School Improvement Plan

Brownell Middle School

Grosse Pointe Public Schools

Dr. Michael Dib
260 CHALFONTE AVE
GROSSE POINTE FARMS, MI 48236-3350
**Nondiscrimination Statement**

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,  
Director of Student Services  
20090 Morningside  
Grosse Pointe Woods, MI 48236  
Phone: (313) 432-3851  
Stefanie.Hayes@gpschools.org

If the individual filling the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services  
389 St. Clair  
Grosse Pointe, MI 48230  
Phone: (313) 432-3016

For further information on nondiscrimination, visit:  
http://wdcrobcollp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.
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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.
Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Brownell is a middle school made of grades 6-8. There were 722 students in our school during the 2013-14 school year. We are located in Grosse Pointe Farms in southeast Michigan. The changes we have experienced in the last three years include an influx of new students from parochial and private schools within our district. The reason for this influx is the fact that we are a high achieving middle school with motivated students, a high quality staff, and supportive parents. Our school lies in an area of high socio-economic status with a majority of parents being highly educated in professional jobs. Our parents and teachers have high expectations for all of our students and we are all highly competitive in being academically successful every year. A daily challenge is to meet high expectations every school year.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision, Mission and Beliefs

Vision Statement
Brownell Middle School's vision is congruous with our district's vision of Excellence in Education: Learning and leading for today and tomorrow. Our school is committed to preparing students for the academic and social challenges of the 21st Century. Our staff sets academic goals that are monitored and adjusted to meet the needs of all students. Curriculum is differentiated to provide challenge and rigor for all students. Staff continually sets academic benchmarks that correlate to state and federal standards.

Mission Statement
The mission of the Brownell School Community is to promote the acquisition of knowledge, skills, and behaviors necessary for all students to realize their individual potential. Students will also be contributing leaders and members in the 21st Century.

Beliefs Statement
The Brownell Middle School Learning Community believes and values the following three guiding principles to effective teaching and learning in the 21st Century.

1. Accountability - Students, parents, and staff are responsible for learning expectations. Student data in the form of standardized tests and common assessments are used to set learning goals for all students. Monthly parent meetings are also used for community input and feedback. Students are active participants in goal setting and learning. Teachers have weekly school improvement and staff development time to set learning standards that correlate to state and federal benchmarks. Throughout the school year, goals are reviewed and adjusted to meet the values of learning at Brownell.

2. Relationships - the Brownell Learning Community believes that establishing relationships is the key to success for all students. Relationships are established within the walls of the school and also outside the classroom. A genuine concern for student success helps to build a bond and trust between parents, students, and staff. This bond is strengthened by staff web sites, electronic communication, parent meetings, Parent/Teacher Conferences, Principal Roundtable Meetings, and weekly all school assemblies.

3. Challenge and Rigor for all students - Brownell provides a curriculum that meets the needs of students based upon their readiness and interest levels. Students are encouraged to challenge themselves by selecting honors courses that stretch their thinking and enhance their learning. Courses are designed and implemented to challenge students at their instructional level and move them to an independent learning level. Students are also encouraged to select elective courses that are out of their comfort zone as it relates to learning new skills.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Brownell is consistently one of the highest achieving schools in the state of Michigan as reported by the MDE. Brownell ranks in the top 5% in the state every year as it relates to proficient students in all tested areas of the MEAP test. Brownell's seventh grade students have been ranked #2 overall out of over 800 public and charter schools on the MEAP writing test during the Fall 2011 and 2012 testing periods. Our eighth grade students have been tested using the ACT/Explore tests in March 2012, 2013, & 2014. Our seventh grade students have been tested using the ACT/Explore in March 2013 & 2014. Our students outperform the state and district averages in all four tested areas. Our staff studied results from March 2013 and used data on weak areas to improve scores on the 2014 ACT/Explore tests. We hope to improve in the areas of science and math through the district-wide K-12 Curriculum Committee who will align our curriculum goals with state standards. We also hope to use common core benchmarks and Smarter Balanced Assessments to improve student learning.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Brownell is literally a community working together to improve learning for all students. Our students are highly motivated to learn every day. Our teachers are also motivated to continuously improve their teaching skills. Our staff is here to adapt to student needs and they do so on a daily basis. In addition to a six period academic school day, there are numerous extra-curricular activities available for students. Parents are extremely supportive of our teachers and support us both monetarily and with their volunteerism.
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution’s improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

