School Improvement Plan

Pierce Middle School

Grosse Pointe Public Schools

Mr. Chris Clark, Principal
15430 Kercheval Ave
Grosse Pointe Park, MI 48230-2052

TABLE OF CONTENTS

School Additional Requirements Diagnostic

Health and Safety (HSAT) Diagnostic

Pierce School Improvement Plan

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?

Pierce Middle School, located in Grosse Pointe Park, Michigan houses grades six, seven and eight.

Founded in 1939, Pierce's enrollment is projected to be 573 students for the 2013-2014 academic 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.

"Excellence in Education: Learning and leading for today and tomorrow" is reflective of the Grosse Pointe Public School System and Pierce Middle School's committment to educating and serving our students and their families.

Vision: Pierce Middle School provides an excellent educational environment where students acquire the knowledge and develop the skills and behaviors necessary to be successful in an ever-changing society.

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

Pierce Middle School values and is committed to creating and maintaining an orderly, trusting and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility. All aspects of Pierce Middle School's organization, curricular and co-curricular activities are adolescent centered and designed to accomodate individual learning styles so that all may experience success.

Improvement efforts are intentional as we target a Professional Learning Community model of teaching and learning, extended learning opportunities for students, increasing family engagement, providing safety mentoring to students, and heigthening all students awareness and practice of healthy nutritional habits and practices.

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.

Pierce Middle School has partnered with Beaumont Hospitals, the Wellness Network and the University of Michigan in building our school's capacity to educate and positively impact the health and nutritional needs of our students and their families. We are in the second year of this program. At the end of three years all students will have participated in this endeavor.

Recent results on the 8th grade EXPLORE/ACT find our students ahead of the district and national average on this predictor of college and career readiness. As a category, "all students" have been cited by the Michigan Department of Education as being on an upward pathway of improvement based on MEAP results. On the state of Michigan''s top to bottom ranking, PIerce continues to be in the top 20% of school's in the state. However, an achievement gap exists between our higher performing and lowest performing students that has resulted in our designation as a Focus School. In particluar we are targeting the improvement of two sub-groups that have been identified as having even or low trajectories on several MEAP assessments. Our economically disadvantaged and African-American populations are making strides to close this gap. All teachers and staff are striving to lessen this gap through specific strategies and interventions in literacy and math.

Additional Information

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

In addition to the learning targets our teaching staff identifies for all students, Pierce teachers and administrators are in the midst of the pedaogical shift necessitated by the adoption of the Common Core State Standards. Professional development activities are primarily connected to this initiative. Strategies that help facilitate the shift are currently being employed in all classrooms.

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

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.

In August, the Pierce School Improvement Plan is shared with the staff. The plan emerges from the learning data that emerged over the previous year as we work with our MEAP, Common Assessment, NWEA, GPWA and EXPLORE/ACT data. Coupled with the pedagogical shift now required by the Common Core State Standadrs, teachers are working on late-start Mondays and during staff development periods by department and by grade level to this end. Due to the timliness, released items and quick end of year turn around results we receive from the EXPLORE/ACT, we are using this data to primarily fuel those areas needed to improve upon student college and career readiness. In addition, we are participating in the State Superintendent's Challenge of identifying students with significant risk factor's. Since much of the information is confidential, the principal shares the results of the data reviewed, the improvement goals to be launched with parents at monthly PTO nights, EXPLORE/ACT parent evening in the spring and through our PA-25 report each fall.

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 develops Pierce school improvement plans are teacher leaders, department chairs, administration as we review a steady stream of student data. All teachers participate on grade level and department school improvement teams. Teachers are responsible for disaggregating the data and identifying areas of improvement. A half-day in the spring is designed to this end as we work closely with our EXPLORE/ACT data. The plan is then communicated to the parents viaq the principal. Parents are invitd to review the plan and offer input as strategies connected to the plan are implemented by teachers throughout the year.

