we stay rooted in our commitment to children. Today's vision becomes tomorrow's reality.

Mission Statement

The mission of Poupard Elementary School is to use our resources, expertise, talents and creativity to assure that every student reaches their full potential in all academic areas. We work to foster each student's social responsibility and self-esteem. The Poupard community, staff, parents and students work as a team to create excellence in academics and citizenship. We continue to emphasize student leadership, independence and responsibility. Our educational opportunities provided at Poupard are carried out in a structured learning environment. The goal of our school is to provide every student with the opportunity to master reading, writing, math and to go beyond the academic skills required by our state standards. As educators we know what each student must learn, how we know when individual students have learned it and what we do when a student experiences difficulty in learning. In partnership with parents and students, we educate all students by empowering them with the necessary skills, knowledge and behaviors for continued intellectual, social and physical development.

Beliefs Statement

The Poupard Elementary School staff believes that we must provide a learning environment that encompasses the social, emotional, intellectual and physical development of each student.

We operate on the premise that each student is expected to be respectful, responsible and safe.

We believe that cooperation between the home and school is critical to the success of all students.

We believe that all children can learn and come to school motivated to do so, we must find a way to do that.

We believe that the internal stakeholders of the school are the most qualified and capable people to plan and implement the changes necessary for the school to make progress toward our "Learning for All" mission.

Goals

| Name | Development Status | Progress Status |
|-----------------------------|--------------------|-----------------|
| Math (Schoolwide) | Complete | Open |
| Reading (Schoolwide) | Complete | Open |
| Science (Schoolwide) | Complete | Open |
| Social Studies (Schoolwide) | Complete | Open |
| Writing (Schoolwide) | Complete | Open |

Goal 1: Math (Schoolwide)

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in mathematics.

Gap Statement: Based on review of the 2011-2012 MEAP results for grades 3-5, on average 45% of our students are proficient on the MEAP Math assessment.

Cause for Gap: Further profile review of MEAP results and other math assessments, reveals that students in the economically disadvantaged sub groups performed 13% points lower on the MEAP and other local assessments. Review of the MEAP results and other math assessments reveals that students in the mobility sub groups performed 5% lower on the MEAP and other local assessments. Upon further analysis of the MEAP it shows that students need additional support on informational text, text organization and reading comprehension.

Multiple measures/sources of data you used to identify this gap in student achievement: Poupard Elementary School staff will use the following data sources to identify gaps in student performance:

MEAP Math

FAST Math

Everyday Math

Local assessments

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? Criteria for success is that students are performing at a satisfactory level for a given quarter and/or unit assessments.

We will also continue to give basic facts tests to those students that have not mastered them yet. We will continue to use different methods of learning styles until each student has facts mastered. We also have students not finding success attending before school tutoring Tier 2 and lunchtime FASTT math.

Contact Name: Penny Stocks

List of Objectives:

| Name | Objective |
|-------------------|--|
| Math (Schoolwide) | All students will increase skills in the areas of basic math skills. The percentage of students in the economically disadvantaged subgroup will increase from 32% proficient on the MEAP Math in 2011-12 to 45% proficient by the end of the 2012-13 school year. The percentage of students in the mobility subgroup will increase from 40% percent proficient on the MEAP Math in 2011-12 to 50% percent proficient by the end of the 2012-13 school year. The percent of all student proficient on the MEAP Math will increase from 45% in the 2011-12 school year to 65% proficient by the end of the 2012-13 school year. |

1.1. Objective: Math (Schoolwide)

Measurable Objective Statement to Support Goal: All students will increase skills in the areas of basic math skills.

The percentage of students in the economically disadvantaged subgroup will increase from 32% proficient on the MEAP Math in 2011-12 to 45% proficient by the end of the 2012-13 school year.

The percentage of students in the mobility subgroup will increase from 40% percent proficient on the MEAP Math in 2011-12 to 50% percent proficient by the end of the 2012-13 school year.

The percent of all student proficient on the MEAP Math will increase from 45% in the 2011-12 school year to 65% proficient by the end of the 2012-13 school year.

List of Strategies:

| Name | Strategy |
|------------------------------------|--|
| Math (Schoolwide) Everyday Math | All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement Everyday Math with a focus on games to reinforce basic maths skills. Staff will compliment differentiation with tiered interventions and additional learning opportunities. |
| Math (Schoolwide) FAST Math | All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement FASTT Math. Staff will compliment differentiation with additional learning opportunities. |

1.1.1. Strategy: Math (Schoolwide) Everyday Math

Strategy Statement: All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement Everyday Math with a focus on games to reinforce basic maths skills. Staff will compliment differentiation with tiered

interventions and additional learning opportunities.

Selected Target Areas

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.

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

The Research Basis of the UCSMP Everyday Mathematics Curriculum (2001) by Andrew Isaacs, William Carroll, and Max Bell- updated review of research and philosophies that influence development of Everyday Math. <http://everydaymath.uchicago.edu/educators/references.html>

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------------------|------------|------------|-------------------|
| Math (Schoolwide) Everyday Math | 2012-09-04 | 2013-06-13 | Penny Stocks |

1.1.1.1. Activity: Math (Schoolwide) Everyday Math

Activity Type: Other

Activity Description: All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model through Everyday Math with a focus on games to reinforce basic math facts.

Additional Everyday Math supports will include:

- Differentiated Instruction and Tiered Intervention
- Classroom time daily for games and/or weekly to play Everyday Math Games
- Small group Title I help for students having difficulty
- Students will master basic math skills
- FASTT Math Computer Program in class and during lunch recess
- Everyday Math-differentiated
- Provide additional support through homework club
- Provide before and after school tutoring
- Provide opportunities for Title I Math teaching assistant pushing into classroom or pulling students out to review and practice skills
- Provide students in grades 3, 4 and 5 leveled study guides prior to a test
- Conduct meetings with individual parents to explain Everyday Math concepts and procedures, so they are better able to help their child with homework.
- Re-do math assignments for students not understanding
- Review packet/students guides for tests
- Small group centers for lowest students to reinforce math skills being focused on in math

- Music CD's
- Remedial review at lunch sessions
- Math box selection focus on key skills to be tested

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: Teachers, Title I Aides, Parent volunteers, peer tutoring

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---------------------------------|--------------------|----------------|---------------|
| Math (Schoolwide) Everyday Math | Title I Schoolwide | 300.00 | 300.00 |

1.1.2. Strategy: Math (Schoolwide) FAST Math

Strategy Statement: All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement FASTT Math. Staff will compliment differentiation with additional learning opportunities.

Selected Target Areas

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|--|
| 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. |

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

Differentiated Instruction and Tiered Intervention

Response to Intervention-An Alignment Guide for FASTT Math, New York: Scholastic, Inc- Guide to implement FAST math for RTI , provides guidance for use at different tier levels of struggling students. Guidance for differentiated intervention.

Research Foundation & Evidence of Effectiveness for FASTT Math (2005). New York: Scholastic, Inc. - (research based principles of FASTT Math which uses adaptive technology to provide systematic

instruction and continuous practice to improve student's math facts automaticity.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|-------------------|
| Math (Schoolwide) Additional Activities | 2012-09-04 | 2013-06-13 | Penny Stocks |
| Math (Schoolwide) FAST Math | 2012-09-04 | 2013-06-13 | Penny Stocks |

1.1.2.1. Activity: Math (Schoolwide) Additional Activities

Activity Type: Other

Activity Description: Activities for Targeted Population/Subgroups (identify the subgroup or targeted population specifically):

- Extra exposure and practice on FAST Math with principal during lunch time recess
- Extra support in grades 3-5 in homework club
- Before and after school tutoring
- Title I Math teaching assistant pushing into classroom or pulling students out to review and practice skills
- PTO Family Math Night(s)
- Parent Workshops

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: Staff and Title I aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| | | | |

1.1.2.2. Activity: Math (Schoolwide) FAST Math

Activity Type: Professional Development

Activity Description: All instructional staff will participate in FAST Math professional development. This PD will focus on computer adaptive technology and specifically the FASTT Math program implementation. Ongoing PD support will be how to translate FAST Math results to differentiate classroom instruction to meet students' instructional needs. Staff will also be trained in teaching using

Everyday Math student grouping.

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: Poupard staff

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-----------------------------|----------------|----------------|---------------|
| Math (Schoolwide) FAST Math | General Funds | 300.00 | |

Goal 2: Reading (Schoolwide)

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Improve reading proficiency in students grades Kindergarten - 5th

Gap Statement: Based on review of the 2011-2012 MEAP results for grades 3 - 5, on average 63% of our students were proficient on the MEAP assessment.

Cause for Gap: The percentage of students in the mobility subgroup will increase from 57% proficient on the MEAP test in 2011-2012 to 65% proficient by the end of 2012-2013 school year.

The percentage of students in the economically disadvantaged subgroup will increase from 50% proficient on the reading portion of the MEAP test as done in 2011-2012 to 65% proficient on the reading portion of the MEAP test by the end of the 2012-2013 school year.

The percentage of all students will increase from 63% proficient on the reading portion of the MEAP test as done in 2011-2012 school year to 75% proficient on the reading portion of the MEAP test by the end of the 2012-2013 school year.

Multiple measures/sources of data you used to identify this gap in student achievement: The measures used to monitor the achievement gap is MEAP, NWEA, DRA, Fountas & Pinnell, Lexile Reading Levels, Diebels, Making Meaning and classroom assessments.

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? We will look at our NWEA scores to make sure that all students are making a years growth in a year. Our goal in grades K - 5 is to have students having grade level Fountas & Pinnell scores. We want economically disadvantaged students and students with high mobility to perform at the 50% percentile or better range in reading.

Contact Name: Penny Stocks

List of Objectives:

| Name | Objective |
|----------------------|---|
| Reading (Schoolwide) | All students will increase skills in the areas of reading comprehension and fluency. The percentage of students in the mobility cohort proficient on the MEAP will increase from 57% (2011-2012)school year, to 65% on the MEAP (2012-2013)school year. The percentage of economically disadvantaged student's proficient on the MEAP will increase from an average of 50% to 65%. The total percentage of students passing the MEAP reading assessment will increase from 63% to 75% in 2012-2013. |

2.1. Objective: Reading (Schoolwide)

Measurable Objective Statement to Support Goal: All students will increase skills in the areas of reading comprehension and fluency. The percentage of students in the mobility cohort proficient on the MEAP will increase from 57% (2011-2012)school year, to 65% on the MEAP (2012-2013)school year.

The percentage of economically disadvantaged student's proficient on the MEAP will increase from an average of 50% to 65%. The total percentage of students passing the MEAP reading assessment will increase from 63% to 75% in 2012-2013.

List of Strategies:

| Name | Strategy |
|---|---|
| Reading (Schoolwide) Additional Strategies | All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement the following additional learning opportunities: Earobics, Scholastic Reading Counts, Lunchtime Reading Enrichment, Lexia Program, Success Maker, Mentoring, Summer School, Before/After school tutoring, Family Literacy Nights. Students receive reading in flexible small groups for 45 minutes a day. Teachers and reading instructors utilize individual conferencing with students to define skill improvement. Below level learners receive FAST reading support including at home reading and homework assignments. Classroom newsletters and information is sent home regularly to parents recapping skills taught that week and suggestions of ways to practice reading skills at home. Individual computer programs such as Earobics, Starfall Reading, Let's Go Read, Island Adventure and Success Maker are used SMART board activities and file folder games are used to strengthen skills afterschool homework club is provided for students in grades 4 and 5 that are at-risk. Before school Tier 2 tutoring is also offered. |
| Reading (Schoolwide) Guided Reading | All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement guided reading in small leveled groups for forty five minutes a day. Staff will compliment differentiation with tiered interventions and additional learning opportunities. |

2.1.1. Strategy: Reading (Schoolwide) Additional Strategies

Strategy Statement: All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement the following additional learning opportunities:

Earobics, Scholastic Reading Counts, Lunchtime Reading Enrichment, Lexia Program, Success Maker, Mentoring, Summer School, Before/After school tutoring, Family Literacy Nights. Students receive reading in flexible small groups for 45 minutes a day. Teachers and reading instructors utilize individual conferencing with students to define skill improvement. Below level learners receive FAST reading support including at home reading and homework assignments. Classroom newsletters and information is sent home regularly to parents recapping skills taught that week and suggestions of ways to practice reading skills at home. Individual computer programs such as Earobics, Starfall Reading, Let's Go Read, Island Adventure and Success Maker are used SMART board activities and file folder games are used to strengthen skills afterschool homework club is provided for students in grades 4 and 5 that are at-risk. Before school Tier 2 tutoring is also offered.

