

School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Richard Elementary School

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

Ms. Mary MacDonald-Barrett

Building Code: 03007

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Richard Elementary School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	03007
City:	GROSSE POINTE FARMS
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The vision of Richard Elementary School is to provide a safe, healthy, and nurturing environment in which all students can reach their academic, emotional, and social potentials to prepare for the challenges of the future.

Mission Statement

The mission of Richard Elementary School is to help each student develop the abilities, skills and character to succeed in life.

Beliefs Statement

Every student can learn

All learning is a lifelong process

Every student is entitled to the best possible education

Education is a shared responsibility among educators, parents and community

Students are responsible for their own learning

Every student is entitled to be respected, nurtured, and valued

Individuals are responsible for the choices they make

Goals

Name	Development Status	Progress Status
Math: Demonstrate Improvement in math skills	Complete	Open
Reading: Students will improve reading skills	Complete	Open
Students will improve writing achievement	Complete	Open

Goal 1: Math: Demonstrate Improvement in math skills

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will demonstrate improvement in math skills on MEAP and NWEA test scores.

MEAP cut scores in effect in Fall 11 have created new baseline data for improvement goals.

Gap Statement: Grade 3 Fall 11 Math MEAP passing score: 59%

Grade 3 Fall 11 Level 1 score: 1%

Increase Grade 3 Math MEAP passing score by a minimum of 10%

Increase Grade 3 students' MEAP scores at Level 1 to 10%

Grade 4 Fall 11 Math MEAP passing score: 79%

Increase Grade 4 Math MEAP passing score by a minimum of 10%

Grade 5 Fall 11 Math MEAP score: 75%

Increase Grade 5 Math MEAP passing score by a minimum of 10%

Spring 2012 Average NWEA Math Percentiles:

Spring 2012

Grade K: 72.97

Grade 1: 76.98

Grade 2: 75.30

Grade 3: 72.32

Grade 4: 73.84

Grade 5: 72.41

Spring 2011 Average NWEA Math Percentiles:

Grade K: 71.36

Grade 1: 87.43

Grade 2: 74.45

Grade 3: 86.89

Grade 4: 76.97

Grade 5: 81.87

Cause for Gap: Although the MEAP scores are higher than the State average, Grades 3,4,5 Math MEAP passing scores need to increase by percentages above.

Although NWEA Math scores are higher than the national average, all grades can improve. (NWEA scores were renormed in the 2011-12 school year. This affected all district results.)

Multiple measures/sources of data you used to identify this gap in student achievement: NWEA math tests: three times per year
MEAP math tests: grades 3-5

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increase the percentage of students that Meet or Exceed the Michigan Standards on the 3rd grade MEAP Math Test by 10%

Increase the number of students that Meet or Exceed the Michigan Standards on the 4th grade MEAP Math Test by 10%

Increase the number of students that Meet or Exceed the Michigan Standards on the 5th grade MEAP Math Test by 10%

An increase in the percentile averages on the Spring 2013 NWEA assessments.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

Contact Name: Dorothy Wrosch

List of Objectives:

Name	Objective
Math Growth Targets	Students will meet or exceed their NWEA projected Growth Targets

1.1. Objective: Math Growth Targets

Measurable Objective Statement to Support Goal: Students will meet or exceed their NWEA projected Growth Targets

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Fact Fluency	Teachers will provide time each week for students to practice math facts and increase fluency using a variety of resources and methods.
Math lesson pacing	Teachers of grades 1 through 5 will follow pacing guide
Time spent on daily math instruction	Frequency and duration are crucial to mathematical success. A range of sixty to ninety minutes should be devoted to math curriculum each day. This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.

1.1.1. Strategy: Fact Fluency

Strategy Statement: Teachers will provide time each week for students to practice math facts and increase fluency using a variety of resources and methods.