At the beginning of every school year, Brownell's School Improvement Plan from the previous year is shared with the entire staff and parents. Based upon the plan and learning results from the previous school year, 3/4 subcommittees are formed to establish SMART goals to improve student learning. All staff have the opportunity to join a subcommittee to use data to determine strategies that will improve student learning. Staff traditionally choose a committee that matches their curricular expertise or an area that is passionate to them. School improvement meetings are scheduled every Monday morning for forty five minutes and another 1 1/2 days are scheduled during the year in addition to eighth staff meetings and four multi-site meetings with other schools that are used to share effective teaching strategies. All school improvement committee work is shared with parents at PTO, Principal Roundtable Meetings, and PA 25 Report Meeting in September.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The primary stakeholder group that develop improvement plans are classroom teachers. Every teacher is an active participant on one school improvement subcommittee. Once plans are determined, they are shared with parents. Parents have the opportunity to review plans and offer input into every aspect of school improvement as it relates to student learning. Teachers are responsible for implementing target goals while parents serve as a monitor for checks and balances to ensure they are part of the process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is communicated to staff via the annual PA 25 Report, weekly bulletin, newsletter, an electronic communication with the plans, a hard copy in each teacher's mailbox, Staff Meetings, and Building Leadership Team. Information is shared with the community through the school newsletter, web site, PTO and Principal Roundtable Meetings, Parent/Teacher Conferences, Back-to-School Nights and an Open House in November. Evolving and final improvement plans are shared throughout the school year in the methods written above.
School Data Analysis
Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school’s strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.
Student Enrollment Data

How do student enrollment trends affect staffing?

Our staffing is based upon student enrollment every school year. We have been able to add FTE as needed when enrollment has increased.

How do student enrollment trends affect staff recruitment?

Our school and district always looks to hire the best candidate to teach all students. Our Deputy Superintendent and principals have gone to recruiting sites throughout the state to find the best talent to meet the needs of all our students.

How do student enrollment trends affect budget?

Additional FTE’s have been granted for teaching and support staff. Due to state funding issues, there has been no increase in funds for teaching supplies and technology.

How do student enrollment trends affect resource allocations?

Non staffing resource allocations have remained the same or decreased due to district and state budget shortfalls.

How do student enrollment trends affect facility planning and maintenance?

Building maintenance and facility planning maintain high quality standards regardless of enrollment trends.

How do student enrollment trends affect parent/guardian involvement?

There is a direct correlation to enrollment and parental involvement. The more students we have, the more parental involvement in our school community.

How do student enrollment trends affect professional learning and/or public relations?

Enrollment trends are considered when planning for professional learning. Staff are trained to meet the learning needs of all students. Training is shared with the school community.
What are the challenges you noticed based on the student enrollment data?

To meet the academic, personal, emotional, and social needs of all our students.

What action(s) will be taken to address these challenges?

Use data to modify and adjust learning and teaching strategies to meet the needs of all students.

What are the challenges you noticed based on student attendance?

Students who are in school on a regular basis are the most successful in school. We are fortunate to have, on average, 97% of our students in attendance every day of the school year. Truancy is not a problem at our school.

What action(s) will be taken to address these challenges?

Teachers and support staff meet with parents to address concerns about attendance.
Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Student achievement is consistently high across all core academic areas and elective courses.

Which content area(s) show a positive trend in performance?

All areas show a positive trend in performance. On state mandated testing, our students consistently rate in the top 5% across the state.

In which content area(s) is student achievement above the state targets of performance?

English, Reading, Math, Science, Writing, and Social Studies

What trends do you notice among the top 30% percent of students in each content area?

Our students are highly successful in all four core content areas.

What factors or causes contributed to improved student achievement?

Differentiated instruction, teachers planning lessons and assessments that focus on the needs of each student fused with professional development that focuses on best practice and brain-based research.

How do you know the factors made a positive impact on student achievement?

Data collection and analysis, report card grades, NWEA assessment in reading and math, four common assessments, parent feedback, ACT/Explore testing in grades 7/8, and standardized tests.

Which content area(s) indicate the lowest levels of student achievement?

Science

Which content area(s) show a negative trend in achievement?

No content area has a negative trend in achievement.
In which content area(s) is student achievement below the state targets of performance?

None

What trends do you notice among the bottom 30% of students in each content area?