Selected Target Areas

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?

FAST Reading System, Summary of Research on Achievement Outcomes (March 2006) by Jini, MA; Tombari, Martin; University of Denver. Evaluation of results in four different schools and how effective the FAST reading system was in accelerating the performance of struggling readers.

The Art of Teaching Reading (2001). Lucy Calkins, Addison-Wesley Education Publishers, Inc. Comprehensive guide for the importance and philosophy of the multiple components of reading instruction, including the use of independent reading time (DEAR) and small guided reading groups.

Growing Readers: Units of Study in the Primary Grades (2004). Kathy Collins

Reading With Meaning: Teaching Comprehension in the Primary Grades (2002). Debbie Miller. Stenhouse Publishers.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Reading (Schoolwide) Additional Activities | 2012-09-04 | 2013-06-13 | Penny Stocks, Susan Strouck, Reading Curriculum Specialist, Making Meaning Trainer, Readers Workshop Trainer |

2.1.1.1. Activity: Reading (Schoolwide) Additional Activities

Activity Type: Professional Development

Activity Description: All Poupard staff will participate in ongoing, job-embedded professional development through their PLCs to ensure implementation fidelity of Earobics, Reading Groups, Lexia, Fountas & Pinnell, Readers Workshop Success Maker, Readers Workshop, Making Meaning Scholastic Reading, mentoring, tutoring, and Family Literacy Nights interventions.

Summer retreat for all staff by Susan Strouck on reading and writing

Continued PLC's each week

Professional Development on the use of Making Meaning and Readers Workshop

Professional Development on Class A, a data collection program

Professional Development on Success Maker, Lexia and Readers Workshop

Professional Development regarding MEAP

Planned staff responsible for implementing activity: Penny Stocks, Susan Strouck, Reading Curriculum Specialist, Making Meaning Trainer, Readers Workshop Trainer

Actual staff responsible for implementing activity: All staff and Title I Aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|--------------------|----------------|---------------|
| Reading Professional Development and Parent Workshops | Title I Schoolwide | 1,500.00 | |

2.1.2. Strategy: Reading (Schoolwide) Guided Reading

Strategy Statement: All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement guided reading in small leveled groups for forty five minutes a day. Staff will compliment differentiation with tiered interventions and additional learning opportunities.

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.

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

FAST Reading System, Summary of Research on Achievement Outcomes (March 2006) by Jini, MA; Tombari, Martin; University of Denver. Evaluation of results in four different schools and how effective the FAST reading system was in accelerating the performance of struggling readers.

The Art of Teaching Reading (2001). Lucy Calkins, Addison-Wiley Education Publishers, Inc. Comprehensive guide for the importance and philosophy of the multiple components of reading instruction, including the use of independent reading time (DEAR) and small guided reading groups.

Growing Readers: Units of Study in the Primary Grades (2004). Kathy Collins

Reading With Meaning: Teaching Comprehension in the Primary Grades (2002). Debbie Miller. Stenhouse Publishers.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-------------------------------------|------------|------------|-------------------|
| Reading (Schoolwide) Guided Reading | 2012-09-04 | 2013-06-13 | Penny Stocks |
| Reading (Schoolwide) Guided Reading | 2012-09-04 | 2013-06-13 | Penny Stocks |

2.1.2.1. Activity: Reading (Schoolwide) Guided Reading

Activity Type: Professional Development

Activity Description: All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as its comprehensive school reform model. Staff will implement guided reading. All grade levels will break into small guided reading groups for forty-five uninterrupted minutes a day. Instructional planning is focused on ensuring student success. Instructional practice is designed around the needs, interest and aptitudes of the individual students.

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: Classroom teachers and Title I Aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

2.1.2.2. Activity: Reading (Schoolwide) Guided Reading

Activity Type: Professional Development

Activity Description: All staff will participate in ongoing, job-embedded Reading Reading Workshop, Professional Development.

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: staff and Title I aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

Goal 3: Science (Schoolwide)

Content Area: Science

Development Status: Complete

Student Goal Statement: All Poupard Elementary School students will improve science skills at each grade level. Students will receive 80% or better on classroom assessments, 70% or better on Science NWEA and 25% or better on the MEAP 2012-2013.

Kindergarten:

- Improve science proficiency by increasing the allotted time for science presentation
- Introduce and reinforce science vocabulary throughout the year
- Extend the water unit regarding the states of matter
- Implement differentiated instruction and activities

First Grade:

- Students will describe objects by their properties
- Students will describe the parts and functions of plants
- Students will state the basic life sustaining needs of plants

2nd Grade:

- Students will identify changes in motion (P.FM.03.42)
- Students will calculate the speed of an object (P.FM.03.43)
- Students will identify light and sound as forms of energy (P.EN.03.11)
- Students will understand that an object does not move due to opposing forces (P.FM.03.38)

3rd Grade:

- Students new to Poupard in 3rd grade will be taught the unit in Physics of Sound and Light as well as Forces and Motion in a before school tutoring program at the beginning of the school year
- Find more supplemental material to expand the plants portion of the Living Systems unit
- Students will calculate the speed of an object (P.FM.03.43) previously taught in 2nd grade
- Students will identify how variations in physical environment affects organisms (L.EV.04.22)
- Students will understand that all animals require air, water, a source of energy, and shelter in order to survive (L.OL.04.16)

4th Grade:

- Students will improve their understanding of concepts related to the solar system such as identifying characteristics of the sun, moon, and Earth; and understand that the orbit of the sun around the Earth defines a year
- Students will improve their understanding of electricity such as how temperature increases by adding energy, how electricity travels through a simple circuit (making circuit boards), and demonstrating magnetic effects in simple electric circuits
- Students will improve their understanding of concepts related to Earth materials such as recognizing and describing the different types of earth materials, recognizing that rocks are made up of minerals, and identifying Earth materials used for production
- 4th grade will do mini-units on water and forces and motion to help prepare students for the MEAP

5th Grade:

- Students will demonstrate contact and non-contact forces to change the motion of an object (P.FM.05.22)
- Students will describe the motion of an object in terms of a distance, time and direction as the object moves, and in relationship to other objects
- Students will demonstrate how waves transfer energy when they interact with matter

Gap Statement: Based on reviewing the results on the Science MEAP (2011-2012) for 5th grade, an average of 8% of students were proficient using the new cut scores. Our economically disadvantaged group scored at 3% and so did our mobility population.

Cause for Gap: Further profile review of MEAP results and locally developed assessments reveal that students new to the school (mobility) performed about 25% lower on the MEAP and local and district assessments than our other students. In the Grosse Pointe Science Curriculum we teach Forces of Motion and Physics of Sound and Light in 2nd grade, the state has written the GLCE's for Forces in Motion to be taught in 3rd grade. In the Grosse Pointe Curriculum we teach the water unit in 3rd grade and the state has written the GLCE's for water to be taught in 4th grade. Because of this, any new students to Poupard in 4th grade will not be taught the water unit, therefore won't have knowledge of it on the MEAP. Any student new to Poupard in the 3rd grade will miss the entire Forces of Motion and Physics of Sound and Light units. This will also affect their score on the MEAP. We also discovered that there were many questions on the MEAP on plants that were to be taught in 3rd grade but the unit taught in 3rd isn't as extensive as it was a few years ago.

Multiple measures/sources of data you used to identify this gap in student achievement: Poupard instructional staff monitor MEAP Science, NWEA in grades 2 - 5 and classroom assessments.

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? Criteria for success is that students will pass classroom assessments with at least 80% proficiency. Students will also increase their MEAP scores in Science to 25% passing or better. We expect students taking the NWEA in grades 2 - 5 to receive a score of 70% or better. The measures used will be classroom assessments, NWEA and the MEAP.

Contact Name: Penny Stocks

List of Objectives:

| Name | Objective |
|----------------------|--|
| Science (Schoolwide) | All students will increase skills in the areas of scientific process and physical science. The percentage of students in the mobility subgroup will increase from 3% proficient on the MEAP Science in 2011-12 to 25% proficient by the end of the 2012-13 school year. The percentage of students in the economically disadvantaged subgroup will increase from 3% proficient on the MEAP Science in 2011-12 to 25% proficient by the end of the 2012-13 school year. The percent of all student proficient on the MEAP Science will increase from 8% in the 2011-12 school year to 25% proficient by the end of the 2012-13 school year. |

3.1. Objective: Science (Schoolwide)

Measurable Objective Statement to Support Goal: All students will increase skills in the areas of scientific process and physical science.

The percentage of students in the mobility subgroup will increase from 3% proficient on the MEAP Science in 2011-12 to 25% proficient by the end of the 2012-13 school year.

The percentage of students in the economically disadvantaged subgroup will increase from 3% proficient on the MEAP Science in 2011-12 to 25% proficient by the end of the 2012-13 school year.

The percent of all student proficient on the MEAP Science will increase from 8% in the 2011-12 school year to 25% proficient by the end of the 2012-13 school year.

List of Strategies:

| Name | Strategy |
|---------|--|
| Science | We will monitor MEAP, NWEA, FOSS Science Assessments and common grade-level assessments. 4th grade students will review the released MEAP Science items in the spring. Students in all grades will practice science related math, graphs and how to read science material. Science lunch-time enrichment classes will be offered to students having difficulty in science. All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as its comprehensive school reform model. Teachers will use daily science reading and writing activities in all grades, inferring and predicting in science, daily vocabulary building in science, science writing journals for metacognition and differentiated help for those students having difficulty in science. New students attending Poupard Elementary School in the 3rd grade will be taught a unit on Forces in |

Motion and Physics of Light and Sound in a morning tutoring class at the beginning of the school year. The new students in 4th grade will be taught a class on the water cycle in a morning tutoring class at the beginning of the school year. With the help of the district curriculum leader in science, we need to develop the review units for new students in water, Forces and Motion, and Physics of Light and Sound.

3.1.1. Strategy: Science

Strategy Statement: We will monitor MEAP, NWEA, FOSS Science Assessments and common grade-level assessments. 4th grade students will review the released MEAP Science items in the spring. Students in all grades will practice science related math, graphs and how to read science material. Science lunch-time enrichment classes will be offered to students having difficulty in science. All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as its comprehensive school reform model. Teachers will use daily science reading and writing activities in all grades, inferring and predicting in science, daily vocabulary building in science, science writing journals for metacognition and differentiated help for those students having difficulty in science. New students attending Poupard Elementary School in the 3rd grade will be taught a unit on Forces in Motion and Physics of Light and Sound in a morning tutoring class at the beginning of the school year. The new students in 4th grade will be taught a class on the water cycle in a morning tutoring class at the beginning of the school year. With the help of the district curriculum leader in science, we need to develop the review units for new students in water, Forces and Motion, and Physics of Light and Sound.

Selected Target Areas

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.

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

Differentiated Instruction and Tiered Intervention for Best Practices

Foss Science serves as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.

We have made book purchases of non-fiction science books last year and this year to supplement science units. The books are also to be used in guided leveled reading groups.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|----------------------|------------|------------|--|
| Science (Schoolwide) | 2012-09-04 | 2013-06-13 | Science coordinator, classroom teachers and school principal |

3.1.1.1. Activity: Science (Schoolwide)

Activity Type: Professional Development

Activity Description: All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as its comprehensive school reform model. The staff, through PLC's will work collaboratively through ongoing, job-embedded professional development and learn how to incorporate science literacy strategies in teaching the science curriculum. Teachers will use Scholastic News, Time for Kids, reading graphs and charts, science journaling, daily science reading, the new supplemental science reading books and writing activities to enhance students learning and success. Teachers will use the SMART Board and hands on experiments to help with learning. Tutoring for students having difficulty in science will take place during lunchtime enrichment to work on the practice MEAP in 4th and 5th grades.