Selected Target Areas

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

I.3.A.3 The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

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

Fluency and automaticity are necessary for success in mathematics. Students will increase fact mastery appropriate to the current grade level. Teachers will receive proficiency guides for recording progress.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Fact fluency strategies	2012-09-14	2013-06-08	Teachers of Grades 1 through 5

1.1.1.1. Activity: Fact fluency strategies

Activity Type: Other

Activity Description: Everyday Math games, Fact triangles, flashcards, FASTT math computer lab program

Planned staff responsible for implementing activity: Teachers of Grades 1 through 5

Actual staff responsible for implementing activity: Teachers of Grades 1 through 5

Planned Timeline: Begin Date - 2012-09-14, End Date - 2013-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Existing materials and FASTT Math computer program	Other	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

1.1.2. Strategy: Math lesson pacing

Strategy Statement: Teachers of grades 1 through 5 will follow pacing guide

Selected Target Areas

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

I.2.B.1 The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.3 School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

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

Everyday Math program recommendations for effective implementation

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers adhere to pacing guide	2012-09-08	2013-06-08	Teachers of Grades 1 through 5

1.1.2.1. Activity: Teachers adhere to pacing guide

Activity Type: Other

Activity Description: Each teacher responsible for teaching mathematics will receive the Everyday math recommended pacing guide to follow.

Planned staff responsible for implementing activity: Teachers of Grades 1 through 5

Actual staff responsible for implementing activity: Teachers of Grades 1 through 5

Planned Timeline: Begin Date - 2012-09-08, End Date - 2013-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Printed pacing guides	No Funds Required		

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

1.1.3. Strategy: Time spent on daily math instruction

Strategy Statement: Frequency and duration are crucial to mathematical success. A range of sixty to ninety minutes should be devoted to math curriculum each day.

This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.

Selected Target Areas

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.
II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.
II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

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

Frequency and duration are crucial to mathematical success. Research supports at least sixty minutes per day spent on math instruction.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math instructional practices	2011-09-08	2012-06-08	Gr. K through 5 teachers

1.1.3.1. Activity: Math instructional practices

Activity Type: Other

Activity Description: This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.

Everyday Math program and books are used throughout the lessons. Games, math-boxes, reviews and assessments are incorporated as well as homework assignments.

Planned staff responsible for implementing activity: Gr. K through 5 teachers

Actual staff responsible for implementing activity: Gr. K through 5 teachers

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Program	General Funds	5,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

Goal 2: Reading: Students will improve reading skills

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will demonstrate improvement in reading skills on MEAP and NWEA test scores.

MEAP cut scores in effect in Fall '11 have created new baseline data for improvement goals.

Gap Statement: Grade 3 Fall 11 Reading MEAP score: 76%

Grade 4 Fall 11 Reading MEAP score: 87%

Grade 5 Fall 11 Reading MEAP score: 93%

There will be a minimum of a 5% increase in the number of students attaining a level 1 or 2 in MEAP Reading at all grade levels.

Spring 2011 NWEA Average Percentile scores in Reading:

Grade K: 66.59

Grade 1: 85.87

Grade 2: 63.09

Grade 3: 76.57

Grade 4: 82.19

Grade 5: 82.48

Spring 2012 NWEA Average Percentile scores in Reading:

Grade K: 76.57

Grade 1: 69.03

Grade 2: 67.77

Grade 3: 64.07

Grade 4: 78.37

Grade 5: 73.65

Cause for Gap: More students need to increase their Average Percentile scores on the NWEA Reading test. (NWEA renormed test in the 2011-12 school year and that has affected scores across the district.

There is room for improvement at grades 3,4, and 5, by increasing the percentage of students achieving Level 1 scores on the MEAP test.

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

NWEA Reading Tests

Fountas and Pinnell leveled reading assessments administered by classroom teachers in 2012-13 school year.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP Reading Tests : An increase in the percentage of students scoring a level 1 or 2: Grades 3, 4, 5

NWEA Reading Tests : An increase in the number of students increasing Percentiles.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

Contact Name: Beth Rainbolt

List of Objectives:

Name	Objective
Increase Reading Skills	Increase number of students performing at Level 1 and 2 on the MEAP Reading test Increase number of students who achieve or exceed the NWEA national percentile norm on the NWEA Reading test.