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 through Pierce's PA-25 report and annual meeting conducted by the principal each fall (September). Parents and community memebrs are invited to learn of the final plan and ask questions surrounding the implmentation and assessment of effectivness. Assessment results throughout the year inform teachers and parents of the plan's targeted effectiveness and are communicated at Parent-Teacher conferences, twice-annually and among grade level and department members weekly. Any updates or changes to the plan are communicated through the staff bi-monthly bulletin and monthly parent bulletin. Records are kept documenting these communications, including feedback received.

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?

Student enrollment trends are evaluated several times of the year by the principal of Pierce Middle School and the Office of Human Resources and the Office of Enrollment. This leads to dialogue with central office administrators surrounding annual allocated staffing to meet the needs of the school. The requested annual staffing allocation, based on enrollment figures and projections must receive the approval of the Board of Education, prior to implementation.

How do student enrollment trends affect staff recruitment?

Enrollment trends in school and classes chosen dictate whether or not job or college fairs are attended each year. This past year, Pierce Middle School was part of a cohort group of Grosse Pointe administrators that attended two college fairs aimed at securing a Spanish teacher due to increased enrollment in this requested class.

How do student enrollment trends affect budget?

Nearly 95% of the budget allocated to Pierce Middle School is based on enrollment.

How do student enrollment trends affect resource allocations?

The number of students in each grade and the courses requested dictate the resources allocated (staff, support staff, books, supplies, etc). However, despite enrollment trends there has been, literally, no increase in the resources afforded PIerce Middle School in three years. Funds are made available but frozen un terms of increase. I attribute this to the various cuts at state level and the way schools are funded across the state of Michigan.

How do student enrollment trends affect facility planning and maintenance?

Pierce Middle School enjoys constant and timely review of facility plans and maintenance. Enrollment and use of facilities do play a role in determining which facilities are scheduled for upgrade within the building.

How do student enrollment trends affect parent/guardian involvement?

Enrollment trends do not stop Pierce Middle School or parents from taking an active role in their child's education. Programs are in place regardless of the number of students we have to insure we engage parents and involve them in their child's education. Back to School Nights, PTO Meetings, Parent Teacher Conferences and regular communication through newsletters and electronic communications occur regularly.

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

Enrollment trends are taken into account when planning the professional development of Pierce staff. Workshops or training specifically aimed at trends in student enrollment (including the presence of all subgroups) is standard practice and embedded in staff development planning. Initiatives are shared with the public and included in the PA-25 Report and district strategic plan.

What are the challenges you noticed based on the student enrollment data?

Meeting the mental, physical and emotional needs of all students, regardless of race. religion, ethnicity, economic demographic remains the most difficult challenge for Pierce teachers. On average, 10% of the students in each grade are new to Pierce Middle School each year. Transitioning these students to our school and assessing where they are in their learning can be at times challenging.

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

School improvement goals (targeting teaching and learning), staff development activities (including looking at demographic data) are intentional and connected in addressing academic, health/nutrition and safety mentoring for all students. Opportunities to extend learning for students and parents exist. An intervention specialist in literacy has been added to assist at grade level 6 this year. We will monitor the growth of the students identified in need of this assistance.

What are the challenges you noticed based on student attendance?

Truancy is isolated as Pierce enjoys a 96% attendance rate each day. Patterns that emerge are identified.

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

Any patterns that emerge are identified by the enrollment and attendance clerk for the school. Parents are requested to attend a meeting where the problems or individual concerns are shared, and a plan implemented for improvement. Records are kept of the effectiveness of each plan. Seldom does the school need to involve authorities related to truancy after implementing the plan to improve attendance for isolated cases. However, in those rare cases where the plan and subsequent attempts to revisit have proven to be unsuccessful, the school does involve Erase Truancy programs through Wayne county.

Student Achievement Data for All Students

This area includes data questions.