Planned staff responsible for implementing activity: Science coordinator, classroom teachers and school principal

Actual staff responsible for implementing activity: Classroom teachers and Title I Aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|--------------------|----------------|---------------|
| Reading Professional Development and Parent Workshops | Title I Schoolwide | 1,500.00 | |

Goal 4: Social Studies (Schoolwide)

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All Poupard Elementary School students will improve Social Studies skills at each grade level

Gap Statement: Based on review of the 2011-2012 MEAP results for grade 6 children attending Parcels this year, on average 46% of our students were proficient on the Social Studies MEAP assessment.

Cause for Gap: Economically disadvantaged students performed 35% lower on the MEAP assessment. An item analysis of MEAP shows that students missed the most questions where the students were asked to answer written response questions.

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

instructional staff used MEAP Social Studies and locally development assessment, authentic assessments and chapter tests to identify gaps in student achievement.

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? Criteria for success will be that all students are performing at a satisfactory level for a given card marking.

Contact Name: Penny Stocks

List of Objectives:

| Name | Objective |
|-----------------------------|---|
| Social Studies (Schoolwide) | All students will increase skills in the areas of Social Studies The percentage of students in the economically disadvantaged subgroup will increase from 35% proficient on the MEAP Social Studies in 2011-12 to 45% proficient by the end of the 2012-13 school year. The percent of all student proficient on the MEAP Social Studies will increase from 46% in the 2011-12 school year to 55% proficient by the end of the 2012-13 school year. |

4.1. Objective: Social Studies (Schoolwide)

Measurable Objective Statement to Support Goal: All students will increase skills in the areas of Social Studies

The percentage of students in the economically disadvantaged subgroup will increase from 35% proficient on the MEAP Social Studies in 2011-12 to 45% proficient by the end of the 2012-13 school year.

The percent of all student proficient on the MEAP Social Studies will increase from 46% in the 2011-12 school year to 55% proficient by the end of the 2012-13 school year.

List of Strategies:

| Name | Strategy |
|-----------------------------|---|
| Social Studies (Schoolwide) | We will monitor MEAP, Social Studies Assessments and common grade-level assessments. 5th grade students will review the released MEAP Social Studies items in the spring. Students in all grades will practice Social Studies related reading texts, graphs and how to read text for information and how to take notes. Social Studies lunch-time enrichment classess will be offered to students having difficulty in Social Studies. All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as it's comprehensive school reform model. Daily Social Studies reading and writing activities in all grades with inferring and predicting will take place. Social Studies daily vocabulary building and writing in Social Studies journals for metacognition will also be introduced. We will send a Social Studies review packet for students to do in the summer. |

4.1.1. Strategy: Social Studies (Schoolwide)

Strategy Statement: We will monitor MEAP, Social Studies Assessments and common grade-level assessments. 5th grade students will review the released MEAP Social Studies items in the spring. Students in all grades will practice Social Studies related reading texts, graphs and how to read text for information and how to take notes. Social Studies lunch-time enrichment classes will be offered to students having difficulty in Social Studies. All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as it's comprehensive school reform model. Daily Social Studies reading and writing activities in all grades with inferring and predicting will take place. Social Studies daily vocabulary building and writing in Social Studies journals for metacognition will also be introduced. We will send a Social Studies review packet for students to do in the summer.

Selected Target Areas

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

Reading With Meaning: Teaching Comprehension in the Primary Grades (2002). Debbie Miller. Stenhouse Publishers.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------------------|------------|------------|-------------------|
| Social Studies (Schoolwide) | 2012-09-04 | 2013-06-13 | Penny Stocks |

4.1.1.1. Activity: Social Studies (Schoolwide)

Activity Type: Professional Development

Activity Description: All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as its comprehensive school reform model. Staff will implement guided reading practice and Reader's Workshop. Both strategies will incorporate Social Studies content. Staff through PLC's will work collaboratively through ongoing, job-embedded professional development and learn how to incorporate social studies literacy strategies in reading and writing groups. Teacher's will work with students on note taking and finding important information in the text they are reading. Teachers will also make sure that students have the background knowledge they need to be successful in the information they are learning.

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: Teachers and Title I Aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-------------------------------------|--------------------|----------------|---------------|
| Social Studies Lunchtime Enrichment | Title I Schoolwide | 500.00 | |

Goal 5: Writing (Schoolwide)

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will increase proficiency in grade level writing objectives.

Gap Statement: Based on review of 2010-2011 MEAP results in writing for Grade 4, an average of 57% of our students were proficient. With 57% of our student's proficient, our school falls below the Elementary AYP target of 69% passing in the 2010-2011 school year.

Cause for Gap: Further profile review of MEAP results and locally developed Grosse Pointe Writing Assessment, reveals that students new to the school (mobility) performed about 15% points lower on the MEAP and local assessments than the other students in the school. Further profile review of the MEAP results and Grosse Pointe Writing Assessment, reveals that students that are economically disadvantaged preformed 12% lower than our other students. Upon further analysis of students' writing data shows that students need additional targeted instruction in narrative and expository writing.

Multiple measures/sources of data you used to identify this gap in student achievement: We will monitor MEAP, Grosse Pointe Writing Assessments, classroom curricular assessments and daily writing activities such as journals and response journals.

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? Criteria for success will be that all students are performing at a satisfactory level for a given quarter and/or daily assignments. All students will be proficient on the MEAP Writing and Grosse Pointe Writing test. Students will pass classroom writing assessments with at least 75% proficiency.

Contact Name: Penny Stocks

List of Objectives:

| Name | Objective |
|----------------------|---|
| Writing (Schoolwide) | All students will increase skills in the area of narrative and expository writing. The percentage of students in the mobility cohort proficient on the MEAP will increase from 41% (2011-2012) to 55% by the end of the 2012-2013 school years. The percentage of economically disadvantaged student's proficient on the MEAP will increase from 55% (2011-2012) to 65% by the end of the |

2011-2012 school year. The percentage of all students proficient on the MEAP Writing Assessment will increase from 55% to 65% in 2012-2013.

5.1. Objective: Writing (Schoolwide)

Measurable Objective Statement to Support Goal: All students will increase skills in the area of narrative and expository writing. The percentage of students in the mobility cohort proficient on the MEAP will increase from 41% (2011-2012) to 55% by the end of the 2012-2013 school years. The percentage of economically disadvantaged student's proficient on the MEAP will increase from 55% (2011-2012) to 65% by the end of the 2011-2012 school year. The percentage of all students proficient on the MEAP Writing Assessment will increase from 55% to 65% in 2012-2013.

List of Strategies:

| Name | Strategy |
|--|---|
| Writing (Schoolwide) Additional Strategies | All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement the following additional learning opportunities: Daily Writing in all classrooms Family Literacy Nights Four Square writing Daily Oral Language Writer's Workshop Daily Journals Write Well Program Individual conference and goal setting |
| Writing (Schoolwide) Writer's Workshop | All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Specifically, staff will implement Writer's Workshop. |

5.1.1. Strategy: Writing (Schoolwide) Additional Strategies

Strategy Statement: All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Staff will implement the following additional learning opportunities:

- Daily Writing in all classrooms
- Family Literacy Nights
- Four Square writing
- Daily Oral Language
- Writer's Workshop
- Daily Journals
- Write Well Program
- Individual conference and goal setting

Selected Target Areas

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

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

Differentiated Instruction and Tiered Intervention

The Art of Teaching Writing By Lucy McCormick Calkins - Heinemann (1994) - Hardback - 550 pages - ISBN 0435088173,

6+1 Traits of Writing: The Complete Guide for the Primary Grades, by Ruth Cullum, (2005) Scholastic, Inc.

6 + 1 Traits of Writing: The Complete Guide (Grades 3 and Up) by Ruth Cullum, (2003) Northwest Regional Educational Laboratory

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|-------------------|
| Writing (Schoolwide) Additional Activities | 2012-09-04 | 2013-06-13 | Penny Stocks |

5.1.1.1. Activity: Writing (Schoolwide) Additional Activities

Activity Type: Professional Development

Activity Description: All instructional staff will participate in ongoing, job-embedded professional development through PLCs. Focus on Traits Writing, Family Literacy Night, writing interventions, Daily Oral Language, writing assessments and rubrics. Teachers will look at writing data collected and give practice Grosse Pointe writing tests twice a year. Teachers will then meet together by grade level to correct tests using the Grosse Pointe rubric and look at the writing data. Teachers will all do more writing across the curriculum. Teachers will model writing lessons in all grade levels and do read alouds to demonstrate the 6+1 Writing Traits. Staff meets weekly in PLC groups to continue to look at data and best teaching practices. Staff will meet in August for professional development on writing. Staff will also use the computer Write Well program.

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: Teachers and Title I Aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-------------------------------------|--------------------|----------------|---------------|
| Professional Development in Writing | Title I Schoolwide | 1,200.00 | |

5.1.2. Strategy: Writing (Schoolwide) Writer's Workshop

Strategy Statement: All Poupard Elementary instructional staff will implement Differentiated Instruction with tiered intervention as its comprehensive school reform model. Specifically, staff will implement Writer's Workshop.

Selected Target Areas

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

Best Practices of Award-Winning Elementary Schools by Vincent Ferradino

Ruth Culham, 6+1 Traits Writing

Lucy Calkins

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|-------------------|
| Writing (Schoolwide) Writer's Workshop | 2012-09-04 | 2013-06-13 | Penny Stocks |

5.1.2.1. Activity: Writing (Schoolwide) Writer's Workshop

Activity Type: Professional Development

Activity Description: All Poupard instructional staff will participate in ongoing, job-embedded professional development on Writer's Workshop through professional learning communities (PLCs).

Planned staff responsible for implementing activity: Penny Stocks

Actual staff responsible for implementing activity: staff and Title I aides

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-13

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/13/2013

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
|----------|----------------|----------------|---------------|

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-----------------------|-----------------------|----------------------|
| Title I Schoolwide | \$5,000.00 | \$300.00 |
| General Funds | \$300.00 | \$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 a Schoolwide Reform Model, 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?

Poupard Elementary School Community reviews multiple types of data throughout the school year. All stakeholder groups participate in data review.

DATA REVIEWED:

MEAP Writing in the 4th grade

Grosse Pointe Writing Test in all grades

Classroom curricular assessments

Daily writing activities such as journals and response journals

Tier 2 pre and post tests

Common Core Curriculum

Reading

MEAP Test in grades 3-5

NWEA Test in grade K-5

Fountas Reading Levels

Lexile Levels

Classroom Curricular Assessments

Classroom Authentic Assessments

FAST Reading

Scholastic Reading Counts

Tier 2 pre and post tests

Making Meaning

Success Maker

Lexia Reading

Math

Trimester NWEA Scores

FAST Math results

MEAP Math in grades 3-5

On-going classroom assessments

Weekly timed mastery test

Tier 2 pre and post tests

Science

MEAP Test in Grade 5

Classroom Curricular Assessments

Classroom Authentic Assessments

Classroom Experiments

Science before school tutoring

Social Studies

Classroom assessments

Classroom projects

MEAP Test in Grade 6

How are Student Achievement data reviewed?

Parents/Guardians

-The school data is reviewed each year at our Back to School Night parent meeting. At that time we review our PA 25 report and talk about our Title I programming.

-Each month at PTO meetings, we review any testing that is taking place and/or any test scores we have received back.

Staff

-We review our data each week during our Professional Learning Community (PLC) meetings. We look at our data in all subject areas first by the entire school and then individual grade levels. We break into small groups to disaggregate data and look at best practices to improve what we are doing in the classroom.

-We look at our NWEA testing results in reading and math three times a year. The teachers look at their own classroom data and individual student data immediately after the test is completed. The entire school data is compiled and the staff then uses this data outcome to guide our PLC meetings. Goals are set for each student.