Students in the bottom 30% tend to struggle in all content areas, with reading and science being the most difficult.

What factors or causes contributed to the decline in student achievement?

We don't have a decline in student achievement. Class size continues to be a concern.

How do you know the factors made a negative impact on student achievement?

It is difficult to differentiate classroom instruction with core classes of 34 students.

What action(s) could be taken to address achievement challenges?

Closer data analysis and a clearer understanding and implementation of common core standards.
Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- Asian
- African American or Black
- White
- Male
- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- Male
- Economically Disadvantaged
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Reading and Writing

How do you know the achievement gap is closing?*

Use of data, results from common assessments and standardized tests.

What other data support the findings?

Teacher observations and parent feedback along with daily works and report card grades.

What factors or causes contributed to the gap closing? (Internal and External)*

A staff that monitors and adjusts instruction to meet the academic needs of all students.

How do you know the factors made a positive impact on student achievement?

Results of a variety of assessments that are used to measure student growth.
What actions could be taken to continue this positive trend?

Provide more time for teachers to collaborate and plan for student success.

**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?**

Science, Writing and Reading

**How do you know the achievement gap is becoming greater?**

Test results and teacher feedback

**What other data support the findings?**

Parent feedback and teacher observations

**What factors or causes contributed to the gap increasing? (Internal and External)**

Parental involvement and support

**How do you know the factors lead to the gap increasing?**

When parents support the school and their children, those students have the best chance for success.
What actions could be taken to close the achievement gap for these students?*

Increased parent communication and a commitment for parents to work with the school to meet the academic and emotional needs of their child.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Only had one student this year. Her academic achievement was in-line with the aggregate scores of her peers.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Through the IEP process and communication with parents.

How are students designated ‘at risk of failing’ identified for support services?

Lack of academic performance, struggling learners, teacher/parent input/concerns

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Students can attend the two high schools to meet academic needs that cannot be met at the middle school. Honors classes in Math and English at Grade 6 and honors classes for grades 7/8 in Math, English, Science, and Social Studies.

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<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?</td>
<td>45.0</td>
</tr>
</tbody>
</table>

What is the school doing to inform students and parents of Extended Learning Opportunities?

Program of Studies, PA 25 Report, Parent/Teacher Conferences, School Board Meetings, and School web page

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<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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<tbody>
<tr>
<td></td>
<td>What is the total FTE count of teachers in your school?</td>
<td>38.0</td>
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<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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<tbody>
<tr>
<td></td>
<td>How many teachers have been teaching 0-3 years?</td>
<td>6.0</td>
</tr>
</tbody>
</table>
What impact might this data have on student achievement?

The range of teaching experience helps our students due to the wide range of ways teachers were taught in college and the use of technology.

What impact might this data have on student achievement?

Research shows that teacher absences effect student learning. However, as much as possible, we hand pick substitute teachers who work well with students and teachers within the building to implement lesson plans.
Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Brownell provides challenge and rigor for all students and they feel teachers are the best part of our school.

Which area(s) show a positive trend toward increasing student satisfaction?

Increase in positive student behavior and involvement in learning and extra-curricular activities. Implementation of the new school-wide PBI plan for the 2014-15 school year.

What area(s) indicate the lowest overall level of satisfaction among students?

Students want more freedoms and the ability to use cell phones during the school day. Lunch lines are too long.

Which area(s) show a trend toward decreasing student satisfaction?

None at this point

What are possible causes for the patterns you have identified in student perception data?

Teachers who want to make a positive impact on student learning and offer lessons and activities that provide meaningful opportunities no matter what your readiness or interest levels.

What actions will be taken to improve student satisfaction in the lowest areas?

Provide opportunities for students to offer suggestions on how to make our school a better place.
Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Brownell offers challenge and rigor for all students. Brownell is a safe place for all students. Parents trust our staff to educate their children.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

PTO Meetings, Principals' Roundtable Meetings, Parent/Teacher Conferences, and extra-curricular activities are all ways for parents to provide input that the school can implement.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Class size and pay to play sports

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

I don't believe there is decreasing satisfaction based upon parent feedback (other than a lack of funding from the state).

What are possible causes for the patterns you have identified in parent/guardian perception data?

Causes for patterns usually revolves around the media and what they are reporting on TV.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Strategize ways to improve areas of concern and then ask parents for feedback once a change is made.
Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Positive environment, great students, safe school

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Working together and providing time to collaborate

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Class size and a lack of funding from the state.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Mandated and increased testing of students

What are possible causes for the patterns you have identified in staff perception data?