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

ACT/EXPLORE data indicates that composite scores of all students are above the national and district average in Math, English, Science and Reading. MEAP data indicates that Reading and Social Studies scores are Pierce Middle School's highest areas of achievement for all students on that assessment. Individual student growth is monitored annually on these assessments, through NWEA scores, the Grosse Pointe Writing Assessment and on common assessments at all core levels and in most elective areas.

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

We have positively trended upwards in composite scores for all students in Reading, Writing, Math, Science and Social Studies as indicated on our state report card.

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

Composite scores for all students have enjoyed upward growth on state report cards in Math, Reading, Social Studies, Science and Writing (all green cells).

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

The top thirty percent are Advanced in Reading and Social Studies. The top thirty percent in Math, Science and Writing enjoy Advanced and Proficient status.

What factors or causes contributed to improved student achievement?

Student attitudes about learning and previous success, differentiated instruction, planned lessons that maximize student engagement, and parent involvement.

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

The collection and analysis of learning data from previous years, teacher reflection on lessons, interim formative assessments and report card analysis.

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

Science composite for all students.

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

No content area is negatively trending for all students.

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

None based on the composite for all students on the State report card.

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

The bottom 30% of students in Reading are mostly partially proficient to proficient. In Math, the bottom 30% are mostly non-proficient. In Science the bottom 30% are mostly non proficient.

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

The closing of gaps in specific individual learning for some students remains a concern and continues to be a methodical practice along with class size in all subject areas.

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

In the bottom 30% of students who are identified in October, we were able to compare proficiency targets from year to year as set by the MEAP results only.

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

As we move forward, clear understanding and implementation of the Common Core State Standards coupled with strategies to increase family engagement and extended learning opportunities are of prime importance.

Subgroup Student Achievement

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

- •Asian
- •White
- •Male
- •Female
- •Students with Disabilities

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

- •Asian
- •White
- •Male
- •Female
- •Students with Disabilities

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

Reading, Writing and Social Studies.

How do you know the achievement gap is closing?*

On state report cards, the green cells indicate growth percentages on target for proficiency by 2022 if the trend continues.

What other data support the findings?

Other assessments separate from our state report card (NWEA, GPWA and ACT/EXPLORE) measure student growth.

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

Family engagement and teachers who monitor closely the learning targets for each student.

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

The level of family involvement at parent night for 7th and 8th graders to review the data of the school and their individual students at an EXPLORE/ACT results night.

What actions could be taken to continue this positive trend?

More staff development in the areas of a)understanding and implementation of Common Core State Standards and b)how to develop learning targets for all students, especially those who struggle. Continue to engage families and encourage them to participate in literacy/math strategies nights.

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

- •African American or Black
- •Economically Disadvantaged

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

- •African American or Black
- •Economically Disadvantaged

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

Primarily Reading, Math and Science

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

The growth percentages on data revealed by the MEAP on our state report card indicate little or negative growth.

What other data support the findings?*

NWEA growth results and ACT/EXPLORE data.

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

Student attitude, lack of family engagement, learning targets that were not specified.

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

Supportive parents and parents who hold their child accountable at home lead to gap closure, along with teachers who recognize the importance of implementing learning targets for all students to monitor growth statistically close gaps.

What actions could be taken to close the achievement gap for these students?*

Monitor learning targets more closely for students in the bottom 30% and actively engage students in monitoring their targeted results. Being intentional about reaching out to families of students who are in the bottom 30% and monitoring their commitment.

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

We have no students receiving this service this year.

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.)?

The IEP process and 504 process are implemented and communication with parents is monitored closely.

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

Learning data, teacher observations and feedback identify struggling learners, observations made by school psychologist and social worker, parent observations and input are all monitored.