-Grosse Pointe Writing Test is given once a year. When the results are returned, we look at the data by individual student, classroom, grade level and school.

Students-

-The classroom teachers share the test data with students on an individual basis, when appropriate. We also share with them how the entire school did on our MEAP testing and how Poupard is progressing on our test scores as well as our Positive Behavior Support (PBS) goals.

-When students are taking the NWEA computer test, the students are aware of what they scored on their last test and meet with their teacher to discuss goals.

Community

-Our data is provided to the community in our local and city newspaper

-We offer our monthly newsletter to community members on line and copies are made available for pick up at school

-Community members are welcome to come to any school meetings. We have involved community members in our Strategic Planning Process committee

-We post our Ed Yes results on our information board in front of the school

-Our Board of Education talks about our school improvement plan and test results at different board meetings throughout the year

What Process data are reviewed? How was Process data reviewed?

Poupard Elementary School staff members engage in on-going program and process data review. Instructional staff meet weekly in dedicated professional learning community time to review student achievement and various program/process data. Poupard staff also conducts program/process data analysis within building literacy and math teams, as well as district-level instructional sessions. Feedback from the weekly PLC and monthly literacy and math team meetings are reviewed by the school improvement leadership team. Summary data are compiled at both the building and district level. As a result of this more formative approach to data collection and analysis, amendments to the school's improvement plan and student educational plans (classroom level) are also ongoing.

Program and process data that are continuously reviewed through weekly PLCs and monthly literacy and math teams meetings include:

- Student progress*
- Lesson plans*
- Curriculum development and alignment*
- Grading policies and procedures (consistent with district)*
- Attendance*
- Discipline*
- Behavior*
- Common Core Curriculum*
- PBS activities*
- Readers Workshop*
- Common Assessments*
- Curriculum Mapping*
- Appropriate data will be entered into MDE provided worksheets as part of the online School --Data Profile/Analysis (SDP/A) tool, reviewed and analyzed so staff can provide question narratives.*

Poupard has a parent committee that meets bi-monthly with the principal. Not only are student achievement data reviewed, other program/process data are reviewed. Poupard hosts the required Title I Targeted Assistance Parent Involvement meetings. The school's parent committee also discusses data and feedback from these sessions. Data reviewed by this parent committee include:

- Parent Participation (conferences, parent-teacher organization, volunteers)*
- School Process Rubrics*
- Common COre Curriculum*

As required for state accreditation, Poupard completes the Education YES School Process Rubrics. Annually, the Poupard improvement leadership reviews the rubric ratings and evidence, discuss changes based on the year's instructional programs and adjust the ratings and evidence as needed. The revisions are reviewed by all staff and the leadership makes the final changes and updates the online tool and submits to central office staff, who transmit the report to MDE.

What Demographic Data are reviewed? How was demographic Data reviewed?

Poupard Elementary School staff members engage in on-going program and process data review. Most data are disaggregated by classic subgroups, including race, ethnicity, economical disadvantaged, limited English proficient, mobility and students with disabilities. Instructional staff meet weekly in dedicated professional learning community time to review student achievement and various disaggregated program/process data. Feedback from the weekly PLC and monthly literacy and math team meetings are reviewed by the school improvement leadership team. Summary data are compiled at both the building and

district level. As a result of this more formative approach to data collection and analysis, amendments to the school's improvement plan and student educational plans (classroom level) are also ongoing.

What perception data are reviewed? How was perception data reviewed?

Grosse Pointe Public Schools gives a district-wide survey to parents and district staff members annually. The surveys parallel each other in content and generally focus on specific educational issues on which the district seeks input and feedback. The district provides results to each building. We also send out a school survey each year. The building receive aggregate (district) and disaggregated (building) data. For the most recent survey, given in Spring 2011, Grosse Pointe's survey focused on specials and elective courses offerings.

Poupard staff survey students in grades 3-5 every spring on a variety instruction, program and school process items. The most recent survey was administered in Spring 2012. Generally, students respond using a scale of happy, neutral, or sad for each question.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

Student Achievement Data Results/Conclusions:

Math

-3rd Grade: scores are in the 40th percentile. Our economically disadvantaged population scored in the 21st percentile. We discovered that our mobility population impacts overall proficiency at 56%.

-4th Grade: scores are the 56th percentile for entire group. Our ED group scored at 45%

-5th Grade: scores are in the 4nd percentile. We see that the economically disadvantaged (also are transient group) are in the 32nd percentile while non- economically disadvantaged score in the high 53rd percentile.

Reading

-3rd Grade: reading scores 53rd percentile. The non-economically disadvantaged students score in the high 72 percentile while the disadvantaged students fall in the mid 36 percentile range. Data shows that these at-risk students entered the school with fewer reading readiness skills. For this subgroup, most students have made a year's growth in a year but still are not at grade level.

-4th Grade: scores are in the 68th percentile range for the grade level. Our economically disadvantaged students (with high mobility rate) scored in the 58 percentile and non-economically disadvantaged scored in the high 83rd percentile. Also many of these students also had no prior school experience before kindergarten; it was a day care experience.

-5th Grade: scores are in the 67th percentile for the grade level. The economically disadvantaged students' scored in the 57th percentile range and the economically advantaged in the 78th percentile range. As in 4th grade, mobility and preschool exposures impact academic performance in this subgroup.

Writing

Our MEAP writing scores have gone up in the past couple of years. Our 4th grade MEAP scores are 56% with all students in all subgroups scoring the same. Multiple measures indicate our writing strategies are working, but we still have work to do. Our writing gap is based on students that are generally at-risk and/or economically disadvantaged as well as students just entering the school and students with high mobility rates. Based on data from the teachers review of the Grosse Pointe Writing Assessments and daily

classroom assignments, Poupard's writing gap is based on students that are generally at-risk and/or economically disadvantaged as well as new students entering our school.

Social Studies

6th Grade MEAP scores have been in the 45th percentile. The students having greater mobility were 10 percentage points lower than students attending the school for 3 years or more. The economically disadvantaged students were 20 percentile points lower than the non-economically disadvantaged students. In digging deeper we found a number of correlations. We found that some students lacked the prior knowledge they needed to be successful. We also found that some students had difficulty reading text where they had to pick out the most important information and take good notes. Students with lower reading scores generally scored lower on the Social Studies tests. These students scored better when the tests were read to them orally.

Science

-5th Grade: science scores on the 5th grade MEAP have been in the 8th percentile range. The economically disadvantaged scores have been dramatically lower than the economically advantaged students' scores. In digging deeper we discovered a correlation between performing on the Science MEAP and doing poorly on reading tests. Upon looking at the Science MEAP released items, we discovered that the test contained a significant amount of reading. When we asked the students the released questions orally they performed much better.

Process Data Results/Conclusions:

Poupard is a kindergarten K-5 building. Our average enrollment for the 2011-12 school year was 48 students. Enrollment trends have remained stable over the past five years. Our African-American subgroup has increased more than five percent over the past five years (48% to 66%). Students identified as economically disadvantaged have also increase more than five percent over the past three years (21% of the student population in 05-06 to 66% in 11-12). Student attendance also remains stable. Average annual attendance hovers around 95-96 percent. Over the past three years, Poupard retained two students, less than 10 students total (all grades) receive in-school suspensions, and seven students receive out-of-school suspension. There are no student expulsions.

Poupard enjoys great support from parents. During the last two years 2010-2011 and 2011-12, 96% to 99% parents participated in parent-teacher conferences. Staff monitors parent attendance at 20PTO and Title I meetings and parent trainings.

Poupard Elementary School meets Adequate Yearly Progress targets annually (not identified for improvement) and has maintained a report card grade of A for the past three years.

In reviewing and analyzing the School Process Rubrics (40), staff rated the school as "exemplary" in all strands, standards and benchmarks, except:

Perception Data

Data from last spring's parent online survey focused on elective course offerings and student support. The district response rate was 11 percent, four percent of Poupard parents participated in this survey. Findings include:

- 80% of parents responded that they strongly agree/agree with the current electives offerings*
- 52% percent strongly agree/agree that additional electives course/subjects should be offered*
- Parents value these electives: library, physical education and technology classes*
- 70% (parents) agreed that academic support should take place outside the classroom*
- 34% responded that their child was receiving some type of support services*

-22% indicated "no change with support or current scheduling practices"

The district's staff survey from Spring 2010- Findings include:

-72% of staff responded that they strongly agree/agree that supplemental academic support is necessary versus removing student from academic instruction time

-59% felt students should not be pulled from core academic instruction in the classroom

-On average, more than 90% of staff felt that the school/district should offer fine arts (music and art), library skills, and physical education in elementary school and that current amount of offerings and allocated "time was about right."

**Summary of the student survey results:*

Generally, Poupard students in grades 3-5 are very positive about their educational experiences, the courses offerings, and staff (teachers and principal). Students feel safe at school and believe the school is a happy, positive place to be. 98% percent of students are happy/neutral with teachers and 87% happy/neutral with principal. 97% percent are happy/neutral about learning a lot at school, 92% feel positive about academic areas.

Demographic Data results/conclusions:

The data analyzed show an increase in Poupard student population identified as "black" and "economically disadvantaged." Through the PLC, literacy and math committees, staff has begun ongoing cultural and diversity awareness professional development.

Mobility data shows that in 2011-2-12 we had 156 students in 3rd-5th grade. Although some influx of students, data reveals that the majority of mobility students leaving were Caucasian. Out of those 156 students, 77 students were new to Poupard School; that is 48% of the students taking the MEAP test.

Schoolwide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

All Poupard Elementary instructional staff will implement differentiated instruction with tiered intervention as its comprehensive school reform model. Staff defines differentiated instruction as, "an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum." (National Center for Accessible Instructional Materials, 2011). Additionally, instructional staff will be more empowered to develop individual intervention plans through continued implementation of tiered interventions. Tiered interventions encompasses three tiers--universal strategies for all children; interventions individualized to the needs of at-risk learners; intensive interventions for students with chronic academic or behavioral needs. (Intervention Central, 2011).

The Grosse Pointe curriculum is aligned with the Michigan Curriculum Framework which includes Grade

Level Content Expectations in all subjects. Staff is now also using Common Core Curriculum. Teachers are continually assessing student progress in an effort to see which students are meeting these expectations. Assessments include on-going Fountas & Pinnell, Grosse Pointe Writing, MEAP, and NWEA.

Those who are not meeting state standards are targeted by subject area. In English Language Arts, students are placed in small guided reading groups with students having similar academic needs. In the early elementary classrooms, a Title I Math teacher will either push into the classroom or pull students out to help with math instruction. Small groups are formed to help targeted students read and understand science and social studies curriculum.

In the upper elementary classrooms, students are grouped by ability for the subject areas of math, science and social studies. This allows instruction to be adjusted to reach students who are not meeting state standards. A Title I teacher will push into the math classrooms to work with students who are not performing at grade level.

If a student's achievement has not improved as a result of differentiation strategies, the teacher submits student detail to the S-3 team (Strategies for Student Success) for further evaluations. At that time we assign Tier 2 help if the student needs that support.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

Each stakeholder is involved in planning, designing, monitoring and evaluating our schoolwide reform. Our stakeholders consist of staff members, parents, and to an extent students. Results from the Michigan Educational Assessment Program (MEAP), Northwest Educational Assessment (NWEA), Grosse Pointe Writing Assessment and on-going classroom assessments are evaluated by the stakeholders to determine the structure of our School wide Reform Model. Teachers then skillfully align their instruction to meet these goals. Teachers share with parents these scores, goals and strategies that can be used to help their child reach their goal.

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.

Review Process and frequency/schedule:

1. The district provides four professional development days during the year. They provide training for the teachers based on district outcomes. We have weekly PLC's in our own building. We have had ongoing staff development training. Professional development includes staff training in Readers Workshop. This training will allow teachers to use the Readers Workshop model successfully. New teachers as well as teachers changing grade levels are trained in Everyday Math each year. We also have a district wide mentor program that takes place all year.