Legislative mandates that have been imposed on schools.
How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

Our district has a K-12 curriculum committee. Students, staff, parents, and community members are involved in the process.

What evidence do you have to indicate the extent to which the standards are being implemented?

Classroom teacher observations and evaluations for every teacher, every year.
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
### School Additional Requirements Diagnostic

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
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</thead>
<tbody>
<tr>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, at our elementary schools. Brownell is a middle school.</td>
<td></td>
</tr>
<tr>
<td>Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.</td>
<td>Yes</td>
<td><a href="http://gpschools.schoolwires.net/site/Default.aspx?PageID=388">http://gpschools.schoolwires.net/site/Default.aspx?PageID=388</a></td>
<td></td>
<td></td>
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<tr>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Deputy Superintendent, Dr. Jon Dean (313)432-3015, 389 St. Clair, Grosse Pointe, MI 48230</td>
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<td></td>
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<tr>
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<tr>
<td></td>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>No</td>
<td></td>
<td></td>
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<table>
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<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
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<tr>
<td></td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>Yes</td>
<td></td>
<td></td>
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Overview

Plan Name

2014-15 SIP

Plan Description
## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
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<tbody>
<tr>
<td>1</td>
<td>Writing: All students will become proficient writers.</td>
<td>Objectives: 1&lt;br&gt;Strategies: 1&lt;br&gt;Activities: 1</td>
<td>Academic</td>
<td>$1000</td>
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<tr>
<td>2</td>
<td>Math: All students will become proficient problem solvers.</td>
<td>Objectives: 1&lt;br&gt;Strategies: 1&lt;br&gt;Activities: 1</td>
<td>Academic</td>
<td>$1000</td>
</tr>
<tr>
<td>3</td>
<td>Reading: All students will become proficient in reading both fiction and non-fiction texts.</td>
<td>Objectives: 1&lt;br&gt;Strategies: 1&lt;br&gt;Activities: 1</td>
<td>Academic</td>
<td>$1500</td>
</tr>
<tr>
<td>4</td>
<td>Student Responsibility: All students will be accountable for their learning and behavior.</td>
<td>Objectives: 1&lt;br&gt;Strategies: 1&lt;br&gt;Activities: 1</td>
<td>Organizational</td>
<td>$500</td>
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</table>
Goal 1: Writing: All students will become proficient writers.

Measurable Objective 1:
100% of All Students will demonstrate a proficiency on the State of Michigan writing assessment test and Grosse Pointe Writing Assessment in English Language Arts by 06/11/2015 as measured by State of Michigan Writing Test and Grosse Pointe Writing Test.

Strategy 1:
SEEK Method - Statement, Example, Explanation, (K) conventions to assist students. Writing will occur across the curriculum. Students will write an organized paragraph with an introduction, body, and conclusion using conventions, supporting details, and sentence fluency. 
Research Cited: Best practices in the teaching of writing. 6+1 writing traits reference book is used. Dr. Roger McCaig provided teacher training based upon best teaching practices. Effective Differentiated Instruction. Common Core Reading and Writing strategies. FAST training
Tier:

<table>
<thead>
<tr>
<th>Activity - Writing Subcommittee</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
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<tbody>
<tr>
<td>Writing subcommittee will share best practices, Common Core strategies, 6+1 Writing Traits, Grosse Pointe Writing Test Practice Prompts, Writing Blitz that focuses on non-proficient male writers.</td>
<td>Direct Instruction</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2015</td>
<td>$1000</td>
<td>General Fund</td>
<td>Administrators, Writing School Improvement Subcommittee Members, English Department, all core and elective teaching staff.</td>
<td></td>
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</table>

Goal 2: Math: All students will become proficient problem solvers.