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

Honors English Classes exist at grade 6, 7 and 8, Honors Math classes exist at grades 6, 7 and 8. Honors Social Studies and Honors Science classes exist at grade 7 and 8. In addition, students in need of more accelerated courses in Math and Foreign Language take classes offered by the high school. Math Foundations classes extend the learning for students who struggle in math at grades 7 and 8. An intervention specialist in literacy monitors the learning of grade 6 struggling students (and will track them for three years). Academic Assistance exist for those students who need more time and support at all grade levels and replaces an elective.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	48.0

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

Through counselors, program of studies, orientation nights, registration newsletters, Parent-Teacher nights, review of student data with parents in selecting courses. Every 8th grade parent meets with counselors re: high school offerings, course selection/placement, and transitions to high school.

Label	Question	Value
	What is the total FTE count of teachers in your school?	28.9

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.4

Label	Question	Value
	How many teachers have been teaching 9-15 years?	12.4

Label	Question	Value
	How many teachers have been teaching >15 years?	8.1

What impact might this data have on student achievement?

A wide range of teaching experience is necessary to compliment a)what works and b)what are the latest trends in teacher education programs that experienced and new teachers bring to the classroom each day.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	62.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	155.5

What impact might this data have on student achievement?

Clearly, even low rates of teacher absences negatively affect the flow and continuity of student learning. Substitute teachers clearly do not

have established relationships with all learners.

Perception Data - Students

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

Students rank our caring teachers as their highest overall satisfaction. The variety of course offerings with appropriate rigor is ranked second.

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

An increase in student participation in clubs and activities is increasing. Data surrounding positive behavior support trends has improved as well.

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

Students would prefer a relaxed policy surrounding the use of technology and personal electronic devices.

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

No one tend continues to demonstrate a decreased satisfaction.

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

Pierce teachers and staff establish a community of learners in their classes and plan meaningful learning activities for students and engage them based on their achievement and interest levels.

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

Continue to survey and solicit student and staff feedback re: appropriate use of technology and electronic devices.

Perception Data – Parents/Guardians

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

Pierce course offerings and the rigor within each afford students the opportunity to succeed at their readiness level.

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

Pierce parents have expressed a satisfaction with the various ways the school communicates with them to keep them current. Examples: Teacher web pages, school web-page, Parent Teacher Conferences, voice mail fan outs, PTO meetings, Back to School Nights and the Pierce Pointer Newsletter (both hard copy and electronic).

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

Class sizes and pay to participate activities and athletics are listed as lowest satisfaction by parents.

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

Some teachers do not have comprehensive web-pages and that is an area that has decreased recently in satisfaction.

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

As it relates to teacher web-pages, some teachers are more comprehensive than others in their description of activities and homework and a few teachers do not have web-pages as they are not required.

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

Sharing the concerns of dissatisfaction with specific teachers.re: web-page design. As it relates to pay to participate, parents who have a hardship are able to request financial assistance, but are reluctant to do so. Encouraging them to do so on a case by case basis may be the solution.

Perception Data – Teachers/Staff

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

School safety is rated as having improved along with the collaborative nature of most parents.

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

Collaborative meeting time is a concern but also noted as having improved.

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

Class sizes and staff development activities that are relevant and lack teacher input for planning.

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

Increased and changing assessment practices from the state and an apparent lack of funding to accomplish such efficiently.

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

The constant and changing landscape of legislative impositions placed on public schools are perceived to be scattered and political in nature and not child or educationally centered..

Other

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.)

We have used the survey to improve our school's capacity to emphasize and influence school safety, healthy, and good nutrition standards for adolescents and families based on their responses to approved surveys conducted by community health agencies and university studies.

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

Curriculum Committees, instructional strategies and assessments are spearheaded by the office of curriculum and instruction k-12. All stakeholders participate in the process of evaluating and approving curriculum (teachers, parents, students and community members are included) before it meets Board approval. Records of such are contained at the Office of Curriculum and instruction.

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

Minutes of collaborative planning time, teacher observations and evaluations also document the shift to the CCSS..