NWEA is given to students 3 times a year. It looks at the students' progress in math, reading, language arts, and science. It measures the growth of the students and which GLCE's still need to be mastered. This report is part of the information used to map out individual students educational goals.

2. Our entire staff uses the Lucy Calkins Units of Study to guide and access writing instruction on a daily basis, using authentic assessments. Writing tests are also given throughout the year.

3. Our grade level literacy teams meet on a weekly basis to set student reading goals.
4. Our data team meets 3 times a year to make sure that our data is driving our curriculum.
5. Our Scholastic Reading Program tests students in reading to find their lexile level so that students are reading books at their own reading level.
6. Title 1 students use the FASTT Math program to practice their number facts and track their performance.
7. MEAP is taken each year in 3rd, 4th, and 5th grades. We look closely at all information given, demographics, economically disadvantaged, minority, gender etc.
8. Students needing more reading assistance are in the Lexia Reading program.

Assurance of Alignment:

1. The entire staff meets on a weekly basis in our PLC groups to look at all of our dates and make sure that our curriculum and teaching is in alignment.
2. Grade literacy teams meet weekly to set the goals and prepare the work for each student.
3. Student assistance teams meet on a monthly basis to talk about individual students educational plans for those students that are different from other students.
4. We use the goal setting information that the DesCartes portion of the NWEA test provides for each student.
5. FASTT Math results let the teacher know what facts and instruction the students have mastered.
6. We use MEAP data to show areas of instruction that are weak as well as strong.
7. From all of the data collected PLC teams write grade level SMART goals and make sure that our instruction covers those goals. We use staff development opportunities in areas that our data tells us we need it. We also meet to make sure we are following through on our School Improvement class and that students are making progress.

Impact on School Improvement:

Our data is used to evaluate what we are teaching and what are our areas of strengths and weakness. We revise what we are doing and make necessary adjustments when necessary in response to data indicators. Our PLC Meetings have afforded us the time to constantly monitor our data on a regular and ongoing basis. Teachers have found it valuable to see all that is covered in other grade levels and have adjusted some of their teaching to make sure we are using common language throughout the curriculum.

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 forms curriculum committees to evaluate curriculum that will be used in the district. On that committee are teachers from each school, administrators and parents. The Poupard staff meets weekly in PLC groups to look at best practice for instruction and assessments. We also put this information in our School Improvement Plan. All members of the staff are included in this process. Staff looks at individual class data and instruction as well as whole school data.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

Instructional Paraprofessionals:

The following table summarizes how long Poupard Instructional Paraprofessionals have been working and the number of years paraprofessionals have been assigned to Poupard.

N=6 FTE

How long paraprofessionals have been working

0-3 years: 0

4-8 years: 6 FTE

9-15 years: 0

>15 years: 0

How long paraprofessionals have been assigned to Poupard

0-3 years: 1.5 FTE

4-8 years: 4.5 FTE

9-15 years: 0

>15 years: 0

Teachers:

100% of Poupard staff is deemed highly qualified and all staff meets state certification requirements. No staff is currently teaching through an emergency certification.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

Experience:

The following table summarizes how long Poupard teachers have been teaching:

N=21

teaching 0-3 years: 4

teaching 4-8 years: 6

teaching 9-15 years: 7

teaching > 15 years: 12

How long teachers have been assigned to Poupard

teaching 0-3 years: 8

teaching 4-8 years: 12

teaching 9-15 years: 6

teaching > 15 years: 3

The following table summarizes how long Poupard Instructional Paraprofessionals have been working:

N=6.0 FTE

0-3 years: 0

4-8 years: 0

9-15 years: 4

> 15 years: 0

How long paraprofessionals have been assigned to Poupard:

0-3 years: # 4-8 years: 4.5 FTE

9-15 years: 0

> 15 years: 0

Staff turnover is not an issue at Poupard Elementary school. As the above table shows, 72% of staff members have been at Poupard for four years or more, with 52% of instructional staff placed at Poupard for nine years or more. The current principal is in her ninth year at Poupard. All teachers must meet the definition of Highly Qualified. Grosse Pointe schools only hire certified instructional staff.

Paraprofessionals must also meet the definition of Highly Qualified. All instructional paraprofessionals have a minimum of a two year Associates degree. They have been trained, have knowledge and ability to instruct reading, writing and math with the supervision of a certified teacher. All Title I paraprofessionals are trained in guided reading techniques.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

To attract and maintain high-quality, highly qualified teachers, Grosse Pointe Public Schools offers its employees a salary and benefit package that is competitive within Southeast Michigan. In conjunction with an extension of employment opportunities, to attract and retain teachers, Grosse Pointe provides additional ongoing, job-embedded professional development.

Poupard support staff is instrumental in assisting new staff. Each grade level team embraces new staff members and provides informal guidance and support. The speech pathologist and social worker regularly collaborate with new staff members. When appropriate for staff new to teaching, the district assigns a new teacher mentor.

Grosse Pointe Public Schools, through central and building administration provides support in the form of Individual Development Plans (IDP's) as required by the district. The plan provides an opportunity for the teacher and administrator to collaboratively plan that teacher's goals for the school year. This process helps the teacher focus on areas of improvement and provides them directions for professional growth in new areas.

3. Describe the rate of teacher turnover for the school.

As noted above, historically teacher turnover rates have not been a concern at Poupard Elementary School. Poupard had a ten percent teacher turnover rate in the 2011-12 school years. All of this fluctuation can be attributed to the district-wide displacement process. Displacement was the result of reduction in staff due to monetary cut backs. Although there was a six percent turnover rate for one year, Poupard maintained a high level of experience in our key teaching and learning personnel. Seventy-five percent of Poupard staff had tenure status, while seventy percent were at probationary status. seventy percent of probationary staff was affected by the displacement process.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not Applicable.

High-Quality and Ongoing Professional 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, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

*School Wide component #6
118(b) School Parental Involvement Policy Development*

At Poupard Elementary teachers and staff are committed to providing a quality educational program that will challenge all children to reach their potential. We believe when school and parents work together, children succeed in school and throughout life. Neither home nor school can do the job alone.

To ensure that basic skills and knowledge are taught, we hold educators accountable for effective teaching, hold students accountable for learning, and encourage parental involvement in their children's education. We will continually assess student growth in order to provide timely interventions and evaluate our instruction. Additionally, Poupard teachers, staff, and parents work collaboratively in the development, evaluation, and refinement of our Title I program.

Parents are central contributors to their students' education and achievement. Poupard supports and enhances the parenting role with programs through the incorporation of parent volunteers and tutors.

We have created a Parent-Teacher Title I Group to work as a coalition in education. Through this group, we are looking into ways to improve our communication, education, and partnership at Poupard. We have met three times this year as entire group, but multiple times in smaller groups.

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

Design

1. At our Back to School Night before parents meet with teachers, we introduce and explain our Title I program. A School-Parent-Student Compact is explained and our Parent Involvement Policy is introduced with a design and beginning plans are made.

2. *Our next meetings are planned with a clearer design and direction is taken by our Parent Teacher Steering Group.*

3. *The past year's survey is analyzed and the steering group begins to focus and brainstorm on the direction we want Poupard to go. This year, it was decided a big goal was how to help our parents with an understanding of the NWEA testing that occurs 3 times a year. Parents wanted to have a clearer understanding of what it is and how they could help at home.*

4. *Another goal was to work on writing training for school and home. Parents wanted more information and training on how to assist their student.*

5. *Our goal of having a Head Start program was granted this year and will start September 2012.*

6. *Parents wanted a way to get more information about all of our school activities. This year we wrote an information book and next year we will have a parent present this information to new families.*

2b. Implementation

Implementation

1. *The steering group has met in September, October, January, February and March so far to work on Title I goals. Because of their work, teachers are now giving out more data and easy to read graph results on students after NWEA test is given. Parent workshops on how to read, understand the results of the test, as well as, what the parents can do at home have been developed and stated.*

2. *Teachers are now analyzing writing samples from their students and are in the process of developing workshops for parents to inform them on the writing expectations in each grade level including writing samples and rubrics to show expectations. The long range goal is to put this material onto the Poupard website.*

3. *The parents from our Steering group are enlisting other parents to volunteer in the classroom to help with writer's workshop.*

4. *At the Town Meetings, we are now sharing more writing samples from our students. This idea came directly from one of our Steering Meetings.*

5. *We are in the process of compiling student writing to make books. These books will be shared in doctor's offices, senior citizen homes, and children's hospitals.*

6. *Throughout the year, meetings have occurred with Head Start and after much work; it looks like we will be housing Head Start next year, in September of 2012.*

2c. Evaluation

Evaluation

1. *Each year, a survey for parents and students are given, our Steering group goes over this information to gain more insight into what is important to our Poupard community. We have already started evaluating and making plans for next year.*

2. *The group already decided changes that are needed for next year in our writing workshops for parents. The steering committee has also started making similar plan in workshops for math.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Providing timely information on programs, curriculum, and assessment and proficiency levels

1. *We provide assistance to parents to understand our curriculum and state standards to help them monitor their child's progress and how to work with our educators.*
2. *We provide support and training to parents to help in areas that are needed for their child's academic improvement.*
3. *Our staff has been trained in how to work with our parents and how to reach out to them as equal partners in their child's education.*
4. *Parents are given timely and accurate information about all school activities.*
5. *Parents are given timely and accurate information on the evaluations students take.*
6. *Providing current, reputable parent literature/materials in a format that is understandable to parents.*
7. *Parental workshops are given to help understand NWEA and MEAP results. Teachers focus on how to monitor a child's progress, how to work with educators to improve the academic achievement of their child, provide information on how parents can participate in the decision making of their child's education.*
8. *Assist parents in understanding the State's Academic and Achievement Standards, the State and local assessments at conferences and Back to School Night.*
9. *Free child care is provided when needed for parent activities and meetings.*
10. *Workshops are being planned for parents for writing and math.*
11. *Our district has a parent advisory council.*
12. *Parents may submit any comments on the School Wide Plan, if they are not satisfied with any part of the plan.*
13. *We provide resources to parents to help them in the education process for their children.*
14. *We train our parents on how to interpret standardized tests and annual tests given in our schools, so they have a better understanding of where their child is doing well, and what areas they need to work on to improve.*

User Friendly:

1. *Student's assessment results are first presented to parents at the fall parent/teacher conferences. During this time, the teacher explains how the assessment is administered and what the results mean as it relates to their child's progress and expected benchmarks they have achieved.*
2. *A plan is developed to set goals for the particular student to work towards for that school year.*
3. *Parents are updated throughout the year through e-mail, newsletter, report cards, and phone calls. Individual formal communication is set up on a more frequent basis when the need is apparent.*
4. *Twice a year, after the North Western Education Assessment is given, parents receive literature and graph data in an easy to read format explaining how their child did and how he/she compares to other students.*

Limited English: We haven't encountered this frequently, but when needed, we incorporate the team from the E.S.L. to help explain and translate.

Parents with Disabilities: We will meet the needs as needed to help communicate the academic assessment needs. A school social worker on staff is used when needed to guide and assist. We have ramps, elevators, and wheelchairs available for parents with a need.

Literacy: We meet one on one to explain the goals.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

At Poupard, the compact is developed with a Title I Parent Teacher Board. The prior year's survey is analyzed and we decide in what ways and how we want to proceed in the upcoming year. After a compact is drawn up and agreed on, it has been shared, many times throughout the year.