2.1. Objective: Increase Reading Skills

Measurable Objective Statement to Support Goal: Increase number of students performing at Level 1 and 2 on the MEAP Reading test

Increase number of students who achieve or exceed the NWEA national percentile norm on the NWEA Reading test.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Best Practice Research	Teachers will research best practice instruction strategies for reading, share at PLC meetings, then share across grade levels.

2.1.1. Strategy: Best Practice Research

Strategy Statement: Teachers will research best practice instruction strategies for reading, share at PLC meetings, then share across grade levels.

Selected Target Areas

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

Growing Readers, Kathie Collins
 A Guide to the Reading Workshop, Lucy Calkins
 Fountas and Pinnell
 Making Meaning
 What Works in Classroom Instruction: Research Based Strategies

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement Readers' Workshop Practices	2012-09-08	2013-06-08	Teachers Gr. K through 5
Teach Comprehension Strategies through Making Meaning and Readers' Workshop	2012-09-07	2013-06-07	K-5 Teachers and Language Arts Specialist

2.1.1.1. Activity: Implement Readers' Workshop Practices

Activity Type: Professional Development

Activity Description: Students read at their independent reading levels from self-selected reading materials. Units of study are gradually implemented as they become available for each grade level.

Planned staff responsible for implementing activity: Teachers Gr. K through 5

Actual staff responsible for implementing activity: Teachers Gr. K through 5

Planned Timeline: Begin Date - 2012-09-08, End Date - 2013-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Leveled Libraries for classroom	General Funds	5,500.00	0.00

2.1.1.2. Activity: Teach Comprehension Strategies through Making Meaning and Readers' Workshop

Activity Type: Professional Development

Activity Description: Teachers will implement comprehension strategies from Making Meaning program in conjunction with Professional Development.

Planned staff responsible for implementing activity: K-5 Teachers and Language Arts Specialist

Actual staff responsible for implementing activity: K-5 Teachers and Language Arts Specialist

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Learning Community Meeting Time	No Funds Required		

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/26/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

Goal 3: Students will improve writing achievement

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Increase the number of Grades 3, 4, and 5 students achieving a Satisfactory score on the Grosse Pointe Writing

Increase the number of the total students in Grades 1-5 achieving a satisfactory score on the Grosse Pointe Writing test to a minimum of 80% at each grade level.

Maintain a minimum of 80% of passing on the MEAP writing assessment.

Gap Statement: 82.4% of Grade 2 male students achieved a Satisfactory score on the Grosse Pointe Writing test.

80.0% of Grade 3 male students achieved a Satisfactory score on the Grosse Pointe Writing test.

72.4% of Grade 4 students achieved a Satisfactory score on the Grosse Pointe Writing test.

76.0% of Grade 5 students achieved a Satisfactory score on the Grosse Pointe Writing test.

Cause for Gap: Male students in grades 2 and 3 scored significantly below the female students. Student writing scores are below the expected targets in grades 4 and 5.

Multiple measures/sources of data you used to identify this gap in student achievement: In the 2010-11 school year:

100% of Grade 1 students achieved a Satisfactory score on the Grosse Pointe Writing test.

90% of Grade 2 students achieved a Satisfactory score on the Grosse Pointe Writing test.

86.6% of Grade 3 students achieved a Satisfactory score on the Grosse Pointe Writing test.

72.4% of Grade 4 students achieved a Satisfactory score on the Grosse Pointe Writing test.

84.3% of Grade 5 students achieved a Satisfactory score on the Grosse Pointe Writing test.

84% of Grade 4 achieved a Proficient or Advanced Proficient score on the MEAP Writing assessment.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increase the percentage of students achieving a Satisfactory score on the Grosse Pointe Writing Test in Grades 2 through 5.