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

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Although we are a middle school, the elementary schools in the Grosse Pointe Public School system annually assess students in grades 1 thru 5 and the results are found in each school's PA-25 report. A sample of Pierce's PA-25 report is attached. The next PA-25 report for 2012-2013 is scheduled for release on September 12, 2013.	Sample PA-25 report

Label	Assurance	Response	Comment	Attachment
	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.	Yes	The PA-25 Report for Pierce Middle School is provided annually can be obtained at www.gpschools.org or from the school website.	Pierce AER 2011-2012

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	These plans are on file in the counseling office of Pierce Middle School along with results from the career inventory given on the EXPLORE/ACT	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes	Dr. Jon Dean, Deputy Superintendent, (313-432-3015), 389 St. Clair, Grosse Pointe, Michigan 48230	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	Parent involvement plan is available upon request and is not a stand alone document, but is aligned to the District's Board Policy and Strategic Plan.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The school-parent compact is available on line at www.gpschools.org and can be found under strategic plan and district goals	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	To guide School Improvement efforts and tie them to the Common Core Standards in literacy, all staff will be reading The Core Six: Essential Strategies for Achieving Excellence with the Common Core.	

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment, 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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Written Policy, but not fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 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).	Access to some indoor facilities	N/A

Pierce School Improvement Plan

Overview

Plan Name

Pierce School Improvement Plan

Plan Description

All Pierce teachers will be responsible for implementing strategies aligned to the Common Core State Standards (CCSS) that move all students toward proficiency in Reading, math, Science, Writing and also improve students' ability to retain and use domain specific vocabulary terms.

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.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading: All students at Pierce Middle School will make progress toward becoming proficient readers.	Objectives: 3 Strategies: 3 Activities: 4	Academic	$400
2	All students at Pierce Middle School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$500
3	All students at Pierce Middle School will incur growth towards proficiency in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$500

Goal 1: Reading: All students at Pierce Middle School will make progress toward becoming proficient readers.

Measurable Objective 1:

A total of 361 All Students will demonstrate a proficiency by developing the core skills of finding main ideas, making inferences, evaluating and using evidence from rigorous informational text. in Reading by 05/16/2014 as measured by analyzing MEAP data from the fall of 2013, SBA Pilot Assessment Practice and EXPLORE/ACT data from the spring of 2014..

Strategy 1:

Reading for Meaning - This research based strategy helps all readers build the skills that proficient readers use to make sense of challenging texts. Regular use of the strategy gives students the opportunity to practice and master three phases of critical reading: Previewing and predicting before reading, actively searching for relevant information during reading, and reflecting on learning after reading. The strategy: 1) identifies a short text that students need to "read for meaning," 2) students generate a list of statements about the text and then search for evidence that supports or refutes each statement, 3)Introduce the topic of the text and have students preview the statements before they begin reading, 4)have students record evidence for and against each statement while or after they read, 5)have students discuss their evidence in small groups, encouraging them to reach consensus about which statements are supported or refuted by the text, 6)conduct a whole class discussion in which students share and justify their position, call attention to evidence they may have missed, and 7)use students' responses to evaluate their understanding of the reading and their ability to support a position with evidence.

Research Cited: Silver, Dewey and Perini, Essential Strategies for Achieving Excellence with the Common Core, 2012 copyright

Tier:

Activity - Reading for Meaning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During late start PLC Monday meetings, teachers at each grade level will meet to read, discuss and implement the strategy in their session before selecting informational text in teaching students to "Read for Meaning."	Professional Learning			09/09/2013	09/16/2013	$400	General Fund	All classroom teachers

Activity - Student Reading for Meaning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Application of the Reading for Meaning strategy teachers learned during professional enrichment.	Direct Instruction			09/16/2013	05/02/2014	$0	No Funding Required	All teachers are responsible for implementing at least one reading strategy.

Measurable Objective 2:

A total of 361 All Students will demonstrate a proficiency of developing students' abilities to analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. in Reading by 05/16/2014 as measured by Comparing growth in this area from the fall of 2013 MEAP results to the spring of 2014 EXPLORE/ACT results..