- 1. At the Back to School Night, it is introduced and discussed at a variety of times before Oct. 15 to maximize the opportunities for parents to participate.*
- 2. Parent-Teacher conferences, it is reviewed and revisited with each parent and teacher to discuss the role each person plays in the education of that child.*

Throughout the year it is referred and reinforces as the individual need arises.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

- 1. We will monitor attendance, minutes, and agendas from parent meetings*
- 2. Parent surveys will be given and analyzed.*
- 3. Input from annual parent involvement feedback will be analyzed.*
- 4. Parent Survey will guide our direction.*
- 5. Parent participation in our Nightly In-service and surveys give us information*
- 6. Parents on the team can provide written reflection on the evaluation of our plan.*
- 7. Minutes from our meetings from the data, will provide information.*
- 8. Quantitative data from Parent Teacher Organization will provide direction for our team.*

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

- 1. Feedback from this will be used to make additions and changes to our school wide plan.*
- 2. Information from the parental survey will be analyzed and implemented.*
- 3. Input from the parent involvement will be analyzed.*
- 4. Combining this information and prioritizing what is most important will be made.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to

preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The Grosse Pointe School District and Poupard Elementary School connects four times during the year with parents of preschool students on our kindergarten program and on the skills the students will need when they enter kindergarten. Our students come from the area Head Start Program, the district's Barnes Early Childhood Center, local pre-schools and parents of preschoolers who do not attend preschools. We have four of these meetings during the year.

The Grosse Pointe kindergarten teachers meet with preschool's staff to share the Grade Level Content Expectations as well as the social-emotional needs that we would like to see our students have upon entering our kindergarten. We meet with these teachers each year.

Our Grosse Pointe Family Center presents two Getting Ready for Kindergarten programs for parents as well as preschool staff each year. These programs provide academic and enrichment activities as well as behavioral suggestions and expectations. One of our Poupard kindergarten teachers directs and runs the first parent meeting. The second parent meeting presenters are a preschool teacher, school psychologist and a school social worker.

In January a preschool district preschool parent meeting is held to discuss the districts full day and half day kindergarten options. This was the districts first year of having full day kindergarten programs. The district continues to have three half day programs in three elementary schools in the district. This meeting is held to answer any questions the parents have on full and half day sessions. Again, kindergarten expectations are discussed.

In January Poupard Elementary also held a parent information night. At that meeting parents were able to ask specific questions about the school, meet the teachers, see the classrooms and watch a power point prepared by the district kindergarten teachers. The power point is also made available on the district web site. The kindergarten teachers give the parents information on expectations and send the parents home with materials to work on at home with their children.

In May we hold a Kindergarten Round-up for parents and our incoming kindergarteners. The students go into the classroom and spend time going around to different centers that look like a shortened kindergarten day. The parents attend a meeting put on by the principal talking about the school, school goals and mission statement and what their child's day will look like. There is then a little party with punch, cookies and ice cream to make everyone feel welcome. The students each receive a Summer Bridge Book to work on over the summer.

In August the students come and visit their classroom and meet their teacher. This is a short visit but makes the parents and the children have an easier and more successful first day of school. The students can also bring back their completed Summer Bridge Book for the teacher to look at. Each student bringing back this book has a pizza party later in September.

Students come to us with special needs that are observed in their preschool. Our principal and kindergarten teacher meets with the parents to learn directly about each child's specific needs. Other staff member attends the transition IEP for each student needing services.

We address the needs of our preschooler through the local preschool as well as through our parent

connections all through the school year. We welcome individual meetings with parents at any time.

We have worked this year on taking the necessary steps to provide a Head Start program in our school next year. We have succeeded in doing this and will have a full time program in our school next year. We already have many names on the waiting list of children that will eventually be attending our kindergarten program. This will benefit our children in the community immensely and let the Head Start teachers and kindergarten teachers have daily communication.

Visitation & other strategies:

Parents and teachers recognize that each child grows at his or her own particular rate. Parents can help to develop a happy inter-relationship between home and school by encouraging children in the following areas:

Putting On Clothes

Using the Toilet

Healthy Habits

Safety

Developing Desirable Play Habits

Talking and Listening

Gross (Large Muscle) Motor Skills

Fine Motor Skills

Getting Ready to Read

Teach your child to write his or her name using correct form. (Correct form includes that the first letter is the only letter in uppercase)

Work on identifying colors

Sing the alphabet song and add an ABC Book to your daily read-aloud.

Work on naming letters

Read to your child each day. While reading, run your finger under the line of print as you read each word.

Encourage your child to draw pictures and to tell you about the pictures.

Getting Ready for Math

Count aloud with your child to 20.

Work on identifying numerals to 10.

Begin to write numbers to 10.

Add a number book to your read-aloud time.

Work on naming shapes- circle, square, rectangle, triangle, oval, and diamond.

Have your child help sort items- toys, socks, etc.

Speech and Language Skills

Encourage your child to speak in complete sentences, even if the articulation is faulty.

Have your child ask for things with words, not just gestures.

Have your child sing songs and recite nursery rhymes

Encourage your child to listen to environmental noises and see if he or she can identify the object that is making the noise. Some examples may be a door bell, a car engine, an animal, etc.

1. Establish a healthy home routine. Eat healthy meals and snacks sitting together. Go to bed early for 10 to 12 hours of sleep. Exercise indoors and outdoors every day. Learn how to put on jacket and put away toys. Kindergarten is a step towards independence.

2. Model skills, social and educational, for your child. Show how to share, how to read and write, how to

- play safely, how to follow one, two and three step directions, etc.*
- 3. Talk together. Take turns talking and listening. Look at the speaker. Respond when it is your turn to talk. Introduce new terms to enlarge their vocabulary. Ask. Admit errors. Apologize.*
 - 4. Work together. Count the spoons to set the table. Look at the recipe to bake cookies. Rake the leaves and look at the colors. Your child is capable of making a contribution to your family by doing age-appropriate jobs.*
 - 5. Read together. Look at the book. Ask questions. Have child read (retell) the story. Collect books and keep in a nearby area for rereading. Get a library card and visit the library.*
 - 6. Sing songs and read poetry together. Use the car time to sing and rhyme. Listen for words that sound the same.*
 - 7. Provide an area for writing, drawing, painting, constructing. Keep tools (pencils, scissors, crayons, paper, and glue) nearby for easy use. When learning to write, use correct pencil grip and letter form.*
 - 8. Play games together. Take turns. Follow directions. Practice handling the frustration of losing a turn or the game. Play again. Limit TV.*
 - 9. Provide unstructured time for independent play and play with friends. Now is the time for your child to use the skills you have modeled. Encourage child to direct play by self. Invite friends over to play and share.*
 - 10. Provide structured time together. Take trips to the zoo, the museum, the science center, the Metro Parks and observe the world. Attend preschool, library story time, and Community Education, Family Center, and Neighborhood Club activities.*

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

Our instruction is tailored to provide high expectations, intertwined with academic excellence. To insure this, we provide departmentalized instruction, flexible grouping, teacher looping, and tutorials. Our assessment process is ongoing in order to monitor student progress and adjust instruction.

The children at every grade level have become everyone's children (no more individual classroom instruction or isolated islands.) The teachers at each grade level and Title I teachers plan together and share best practices at and across the grade levels. There are more planned sessions and sharing best practices among teachers.

Students are assessed and moved as necessary from one group to another based on progress, every four to six weeks. We base curriculum changes and student groupings on data. All students, (general education and at-risk), have academic goals based on standards and scoring. Teachers use the assessment results to decide what to teach, how to teach it, and then move students according to the assessment results to best meet the needs of each student.

Coordination between Title I and regular education come together naturally with all of the planning that occurs at Poupard. Math and Literacy teams at each grade level meet regularly to plan, share resources, set goals, and adjust students within groups. Included in the teams are reading specialists, Title I staff, general education teachers and the principals.

Our Title I allocations and educational planning and decisions are based on these:

- 1. NWEA is given to the students three times a year. It looks at the student's progress in math and reading. It lets teachers and parents know how much process the student is making and what GLCE's still need to be mastered. This report is part of the information in mapping individual students educational goal planning.*
- 2. Our entire staff uses the Lucy Coukins writing program and access writing on a daily basis using*

authentic assessment. Writing tests are also given throughout the year.

- 3. Our grade level literacy teams meet on a weekly basis to set student's reading goals.*
 - 4. Our data teams meet three times a year to make sure that our data is driving the curriculum.*
 - 5. Our scholastic reading program tests students in reading to find their Lexile level so that students are reading books at their own reading level.*
 - 6. Title I students use the FASTT math program to work on their number facts and tracks their performance.*
 - 7. MEAP is taken each year in 3rd, 4th, and 5th grades. We look closely at all information given, demographics, economically disadvantaged, minority, gender, etc.*
2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

The data is utilized to improve instruction in these ways:

- 1. The entire staff meets on a weekly basis in our PLC groups to look at all of our data, disaggregate our data, and make sure that our curriculum and teaching is in alignment.*
- 2. Grade level literacy teams meet weekly to set the goals and prepare the work for each student.*
- 3. We use the goal setting information that the DesCartes portion of the NWEA test provides for each student.*
- 4. FASTT math results let the teacher know what facts and instruction the student has mastered*
- 5. We use MEAP data to show areas of instruction that are weak as well as strong.*
- 6. From all of the data collected, PLC teams write grade level SMART goals and make sure that our instruction covers these goals. We use staff development opportunities in areas that our data tell us we need it.*
- 7. Daily common planning time is given for each grade level.*
- 8. Every 4-6 weeks, common meeting time for subject level at each grade level is made.*
- 9. Grades K-5 use the Fountas & Pinnell Continuum to help in prescribing reading strategies for students.*

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.

- 1. The student assistance team meets on a monthly basis to talk about individual students that are not making expected progress. We look at individual students educational plans for those students.*
- 2. Coordination between Title I and regular education programs come together naturally with all of the planning that occurs at Poupard. Math and Literacy teams at each grade level meet regularly to plan, share resources, set goals, and adjust students within groups. Included in the teams are reading specialists, Title I staff, general education teachers and the principal.*
- 3. We use the goal setting information that the DesCartes portion of the NWEA test provides for each student. Teachers use this information to adapt their teaching to the needs that students have. DesCartes informs teachers in what areas they are at and where the teaching needs to progress to meet the needs of that student. We also use the Fountas and Pinnell Continuum for reading instruction.*
- 4. FASTT math results let the teacher know what facts and instruction the student has mastered and what areas the teacher needs to focus skills.*
- 5. We use MEAP data to show areas of instruction that are weak as well as strong.*
- 6. From all of the data collected, PLC teams write grade level SMART goals and make sure that our*

instruction covers these goals. We use staff development opportunities in areas that our data tell us we need it.

7. For students receiving reading help using Lexia we use the data information to assess their progress.

8. Success Maker is used with students having a learning disability to track and monitor student success.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

At Poupard School we test the students to see if they have met grade level expectations and to see if they have mastered the Grade Level Content Expectations in each subject core area. At the beginning of each school year, students are given the NWEA test for reading and math. The district writing scores are also used along with classroom assessments. Social Studies classroom assessments are also evaluated to be sure that students are meeting the Grade Level Content Expectations or if they should have differentiated instruction. Students that are not at grade level but they don't qualify for Title I support receive interventions and support by the classroom teachers in the classroom. Each child's work and possibly their instruction are differentiated to insure they find success. For early elementary students that might be at risk, we use NWEA has an early childhood component incorporating a self adjusting auditory academic survey. We also use the DIBELS assessment as a predictor of difficulties students will encounter in reading. Kindergarten teachers give frequent readiness assessments in phonics, phonemic awareness, math, and writing. Our literacy team gives Fountas & Pinnell assessments on every first and second grader at least three times a year to monitor student progress and address issues early.

Students showing no progress or little progress are brought to our Student Study Team while a Tier II (differentiated) study is done to determine any additional help the student might require. From this point, an educational plan is made for the individual student. Teachers follow the GLCE strands that need to be strengthened as indicated by the NWEA DesCartes plan or teacher assessments and then the plan for that student.

This team also meets to decide the type of educational services the student requires and how their instruction will be delivered. Classroom modifications are developed, documented, and reviewed. The same approach happens with our math block. All students move to work with a teacher in a small group setting to focus on material and skills appropriate for their level. Grade level math teams meet to evaluate student goals, align curriculum, address teaching and learning styles, and adjust student groups to best meet the needs of every student.

Teachers work together at grade level to evaluate student writing. They plan goals and strategies to encourage our young writers. Teachers have received training in the Six Traits, Writers Workshop, and meet to address students. Teachers work together at grade level to evaluate student writing. They plan goals and strategies to encourage our young writers.