Increase the percentage of Grade 4 students achievement a Proficient or Advanced Proficient score on the MEAP Writing assessment.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

Contact Name: Karen Aldrich

List of Objectives:

Name	Objective
Improve MEAP Writing	Grade 4 students will maintain a minimum score of 84% in the proficient category on

achievement	the MEAP Writing test. (84% was the last reported MEAP Writing Test.)
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3.1. Objective: Improve MEAP Writing achievement

Measurable Objective Statement to Support Goal: Grade 4 students will maintain a minimum score of 84% in the proficient category on the MEAP Writing test. (84% was the last reported MEAP Writing Test.)

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Integrate grammar and conventions	Teach grammar and mechanical skills in relation to student's current writing.
Modeling excellent writing	Teachers share examples of highly proficient writing
Time spent on writing instruction	A 45 minute block of time will be devoted to writing each day
Writing from prompts	Teacher will provide students with three writing prompts to choose from to write an impromptu story, twice throughout the year.

3.1.1. Strategy: Integrate grammar and conventions

Strategy Statement: Teach grammar and mechanical skills in relation to student's current writing.

Selected Target Areas

I.1.A.2 The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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

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

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

Grosse Pointe Writing Handbook
6 + 1 Trait Writing

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grade level grammar conventions	2012-09-12	2013-06-08	Teachers Grade kindergarten through 5

3.1.1.1. Activity: Grade level grammar conventions

Activity Type: Other

Activity Description: Use of writing lessons in
Sourcebook
Write Track
6 + 1 Trait Writing kits
Student writing samples
Evan Moor Punctuation and Grammar

Planned staff responsible for implementing activity: Teachers Grade kindergarten through 5

Actual staff responsible for implementing activity: Teachers Grade kindergarten through 5

Planned Timeline: Begin Date - 2012-09-12, End Date - 2013-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Write Source books, 6 1 Trait kits	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

3.1.2. Strategy: Modeling excellent writing

Strategy Statement: Teachers share examples of highly proficient writing

Selected Target Areas

I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.2.B.3 School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

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

Katie Wood Ray: Writers' Workshop
6 + 1 Trait Writing
Grosse Pointe Writing Handbook

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Sharing/modeling excellent writing	2012-09-08	2013-04-30	Teachers of Grades kindergarten through 5th

3.1.2.1. Activity: Sharing/modeling excellent writing

Activity Type: Other

Activity Description: Share examples of Grosse Pointe Writing tests on document cameras (pulled from previous year's samples)

Share highly proficient writing samples with students

Planned staff responsible for implementing activity: Teachers of Grades kindergarten through 5th

Actual staff responsible for implementing activity: Teachers of Grades kindergarten through 5th

Planned Timeline: Begin Date - 2012-09-08, End Date - 2013-04-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dr. Roger McCaig's book of Amazing stories, Teacher modeling	No Funds Required		

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

3.1.3. Strategy: Time spent on writing instruction

Strategy Statement: A 45 minute block of time will be devoted to writing each day

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

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 that results in a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.3 School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery, and assessment.

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

Lucy Calkins, Units of Study
 Katie Wood Ray, Writers' Workshop
 Barry Lane
 Vicki Spandel: 6 + 1 Writing Traits

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
School wide focus on daily writing	2012-09-10	2013-06-08	Grades kindergarten through 5

3.1.3.1. Activity: School wide focus on daily writing

Activity Type: Other

Activity Description: 45 minute writing block can take any form: (10 minute mini lesson, 30 minutes to write while teacher conferences with students, and 5 minute wrap up OR 10 minute mini lesson, 20 minutes to write, 15 minutes to share writing with their classmates, OR low risk writing activities

Planned staff responsible for implementing activity: Grades kindergarten through 5

Actual staff responsible for implementing activity: Grades kindergarten through 5

Planned Timeline: Begin Date - 2012-09-10, End Date - 2013-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
On-site staff development	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

3.1.4. Strategy: Writing from prompts

Strategy Statement: Teacher will provide students with three writing prompts to choose from to write an impromptu story, twice throughout the year.