Strategy 1:

Compare and Contrast - Phase #1- Description: Teachers will use a hook to 1) activate students' prior knowledge about a topic, 2)then bridge the discussion from the hook to the purpose of the lesson (example: "You really know a lot about volume and surface area. Today we are going to compare the two to make sure we're clear on what they are, how each is calculated and expressed, and when each is used."), 3)provide clear criteria to focus student description. A simple three column graphic organizer can help, 4)remind students that they are to describe each item separately not to compare them. Phase #2-Comparison : Teacher then asks students to 1)use their descriptions and criteria from phase 1 to search for important similarities and differences, 2) use a Top Hat organizer to enable students to line up parallel differences. Phase #3-Conclusion: Teachers should then build student discussion around concluding questions (ex: "Are the two items more alike or different, what is the most important difference, what are the causes and effects of the difference, what conclusions can you draw"). Phase #4: Application: Teacher then asks students to apply their learning by creating a product or completing a task, 2) over time, move students toward independence by teaching them how to formulate criteria, describe items, determine key similarities and differences, and reflect on their learning

Research Cited: The Core Six: Essential Strategies for Achieving Academic Excellence with the Common Core: Silver, Dewing and Perini; 2012

Tier:

Activity - Compare and Contrast	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compare and Contrast reading activity was previously described in the strategy narrative.	Direct Instruction			09/23/2013	05/16/2014	$0	No Funding Required	All teachers are responsible for implementing the strategy and activity or one that is comparable.

Measurable Objective 3:

A total of 361 All Students will demonstrate a proficiency of Inductive Learning that will help students deepen their understanding of content and develop their inference and evidence gathering skills. in Reading by 05/16/2014 as measured by comparing results in the fall of 2013 (MEAP) with the spring 2014 results (EXPLORE/ACT)..

Strategy 1:

Inductive Learning - Teachers will shift from giving students information to helping students discover the relationships between the big ideas and key details that make up lessons, units and disciplines. This process encourages students to develop their natural powers of inductive reasoning , moving from specific details to bigger ideas to broad generalizations.This strategy also calls for teachers to introduce "academic" and domain specific words and phrases. The strategy also forces students to look

for key attributes and relationships among the words.

Research Cited: Taba, Durkin, Fraenkel, and McNaughton, 1971 and Dean, et al., 2012

Tier:

Activity - Inductive Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher 1) identifies and distributes key words, phrases, items, problems, or images from a reading, lecture, or unit. Note, if you're basing the lesson on words or terms, students will need to assess their understanding of the terms and look up familiar terms, 2) model the process of grouping and labeling terms, 3) have students analyze the items and explore the different ways they can group them, students can conduct the grouping in small groups, 4) ask students to devise a descriptive label for each of their groups, 5) have students use their labels and word groupings to make several predictions or hypotheses about the reading, lecture or unit. As students participate, ask them to search for and collect evidence that supports or refutes their predictions. A three column graphic organizer places the hypotheses in the middle and the evidence that supports on the left and evidence that refutes on the right, 6)students then reflect ion the process and lead a discussion on what they learned from it, 7)over time teach students how to generalize and conceptualize by using the inductive process to identify key words, create groups, generate predictions, and test the predictions against the evidence.	Direct Instruction			05/16/2014	05/16/2014	$0	No Funding Required	All teachers except those in the math department are responsible for implementing this strategy.

Goal 2: All students at Pierce Middle School will become proficient writers.

Measurable Objective 1:

A total of 525 All Students will demonstrate a proficiency in writing to develop higher-order thinking skills, learning to write in different text types, and developing a range of tasks, purposes and audiences. in Writing by 05/23/2014 as measured by formative writing assessments throughout the year and improved scores on the Grosse Pointe Writing Assessment in May of 2014..