The new approach to our building wide reading program means no students are pulled out for reading help. Instead, every grade level has a reading block and the entire grade rotates to a small group setting to work on reading skills and material at their level. We have Title I teachers, grade level teachers, below grade level and reading specialists who have 45 minutes of uninterrupted reading time. The literacy team meets

regularly to evaluate student goals, address teaching and learning styles, adjust curriculum and student groups to best meet the needs of every student. During our 45 minute of uninterrupted reading, we have students who are at most risk, not receiving special education services in reading, work with a reading specialist in a small group setting. Focus is on using a number of learning strategies, scientifically based research to assist struggling readers not needing Title I services to succeed. A combination of phonics, comprehension, application of sight words, and practice are utilized to help these students gain skills and confidence.

When a student is below grade level and identified as needing help individual planning then takes place and objectives are identified for the student. The entire student team consists of parent, classroom teacher, special education teacher, counselor, administrator, and other pertinent staff members.

Individual counseling, peer tutoring, social skills instruction, preferential seating, utilization of outside resources such as the division of family services C.A.R.E., parent involvement, and functional behavior assessments are some of the interventions implemented for our struggling students.

Special education services are provided by well-trained resource teachers, classroom paraprofessionals, and other staff members. The program and services are based solely on the student's specific needs and are continually monitored.

We have initiated a literacy team. This team consists of principal, reading specialists, Title I teachers, and classroom teachers. The team meets every few weeks to discuss those students who are not adequately making progress in reading. The literacy team meeting focuses on educational plans, teacher and learning issues, analysis of DRA's given, planning constructive activities for literacy groups and the focus on individual students.

Our supplementary program includes extended time opportunities; some of which are after school homework club for any students needing help. Certified teachers re-teach concepts and students receive additional activities and small group instruction in curriculum objectives on their level. Before school tutoring is a program to address the needs of students who may need a concept taught another way or additional time to practice and master the skill.

We offer Title I students summer school as well as below grade level summer school in math, reading, writing, science and social studies. We offer lunch enrichment to reinforce basic skills. Small groups are used during this time to enrich math skills.

Computer classes where students utilize FASTT math and Earobics enable students to set goals in math and reading and practice basic skills.

Each student receives a Summer Workbook to complete over the summer to maintain and practice their reading, writing, math skills, social studies skills and science skills.

All students in the school receive 45 minutes of uninterrupted guided reading each day in small groups. Students are grouped together by their reading ability, so teachers and reading specialists are able to address the areas to be strengthened more easily. Focus is on using a number of learning strategies, scientifically based research to assist struggling readers to succeed. A combination of phonics, comprehension, application of sight words, and practice are utilized to help these students gain skills and confidence. The entire grade level rotates into their reading groups, so no student is pulled from other academic areas. Students working below grade level are seen by reading specialists and/or Title I teachers during this reading block time.

The new approach to our building wide reading program means no students are pulled out for reading help. Instead, every grade level has a reading block and the entire grade rotates to a small group setting to work on reading skills and material at their level. We have Title I teachers, grade level teachers, and reading specialists who have 45 minutes of uninterrupted reading time. The literacy team meets regularly to evaluate student goals, address teaching and learning styles, adjust curriculum, and adjust student groups to best meet the needs of every student.

The same approach happens with our math block. All students move to work with a teacher in a small group setting to focus on material and skills appropriate for their level. Grade level math teams meet to evaluate student goals, adjust curriculum, address teaching and learning styles, and adjust student groups to best meet the needs of every student.

Teachers work together at grade level to evaluate student writing. They plan goals and strategies to encourage our young writers. Teachers have received training in the Six Traits and meet to address students.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

At Poupard School we test the students to see if they are at grade level and to see if they have mastered the Grade Level Content Expectations in each subject core area. At the beginning of each school year, students are given the NWEA test for reading and math. The district writing scores are also used along with classroom assessments. Social Studies classroom assessments are also evaluated to be sure that students are meeting the Grade Level Content Expectations or if they should have differentiated instruction. Students that are not at grade level but they don't qualify for Title I support are given interventions and support by the classroom teachers in the classroom. Each child's work and possibly their instruction are differentiated to insure they find success.

At Poupard, we have a number of ways to identify early elementary students that might be at risk. The NWEA has an early childhood component incorporating a self adjusting auditory academic survey. This, along with teacher assessments, help guide the educational plan for each student. We also use the DIBLE assessment as a predictor of difficulties students will encounter in reading. Kindergarten teachers give frequent readiness assessments in phonics, phonemic awareness, math, and writing. Our literacy team gives Fountas & Pinnell assessments on every K-5 grader at least three times a year to monitor student progress and address issues early. Our speech pathologist spends time in the kindergarten rooms to observe the students and to evaluate any students that might have reading difficulties because of their speech and language.

Students showing no progress or little progress are brought to our Student Study Team while a Tier 2 (differentiated) study is done to determine any additional help the student might require. From this point, an educational plan is made for the individual student. Teachers follow the GLCE strands that need to be strengthened as indicated by the NWEA DesCartes and the Fountas & Pinnell Reading Continuum plan or teacher assessments and then the plan for that student. After a few weeks, the literacy, math and social studies team meet to discuss progress and plan for the student's next goal. Each grade level teacher uses their GLCE as a guide to identify students at risk in core content areas. Students take the NWEA test three times a year. Teachers use the normative data as a benchmark to identify students not achieving GLCE's. DesCartes, breaks down the GLCE's by strands by a student's RIT ability score and helps teachers create an educational plan for them.

This team also meets to decide the type of educational services the student requires and how their instruction will be delivered. Classroom modifications are developed, documented, and reviewed. The same approach happens with our math block. All students move to work with a teacher in a small group setting to focus on material and skills appropriate for their level. Grade level math teams meet to evaluate student goals, adjust curriculum, address teaching and learning styles, and adjust student groups to best meet the needs of every student.

Several writing samples are also given throughout the year, as well as, daily writing to identify at-risk or children of possibility students as well as student's not at-risk but needing additional support. We also have a district writing test given yearly. Teachers also look at MEAP results when identifying students at risk. Fourth grade has a MEAP writing test that assists in the identification process. Teachers work together at grade level to evaluate student writing. They plan goals and strategies to encourage our young writers. Teachers have received training in the Six Traits and Writers Workshop and meet to address students. Teachers work together at grade level to evaluate student writing. They plan goals and strategies to encourage our young writers. Teachers have received training in the Six Traits and meet to address students.

The new approach to our building wide reading program means no students are pulled out for reading help. Instead, every grade level has a reading block and the entire grade rotates to a small group setting to work on reading skills and material at their level. We have Title I teachers, grade level teachers, below grade level and reading specialists who have 45 minutes of uninterrupted reading time. The literacy team meets regularly to evaluate student goals, address teaching and learning styles, adjust curriculum, and adjust student groups to best meet the needs of every student. During our 45 minute of uninterrupted reading, we have students who are at most risk, not receiving special education services in reading, work with a reading specialist in a small group setting. Focus is on using a number of learning strategies, scientifically based research to assist struggling readers not needing Title 1 services to succeed. A combination of phonics, comprehension, application of sight words, and practice are utilized to help these students gain skills and confidence.

Our school improvement plan includes not only academic goals based on standards but also how to work with students below grade level to make sure they achieve academic goals. We believe there is no reason that students cannot learn to achieve; we might need to present the material in a different way and our school improvement plan gives teachers opportunity to do that. For example, our school improvement plan gives teachers time to re-teach to those students that need more time on some concepts. As indicated above, we have incorporated many services and integrated plans for our at- risk students as well as students that are having difficulty with the subject being taught. All of our literacy and math teams meet every five weeks to evaluate our teaching, student goals, and new strategies. Our reading and math blocks are set where all of the same grade rotates to their leveled groups. No student is singled out for reading or math help. Everyone moves and has uninterrupted reading for 45 minutes at their level. Literacy and math teams meet regularly to evaluate groups and move students when goals are met. Every student is treated with dignity and respect. Every Monday, teachers meet to evaluate parts of our school improvement plan with data and scientific research to find ways to meet the needs of every student in our school.

When a student is below grade level and identified as needing help individual planning then takes place and objectives are identified for the student. The entire student team consists of parent, classroom teacher, special education teacher, counselor, administrator, and other pertinent staff members.

Individual counseling, peer tutoring, social skills instruction, preferential seating, utilization of outside resources such as the division of family services, parent involvement, and functional behavior assessments

are some of the interventions implemented for our struggling students.

Special education services are provided by well-trained resource teachers, classroom paraprofessionals, and other staff members. The program and services are based solely on the student's specific needs and are continually monitored.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

We currently have nutritional programs at all our schools. In addition at Poupard we will continue to offer reading support in addition to Title I for at risk students. We have homework club paid for by the GP Foundation. We use FAST reading and FASTT math to assist students. Training for these programs will continue funding through GP Foundation. We also have signed a contract with CARE to offer services to students and their families in need of support in terms of emotional and mental health, violence and anger management programs and so on. If you need more information on CARE just call and I can supply more.

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

Grosse Pointe Public Schools have developed a curriculum cycle that allows the district to evaluate current resources, their alignment to the Michigan Department of education Curriculum Framework and the Grade Level Content Expectations (GLCEs). As the Michigan Department of Education's rolls out new content expectations in grades k - 12, our resources are realigned to meet the needs of the new curriculum. The district has a Core Curriculum Council with a teacher representative from each building in the district, along with district administrative personnel, serves on the committee. They work to assure that our district wide curriculum meets State requirements. Each core academic area is reviewed every three years while curriculum alignment is viewed as an on-going process. Poupard Elementary staff has attended workshops sponsored by the Wayne Regional Educational Service Agency (RESA) pertaining to the new expectations of the Science and social Studies GLCEs. Current best practice strategies are evaluated and aligned with our curriculum and School Improvement goals to assist in meeting the diversified needs of our student's population.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

See Number 4 below

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

1. CNA

General Fund

- Professional Learning Communities (PLCs), SIP

Title I

- *Schoolwide Component Planning*

2. Schoolwide Reform Strategies

General Fund

- *PLCs, Models of Improvement (DeFour)*

Title I

- *Specific instructional strategies*

3. Highly Qualified Teachers

General Fund

- *All staff (teachers and aides/paraprofessionals) have meet this criteria*

4. Strategies to Attract Highly Qualified Teachers

General Fund

- *District/School level Mentoring Program*
 - *New Teacher Academy provided by Wayne Regional Educational Service Agency (RESA)*
 - *Curriculum Committee and Professional Staff Development Funding for Teachers*
 - *Competitive Salary and Benefits Package*
 - *Classroom computer and email system for each staff member*
 - *Curriculum Specialists and Reading Specialists to support classroom teachers*
 - *Positive School climate-shared decision-making through the Professional Learning Communities (PLC)*
- Model of School Improvement*
- *Opportunities for teacher leadership: Galileo Leadership Academy, District Elementary Study Committee, District Curriculum Committees and Positive Behavior Support (PBS) committee*
 - *Media centers with full time media specialists in each building, distant learning capability, Library Media Specialists in each building*
 - *Full time Instructional Technology department and tech support*
 - *Elementary psychologists and social workers*
 - *Aides for classes with large class sizes*

5. Highly Qualified & Ongoing PD

General Fund

- *District level Professional Development in core academic areas, fine arts: Example-Writers Workshop, Readers Workshop, Making Meaning, DRA use, PBS, Response To Intervention (RTI), Science, Social Studies, Success Maker, Class A-Performance Analysis Tool*
- *District provides a yearly budget for curriculum steering committee workshops and professional staff development*

Title I

- *Professional Development for Title I Teachers and aides*
- *PLC Leadership and School Improvement Training*

Title III

- *Differentiated instruction for English Language Learners (ELL) Staff training-oral language assessment and development, writing fluency, literacy supplemental strategies, writing fluency , RTI and Class A Performance Analysis*

6. Strategies to Increase Parent Involvement

Title I

- *Fall Title I Meeting and Parent-School Compact*
- *Spring Annual Title I Evaluation Meeting*