Selected Target Areas

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

I.3.A.2 Schools employ procedures to assure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

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

Professional Learning Communities
Grosse Pointe Writing Handbook

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common grade level assessment of writing	2012-01-	2012-04-	Teachers of kindergarten through

prompts	25	23	grade 5
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3.1.4.1. Activity: Common grade level assessment of writing prompts

Activity Type: Professional Development

Activity Description: Twice a year, teachers at each grade level will provide students with a choice of three pre-determined writing prompts for an impromptu writing score and then meet together to score them as a common assessment tool.

Planned staff responsible for implementing activity: Teachers of kindergarten through grade 5

Actual staff responsible for implementing activity: Teachers of kindergarten through grade 5

Planned Timeline: Begin Date - 2012-01-25, End Date - 2012-04-23

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grosse Pointe Writing Handbook	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/10/2009	Mary MacDonald-Barrett	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Other	\$0.00	\$0.00
General Funds	\$10,500.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

Data from local and state student assessments along with student, teacher, and community surveys are used to determine needs.

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.

Richard Elementary School as part of the Grosse Pointe Public School system has a carefully delineated curriculum with a focus on differentiated instruction. The district curriculum is aligned with the State of Michigan curriculum in all subject areas. The Educational Programs Leadership Council is a collaborative decision-making group of teachers, administrators, parents, community members, and students of the Grosse Pointe district. Formed in 1986 (as CCC) by representatives of the school community, the Council has been charged with the responsibility of serving as an informed advocate of educational excellence. The Council is composed of permanent members and rotating, elected participants.

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

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Organization of the Council process involves a systematic flow of ideas, discussion, and action to present and future curriculum and instructional needs. This system balances teacher creativity, school autonomy and central coordination.

Staff Development

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

Alternative Measures of Assessment

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

In addition to nationally normed and state assessment results, there are local and classroom formative and summative assessments used. Technology tools such as interactive whiteboards and response systems also provide authentic assessment data.

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.

We have incorporated the use of technology by allowing teachers to analyze test data, students to take NWEA tests three times per year, and for students to use technology as a tool for learning.

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.

Data from State, local, and nationally-normed assessments are analyzed in order determine instructional needs.

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

Curriculum and school improvement information is shared with students, parents, and the community at public board meetings, in newsletters and on district and school websites.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to

the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Stakeholders are responsible for providing input and feedback on goals and strategies for school improvement. Data analysis is the driving force behind the goal setting process.

Assurances

EdYES!

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

Response: *Yes*

Comments: *NWEA MAP assessments are given three times per year. Grosse Pointe Writing assessment is given to all students in grades 1-5.*

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

Response: *Yes*

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

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *No 8th grade*

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 Support program is in place with Love and Logic philosophy training.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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: *Currently being updated*

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

Response: *Yes*

Comments: *Currently being updated*

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:

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

Response: *Yes*

Comments:

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

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *N/A*

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *Whole school assemblies and presentations in addition to classroom presentations and small group sessions.*

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: *Whole school assemblies and presentations in addition to classroom presentations and small group sessions.
Evening parent presentation by local therapist, school social worker, and school principal on bullying.*

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: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the

home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments: *Not a formal program: online information, newsletters, information nights*

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

Response: *No*

Comments:

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

Response: *Access to 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.	Mary	MacDonald-Barrett	Principal	mary.macdonald-barrett@gpschools.org
Ms.	Dorothy	Wrosch	Teacher	dorothy.wrosch@gpschools.org
Mrs.	Terri	Burton	Parent	terripb@gmail.com
Ms.	Joanne	Difazio	Community Member	difazij@aol.com
Mr.	Michael	Havern	Teacher	michael.havern@gpschools.org
Mrs.	Beth	Rainbolt	Teacher	beth.rainbolt@gpschools.org
Mrs.	Karen	Aldrich	Teacher	karen.aldrich@gpschools.org
Mrs.	Kathleen	Kelly	Teacher	kathleen.kelly@gpschools.org
Mrs.	Dawn	Aldigheri	Parent	pd.aldighieri@sbcglobal.net

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Jon Dean
Address:	389 St. Clair, G.P. City, MI 48230
Telephone Number:	313-432-3015

References

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

Supporting Documentation

No documentation was attached.