Strategy 1:

Write to Learn - Write to Learn is a set of nested tools for writing and learning in all content areas. Three different types of classroom writing are involved: Provisional

Writing - brief daily writing that supports learning, Readable Writing - requires students to clarify and organize their thinking to develop on-demand essays or responses,

Polished writing - which engages students in the full writing and revision process.

Research Cited: The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewing and Perini, 2012

Tier:

Activity - Provisional Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of an active response journal, Learning Logs, teachers can infuse writing into the daily instructional routine. This gives teachers real insight in to what a student knows. Students write in their Learning Log at least once a day. As often as possible, have students share their responses in pairs or small groups. Encourage groups to look for similarities and differences in their responses, help one another refine and synthesize their ideas. Teacher listens in as students talk. Connect their written and group responses to a larger classroom discussion where the teacher surveys student ideas, records them, and explores them further. Take advantage of this formative assessment opportunity by walking around the room as students write in their logs to get a sense of their understanding. Adjust instruction based on what you learn. Example, if you find that most student cannot recall the key ingredients for photosynthesis, the content needs to be revisited. Regularly comment on each students Learning Log- once a week if possible. Focus on a single entry and record your thoughts, questions or feedback directly in the Log. Students can be prompted to write in their Learning Logs before, during or after a lesson.	Direct Instruction			09/30/2013	05/23/2014	$0	No Funding Required	All Science, Social Studies and ELA teachers are responsible for Provisional Writing.

Activity - Readable Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Readable Writing is intended for an audience, usually the teacher to assess students' depth of understanding and ability to construct sound, reasoned responses. Readable Writing has a straightforward criteria for assessment, aimed at developing students' skills in the key text types for Writing (arguments, informative/explanatory texts, and narratives) and in key writing genres addressed in the Common Core reading standards (comparison, analysis and description). The use of a 3 x 3 Writing frame helps students see the structure of a good essay.	Direct Instruction			10/04/2013	05/23/2014	$0	No Funding Required	All staff but Math Department are responsible for Readable Writing activity.

Activity - Polished Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Polished Writing engages students in the full writing process, from coming up with initial ideas to writing a final draft. Writing folders organize this complex process. Four pockets in the folder contain a) initial ideas, b) first draft, 3) second draft and 4) Final draft. A writer's club is a feedback group of peers that help weed out weaknesses in their peers works by making recommendations. Students synthesize the feedback they get and use it to revise and refine their drafts. Students will follow a rubric for productive discussions.	Direct Instruction			10/14/2013	05/23/2014	$500	General Fund	Polished Writing is the responsibility of all English Language Arts teachers.

Goal 3: All students at Pierce Middle School will incur growth towards proficiency in mathematics.

Measurable Objective 1:

A total of 525 All Students will demonstrate a proficiency in targeted Pre-Algebra, Algebra, Geometry and Probability concepts and applications. in Mathematics by 05/16/2014 as measured by Comparing the data from EXPLORE/ACT 2013 and MEAP 2013 with EXPLORE/ACT results received in Spring 2014.

Strategy 1:

Classroom/Teacher Strategy - Warm-up and Refreshers, Success Maker Software.

Research Cited: District Data, State Assessment Reports, EXPLORE/ACT results from 2013 at the 7th and 8th grade levels.

Tier:

Activity - Differentiated Instruction and Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will collaborate using practices aligned to the Common Core State Standards to provide rigor and challenge for all students based upon their readiness and interest levels. Instruction will be monitored and adjusted to meet student needs.	Direct Instruction			09/09/2013	05/16/2014	$500	General Fund	Administrators, Math Department Chair, School Improvement Math Committee (all math teachers).