Volunteer/Community Services

- *Parent Survey/focus group*
- *Parent Involvement Nights*
- *District webpage with parent education sites*
- *Training parents in interpreting state test result information*
- *Training parents on helping their students in the writing process*
- *Fall-Spring Parent/Teacher Conference*
- *Automated Phone Fan-Out System*
- *Parent participation in the School Improvement Process and Title I Evaluation*
- *School Volunteers*
- *Parent Teacher Organization (PTO) Meetings*
- *PTO District Level Meetings*
- *Parent Curriculum Meetings at the district level*

7. Preschool Transition Strategies

Title I

- *Kindergarten teachers meet with pre-schools in the district regarding transition*

General Funds

- *Speech and Language Therapists work with preschool GPPS teachers and kindergarten teachers to support language acquisition needs*
- *Our school will start a HEAD Start program next year to support student's grades 3 - 5 in our district. Our school and kindergarten teachers have met all year*
- *We meet with preschool parents and students three times before kindergarten starts in the fall*
- *The Head Start classroom is located at our school*

8. Teacher Participation in Making Assessment Decisions

Title I

- *Class A Performance Analysis Training*
- *PLC Leadership and School Improvement Training for building leadership team*
- *PLC Weekly team meetings-develop grade level/content area common assessments; analyze assessment data*
- *Title I schools annually evaluate the title I Program and make program decisions/modifications for the following year*
- *Grant/Report Writing Teams for Title I, AdvancEd and QAR*

General Fund

- *Teacher teams align district curriculum and create common end-of-unit assessments in Science, Social Studies, Music, Art, Math, Reading and Writing, Special Education Teacher and Itinerants determine appropriate assessments for special education students to determine eligibility and academic achievement levels and needs*

9. Timely & Additional Assistance to Students Having Difficulty Mastering the Standards

Title I

- *Title I Teachers*
- *Title I Aides*
- *Social Worker*
- *Before/After -School Tutoring/Extended Programs*
- *Summer School Programs*
- *ELL Tutors*
- *Resource Room Teacher*
- *Instructional Support Program (ISP)*
- *Reading Specialist*

- Literacy/Academic Support
 - Speech therapist Instructional Support
- General Fund
- Teachers Mentoring Students
 - FASTT Math
 - FAST Reading
 - Classroom Volunteer Help
 - Homework Room during lunch recess
 - Earobics
 - Scholastic Reading Counts
 - Success Maker

10. Coordination & Integration of Federal, State and Other Resources

Title I

- Coordination of Funds is completed by the Administrator of State and Federal Programs in cooperation with building staff and Central Office Administrators.
- Free and reduced breakfast and lunch programs

General Funds

- Coordination of Funds is completed by the Administrator of State and Federal Programs in cooperation with building staff and Central Office Administrators.
- Police Liaison

Other

PBS Funding

- Second Steps Program

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.

Grosse Pointe Public schools has a technology plan on file with the Michigan Department of Education. The Grosse Pointe Foundation raised enough money to put a SMART Board in every classroom this year. Poupard Elementary School utilizes technology in a variety of ways to enhance student learning through:

- All staff and students have internet access
- All staff communicates via email and voicemail to increase parent awareness of student progress
- Through the school website parents can access teacher created websites
- Parents can be notified using Teleparent Alert System
- Computer classes are offered in a computer lab
- Scholastic Reading Counts Program is available to all students
- FASTT Math program is available for all students
- SMART Boards are in every classroom
- Document Cameras/scanner are in each classroom
- Success Maker is available to at-risk students
- Teachers communicate through teacher blogs

Technology used to enhance education: Teacher websites, technology curriculum aligned with Grade Level

Content Expectations (GLCE), Senteo Response Clickers, PowerPoint, and Web 2.0 tools, Excel, United Streaming, Zangle and Zoomerang

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.

The staff at Poupard Elementary School will annually evaluate the implementation of the School Wide Plan and programs through our School Improvement Process. The staff used data from the Michigan Educational Assessment Program (MEAP), District Writing Assessment, North West Evaluation Association (NWEA), common assessments, individual teacher assessments Fountas and Pinnell Individualized Reading Assessment, Developmental Reading Assessments-Fountas & Pinnell, common assessments DIBELS, Positive Behavior Support (PBS) write ups, FASTT Math, FAST Reading Assessments and Student Achievement Comprehensive Needs Assessment to determine if progress is being made on our school goals. Students with educational need will be identified and their progress will be monitored to determine increase in achievement. We will also review the cost effectiveness of our expenditures to ensure the plan is meeting the needs of our students and adjust allocations of funds, as needed.

At the end of the school year the entire plan will be reviewed and evaluated, documenting any changes that need to be made prior to the beginning of the next school year. The School Improvement Team will present to the staff, parents and stakeholders of the community a presentation on the School Improvement Plan at the beginning and end of the school year. This team will be comprised of administration, teaching staff, support staff, parents, and a community stakeholder.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

We intend to look at data and make sure that all students scores in academics are improved and not just the at-risk students. We will be able to assist all students when they are having difficulty and not just our Title I population. We will also use our Title I materials for all students.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Poupard's School Improvement Team meets every week during the school year in our PLC teams. We review and revise our plan as needed to ensure that all students continue to improve. The entire staff, in collaboration with the members of our parent team is involved in the analysis of the data as it becomes available. We then look at students not making a year's progress in a year. The team looks at the students that are at-risk and getting Tier 2 assistance. The team makes sure that the individual program in place for each at-risk student has been effective in increasing their achievement. We look at what strategies were put in place and how they are working. The student's results become the planning guide for the continuing school year.

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

User Friendly:

- 1. Student's assessment results are first presented to parents at the fall parent/teacher conferences. During this time, the teacher explains how the assessment is administered and what the results mean as it relates to their child's progress and expected benchmarks they have achieved.*
- 2. A plan is developed to set goals for the particular student to work towards for that school year.*
- 3. Parents are updated throughout the year through e-mail, newsletter, report cards, and phone calls. Individual formal communication is set up on a more frequent basis when the need is apparent.*
- 4. Twice a year, after the North Western Education Assessment is given, parents receive literature and graph data in an easy to read format explaining how their child did and how he/she compares to other students.*

Limited English: We haven't encountered this frequently, but when needed, we incorporate the team from the E.S.L. to help explain and translate.

Parents with Disabilities: We will meet the needs as needed to help communicate the academic assessment needs. A school social worker on staff is used when needed to guide and assist. We have ramps, elevators, and wheelchairs available for parents with a need.

Literacy: We meet one on one to explain the goals.

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 receiving Title I, Part A services 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.

Through the use of the Self Assessment Report, Poupard Elementary School has established the process of having the school improvement team complete the school self-assessment. Grade level teams will meet every week to review student achievement, staff development, parent involvement, instructional programs, and other tasks. The decision-making models used by the Poupard staff include: Majority Decisions, Individual Decisions, Consultative Decisions, Small Group Decisions, and Consensus Decisions.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Poupard's annual education report is available at:*

<http://gpschools.schoolwires.net/1767101027124513700/site/default.asp?1781Nav=#&NodeID=>

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: *not applicable to our school*

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: *Positive Behavior Supports (PBS)*

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: *Student, parent, teacher and substitute handbooks*

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: *Positive Behavior Supports data*

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

Response: *Adopted policy, fully implemented*

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:

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: *Michigan Model for Health and Grosse Pointe Public School System K-12 Physical Education Curriculum (revised 2009)*

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: *Adopted policy, fully implemented*

Comments: *Through contracted food service vendor.*

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

Response: *Yes*

Comments: *Through contracted food service vendor.*

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: *Through contracted food service vendor.*

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: *School nurse is available through district on as needed basis.*

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: *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: *All teachers have received professional development through school social worker and*

external professionals.

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: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to 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 |
|-------|------------|-------------|-------------------------|---------------------------------|
| Ms. | Robin | Beckenridge | Kindergarten | robin.beckenridge@gpschools.org |
| Ms. | Heather | Carroll | Social Worker | heather.carroll@gpschools.org |
| Ms. | Andi | Cline | Resource Room | andi.cline@gpschools.org |
| Ms. | Elisabeth | Galvin | Speech/Language | elisabeth.galvin@gpschools.org |
| Ms. | Kathie | Mouton | Title I Assistant | kathie.mouton@gpschools.org |
| | Darby | Paddock | Librarian | darby.paddock@gpschools.org |
| Ms. | Danielle | Pederson | Kindergarten | danielle.pederson@gpschools.org |
| Ms. | Cheryl | Quinlan | Librarian | cheryl.quinlan@gpschools.org |
| Ms. | Erin | Ranieri | 2nd Grade | erin.ranieri@gpschools.org |
| Ms. | Cathy | Rapp | Art | cathy.rapp@gpschools.org |
| Ms. | Penny | Stocks | Principal | penny.stocks@gpschools.org |
| Mrs. | Susan | Chaklos | Teacher | susan.chaklos@gpschools.org |
| Mrs. | Jill | Barron | Teacher | jill.barron@gpschools.org |
| Mrs. | Amanda | Lane | Special Ed Teacher | amanda.lane@gpschools.org |
| Mrs. | Mary Jane | Gaspar | Title I Aide | maryjane.gaspar@gpschools.org |
| Ms. | Catherine | Lee | Teacher | Catherine.Lee @gpschools.org |
| Mrs. | Lori | Woznicki | Reading Specialist | Lori.Woznicki@gpschools.org |
| Mrs. | Suzanne | Jabara | 2nd Grade Teacher | Suzanne.Jabara@gpschools.org |
| Mrs. | Carol | Fraser | 1st Grade Teacher | carol.fraser@gpschools.org |
| Mrs. | Deborah | Kraft | Kindergarten Teacher | Deborah.Kraft@gpschools.org |
| Ms. | Christy | Heugh | 3rd Grade Teacher | christy.heugh@gpschools.org |
| Mrs. | Theresa | Tyner | 3rd Grade Teacher | theresa.tyner@gpschools.org |
| Mrs. | Kimberly | Hool | 4th Grade Teacher | kimberly.hool@gpschools.org |
| Mrs. | Erika | Stout-Kirck | 4th Grade Teacher | erika.stout-kirck@gpschools.org |
| Mrs. | Karen | Gallagher | 5th Grade Teacher | karen.gallagher@gpschools.org |
| Ms. | Carolyn | Sevin | Vocal Music | carolyn.sevin@gpschools.org |
| Ms. | Katherine | Stewart | 2nd Grade | katharine.stewart@gpschools.org |
| Ms. | Candace | Van Farowe | Title I Assistant | candace.vanfarowe@gpschools.org |
| Ms. | Ana | Wydeven | Spanish | ana.wydeven@gpschools.org |

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|-----|-----------|-------------|--------|--------|
| Ms. | Emily | Archambeau | Parent | Parent |
| Ms. | Lisa | Armentrout | Parent | Parent |
| Ms. | Kari-Lynn | Caillouette | Parent | Parent |
| Ms. | Peggy | Graham | Parent | Parent |
| Ms. | Michelle | Homes | Parent | Parent |
| Ms. | Christine | Keller | Parent | Parent |
| Ms. | Linda | Mauer | Parent | Parent |
| Ms. | Tiffany | Mitchell | Parent | Parent |
| Ms. | Diana | Murray | Parent | Parent |
| Ms. | Erika | Patterson | Parent | Parent |
| Ms. | Amy | Randazzo | Parent | Parent |
| Ms. | Sheila | Russo | Parent | Parent |
| Ms. | Marsha | Saffore | Parent | Parent |
| Ms. | Karen | Zoia | Parent | Parent |

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: | Sue Banner |
| Address: | 389 St. Clair |
| Telephone Number: | 3134323000 |

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:

- School-Parent Involvement Plan (*NOTE: This attachment was invalid and could not be included.*)
- School-Parent Compact (*NOTE: This attachment was invalid and could not be included.*)
- Poupard Comprehensive Schoolwide Plan
- Poupard Schoolwide Meeting Agendas and Signin Sheets
- Poupard District Letter Facilitator Letter Rubric Cover