Measurable Objective 1:
100% of All Students will demonstrate a proficiency in fractions and integers in Mathematics by 04/24/2015 as measured by State of Michigan math assessment test for grades 6-8, and ACT/Aspire for grades 7-8.
Strategy 1:
Classroom/Teacher Strategy - Warm Up, Math-O Activity, Trail Walks, Color Computations, Time Table Logs, Around the World, I Have-Who Has, Grab-it, Success Maker Software, Common Core Essential Math Strategies that work, and integration of 21st Century learning strategies
Research Cited: District Data, State Assessment Reports, Staff Development Speakers on Brain Based Learning, Teaching using Best Practice, Enhancing Professional Practice, School Leadership that Works, Differentiation in Practice
Tier:

<table>
<thead>
<tr>
<th>Activity - Differentiated Instruction and Activities</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math teachers will implement strategies that provide challenge and rigor for all students based upon their readiness and interest levels. Instruction will be monitored and adjusted to meet individual student needs.</td>
<td>Direct Instruction</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2015</td>
<td>$1000</td>
<td>General Fund</td>
<td>Administrators, Department Chairs, School Improvement Math Subcommittee, Core and Elective teaching staff.</td>
<td></td>
</tr>
</tbody>
</table>

Goal 3: Reading: All students will become proficient in reading both fiction and non-fiction texts.

Measurable Objective 1:
100% of All Students will demonstrate a proficiency in both narrative and expository reading comprehension in English Language Arts by 04/24/2015 as measured by NWEA Testing, ACT/Aspire, and State of Michigan Assessment Test.

Strategy 1:
Teaching Content in Tandem with Reading - Using various types of texts:
Reading narrative accounts/theories of historical events,
Balancing fact v. opinion/interpretation/perspective,
Heavy emphasis on reading multiple accounts,
Understanding of author bias/interpretation is necessary,
Understanding of cause-effect relationships (those who acted and those who were affected),
Comparing and contrasting text and author voice
Reading for meaning
Inductive learning
Master academic vocabulary

Research Cited: Best teaching practices, District Data, Enhancing Professional Practice- A Framework for Teaching, Successful classes/programs in other districts, Staff Development, Differentiation in Practice, Common Core State Standards, School Leadership that Works, Courageous Conversations, Core Six Essential Strategies for Achieving Excellence

Goal 4: Student Responsibility: All students will be accountable for their learning and behavior.

Measurable Objective 1:
collaborate to create and maintain a positive learning environment. by 04/02/2015 as measured by a decrease in tardies and discipline referrals and an increase in the number of students earning academic and citizenship honor roll status.

Strategy 1:
Buck Up Broncos & Tier 1-3 PBIS all school implementation - Weekly all school meetings to celebrate student successes in appropriate behavior. Use of Advisory time to introduce, review behavior expectations that lead to an enriched learning environment. Add student and parent information about PBIS program into each student's daily planner.

Research Cited: Building Assets Together by Jolene L. Roehlkepartain

Tier:
Weekly meetings for all students reviewing anti-bully strategies, resolving conflicts in a peaceful manner, and self esteem building.

| Behavioral Support Program | Implement | 09/02/2014 | 06/11/2015 | $500 | General Fund | Administration, School Improvement PA 25 Subcommittee Members, Teaching and Support Staff, and PBIS Committee |
### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

#### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Subcommittee</td>
<td>Writing subcommittee will share best practices, Common Core strategies, 6+1 Writing Traits, Grosse Pointe Writing Test Practice Prompts, Writing Blitz that focuses on non-proficient male writers.</td>
<td>Direct Instruction</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2015</td>
<td>$1000</td>
<td>Administrators, Writing School Improvement Subcommittee Members, English Department, all core and elective teaching staff.</td>
<td></td>
</tr>
<tr>
<td>Analytical Reading to Compare and Contrast</td>
<td>Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</td>
<td>Direct Instruction</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2015</td>
<td>$1500</td>
<td>Administrators, School Improvement Reading Subcommittee, English Department, Core and Elective Teaching Staff</td>
<td></td>
</tr>
<tr>
<td>Advisory Lessons</td>
<td>Weekly meetings for all students reviewing anti-bully strategies, resolving conflicts in a peaceful manner, and self esteem building.</td>
<td>Behavioral Support Program</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2015</td>
<td>$500</td>
<td>Administration, School Improvement PA 25 Subcommitteee Members, Teaching and Support Staff, and PBIS Committee</td>
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<tr>
<td>Differentiated Instruction and Activities</td>
<td>Math teachers will implement strategies that provide challenge and rigor for all students based upon their readiness and interest levels. Instruction will be monitored and adjusted to meet individual student needs.</td>
<td>Direct Instruction</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2015</td>
<td>$1000</td>
<td>Administrators, Department Chairs, School Improvement Math Subcommittee, Core and Elective teaching staff.</td>
<td></td>
</tr>
</tbody>
</table>