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction and Learning Targets	Math teachers will collaborate using practices aligned to the Common Core State Standards to provide rigor and challenge for all students based upon their readiness and interest levels. Instruction will be monitored and adjusted to meet student needs.	Direct Instruction			09/09/2013	05/16/2014	$500	Administrators, Math Department Chair, School Improvement Math Committee (all math teachers).
Reading for Meaning	During late start PLC Monday meetings, teachers at each grade level will meet to read, discuss and implement the strategy in their session before selecting informational text in teaching students to "Read for Meaning."	Professional Learning			09/09/2013	09/16/2013	$400	All classroom teachers
Polished Writing	Polished Writing engages students in the full writing process, from coming up with initial ideas to writing a final draft. Writing folders organize this complex process. Four pockets in the folder contain a) initial ideas, b) first draft, 3) second draft and 4) Final draft. A writer's club is a feedback group of peers that help weed out weaknesses in their peers works by making recommendations. Students synthesize the feedback they get and use it to revise and refine their drafts. Students will follow a rubric for productive discussions.	Direct Instruction			10/14/2013	05/23/2014	$500	Polished Writing is the responsibility of all English Language Arts teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Student Reading for Meaning	Application of the Reading for Meaning strategy teachers learned during professional enrichment.	Direct Instruction			09/16/2013	05/02/2014	$0	All teachers are responsible for implementing at least one reading strategy.
Compare and Contrast	Compare and Contrast reading activity was previously described in the strategy narrative.	Direct Instruction			09/23/2013	05/16/2014	$0	All teachers are responsible for implementing the strategy and activity or one that is comparable.
Inductive Learning	Teacher 1) identifies and distributes key words, phrases, items, problems, or images from a reading, lecture, or unit. Note, if you're basing the lesson on words or terms, students will need to assess their understanding of the terms and look up familiar terms, 2) model the process of grouping and labeling terms, 3) have students analyze the items and explore the different ways they can group them, students can conduct the grouping in small groups, 4) ask students to devise a descriptive label for each of their groups, 5) have students use their labels and word groupings to make several predictions or hypotheses about the reading, lecture or unit. As students participate, ask them to search for and collect evidence that supports or refutes their predictions. A three column graphic organizer places the hypotheses in the middle and the evidence that supports on the left and evidence that refutes on the right, 6)students then reflect ion the process and lead a discussion on what they learned from it, 7)over time teach students how to generalize and conceptualize by using the inductive process to identify key words, create groups, generate predictions, and test the predictions against the evidence.	Direct Instruction			05/16/2014	05/16/2014	$0	All teachers except those in the math department are responsible for implementing this strategy.

Provisional Writing	Through the use of an active response journal, Learning Logs, teachers can infuse writing into the daily instructional routine. This gives teachers real insight in to what a student knows. Students write in their Learning Log at least once a day. As often as possible, have students share their responses in pairs or small groups. Encourage groups to look for similarities and differences in their responses, help one another refine and synthesize their ideas. Teacher listens in as students talk. Connect their written and group responses to a larger classroom discussion where the teacher surveys student ideas, records them, and explores them further. Take advantage of this formative assessment opportunity by walking around the room as students write in their logs to get a sense of their understanding. Adjust instruction based on what you learn. Example, if you find that most student cannot recall the key ingredients for photosynthesis, the content needs to be revisited. Regularly comment on each students Learning Log-once a week if possible. Focus on a single entry and record your thoughts, questions or feedback directly in the Log. Students can be prompted to write in their Learning Logs before, during or after a lesson.	Direct Instruction			09/30/2013	05/23/2014	$0	All Science, Social Studies and ELA teachers are responsible for Provisional Writing.
Readable Writing	Readable Writing is intended for an audience, usually the teacher to assess students' depth of understanding and ability to construct sound, reasoned responses. Readable Writing has a straightforward criteria for assessment, aimed at developing students' skills in the key text types for Writing (arguments, informative/explanatory texts, and narratives) and in key writing genres addressed in the Common Core reading standards (comparison, analysis and description). The use of a 3 x 3 Writing frame helps students see the structure of a good essay.	Direct Instruction			10/04/2013	05/23/2014	$0	All staff but Math Department are responsible for Readable Writing activity.